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**Academic Board**

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**Meeting date** 8 December 2021

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**Paper reference** AB-21-12-08-02

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**Status** Final

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Meeting of the Academic Board to be held on **Wednesday, 8 December 2021** at 14.00 – remotely by Microsoft Teams

Please join via the calendar invitation

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**Agenda**

<b>1</b>	<b>Welcome, apologies and notices</b>		Chair
<b>2</b>	<b>Approval of agenda</b>	AB-21-12-08-02	Chair
<b>3</b>	<b>Unanimous Consent Agenda</b> (including Minutes of the Previous Meeting and Actions Log)	AB-21-12-08-03	Chair
<b>4</b>	<b>Matters arising from the minutes</b>		
	(a) Petition re Council Membership	AB-21-12-08-04(a)	College Secretary
	(b) Report on Disposition of Suggested Additions to the Board Agenda <i>See Consent Agenda for remaining item:</i>	AB-21-12-08-04(b)	College Secretary
	(c) School Merger – School of Life Course and Population Sciences, FoLSM (to note)	AB-21-12-08-04(c)	
STRATEGIC DISCUSSION			
<b>5</b>	<b>World-class education strategy refresh</b> (to discuss)	AB-21-12-08-05	VP (Education)
REGULAR BUSINESS ITEMS			
<b>6</b>	<b>Report of the President &amp; Principal</b>		
	6.1 Summary Report on Key Issues (to note)	AB-21-12-08-06.1	Chair
	<i>See Consent Agenda for remaining item:</i>		
	6.2 Terms & Conditions – Pre-sessional, King's Online and King's Foundations (to note)	AB-21-12-08-06.2	ED (SED)
<b>7</b>	<b>Reports of Committees</b>		
	7.1 Report of the College International Committee (i) Review of King's policy and procedures for approval of international partnership [ <b>RESERVED</b> ] <i>See Consent Agenda for remaining items from CIC</i>	AB-21-12-08-07.1	Chair, CIC
	7.2 Report of the College Research Committee <i>See Consent Agenda for items from CRC</i>	AB-21-12-08-07.2	Chair, CRC
	7.3a Report of College Education Committee <i>See Consent Agenda for items from CEC</i>	AB-21-12-08-07.3a	Chair, CEC
	7.3b Report of the Academic Standards Sub-Committee (ASSC) <i>See Consent Agenda for items from ASSC</i>	AB-21-12-08-07.3b	Chair, CEC

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7.4	Report of the College London Committee <i>See Consent Agenda for items from CLC</i>	AB-21-12-08-07.4	Chair, CLC
7.5	Report of the Academic Board Operations Committee (i) Academic Board Annual Business Plan (to approve) <i>See Consent Agenda for remaining items from ABOC</i>	AB-21-12-08-07.5	Interim Chair, ABOC
<b>8</b>	<b>Report of the President of KCLSU</b> (to discuss)	AB-21-12-08-08	KCLSU President
<b>9</b>	<b>The Dean</b> <i>Items for Consideration</i>		
9.1	Report of The Dean (to note)	AB-21-12-08-09.1	Dean
	<i>Item on Consent</i>		
9.2	To elect Associates of King's College (to approve)	AB-21-12-08-09.2	Dean
<b>10</b>	<b>Any Other Business</b>		

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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 November 2021 meeting	AB-21-11-03-03.1	Approve
3.3	Actions Log	AB-21-11-03-03.2	Note
<b>Matters arising from the minutes</b>			
4	(i) School Merger – School of Life Course and Population Sciences, FoLSM	AB-21-11-03-04	Note
<b>Report of the President &amp; Principal</b>			
6.2	(i) Terms & Conditions – Pre-Sessional, King's Online and King's Foundations	AB-21-11-03-06.2	Note
<b>Report of the College International Committee (CIC)</b>		AB-21-11-03-07.1	
7.1	(i) Strategy Refresh		Note
	(ii) King's Global Turing Project		Note
<b>Report of the College Research Committee (CRC)</b>		AB-21-11-03-07.2	
7.2	(i) Security Sensitive Research Policy	Annex 1	Approve
	(ii) Researcher Concordat Action Plan	Annex 2	Approve
	(iii) Research Integrity Annual Statement		Note
<b>Report of the College Education Committee (CEC)</b>		AB-21-11-03-07.3a	
7.3a	(i) Portfolio Simplification	Annex 1	Approve
	(ii) Welcome to King's Report 2021		Note
	(iii) Proposal for a new KCL Marking Framework	Annex 2	Note
	(iv) Statement for Exam Period 2 and 3		Note
	(v) Inclusive Education Steering Committee		Note
	(vi) King's Education Awards 2021-22		Note
	(vii) Assessment Boards Annual Report	Annex 2	Note

	(viii)	Student Conduct & Appeals Annual Report	Annex 4	Note
<b>Report of the Academic Standards Subcommittee (ASSC)</b>			AB-21-11-03-07.3b	All to approve
7.3b	(i)	Changes to the Academic Calendar		
	(ii)	Mid-year amendment to T30 Academic Regulations		
<b>Report of the College London Committee (CLC)</b>			AB-21-11-03-07.4	All to Note
7.4	(i)	Chair's report		
	(ii)	Strategically focussed impacts on the world		
	(iii)	Careers and Employability		
	(iv)	Faculty annual London reports		
	(v)	King's London Highlights		
<b>Report of the Academic Board Operations Committee (ABOC)</b>			AB-21-11-03-07.5	
7.5	(i)	Business Schedule/Annual Agenda Plan	Annex 1	Approve
	(ii)	Executive Structure changes and implications for Academic Board		Note
	(iii)	Membership of ABOC		Note
<b>Report of the Dean</b>				
9.2		To elect Associates of King's College	AB-21-11-03-09.2	Approve

Irene Birrell  
College Secretary



## Academic Board

Meeting date 8 December 2021

Paper reference AB-21-12-08-03.2

Status Unconfirmed



## Minutes

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

Date 3 November 2021, 14.00

Location Remote Meeting held by MS Teams

Composition			Members	Attendance 20210-21				
				03.11.21	08.12.21	09.03.22	20.04.22	29.06.22
<b>Ex officio</b>	Chair of Academic Board, President & Principal		Professor Shitij Kapur	P				
	Senior Vice Presidents & Vice Principals	SVP Academic (interim)	Professor Mike Curtis	P				
		SVP Service, People & Planning	Professor Evelyn Welch	P				
		SVP Health & Life Sciences	Professor Richard Trembath	P				
		VP Education (interim)	Professor Adam Fagan	P				
		VP Research	Professor Reza Razavi	P				
		VP Global Engagement	Professor 'Funmi Olonisakin	P				
		VP Communities & National Engagement	Baroness Bull	P				
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	P				
	The President of the Students' Union		Zahra Syed	P				
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone	P				
		Vice President for Education (Health)	Fatimah Patel	P				
		Vice President for Postgraduate	Rebecca Seling	P				
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	A				
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier	P				
		Dickson Poon School of Law (Interim)	Professor Alex Türk	P				
		King's Business School	Professor Stephen Bach	A				
		Life Sciences & Medicine	Professor Ajay Shah	P				
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi	A				
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P				
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	A				
		Social Science and Public Policy	Professor Frans Berkhout	P				
	Dean for Doctoral Studies		Professor Rebecca Oakey	A				
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott	P				
<b>Elected Students</b>	One student from each faculty, split equally across UG/PGT/ PGR	Arts and Humanities	Claude Lynch	P				
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani	P				
		Dickson Poon School of Law	Chris Panayi	P				
		King's Business School	William Shiue	P				
		Life Sciences & Medicine	Amy Lock	P				
		Natural, Mathematical and Engineering Sciences	Vacancy	-				
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj	A				
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini	P				
		Social Science and Public Policy	Hassan Faouz	A				

<b>Elected Staff</b>	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, including HOD equivalent)	Professor Anna Snaith	P					
			Dr Simon Sleight	A					
			Professor Mark Textor	A					
			Professor Matthew Head	P					
			Dr Hannah Crawforth	P					
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P					
			Dr Anitha Bartlett	P					
			Dr Ana Angelova	P					
			Professor Jeremy Green	P					
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Alison Jones	P					
			Professor Federico Ortino	P					
			Dr Ewan McGaughey	P					
			Professor Satvinder Juss	P					
		King's Business School (4 members, including HOD equivalent)	<i>Vacancy (HoD)</i>	-					
			Dr Jack Fosten	P					
			Dr Juan Baeza	P					
			Dr Daniele Massacci	P					
		Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape	P					
			Professor Maddy Parsons	P					
			Dr Baljinder Mankoo	P					
			Dr Susan Cox	P					
		Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Dr Manasi Nandi	P					
			Professor Paula Booth	P					
			Professor David Burns	A					
			Professor Michael Kölling	P					
			Professor Sameer Murthy	P					
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson	P					
			Dr Julia Philippou	P					
			Irene Zeller	P					
			Dr Jonathan Koffman	P					
		Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear	P					
			Dr Marija Petrinovic	P					
			Dr Yannis Paloyelis	P					
			Dr Eamonn Walsh	P					
		Social Science and Public Policy (5 members, including HOD equivalent)	Professor Robert Hindges	P					
			Professor Alfredo Saad-Filho	P					
			Dr Ye Liu	P					
			Dr Jane Catford	P					
			Dr Sunil Mitra Kumar	P					
	Three professional staff	Education Support	Dr Hillary Briffa	P					
		Research Support	Syreeta Allen	P					
		Service Support	James Gagen	P					
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Kat Thorne	P					
		Health Faculties	Dr Harriet Boulding	P					
			Dr Moritz Herle	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 (Research)*

Dr Thomas Foulkes, Research Strategy & Development Lead

#### *For item 6.1 (Principal's Report)*

Steve Large, Senior Vice President (Operations)

Annabel Chalker, Director of Corporate Communications

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

Sarah Guerra, Director EDI

India Jordan, EDI Consultant

Jennifer Hastings (EDI Manager)

Lauren Blackwood (EDI Project Officer)

*For item 7.1 – Online Professional Education*

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

Wyn Bowen & Catherine Thristan, Co-Chairs of the Online Professional Education Academic Working Group

**Secretariat:**

Irene Birrell (College Secretary)

Xan Kite (Director of Governance Services)

Joanna Brown (Governance Manager)

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**1 Welcome, apologies and notices**

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

The Chair particularly welcomed newly elected Academic Board members and new ex officio member and announced that the newly elected Academic Board member of the College Council was Dr Hillary Briffa from the Faculty of Social Science and Public Policy.

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**2 Approval of agenda**

The Chair noted the following changes to the agenda:

- KCLSU President report to follow the Report of the Principal, it being her first meeting as KCLSU President.
- Ajay Shah to give a verbal report at “Any Other Business” on the merger of the School of Life Course Sciences and the School of Population Health and Environmental Sciences to become School of Life Course and Population Sciences
- College Secretary to report on disposition of proposals to add items to the Academic Board agenda

With those changes, the agenda was approved.

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**3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-21-11-03-03]**

**Decision**

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

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**4 Matters Arising from the Minutes**

The Chair invited the Executive Director (Students & Education) to update the Board on progress and initiatives on the student experience. Darren Wallis reported on a range of activities aiming to engage students beyond the classroom, taking into consideration the different starting points for those recently joining King’s due to the pandemic:

- establishment of King’s Edge – a range of opportunities including language learning, internships and volunteer opportunities;
- consideration of transitions in; and
- Academic Strategy Group – focus on:
  - extension of skills provision, e.g., academic skills for learning;
  - extension of the welcome period over the course of the year (including inclusion of second year students); and
  - student mental health and well-being – creation of a new team bringing together staff from the centre, from faculties and in partnership with KCLSU

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*The remaining item was noted on the Consent Agenda:*

- (ii) Academic Board noted that the function currently known as King’s Education would be renamed as King’s School of Professional & Continuing Education (PACE as an acronym).
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## 5 Research [**STRATEGIC DISCUSSION**] [AB-21-11-03-05]

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. Academic Board received a presentation (see slides at **Annex 1**). The Board were invited to contribute to this process in group discussion and feedback.

The seven core themes for focussed group discussion, as set out in the report to the Board were:

### **Core themes**

- University research strengths: growth of natural sciences and 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

Feedback from group discussion:

- The level of investment needed for research is clear.
- We should be looking to the benefits of partnering with industry. What is the appetite for commercial partnerships and what are the tools needed for proactively embarking on that?
- King's global contribution should be recognised
- Significant drop in diversity in research needs to be addressed in the Strategy
- Focussing primarily on external funding streams and the big external topics limits individual researchers from achieving impact
- Teaching and recruitment – academic recruitment needed in advance of associated student recruitment in order to avoid under-exploiting research potential.
- Need to align a number of strategies in this space including international research impact
- Need to align with the external funding environment and the national strategy - how far do we align with trends versus shaping them? How do we make ourselves distinct from other institutions in order to attract funding?
- Sustainability & environment as an important area for cross faculty collaboration
- Should be identifying areas of strength at a more granular level.

The Vice President (Research) stated that work had started at the level of small working groups in each of the seven themes, to be followed by wider university community participation in the new year. Academic Board members were encouraged to contact the VP (Research) and the Research Strategy & Development Lead directly with any further feedback.

## **5.2 College Research Committee report (Research Strategy) [AB-21--11-03-05.2]**

The report was noted.

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## 6 Report of the President & Principal

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### 6.1 Summary Report on Key Issues\_ [AB-21-11-03-06.1]

The Principal provided updates on some of the key current matters covered in the summary report, including: post-Brexit issues; Covid-19; the review of the university's overarching strategy and the continued implementation of Vision2029. With respect to the latter, the focus would be on the next three to five years in the light of the spending review. He anticipated a strategy re-work in the areas of research, education and student success, and people and culture. Work had already started in small working groups and committees and would lead to a wider consultation across the university community.

The Principal and the Senior Vice-President (Operations) reported on a recent issue in the payment of Graduate Teaching Assistants (GTAs). For the past 18 months the university had been working to reform the way that GTA's are hired, commissioned and paid with a view to standardising pay and decreasing local variations. However, in the implementation of the sign-on and payment system, which had been codesigned with the GTA community, there had been difficulties.

The key problem was that the enterprise system had been designed to manage monthly-paid staff, not contracted hourly-paid staff. Technical work-arounds had to be designed which had proven more difficult and time consuming than anticipated. To add to that, King's generally recruit and onboard about 1000 GTAs at this time of year which is always a significant call on HR and payroll resources but staffing up to meet student over-recruitment had meant that GTA contracts had been settled later than normal. The contract was more complex to administer in the new framework and while administrators had been trained, it was acknowledged there was more work to do regarding administration of the system. This had resulted in 240 GTA contracts not being completed on time. While most cases had been resolved, about 30 GTAs had yet to be paid because the university still did not have the necessary details to onboard those individuals despite multiple contacts. During discussion points raised included:

- Acknowledgement that King's did have a good contract for GTAs compared with peers but there had been issues with implementation.
- One of the key areas of concern was the lack of response from HR to queries when the issues arose. Staff in departments were left with little or no information to communicate back to those they were hiring.
- The HR system was not compatible with the new GTA framework as it had not been designed to accommodate contracted, hourly-paid staff. The system required GTAs to complete an onboarding process before payment could be made. The SVP (Operations) would look at the level of HR resource during the lessons learned exercise and offered to report back to the Board when that review was completed.

The SVP (Operations) acknowledged that this had created a huge amount of upset for the GTA community and a huge amount of work for both central HR and departmental/faculty staff. Short-term fixes were in place to make sure people were getting paid and a lessons-learned process would be carried out which would include engagement with GTAs.

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### 7 KCLSU President Report [AB-21-11-03-10]

The KCLSU President presented her written report. She noted it was Diwali the next day and sent best wishes to all those celebrating. She also noted upcoming awareness dates including: transgender awareness week; Islamophobia awareness month; and disability history month – and encouraged messaging on those issues and the celebration of Diwali to the university community, as well as anything that could be done to raise awareness.

The KCLSU President also noted that the Students' Union had been working actively on the issue of drink/needle spiking. These occurrences highlighted the general issue of 'lad culture' and harassment of women. There were not known to have been any confirmed cases of spiking at King's.

The KCLSU VP Education (postgraduates) updated the Board on:

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- work KCLSU had been doing in relation to possible UCU strikes, noting that a recent meeting and vote had not been about students' views regarding the issues but about the strike itself and its impact on students. Members voted not to support a strike. There had been backlash to this outcome from PGR members of KCLSU, exacerbated by the GTA pay issue and she would be meeting with them to discuss their concerns.
- the likelihood of a greater push for tuition fee refunds and an increase in student dissatisfaction should there be strike action.
- the campaign around students wanting more in person teaching, particularly as the approach for the second term had not yet been announced.
- She thanked the Executive Director of Students & Education and his team for finding solutions to some ID card issues.

The KCLSU VP Education (Health) updated the Board on KCL/KCLSU collective projects including the relationship agreement.

The KCLSU VP Education (Arts & Sciences) updated the Board on the objectives of the KCLSU sabbatical officers for the academic year, which were set out in the annex to the KCLSU President's report.

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## 8 Equality, Diversity and Inclusion [AB-21-11-03-06.2]

The Director of Equality, Diversity & Inclusion introduced her colleagues, who updated the meeting on:

- Menopause and Menstruation Policies and Guidance (Equality, Diversity & Inclusion Project Officer) (see slides at **Annex 2**)
- Race Equality Charter Mark (Equality, Diversity & Inclusion Manager) (See slides at **Annex 3**)
- Disability Inclusion (Director of EDI) (See slides at **Annex 4**)

The Director of Equality, Diversity and Inclusion noted that the EDI annual report would be published soon and commended it to all to read. She reported that the EDI team were running Islamophobia training awareness, and also referred the Board to the revised Religion and Belief Policy.

During discussion members noted the positive feedback that had been received about the new menopause and menstruation policies and guidance, the need to support people to feel confident to have discussions about them, and whether the university would supply free period products. It was suggested that there needed to be better means of communicating the establishment of the policies and noted that they (and other HR policies) were not easy to find on the university's web site.

A member argued that while these were laudable policies, there were larger HR issues, such as the gender pay gap that needed to be addressed.

During discussion of the Race Equality Charter Mark, points raised included:

- Race Equality Charter Survey – any assistance from Academic Board members to push the initiative would be appreciated, being mindful of accessibility issues. There was also a prize draw to help incentivize.
- Translation of the survey to a second language would be reviewed on a case-by-case basis.
- Feedback that the Race Equality Section of the web was easy to use.
- Any further suggestions would be welcomed outside of the meeting.

The Director of EDI reported that Academic Board would receive more detail in due course on a disability and inclusion programme being rolled out in January as a pilot project in three faculties and three directorates.

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## 8 Reports of Committees

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### 8.1 Report of the College Education Committee [AB-21-11-03--07.1]

The Vice President (Education) introduced the report.

#### (i) **Online Professional Education**

The Head of Portfolio & Instructional Design, Online, Professional & Executive Education invited further comment following the strategic discussion carried out at Academic Board in June 2021. The paper set out an updated proposal to enable the expansion of flexible, online, Continuing Professional Development (CPD) at King's.

The momentum behind the project had been building and membership of the working group included at least one member from each faculty as well as from professional services. The aim – to shift life-long learning from fringe activity to core – required a framework. Every faculty would have their own distinct role to play in making the proposal a reality.

During discussion points raised included:

- Regarding multidisciplinary training, the working group was seeking approval of the framework first and then would address some of the portfolio questions raised, such as working with accreditation boards to get individuals registered once they have developed the additional skills.
- The academic regulations being clear that students can only claim up to 1/3 of credits for a degree via prior learning.

#### **Decision:**

That the updated framework to facilitate flexible lifelong learning at King's, be approved.

*Remaining items **approved** or noted on the Consent Agenda:*

#### (ii) **Annual report to Council – ongoing conditions for OfS**

**Decision:** That the annual report be approved for submission to Council on 23 November 2021

#### (iii) **Mitigating Circumstances Policy**

**Decision:** That the revised Mitigating Circumstances Policy, be approved

#### (iv) *Statement on Assessment Policy – update for 2021/22*

#### (v) *Student Feedback on Assessment Policy*

#### (vi) *PSRB Update: FoDocS & FoLSM*

#### (vii) *Academic Strategy Sub-Group Report: Evaluation*

#### (viii) *Education Governance Update*

#### (ix) *Guidance and Proposals for use of the College Teaching Fund*

#### (x) *Enabling Student Success – rewarding inclusion efforts in academic promotion*

#### (xi) *Assessment Planning for 2021/22 and beyond*

#### (xii) *Academic Misconduct Guidance on Penalties*

#### (xiii) *King's First Year – Gateway to King's*

#### (xiv) *Academic Lead for Assessment and Feedback*

#### (xv) *Response to the OfS Consultation on Quality & Standards*

#### (xvi) *Report & Support and the OfS statement on preventing and addressing harassment and sexual misconduct.*

#### (xvii) *Study Abroad Simplification Update*

#### (xviii) *Amendment to Academic Appeal T44 to allow appeals for MCFs*

#### (xix) *Quality Assurance Handbook Update 2021/2022*

#### (xx) *Supporting Students Update*

#### (xxi) *Formation of King's Education*

#### (xxii) *Community Charter: Current position and future plans*

#### (xxiii) *Equality, Diversity & Inclusion Update*

#### (xxiv) *Curriculum 2029 Update*

#### (xxv) *College Teaching Fund Report 2020/2021*

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## 8.2 Report of the Academic Standards Sub-Committee [AB-21-11-03-07.1b]

### (i) External Examiners Overview Report

The Vice President (Education) presented the report and assurance was provided to the Academic Board that standards had been met. Much had been learned during the pandemic, when the university had been forced to assess online and forced to assess differently. Investment was being made and work was being done on the integrity of online assessments, but it was noted that this was a transitional period.

#### **Decision:**

That the recommendations of the External Examiners Overview Report be approved.

Remaining items **approved** on the Consent Agenda:

### (ii) Amendment to Academic Regulation T44 to allow appeals for MCFs

**Decision:** That an amendment to Academic Regulation T44, be approved.

### (iii) Amendment to Academic Regulation T43

**Decision:** That an amendment to Academic Regulation T43, be approved.

### (iv) Amendments and corrections to the Academic Regulation

**Decision:** That amendments and corrections to the Academic Regulations, be approved.

### (v) KBS Supplementary Academic Regulations 2020/21 and 2021/22

**Decision:** That the supplementary Academic Regulations for KBS 2020/21 and 2021/22, be approved.

### (vi) Undergraduate Progression and Award Policy

**Decision:** That the Undergraduate Progression and Award Policy, be approved.

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## 8.3 Report of College Service Committee (CSC) [AB-21-11-03-07.2]

Items noted on Consent:

### (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

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## 8.4 Report of the Academic Board Operations Committee (ABOC) [AB-21-11-03-07.3]

Items **approved** on Consent:

### (i) CEC Terms of Reference and Membership

**Decision:** That the amendments to the Ordinance concerning the CEC Terms of Reference, be approved

### (ii) CRC Terms of Reference and Membership

**Decision:** That the amendments to the Ordinance concerning the CRC Terms of Reference, be approved.

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## 9 Report of The Dean

### 9.1 Report of the Dean [AB-21-11-03-08.1]

The report of the Dean was noted.

Item **approved** on Consent

### 9.2 Election of Associates of King's College [AB-21-11-03-08.2]

#### **Decision:**

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

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#### **10 Report from Council [AB-21-11-03-09]**

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. Professor Tear welcomed the newly elected third Academic Board member of Council, Dr Hillary Briffa, and presented the issues that had been considered by Council as set out in the report, which included the report of the Governance & Nominations Committee (GNC), and Council discussion of a petition about Council composition.

Academic Board member, Dr Ewan McGaughey, challenged the GNC report's accuracy regarding what the petition was requesting. He requested that the report be withdrawn. Another member challenged the implication that staff and students who had signed the petition had not fully understood the role of Council or what they were being asked to sign. The College Secretary acknowledged the error in the GNC report to Council (indicating that the *petition* asked for all members of Council to be elected) and said that it would be formally corrected at the next meeting of Council. However, Council had considered the issue in the round having been provided not only the actual petition but also additional proposals with respect to composition from Dr McGaughey.

A member remarked that she had signed the petition, drawn by its wording around democracy but without an understanding of the role of Council. With hindsight, and with benefit of more knowledge about Council, she would not have signed it. She believed that many other students would react the same way. She thought the wording of the petition was misrepresentative without the proper context.

Council Member and Academic Board Member, Kat Thorne, noted that the selection of independent members of Council did involve staff and students. In the current processes underway to fill vacancies both she and the President of the KCLSU were members of the four-person interview panel that would forward recommended candidates to the Council for consideration.

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#### **11 Any Other Business**

The Executive Dean of the Faculty of Life Sciences & Medicine reported on the merger of the School of Life Course Sciences and the School of Population Health and Environmental Sciences to become the School of Life Course and Population Sciences. The merger was effective from 8 November 2021. Ordinance B3 states that "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 the Academic Board." A written update would be provided at the next meeting of the Academic Board. *[ACTION]*

The College Secretary reported that an Academic Board member had submitted three proposals for consideration for the Academic Board agenda, though not within the timeframe required by the protocol approved by Academic Board. These would be considered for the agenda of the next meeting of the Board.

The meeting adjourned at 16:30.

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**Irene Birrell**

College Secretary

November 2021

# Winning in the new research landscape: sustainable research excellence



Professor Reza Razavi  
Vice Principal (Research)

Dr Tom Foulkes  
Director of Research Strategy & Development

**KING'S**  
*College*  
**LONDON**

1

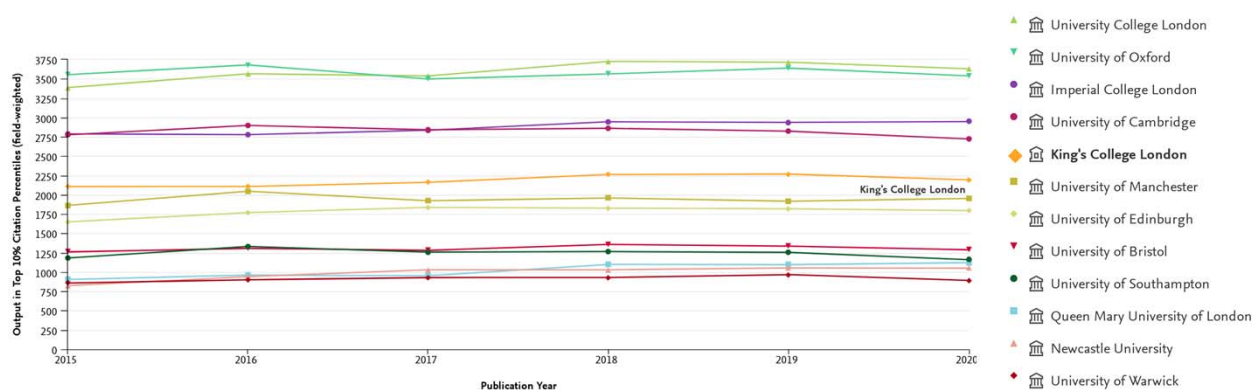
## Research Strategy: Sustainable Research Excellence

### Sector Trends

- Increasing investment in research (£20bn by 2023/24), particularly in science & technology, linked to net zero and innovation
- Concentration of investment in STEM: focus on small number of very large centres
- Levelling up across the UK
- Focus on societal challenges (e.g. net zero) and sectoral priorities (e.g. AI)...
  - in partnership with industry
  - recognising importance of all disciplines (e.g. social sciences and humanities in AI)
- Investment in people and skills

2

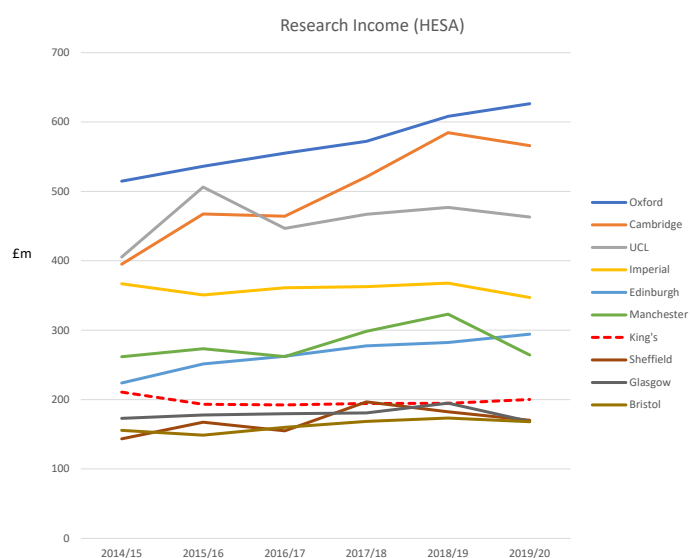
## King's Research Performance: Outputs



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

3

## Research Funding: Comparative Performance



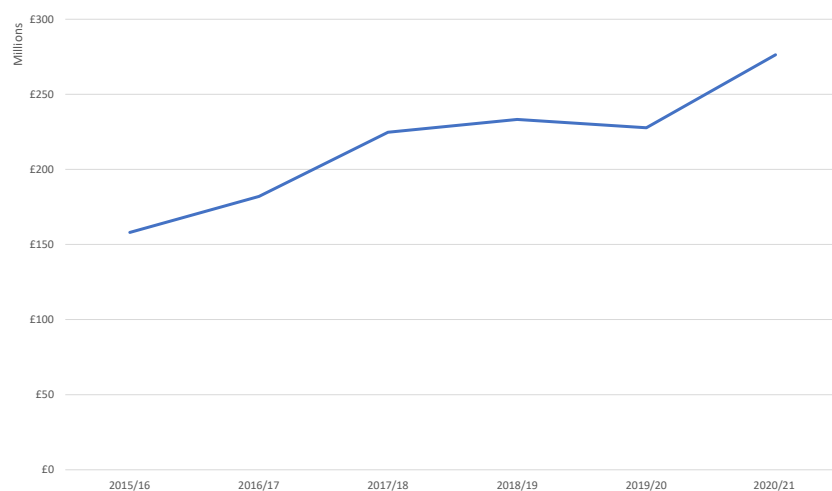
### Why has Edinburgh grown rapidly?

- Large science/engineering activity (funding has been focused in this area)
- Investments in academic researchers through Chancellor's Fellowships programme (c.300)
- Substantial investments in infrastructure: research buildings/institutes (e.g. Bayes Institute (informatics), major engineering refurb, new biology building) + public investment in e.g. EPSRC ARCHER supercomputer facility

4

## King's Research Performance: Funding

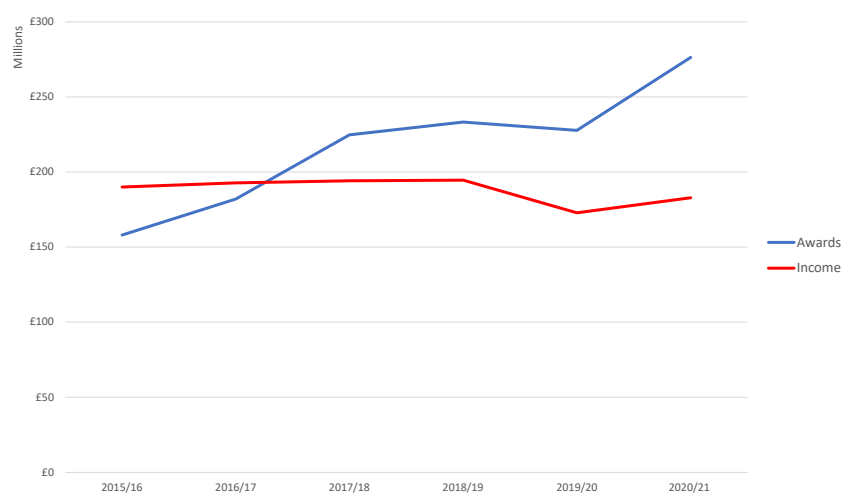
- King's grant awards have risen 75% since 2015/16



5

## King's Research Performance: Funding

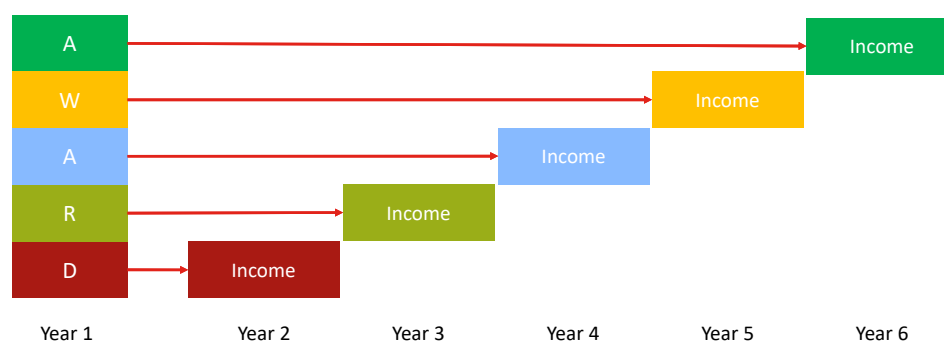
- Income (spend) has fallen



6

## King's Research Performance: Funding

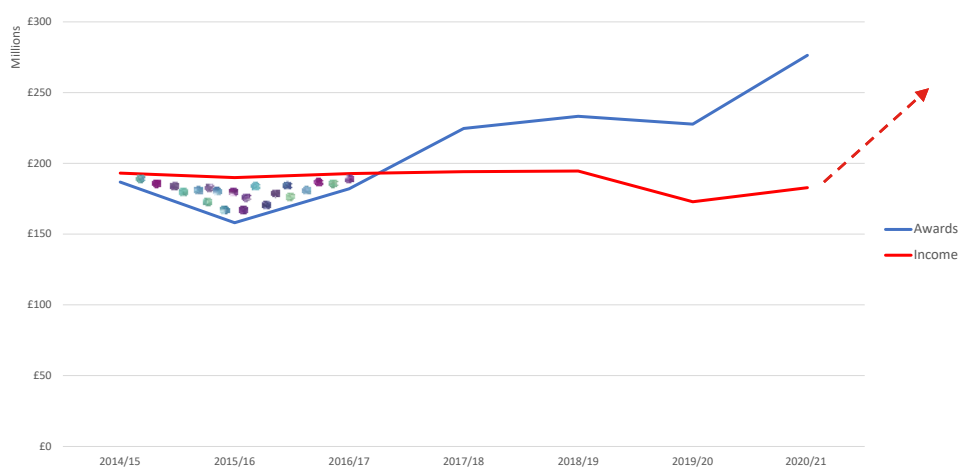
- Income is a lagging and averaged reflection of awards
- Research awards contribute to income figures over the next 3-6 years



7

## King's Research Performance: Funding

- Historic “gap” being filled; income expected to increase



8

## Building on Research Strategy (2016) + Academic Strategy for Research (2020)

*Research Strategy (major focus on multidisciplinary research):*

- Talent (including Leading Researchers programme, Centre for Research Staff Development)
- Environment (transformation of approach to core facilities, creation of eResearch function, major overhaul of research management systems)
- Breadth & quality (inc. major growth in engineering, business)
- Impact & partnerships (including major focus on partnerships between disciplines, inc. King's Together programme)

*Academic Strategy for Research (interim update focused on maintaining progress during COVID-19):*

- Transforming the way we deliver research on-site (new ways of working post-COVID)
- Maintaining our momentum for outputs and grants (enhancing research support, administration and KPIs)
- Supporting the academic pipeline (inc. PGR growth, new emerging Research Leaders programme)
- Focusing on equality, diversity and inclusion (inc. new scholarships/fellowships)
- Facilitating impact, engagement and commercialisation (new impact structures and support, rationalised commercialisation structures)
- Enhancing our research infrastructure (continued focus on eResearch)

9

## King's Strategy Refresh: Research (Main Themes)

### Investment and Growth

- Addressing national priorities and planned (ongoing) Government investment
- Building critical mass from current size
- Adding value to (and benefiting from) research strengths across all disciplines

### Research Excellence & (Financial) Sustainability

- Moving towards a more strategic and deliberate use of resources
- Ensuring that our strengths achieve critical mass and are not spread too thinly
- Considering cross-disciplinary critical mass in thematic areas

### Digital Research & Data

- Ensuring that we are at the front of the digital research revolution, across all disciplines
- Building both infrastructure and capabilities to support research

10

## King's Strategy Refresh: Research (Enabling Themes)

### Culture & Development

- Taking a lead in addressing research culture and staff careers – including researcher careers, open science, inclusive research culture and more

### Impact & Partnerships

- Enhancing the societal benefit of our research through partnership
- Removing barriers and increasing support for industry and other external organisation partnerships
- Increasing commercialisation of research

### Research-Enhanced Education

- Increasing synergy between research and education for the benefit of our students

11

## King's Strategy Refresh: Research (Cross-University Priority)

- Environmental Sustainability, Climate & Health is perhaps the most substantial challenge facing society
- All of King's research disciplines have a role to play in finding and implementing solutions



12

## Breakout Discussion

- Split into groups (automatically via Teams)
- Each group to nominate one “reporter”
- Discuss one of more of the 7 proposed themes (15 mins)
- Return to main meeting and feed back key points (10 mins)





# Menopause and Menstruation Policies and Guidance

Lauren Blackwood  
(she/he) | EDI Project  
Officer



Athena  
Swan  
Silver Award



1

## King's Staff Data



19%



40%

2

## Project Context and Rationale

- Athena Swan.
- Vision 2029 - making the world a better place.
- A positive and healthy work environment.
- Standardise and expand on IoPPN and Menopause Working Group Research.

3

## Consultation and Research

- HR policy management
- People Partners
- Health & Safety
- Estates & Facilities
- IoPPN Menopause Working Group
- Race Equality Leadership and Acton Team
- Staff Networks
- Advance HE Guidance
- Royal College of Nursing
- NHS Wales
- NHS England
- University of Bristol
- University of Leicester
- University of York
- University of Exeter
- UCL
- Aston University



4

## Menopause and Menstruation Resource Content



- Policies: Responsibilities, legislation, related policies and governance.
- Guidance: General information, support resources, definitions, workplace adjustments, diversity of experiences.
- Support Assessment Templates: job role considerations, co-production of adjustments.

5

## Thank You

Contact details for more information:

Lauren Blackwood (she/he) | Equality, Diversity, and Inclusion Project Officer

[Lauren.blackwood@kcl.ac.uk](mailto:Lauren.blackwood@kcl.ac.uk)

[Diversity@kcl.ac.uk](mailto:Diversity@kcl.ac.uk)

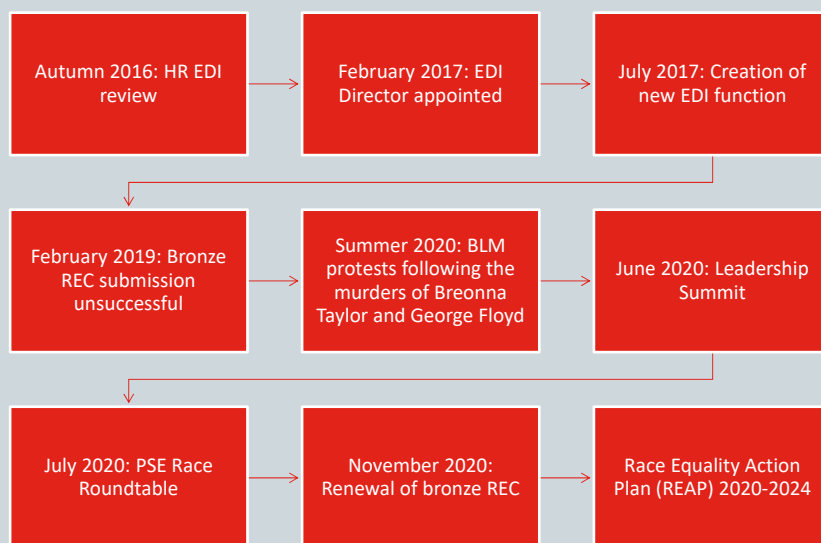


6



1

## Our Race Equality Journey



2

## The Current Picture

- Lack of BME representation amongst staff (21% of academics versus 56% of home UG students)
- BME staff representation decreases with seniority

"Issues of racism being raised but not dealt with appropriately or quickly 'swept' under the rug with superficial solutions and no meaningful follow up with any groups affects"

"My course is extremely white, both staff and students, meaning there is lots of underlying racism"

"Can feel quite isolated within a department - especially if, like mine, there isn't that much representation of diversity."

3

## Race Equality Action Plan (REAP)

1. Leadership & Accountability for Race Equality
  2. Building Capability around Race Equality
  3. Attracting, Appointing & Investing in Talent (Stubborn Issue 1)
  4. Sensitively Discussing Race (Stubborn Issue 2)
  5. Building a Culture of Inclusion & Tackling Unacceptable Behaviour including Microaggressions (Stubborn Issue 3)
  6. Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)
- Flagship actions: REB, recruitment review, £1m ringfenced for BME talent, investigate our colonial history and address microaggressions

4

## Race Equality Charter (REC) Survey

### What?

- 2 online surveys- one for staff, one for students
- Open for around one month
- Consists of questions from Advance HE, as well as additional questions we have added

### Why?

- Action in the REAP: 2000 staff and students engaged in REC surveys in 2021
- Results will be included in our next Race Equality Charter application
- Will inform our approach to other areas of the plan

### How?

- All staff and students will be invited to do the survey
- We need your help to ensure a high response rate

5



# Thank you

### Contact details/for more information

Director of EDI, Sarah Guerra: [sarah.guerra@kcl.ac.uk](mailto:sarah.guerra@kcl.ac.uk)

EDI Manager, Jennifer Hastings: [jennifer.hastings@kcl.ac.uk](mailto:jennifer.hastings@kcl.ac.uk)  
[diversity@kcl.ac.uk](mailto:diversity@kcl.ac.uk)

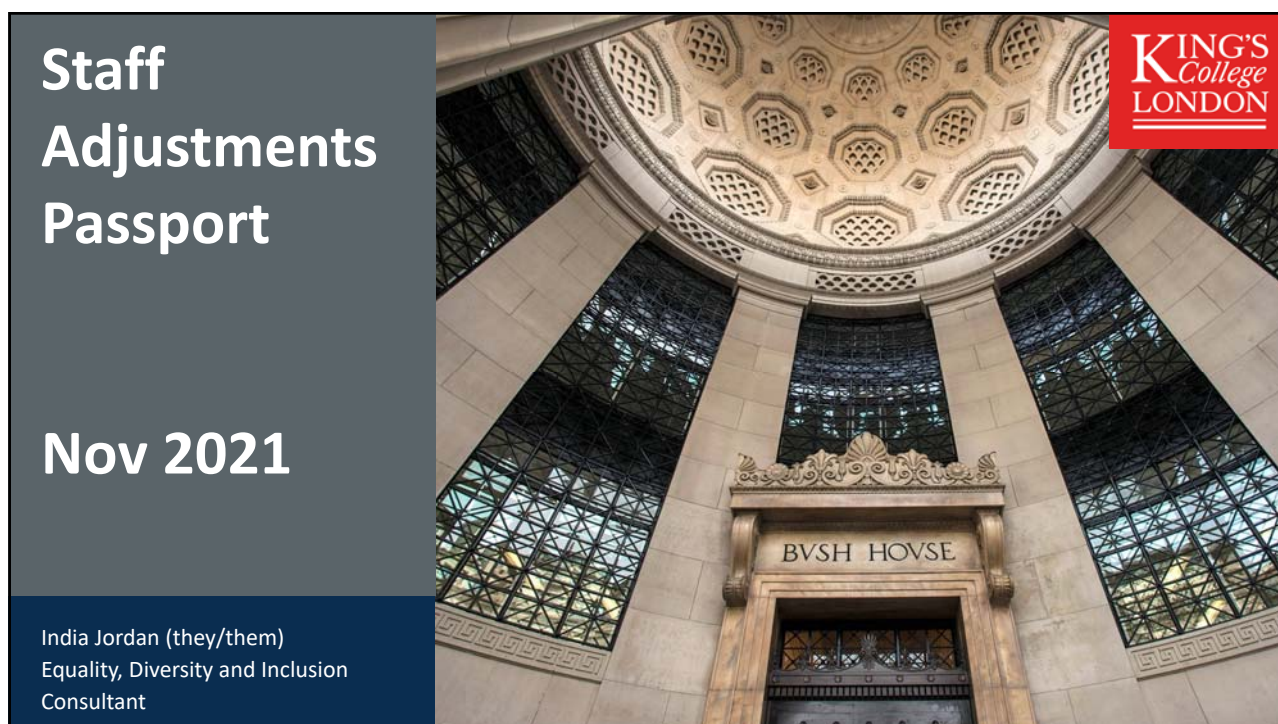
[www.kcl.ac.uk/hr/diversity](http://www.kcl.ac.uk/hr/diversity)

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6



1



2

# The Social Model of Disability

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

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

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



3

# Disability Inclusion Action Plan and Maturity Model

Leadership, Governance & Culture

Policy, Process & Procedure

Local Experience

Data, Outcomes & Evaluation



4



## Our Priorities

---

Develop a Staff Passport Scheme

Workplace Adjustments Redevelopment

Team, colleagues & management support

Recruitment, Selection and Onboarding

5

## Workplace Adjustments Development

---

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

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



6

## Adjustments Passport – What is it?

- A living record of workplace adjustments agreed between a staff member and their manager.
- Provides a framework to discuss the staff member's adjustments & health and ensure they have the support they need.
- Support and empower both managers and the staff member.
- Agreed and signed by both parties, provides formal commitment to the provision of the adjustments.
- The Passport is then reviewed at regularly to ensure it remains relevant, appropriate and as a method of identifying and providing any further adjustments needed.



7

## Adjustments Passport – Pilot & Launch

- Develop scheme Pilot & eventual across College roll-out
- 3 Faculties, 3 Directorates
- Test what works within King's
- To ensure it is the most appropriate and effective scheme to implement
- Effectively evaluate the pilot groups to improve and embed any feedback once rolled out across the College.



8

## Staff Passport Scheme Objectives

- To provide and an accurate record of agreed adjustments
- To limit the burden many staff members experience when having to re-negotiate adjustments, and re-share their disability if there is a new manager or if they change roles
- To provide a clear timeline for expectations and deadlines, as well as a check-in date to evaluate effectiveness so far and assess any further support
- To increase organisational efficiency as a result of improving process

9

## Pilot Stages

- |  |   |                      |
|--|---|----------------------|
| • Stage 1 – Planning, DISG approval, identifying pilots    | → | July - August        |
| • Stage 2 – Material development, establishing process map | → | September – November |
| • Stage 3 – Consultation and liaising with pilot           | → | November – December  |
| • Stage 4 – Pilot launch                                   | → | January 2022         |

10

## How can Academic Board Support?

- Be aware and champion the passport if is piloting in your area
- Encourage your staff and managers to complete
- Participate in evaluation and feedback
- Keep a record of adjustment data within your area
- Understand the passport guidance and other resources available e.g. Disability SharePoint



11

## Thank you

India Jordan

Equality Diversity and Inclusion Consultant

[india.jordan@kcl.ac.uk](mailto:india.jordan@kcl.ac.uk)

[Equality, Diversity and Inclusion Webpage](#)

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12

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**Academic Board**

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**Meeting date** 8 December 2021

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**Paper reference** AB-21-12-08-03.3

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**Status** Final

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## 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	Action	Owner	Deadline (and any Revisions)	Notes	Progress
3 November 2021	11	AOB – School merger	A written update would be provided at the next meeting of the Academic Board on the merger of the School of Life Course Sciences and the School of Population Health and Environmental Sciences to become the School of Life Course and Population Sciences.	ED FoLSM	8 Dec meeting	On December 2021 agenda	Complete
16 June 2021	6.4	Student Terms & Conditions 2022-2023	Student Terms and Conditions: Clause 4.3 to be taken under advisement with a comprehensive response brought back to Academic Board.	VP Education	3 Nov 2021 meeting	This will be considered as part of the scheduled consideration of Terms and Conditions for 2023/2024, with any changes highlighted to Academic Board	in progress
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)	On December 2021 agenda	Complete

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

<b>Academic Board</b>	
<b>Meeting date</b>	8 December 2021
<b>Paper reference</b>	AB-21-12-08-04a
<b>Status</b>	Final
<b>Access</b>	Public/Members and senior executives



## Matters Arising – Petition re Council Membership

### Action required

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

### Executive summary

Concern was expressed at the last meeting that Council's decision with respect to a petition to change Council's membership had been based on an erroneous representation of the original petition. A report on this matter is attached.

## Petition re Council Membership

The original report submitted to Council from the Governance & Nominations Committee (GNC) with respect to the petition to revise the membership of Council contained an editing error in two parts of the paper which conflated the original petition and a subsequent, related submission from Dr Ewan McGaughey:

On page 1, the GNC report read:

*In autumn 2020 and in subsequent correspondence in winter 2021, the Chairman and the President & Principal received a petition that members of the Council of King's College London be elected and that the majority of the members of Council be staff and students*

The first sentence should have read: *...the Chairman and the President & Principal received a petition that staff and student members of the Council be elected.*

On page 3, the original report read as follows:

*The petition (Appendix 1) sought a return to the 1997 structure with full and free elections for all positions on Council*

Again, the sentences should have read: *...a return to the 1997 structure with full and free elections for all staff and student positions on Council*

The paragraphs should have been more clearly drafted to delineate between the proposals generated from the petition and those from a subsequent submission from Dr McGaughey which would lead, if fully adopted, to the majority of members of Council being staff and students and all members being elected. In that submission Dr McGaughey presented four options for restructuring Council without increasing its size. Three of the four models would lead to a majority of elected staff and student members and the fourth would lead to a majority of staff and student members, some elected and some appointed by trade unions. The submission also stated that "Where there are independent or lay members, the best practice suggests they should mostly be elected."

Council agreed that the report of the GNC should be corrected as highlighted above before the Council papers are published. Council confirmed that its decision with respect to the petition had been based on consideration of both the petition and the related submission and that it would not, therefore, reconsider its decision at this time.

Irene Birrell  
College Secretary  
November 2021



<b>Academic Board</b>	
<b>Meeting date</b>	8 December 2021
<b>Paper reference</b>	AB-21-12-08-04(b)
<b>Status</b>	Final



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## Matters Arising - Report on Disposition of Suggested Additions to the Board Agenda

### Action required

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

### Executive summary

The attached report from the College Secretary refers to items proposed for the Board's agenda submitted at the end of October.

## Report on Disposition of Suggested Additions to the Board Agenda

In December 2020, the Academic Board approved the following protocol with respect to managing requests from members to add items to the Board's agenda:

Items from Members that arise from time to time –that every effort be made to accommodate issues that members wish to discuss that were not identified at the time that the Calendar of Business was approved. The following processes/principles would apply:

- The College Secretary would need to receive the request to add an item to an immediately upcoming agenda at least two weeks in advance of the meeting.
- The requested item must be within the terms of reference of the Academic Board or one of its standing committees to consider.
- If a suggested item would normally be considered by a standing committee before being brought to the Board, the College Secretary would first refer it to the relevant standing committee for input before it came to Board, unless the member proposing the item indicated that there was an urgency to bring the matter immediately to the Board.
- Where more items were received than time permitted discussion at a meeting, ABOC would be consulted on prioritisation.
- The College Secretary would provide a report on requests received and their disposition at each Board meeting.

The following proposals for discussion by the Academic Board were received from Dr Ewan McGaughey and Professor Satvinder Juss on 28 October 2021 and therefore were not received within the two-week deadline for consideration for the 3 November agenda.

### Proposal 1

*Amend rule 2.7 (under the Academic Board's powers) to read:*

*"Establishing a committee of elected members of staff that oversee, and must consent, to the dismissal of any academic member of staff for conduct, capability, qualification, redundancy, or any other reason."*

The protocol requires that an item be within the terms of reference of the Board or one of its standing committees in order to be added to an agenda. The Academic Board terms of reference do not include matters related to human resources and, therefore, this proposal will not be included in a future agenda.

### Proposal 2

*To implement the recommendations of the 2018 Green Paper that the Principal should no longer chair the Academic Board. It should instead be a senior academic member who is elected by the board. Amend rule 3.1 as follows: **"The chair of the Academic Board shall be elected by the elected members of the Academic Board for a period of three years."***

The 2018 Green Paper was produced by a working group established as part of the wider governance review to examine the structures and operations of the Academic Board and was circulated widely for consultation with the university community. One of its questions was whether the Board should continue to be chaired by the President & Principal or by a senior academic staff member. It was the most divisive of the questions put to the community and in the resulting White Paper, the working group (which itself was divided) recommended only that Council 'consider' whether the Chair of the Board should continue to be

the President & Principal. In the end, the Academic Board did not reach consensus on even that recommendation and did not include it in its final recommendations to Council. The Governance & Nominations Committee of Council did, however, note the discussion. It recommended back to the Board as an alternative the election of three members of the Board to fill staff seats on Council as a means by which the two bodies might be more closely connected and through which Council would hear from a wider range of staff voice. Academic Board was supportive of that proposal and it was put into effect. Any further consideration of the matter lies with the Governance & Nominations Committee in the first instance and the proposal will be referred to that committee.

### **Proposal 3**

*Amend rule 5.2 to read “The agenda shall be set by the Chair and supported by the College Secretary. Members of the Academic Board will be able to **insert items on the agenda with the support of 5% of members.**”*

As this request speaks to the protocol noted above, which was devised by the Academic Board Operations Committee, the proposal will be referred to that Committee for initial consideration.

Irene Birrell  
College Secretary  
November 2021

<b>Academic Board</b>	
<b>Meeting date</b>	8 December 2021
<b>Paper reference</b>	AB-21-12-08-04c
<b>Status</b>	Final



## School of Life Course and Population Sciences

### Action required

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

### Executive summary

At the previous meeting of the Academic Board (3 November 2021), the Executive Dean of the Faculty of Life Sciences & Medicine reported on the merger of the School of Life Course Sciences and the School of Population Health and Environmental Sciences. The merged schools would be known as the School of Life Course and Population Sciences. The merger was effective from 8 November 2021. Ordinance B3 states that "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 the Academic Board."

A single interim Head of School has been appointed, Professor Lucilla Poston, and organisational aspects including Tier 3 structures are now being worked through (with members residing in their existing departments pending any changes). It is likely that this will result in some movement of activity between the merged School of Life Course and Population Sciences and other Schools within the Faculty.

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**Academic Board**

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**Meeting date** 8 December 2021

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**Paper reference** AB-21-12-08-05

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**Status** Final

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## World-Class Education: Strategy Refresh

### Action required

- ☐ For approval  
☒ For discussion  
☐ To note

### Executive summary

The COVID-19 pandemic has accelerated King's transition towards an integrated digital learning experience for our students. It has highlighted the tremendous opportunities presented by integrating digital resources and delivery as part of a King's education. But it has also shown where we can do more to better equip our staff with digital skills and knowledge, and to support our students. It has highlighted disparities and the critical importance of supporting both students' mental health and wellbeing and their successful transition into their first year at university.

A distinctive, purposeful King's education should prepare students for employment and/or postgraduate study. But we must do more than that – we must prepare them to take on some of the big challenges of humanity: the climate, inequality, so-called 'culture wars' and the long-term impact of the pandemic. To do so effectively however, our educational offering must be built on solid foundations: on inclusivity for our learners and on smooth, functional systems and processes.

While our commitments to Vision 2029 as an institution remain clear, the time is now right to consider our path to deliver Vision 2029. The 'strategy refresh' exercise which has been initiated by the Principal and King's senior leaders, seeks to understand where our efforts and resources are most needed. Within Education efforts have begun to examine critically our existing priorities and, if necessary, recalibrate, to support our students' success in the new para-COVID normality.

# World Class Education: Strategy Refresh

## Context: Reviewing our Path to Vision 2029

[Vision 2029](#) set out bold ambitions for King's and we are very proud of what we have achieved to date. While it remains our guide, much has changed since it was launched. We have seen the radical transformation of our external landscape with Brexit, COVID-19, shifting UK government priorities and changing global geopolitics. While our commitments remain clear, the time is now right to consider our path to deliver *Vision 2029*. We will need to understand where our efforts and resources are most needed. We will need to answer key questions such as how we enhance our education and further the success of our students; how we grow our research capability in a sustainable manner; how we develop our commitment to our people and culture and to the success of our partners and the communities whom we serve, locally, nationally and internationally.

Since October, senior leaders have been working with colleagues across King's to explore and ask and answer these and other questions that will help us plot out and consolidate our key areas of focus for the next five years. We'll share the outcomes of this exploration and scoping phase with all of our staff early in 2022 and explain how we will use these insights to refresh our strategy and set out our priorities for the years ahead, mapping the next stage of our path to our bi-centenary and to *Vision 2029*.

## World Class Education Theme

'World Class Education' is one of the six themes around which the strategy exploration process has been structured, led by Professor Adam Fagan, Vice Principal (Education). As part of this exercise, we have defined a series of questions which it is imperative that a refreshed set of strategic priorities for education seeks to address.

- **The Context for Change**

The COVID-19 pandemic has accelerated King's transition towards an integrated digital learning experience for our students. It has highlighted the tremendous opportunities presented by integrating digital resources and delivery as part of a King's education. But it has also shown where we can do more to better equip our staff with digital skills and knowledge, and to support our students. It has highlighted disparities and the critical importance of supporting both students' mental health and wellbeing and their successful transition into their first year at university.

A distinctive, purposeful King's education should prepare students for employment and/or postgraduate study. But we must do more than that – we must prepare them to take on some of the big challenges of humanity: the climate, inequality, so-called 'culture wars' and the long-term impact of the pandemic. To do so effectively however, our educational offering must be built on solid foundations: on inclusivity for our learners and on smooth, functional systems and processes. We must examine critically our existing priorities and, if necessary, recalibrate, to support our students' success in the new para-COVID normality.

- **Key Questions**

The questions that this theme has set out to answer are listed in *Appendix One*.

## Process and Outputs

A group of lead contributors has been formed, drawing on expertise across the Students & Education Directorates and from faculties and including Executive Deans and Directors of Operations. Individuals and small teams within the group have compiled detailed analyses and proposals in relation to each of the key questions. These have been reviewed by the group and are being refined further. A smaller steering group led by Adam will meet in December, to once again review the information that has been provided and to recommend an initial list of proposals and initiatives to the university's executive as the highest priority areas of focus for education to 2025.

Ceri Margerison, Associate Director (Strategy)  
25 November 2021

## Appendix One: World Class Education Theme Key Questions

Areas of Work	High-level key questions	Sub-questions/data/ existing information to gather
Support the success of every student	Support an effective transition to university: King's First Year	How do we develop and deliver King's First Year to prepare students for success at university?
	Support more effective student journeys through university: [King's Flexible Curriculum]	<ul style="list-style-type: none"> <li>Is the 'flexible curriculum' the best way to deliver a transformative education for our students?</li> <li>Is it the only way? Have we missed an alternative means of delivering a transformative education?</li> <li>If 'flex' is the right approach, what design and model of delivery will provide a transformative education for our students?</li> </ul>
	Support more effective student journeys through university: [Identify our existing strengths]	<p>What are the key drivers of King's current success in attracting high-quality applicants and producing highly sought-after graduates?</p> <p><b>Build on what we already do successfully:</b></p> <p>How do we build on these for the future?</p>
	Support more effective student journeys through university: [processes and systems]	<ul style="list-style-type: none"> <li><b>Identify the highest priority systems and processes:</b> Which of our systems and processes underpinning educational operations (e.g., course / module management, assessment and feedback, and the use of data) are the highest priorities for rapid change and improvement?</li> <li><b>Improve the highest priority systems and processes:</b> How do we drive these rapid improvements to support more effective student journeys?</li> </ul>
	Support more effective student journeys through university: [individualised student data]	How do we use data most effectively to support students' trajectories through King's?
	Support success beyond university: King's Edge	How do we use and develop King's Edge to support students' success beyond university, as King's alumni?
Consistent excellence in pedagogy and curriculum design	Support academic success <ul style="list-style-type: none"> <li>Education career paths</li> <li>Pedagogical skills and training</li> <li>Personal tutoring</li> </ul>	What are the priorities for action and focus in each of these areas, to enable academic colleagues to support student success?

	<ul style="list-style-type: none"> <li>• <b>Research-led education</b></li> </ul>	
	<b>Develop King's online and blended offer for on-campus students:</b> What is the right "blend" of digital opportunities for our Campus students?	How can we best use digital education and technology in our pedagogy to most effectively support student success?
<b>Support student mental health and wellbeing</b>	How do we continue to develop our position and distinction as a world-leading institution for innovative approaches to supporting student mental health and wellbeing?	
<b>Widen participation in an inclusive King's education</b>	<ul style="list-style-type: none"> <li>• How do we continue to widen participation?</li> <li>• How do we minimise attainment gaps?</li> </ul>	
<b>Widen access to a King's education</b>	King's Online	<ul style="list-style-type: none"> <li>• How can we enable students across the globe to access a King's education?</li> <li>• What should be King's online offering?</li> <li>• How should we build our reputation and positioning in the online education market?</li> </ul>
	Lifelong learning	<ul style="list-style-type: none"> <li>• What are our priorities for lifelong learning?</li> <li>• How do we/ should we support Degree Apprenticeships?</li> </ul>
<b>Investing in our future: theme question</b>	<i>Where are the best opportunities for King's to develop high growth, high margin programmes of study?</i>	
<b>'Simple, Nimble' Efficient' theme question: Excellence in our learning environment</b>	<i>How can we transform and invest in our teaching spaces to support student success?</i>	



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**Academic Board**

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**Meeting date** 8 December 2021

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**Paper reference** AB-21-12-08-06.1

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**Status** Final

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The logo of King's College London, featuring the text "KING'S College LONDON" in white on a red background. "KING'S" is in a large, bold, serif font, "College" is in a smaller, italicized serif font, and "LONDON" is in a bold, serif font with a horizontal line underneath.

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## Principal's Report

### Action required

- ☐ For approval  
☐ For discussion  
☒ To note

### Executive summary

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

# Principal's Report

## Nanjing Research Institute

In February 2019 it was agreed by RERC that negotiations to form the Nanjing University-King's College London Joint Research Institute (JRI) should commence. Discussions led to a proposed agreement to cover a ten-year period, however negotiations were paused in 2020 in response to the pandemic. Contact has now been reinitiated with Nanjing University. NJNA has built a research facility in the Nanjing Jiangbei New Area – an innovation zone with a healthcare district. KCL will support the development of the JRI in Nanjing– including its research strategy, key performance indicators and optimisation of the Nanjing JRI facilities. Covering a ten-year period with review point at five years, NJU/NJNA is committed to investing, within the first five years, £25m a substantial portion of which will support a virtual institute in London with research activities that complement the Nanjing JRI research delivered using existing facilities enhanced using Nanjing partner funding. NJU and KCL will develop a roadmap for future joint education activities within the first five years of the project. The exploration is not close to an agreement stage.

## Sustech

The Chinese Ministry of Education has formally approved the application to form the SUSTech – King's Joint Education Institution (JEI), an academic partnership between the Southern University of Science and Technology and King's College London. The JEI, to be termed the Southern University of Science and Technology – King's College London Joint School of Medicine will now be established and the partnership overseen by a Joint Management Committee convened with representation from the two universities. Membership from King's will include the President & Principal; Senior Vice President (Health & Life Sciences), Vice President (Global Engagement); Vice President (Finance) & Chief Financial Officer; Vice President (Education); and Academic Lead (SUSTech).

This approval closely follows a positive development in the UK General Medical Council (GMC) review process with respect to the joint MBBS degree. Present assessment has paved the way for the final approval stage to commence in January 2022. Upon successful completion, student recruitment will commence.

## Cybersecurity accreditation

King's has regained its Cyber Essentials accreditation and is now also Cyber Essentials Plus accredited. The accreditations relate to centrally provided and managed software and hardware – over 10,000 devices running hundreds of software packages. This has been the culmination of over two years work – interrupted and delayed by the pandemic, and enables us to bid for over £50m of research income. It also shows the continued strengthening of our cyber-posture.

Shitij Kapur, President & Principal  
December 2021

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**Academic Board**

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**Meeting date** 8 December 2021

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**Paper reference** AB-21-12-08-06.2

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**Status** Final

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## Student Terms and Conditions for King's Online, King's Foundations and King's Pre-sessional students

### Action required

- ☐ For approval  
☐ For discussion  
☒ To note

**Motion:** That Academic Board notes:

1. the Terms & Conditions for King's Online students 2022-23
2. the Terms & Conditions for King's Foundations students 2022-3

### Executive summary

At the June 2021 Academic Board the General Terms and Conditions 2022/23 were approved, with approval in principle for two separate sets of tailored Terms and Conditions as follows:

- 1) For King's Online students; and
- 2) For King's Foundations students (consisting of two subsets – terms and conditions for pre-sessional students and international foundations students)

King's has been working to reduce the number of sets of student terms and conditions used across the College. Whilst some programmes still produce their own terms and conditions each year because the King's general Terms and Conditions are not suitable for those programmes, King's Online and King's Foundations are able to use the general Terms and Conditions, with a small number of tailored amendments. Upon receipt of external advice from Pinsent Masons LLP, for 2022/23 admissions and beyond, King's should not use footnotes to the general Terms and Conditions and instead should produce separate sets of Terms and Conditions.

King's Online and King's Foundations have subsequently worked with King's Legal and Pinsent Masons to draft two new sets in addition to the General Terms & Conditions. Academic Board is asked to note the terms and conditions attached (Annexes 1-3).

The review has been comprehensive, and has involved Finance, King's Online and King's Foundations representatives. The Directors of King's Foundations and King's Online are satisfied that the new sets now provide the clarity necessary for CMA compliance. They also bring the King's Online and King's Foundations Terms and Conditions into line with The General Terms & Conditions for students 2022-23 in areas such as sales tax.

Annex 1 – Terms and Conditions for Pre-Sessional Students

Annex 2 – Terms and Conditions for King's Online Students

Annex 3 – Terms and Conditions for King's International Foundations Students

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**TERMS AND CONDITIONS FOR PRE-SESSIONAL  
STUDENTS**

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## 1. INTRODUCTION

- 1.1 This document contains important information about your agreement with King's College London and links to important information. You should read these carefully before You accept a place at King's (the "**Terms and Conditions**").
- 1.2 We explain below the basis upon which King's will provide your Course, and the obligations which You have both as an applicant and as a student. These Terms and Conditions create obligations that are legally binding both on You and on King's. If You accept an offer to study at King's, these Terms and Conditions will form your agreement with us.
- 1.3 Please contact [King's Registry Services](#) for clarification if there is anything in these Terms and Conditions that You do not understand.
- 1.4 Please note that these Terms and Conditions apply to King's pre-sessional programmes.

## 2. DEFINITIONS

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

" <b>Academic Regulations</b> "	means <a href="#">King's Academic Regulations</a>
" <b>Additional Costs</b> "	has the meaning set out in Section 9.2
" <b>Cancellation Period</b> "	has the meaning set out in Section 11.1
" <b>Contract</b> "	has the meaning set out in Section 3.1
" <b>Course</b> "	means the pre-sessional course of study described in your Offer
" <b>Course Information</b> "	means subject to these Terms and Conditions, the description of the Course set out on our website as at the date You accept your Offer and the Course information sheet provided with your Offer (if applicable)
" <b>Data Protection Legislation</b> "	means any law, statute, declaration, decree, directive, legislative enactment, order, ordinance, regulation, rule or other binding restriction as updated and amended from time to time which relates to the protection of individuals with regards to the processing of Personal Data and privacy rights to which a party is subject, including the Data Protection Act 2018, the Privacy and Electronic Communications Regulations 2003 (amended by SI 2011 no. 6) and the GDPR (as incorporated into UK law under the UK European Union (Withdrawal) Act 2018) as the same are amended in accordance with the Data Protection, Privacy and Electronic Communications (Amendments etc.) (EU Exit) Regulations 2019 (as amended by SI 2020 no. 1586) as amended
" <b>Force Majeure Event</b> "	has the meaning set out in Section 12.5.2
" <b>GDPR</b> "	means Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and repealing Directive 95/46/EC (General Data Protection Regulation) OJ L 119/1, 4.5.2016

<b>"Intellectual Property Rights"</b>	means any patent, rights to inventions, copyright and related rights, performers' property rights, trade marks, trade names, domain names, rights in get-up, goodwill and the right to sue for passing off or unfair competition, rights in designs, rights in computer software, database rights, rights to preserve the confidentiality of information, and other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for and be granted, renewals or extensions of and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world
<b>"King's" "we" "us" and "our"</b>	refers to King's College London, Strand, London WC2R 2LS
<b>"Normal Class Hours"</b>	has the meaning set out in Section 7.1
<b>"Offer"</b>	means our written offer to You of a place on the Course, sent to You either directly by King's
<b>"Personal Data"</b>	has the meaning set out in the Data Protection Legislation and for the purposes of this Agreement includes Sensitive Personal Data
<b>"Policies and Procedures"</b>	means our rules, policies procedures and other regulations in force from time to time that are relevant to the Course and that are made available to You on our website or otherwise provided to You
<b>"Process"</b>	has the meaning given to it in the Data Protection Legislation
<b>"Sales Tax"</b>	means any goods and services tax, VAT or equivalent sales tax
<b>"Sensitive Personal Data"</b>	means data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation
<b>"UKVI"</b>	means UK Visas and Immigration
<b>"You" and "your"</b>	refers to you the student or applicant

### 3. THE CONTRACT

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

- 3.1.1 your Offer;
- 3.1.2 the Course Information;
- 3.1.3 the Academic Regulations; and
- 3.1.4 our Policies and Procedures.

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

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

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

## **4. APPLICATION AND ADMISSION**

### **4.1 Application**

- 4.1.1 You must meet the terms of your Offer and satisfy all necessary legal and other requirements, as set out in Sections 4.1 and 4.2, to secure your place on your Course.
- 4.1.2 Your Offer will be conditional or unconditional. If your Offer is conditional, we will set out the conditions which You will need to fulfil in order to be admitted onto your Course. If You have not fulfilled the conditions of your Offer before the date notified to You in your Offer or any other date notified to you, we reserve the right to withdraw your Offer.
- 4.1.3 It is important that You provide accurate information in your application to study at King's. If it is later found that your application includes false, fraudulent, or misleading information or material omissions, then we may withdraw your Offer, without liability to you.
- 4.1.4 King's may withdraw your Offer, refuse to enrol You or withdraw You from your Course for any failure to comply with the terms of any requirements (whether imposed by legislation or regulatory requirement, or otherwise reasonably required by King's) that your Offer, studies or research activity require, including:-
- (a) satisfactory criminal record/Disclosure and Barring Service (DBS) checks; and/or
  - (b) satisfactory occupational health checks (but subject to King's obligations under the Equality Act 2010 in respect of students with disabilities).
- 4.1.5 If You disagree with any decision made by King's under Section 4.1.4 You may request the Director of Students and Education (or their nominee) to review such a decision within fourteen days of the date it was notified to you. You will need to explain why You think the decision was wrong and supply any supporting evidence.

### **4.2 VISA requirements**

- 4.2.1 If You require a visa to study in the UK, it is your responsibility to ensure that You have a valid visa at enrolment and throughout your Course. You must comply with any conditions that apply to your visa, including attendance on your Course. Requirements for monitoring attendance can be found in our [Student Engagement & Attendance Policy](#). This may be amended by us from time to time.
- 4.2.2 If You are a British national, You will need to provide original evidence of your status at the point of enrolment. We will also request a copy of such evidence (typically a passport, driver's licence or national identity document) during the application process.
- 4.2.3 If You are from a country outside of the UK, You may need permission to study in the UK and will need to provide valid ID that confirms your immigration status. Information on conditions of stay relevant to your particular immigration status can be found via the [Government's Visa & Immigration webpages](#).
- 4.2.4 You will need to continue to hold valid immigration status confirming that You have the right to study throughout your Course and You will be required to provide evidence of your valid immigration status at the start of each academic year. If You hold limited leave to remain which is due to expire during your Course, You will be required to demonstrate to us that You have obtained further leave to remain or, where relevant, Indefinite Leave to Remain. If You fail to provide such evidence to us within a reasonable timeframe, we reserve the right to prevent You from registering on your Course (without liability to You) or withdraw You from your Course.
- 4.2.5 If You fail to comply with any immigration conditions, King's may be obliged to report this to UKVI in order to comply with King's own obligations to UKVI. If You lack the required permissions to study in the UK, or if You do not comply with the conditions attached to any permission then King's may refuse to admit, enrol, or re-enrol You, or may, on written



notice, suspend or terminate your studies (without liability to You). If You believe such a decision is incorrect, You may submit a complaint through the relevant complaints procedure (see Section 4.1.5).

#### **4.3 Applicants and students with disabilities**

- 4.3.1 King's is committed to providing an inclusive and accessible environment and strives to make reasonable adjustments to accommodate individual needs. Disabled students and applicants with disabilities, including those with long term medical and mental health conditions, are encouraged to notify King's at the earliest opportunity so that appropriate support arrangements can be provided. Our aim is to ensure discussions about support options and the implementation of agreed arrangements are in place at the earliest opportunity.
- 4.3.2 We recommend that You contact King's [Disability Support Team](#) so that they can advise you and notify the relevant contacts at King's as appropriate. If the required reasonable adjustments are complex, such as fundamental changes to the King's estate, King's may need to defer your entry whilst adjustment works are undertaken.

#### **4.4 Criminal offences**

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

### **5. STUDENT OBLIGATIONS**

#### **5.1 Your obligations**

- 5.1.1 We will use all reasonable efforts to deliver your Course in line with your Offer, the Academic Regulations and our Policies and Procedures.
- 5.1.2 You agree to:-
- (a) comply with these Terms and Conditions;
  - (b) comply with the Academic Regulations and Policies and Procedures;
  - (c) maintain and evidence an immigration status that entitles You to undertake your Course; and
  - (d) fulfil the academic requirements of your Course, including but not limited to, submission of coursework and other assignments, attendance at examinations, completion of online assessments, attendance at lectures, seminars and online live classes, and any such other teaching forums provided by us.

#### **5.2 Enrolment**

- 5.2.1 To begin study on your Course, You must:-
- (a) enrol at King's within 14 days of the start date of your Course. If You do not enrol within 14 days, we reserve the right to refuse to enrol You and withdraw You from your Course (without liability);
  - (b) have paid any amounts that are due on enrolment (as outlined in the terms of your Offer);
  - (c) have supplied specific identity documents as set out in the terms of your Offer; and

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

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

## 6. **ONLINE VIRTUAL LEARNING ENVIRONMENT**

- 6.1 Elements of your Course will be delivered online via Microsoft Teams Meetings and using KEATs, the King's virtual learning environment.
- 6.2 We will provide You with login details to KEATs when you enrol. You must keep your login details and password confidential and not share them with others. You must comply with our terms of use in respect of our KEATs at all times.
- 6.3 You may only use the content on KEATs for your own personal learning and are not allowed to adapt it or distribute any of it to anybody else.
- 6.4 King's does not guarantee that KEATs, or any content on the KEATs, will always be available or be uninterrupted. King's may suspend or withdraw or restrict the availability of all or any part of KEATs for business and operational reasons. King's will try to give You reasonable notice in the event of any suspension or withdrawal of KEATs.

## 7. **CLASS INFORMATION**

- 7.1 If your Course includes live classes, these will normally be held Monday to Friday between the hours of 08:00 and 18:00 GMT ("**Normal Class Hours**"). However, there may be instances where classes could be held outside of the Normal Class Hours due to unforeseen circumstances in which event we will provide You with reasonable notice of any changes to the times of the classes.
- 7.2 Lessons will take place in the form of a combination of synchronous webinars, seminars and tutorials which You must attend in addition to studying independently and conducting research tasks. Online learning will also include self-directed learning units, discussion forums collaborative tasks, homework submissions and assessments.
- 7.3 Although, examinations will usually be held during Normal Class Hours there may be instances where examinations may be required to take place outside Normal Class Hours. In this event we will provide You with reasonable notice so as to minimise the impact of any changes.
- 7.4 No regular classes will take place on recognised UK public holidays.
- 7.5 No refunds will be made for classes not taking place on these dates.

## 8. **TECHNOLOGY AND SYSTEM REQUIREMENTS**

- 8.1 You will be required to provide and have access to the following IT equipment and facilities in order to access KEATs and to participate on the Course:-
  - 8.1.1 a personal computer or tablet;
  - 8.1.2 an internet connection with sufficient bandwidth to allow video streaming (4Mbps minimum); and
  - 8.1.3 a microphone and webcam.
- 8.2 The Course can be accessed using the latest versions of Google Chrome, Mozilla Firefox, Apple Safari or Microsoft Edge. Full functionality cannot be guaranteed in older or less commonly used browsers.

- 8.3 Your personal computer and webcam will require the following minimum specifications in order for you to be able to access the course/course materials:-

#### **Operating Systems, Processors, Memory and Internet speed**

##### **8.3.1 Hardware**

- (a) Headphones, soundcard and speakers, microphone and webcam.
- (b) Minimum Intel Core i3 or equivalent, 4GB of RAM, with a screen resolution of at least 1280 x 800.
- (c) Please note that most weekly content and activities will be accessible via phone, but a PC/laptop/tablet will be required for assessment

##### **8.3.2 Operating System**

- (a) Windows: Windows 7 or later. Mac: OS X 10.10 or later.
- (b) Linux: Ubuntu 12.04+, Debian 6.0+, Fedora 16+, Open SUSE 12.1+.
- (c) Android: OS 6+
- (d) iOS: iOS10+

##### **8.3.3 Internet Connection**

Broadband/high speed connection - 2.5 Mbps minimum. 4 Mbps needed for group video web conferencing.

##### **8.3.4 Browser**

Latest versions of Chrome, Firefox, Safari or Microsoft Edge. Browser must be Javascript enabled. Other and older browsers may work but are not regularly tested.

##### **8.3.5 Other Software Requirements**

- (a) Skype and Office 365 - access to these applications will be provided to you as a King's College London student.
- (b) Microsoft Teams – the requirements are set out at: <https://docs.microsoft.com/en-us/microsoftteams/hardware-requirements-for-the-teams-app>

- 8.4 The costs of IT equipment and internet access are not included in the tuition fees and are your sole responsibility.

## **9. TUITION FEES**

### **9.1 Amount of tuition fees**

- 9.1.1 The amount and payment date(s) for your tuition fees and any applicable Sales Tax are set out in your Offer. At the beginning of your Course, it is your responsibility to make arrangements to pay your tuition fees and any applicable Sales Tax in accordance with the payment terms set out in your Offer. Information about the payment terms is available [here](#).
- 9.1.2 If You are studying your Course outside of the UK and the provision of your Course by King's is subject to Sales Tax in your country of residence, then we reserve the right to pass on any Sales Tax to You. In the event there is a change in the rate of Sales Tax, we reserve the right to pass on any such change in Sales Tax to You.

- 9.1.3 Tuition fees are fixed for the duration of your Course and must be paid in full by the deadlines set out in your Offer otherwise You will not be enrolled onto your Course. It is not possible to pay your tuition fees in instalments.

## 9.2 Additional costs

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

## 9.3 Self-funded students

Students will be invoiced as set out [here](#).

## 9.4 Sponsored students

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

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

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

## 9.5 Non-payment or late payment of tuition fees

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

- (a) You may be suspended;
- (b) You may not be allowed to enrol;
- (c) your Higher Education Achievement Report (HEAR) may not be updated to include your Course;
- (d) your results may be withheld;
- (e) we may not issue your Course certificate; and/or
- (f) your registration may be terminated.

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

- (a) sit examinations/submit coursework;
- (b) use library or computing facilities or services;
- (c) attend classes; or

(d) access student records.

- 9.5.3 If You fail to pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our [website](#). You may be required to delay the start of your Course to the subsequent year.
- 9.5.4 We reserve the right to take steps to recover unpaid tuition fees and any applicable Sales Tax in accordance with our legal rights and remedies. Further details in relation to non-payment or late payment of tuition fees are set out [here](#).
- 9.5.5 Please also note that the Academic Regulations and Policies and Procedures also provide that interest may be charged on unpaid tuition fees if we are required to issue court proceedings to recover any unpaid tuition fees. Debt collection fees may also be recovered from You, and an administration fee of £25 may be charged in respect of dishonoured cheques and card chargebacks.

## 10. **KING'S CANCELLATION RIGHTS**

- 10.1 Subject to us complying with the Academic Regulations and Policies and Procedures we may cancel the Contract at any time with immediate effect by giving You written notice if:-
- 10.1.1 You have failed to meet the conditions of your Offer, or it comes to our attention that You have failed to meet or no longer meet the entry requirements for your Course (including by way of us discovering that You have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);
- 10.1.2 You do not pay your tuition fees, applicable Sales Tax or Additional Costs within 30 days of us notifying You that your tuition fees are outstanding;
- 10.1.3 we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Course to You;
- 10.1.4 if a Force Majeure Event prevents us from providing your Course for longer than 5 weeks or more than half the duration of your Course (whichever is shorter);
- 10.1.5 You have failed to meet the requirements of your Course or fail to make sufficient academic progress, as set out in your Course Information or the Academic Regulations or Policies and Procedures (including, without limitation, in respect of your attendance or academic results);
- 10.1.6 You are found guilty of a serious breach of the Academic Regulations and/or our Policies and Procedures at a disciplinary hearing;
- 10.1.7 You break the Contract in any material way, and, where that situation is capable of being corrected, You do not correct it within 14 days of us asking You to do so; or
- 10.1.8 You do not meet your obligations under a student visa or You no longer have permission to study in the United Kingdom.
- 10.2 If You are suspended from participation on your Course, You may be excluded from attending lectures, classes or seminars, using our facilities or services, submitting assessments, taking tests/examinations, or proceeding to any degree, diploma or other award of King's at our reasonable discretion.
- 10.3 If the Contract has been terminated (for any reason), You will no longer be entitled to attend lectures, classes or seminars, use our facilities or services, submit assessments, take tests/examinations, or proceed to any degree, diploma or other award of King's.

## 11. YOUR CANCELLATION RIGHTS AND WITHDRAWAL

- 11.1 You have the right to cancel the Contract and your acceptance of a place at King's for any reason during a 14-day cancellation period (the "**Cancellation Period**"), which will start on the day You accept an Offer from King's.
- 11.2 To cancel the Contract, You must clearly inform us in writing of your decision to cancel before the Cancellation Period has expired. You can do this by:-
- 11.2.1 sending a message through [King's Apply](#); or
- 11.2.2 contacting the King's Admissions Office by letter, email or using the [Cancellation Form](#), but You do not have to use the model form.
- 11.3 If You cancel the Contract within the Cancellation Period, we will reimburse any tuition fee and applicable Sales Tax payment as soon as we can, and no later than 14 days after the day on which You informed us of your decision to cancel the Contract. We will make the reimbursement using the same means of payment as You used for the initial transaction, unless You have expressly agreed otherwise. You will not incur any fees as a result of the reimbursement.
- 11.4 If your Course is due to begin within 14 days from the date You accept the offer of a place at King's then, by accepting your Offer, You are expressly agreeing that the Course should begin within the Cancellation Period.
- 11.5 If You withdraw from your Course after the Cancellation Period has expired, we will not refund payments received from You and You will be liable for the full tuition fee. A pro rata recalculation of tuition fee payments will not be considered unless the circumstances in Sections 11.6, 11.8, 12.4 or 12.5 apply.
- 11.6 If You start a Combined Pre-session Course but do not receive your visa in time for the London based part of the Course You will not receive a refund, unless Section 11.8.1 applies. However, You may be able to defer your entry for the London based part of the Course and your King's undergraduate degree to the following academic year, subject to department approval.
- 11.7 If you study the 6 week pre-session Course and do not complete the London based part of the pre-session Course, You will not be eligible to progress to your King's undergraduate degree.
- 11.8 We will refund your tuition fees if:-
- 11.8.1 You are unable to obtain a student visa necessary to study on the London based part of the Course and King's is satisfied that the failure to obtain the visa was not your fault; or
- 11.8.2 Your undergraduate or postgraduate degree application to King's is rejected and You cancel your acceptance of a place on the Course more than four weeks before it commences. Please note that We will be unable to refund your tuition fees if your degree application is unsuccessful after this deadline.

## 12. KING'S OBLIGATIONS TO STUDENTS

### 12.1 Changes to Academic Regulations, Policies and Procedures

- 12.1.1 During your Course, we may update and replace our Academic Regulations, and Policies and Procedures from time to time in order to ensure that King's operates efficiently for students and meets relevant legal and regulatory obligations, and/or where changes are in the interests of students. Changes to the Academic Regulations, and Policies and Procedures will be appropriately notified to students via email or the website. Such changes will not affect the content of your Course (see Section 12.2 for provisions concerning changes to Courses).

12.1.2 Any changes made under this Section 12.1 will normally come into effect at the start of the next academic year. King's will take all reasonable steps to minimise disruption to students wherever reasonably possible.

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

## 12.2 Changes to Courses

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

- (a) where changes are in students' overall interests, for example because of developments in teaching practice or technology, new assessment methods, or where a campus redevelopment or restructuring of King's means that teaching locations change to a different site;
- (b) where regulatory or government requirements mean that changes must be made to ensure compliance. Examples include changes to how King's is required to operate because of changes to a professional body's requirements, or changes to immigration rules or other laws/regulations; and/or
- (c) due to factors beyond our reasonable control, it may sometimes be necessary to vary the content of the Course or services as described in the Course Information.

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

## 12.3 Closure of Courses

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

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

12.3.2 Any Course closure and/or refund application in relation to a Course closure would be considered in accordance with our [Programme Closure and Suspension Policy](#) and [Student Protection Plan](#).

## 12.4 Consequences of changes to Courses or closure of Courses

### 12.4.1 Changes to Courses before enrolment

If we have to change your Course, we will use reasonable efforts to ensure that changes are kept to a minimum, but if we need to make any material changes to your Course (as described in your Offer and/or Course Information) before You enrol at King's, we shall



bring the changes to your attention as soon as possible and if You reasonably believe that the proposed changes will have a material prejudicial effect on You, You may either terminate the Contract and/or withdraw your application for the Course without any liability to us for tuition fees, or transfer to another Course (if any) as may be offered by us for which You are qualified.

#### 12.4.2 **Changes to Courses or closure of Courses post enrolment**

12.4.3 Where changes or Course closure is proposed or have to be made for the reasons outlined at Sections 12.2 and 12.3 above, King's will take all reasonable steps to minimise disruption to students (including where your Course is closed and King's is unable to complete delivery of your Course, using reasonable efforts to, with your consent, transfer You to a new course: (i) at King's for which You are qualified; or (ii) at an alternative higher education provider).

12.4.4 In the case of minor changes as determined by us, we will use reasonable efforts to keep such changes to a minimum and to keep You informed appropriately, for example by email or via notifications on the intranet.

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

12.4.6 In the case of substantial changes which You reasonably believe will have a material prejudicial effect on You, You must notify us of this in writing, following which we may offer You a suitable alternative Course for which You are qualified. If You are unhappy with the alternative Course we offer You or we are unable to offer You a suitable alternative Course, You may end your Contract by giving Registry Services at least two weeks' notice [by email here](#) or in writing. The effect of terminating your Contract is that You will not incur tuition fees for the subsequent teaching weeks remaining on the Course and your Course will terminate. You will remain liable for any tuition fees and any applicable Sales Tax incurred up to the date when your notice to us expires. You will have no liability for tuition fees after that time, and You will be refunded any excess payment You have made.

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

### 12.5 **Liability for acts outside our control**

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

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

12.5.3 If such an event results in the complete inability to deliver your Course for a continued period of six weeks or more then You will be entitled to terminate your Course with immediate effect by contacting [Registry Services by email](#) or in writing. You should consider your options carefully before terminating your contract, for example whether You are able



to transfer any existing academic credits to an alternative programme and You may wish to contact the Student Advice Service to discuss this. Further information is available [here](#).

- 12.5.4 If You decide to terminate your Course in such circumstances, You will remain liable for tuition fees and any applicable Sales Tax incurred up until the date when You inform us of your decision. You will have no liability for tuition fees after that time, and You will be refunded any excess payment You have made. The tuition fees You have incurred for a Course which has not ended will be calculated on the basis described under Section 11.5

## 12.6 Limitation of our liability to You

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

- (a) for death or personal injury arising from our own negligence; or
- (b) for fraud or fraudulent misrepresentation; or
- (c) in respect of any other liabilities which may not be lawfully excluded or restricted.

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

- (a) damage to, theft and/or loss of your personal property (including but not limited to personal possessions, your own IT equipment, bicycles or vehicles) unless caused by our negligence;
- (b) for any injury to a student, financial or other loss or damage resulting from such injury, or for damage to property, caused by any other student, or by any person who is not an employee or authorised agent of King's;
- (c) loss attributable to a breach of any procedural requirement detailed in these Terms and Conditions, or any other policy, procedure or regulation, if such loss would not have arisen had the procedural requirement been met;
- (d) any failure or delay, or for the consequences of any failure or delay, in performance of our obligations under these Terms and Conditions, if such failure or delay is due to any event beyond our reasonable control; and
- (e) any losses which were not foreseeable to You and us when this Contract was formed and that were not caused by any breach on our part.

- 12.6.3 Subject to Sections 12.6.1 and 12.6.2, our aggregate liability to You under this Contract is limited to the total amount of tuition fees paid by You in respect of your Course.

## 13. COMPLAINTS

- 13.1 If You have a complaint about an admissions decision or an aspect of the admissions process, please follow our [Admissions Appeals Procedure](#).
- 13.2 Once You have registered as a student of King's, if You have a complaint about us, please follow the Complaints Procedure in the Academic Regulations.
- 13.3 You may also be eligible to apply for a refund or compensation. Please view our [Student Protection Plan](#) for further details on how to apply for a refund or compensation if You are no longer able to continue your studies at King's. You can also request a refund through your student records portal by completing the task called "Fee Payment Refund Request".
- 13.4 If, having followed the complaints procedure to completion, You remain dissatisfied You have the right to make a complaint to the [Office of the Independent Adjudicator for Higher Education](#).

14. **SAFEGUARDING**

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

15. **INTELLECTUAL PROPERTY**

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

16. **DATA PROTECTION**

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

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

17. **GENERAL**

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

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

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

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

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

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**TERMS AND CONDITIONS FOR KING'S ONLINE  
STUDENTS**

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## 1. INTRODUCTION

- 1.1 This document contains important information about your agreement with King's College London and links to important information. You should read these carefully before You accept a place at King's (the "**Terms and Conditions**").
- 1.2 We explain below the basis upon which King's will provide your Course, and the obligations which You have both as an applicant and as a student. These Terms and Conditions create obligations that are legally binding both on You and on King's. If You accept an offer to study at King's, these Terms and Conditions will form your agreement with us.
- 1.3 Please contact [King's Registry Services](#) for clarification if there is anything in these Terms and Conditions that You do not understand.
- 1.4 Please note that these Terms and Conditions apply to King's Online programmes.

## 2. DEFINITIONS

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

"Academic Regulations"	means <a href="#">King's Academic Regulations</a>
"Additional Costs"	has the meaning set out in Section 9.2
"Cancellation Period"	has the meaning set out in Section 11.1
"Contract"	has the meaning set out in Section 3.1
"Course"	means the online course of study described in your Offer
"Course Information"	means subject to these Terms and Conditions, the description of the Course set out on our website as at the date You accept your Offer and the Course information sheet provided with your Offer (if applicable)
"Data Protection Legislation"	means any law, statute, declaration, decree, directive, legislative enactment, order, ordinance, regulation, rule or other binding restriction as updated and amended from time to time which relates to the protection of individuals with regards to the processing of Personal Data and privacy rights to which a party is subject, including the Data Protection Act 2018, the Privacy and Electronic Communications Regulations 2003 (amended by SI 2011 no. 6) and the GDPR (as incorporated into UK law under the UK European Union (Withdrawal) Act 2018) as the same are amended in accordance with the Data Protection, Privacy and Electronic Communications (Amendments etc.) (EU Exit) Regulations 2019 (as amended by SI 2020 no. 1586) as amended
"Force Majeure Event"	has the meaning set out in Section 13.5.2
"GDPR"	means Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and repealing Directive 95/46/EC (General Data Protection Regulation) OJ L 119/1, 4.5.2016

<b>"Intellectual Property Rights"</b>	means any patent, rights to inventions, copyright and related rights, performers' property rights, trade marks, trade names, domain names, rights in get-up, goodwill and the right to sue for passing off or unfair competition, rights in designs, rights in computer software, database rights, rights to preserve the confidentiality of information, and other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for and be granted, renewals or extensions of and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world
<b>"King's" "we" "us" and "our"</b>	refers to King's College London, Strand, London WC2R 2LS
<b>"Normal Class Hours"</b>	has the meaning set out in Section 7.3
<b>"Offer"</b>	means our written offer to You of a place on the Course, sent to You directly by King's
<b>"Personal Data"</b>	has the meaning set out in the Data Protection Legislation and for the purposes of this Agreement includes Sensitive Personal Data
<b>"Policies and Procedures"</b>	means our rules, policies procedures and other regulations in force from time to time that are relevant to the Course and that are made available to You on our website or otherwise provided to You
<b>"Process"</b>	has the meaning given to it in the Data Protection Legislation
<b>"Sales Tax"</b>	means any goods and services tax, VAT or equivalent sales tax
<b>"Sensitive Personal Data"</b>	means data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation
<b>"You" and "your"</b>	refers to you the student or applicant

### 3. THE CONTRACT

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

- 3.1.1 your Offer;
- 3.1.2 the Course Information;
- 3.1.3 the Academic Regulations; and
- 3.1.4 our Policies and Procedures.

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

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

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

## **4. APPLICATION AND ADMISSION**

### **4.1 Application**

- 4.1.1 You must meet the terms of your Offer and satisfy all necessary legal and other requirements, as set out in Section 4.1, to secure your place on your Course.
- 4.1.2 Your Offer will be conditional or unconditional. If your Offer is conditional, we will set out the conditions which You will need to fulfil in order to be admitted onto your Course. If You have not fulfilled the conditions of your Offer before the date notified to You in your Offer or any other date notified to you, we reserve the right to withdraw your Offer.
- 4.1.3 It is important that You provide accurate information in your application to study at King's. If it is later found that your application includes false, fraudulent, or misleading information or material omissions, then we may withdraw your Offer, without liability to you.
- 4.1.4 King's may withdraw your Offer, refuse to enrol You or withdraw You from your Course for any failure to comply with the terms of any requirements (whether imposed by legislation or regulatory requirement, or otherwise reasonably required by King's) that your Offer, studies or research activity require, including:-
  - (a) satisfactory criminal record/Disclosure and Barring Service (DBS) checks; or
  - (b) satisfactory occupational health checks (but subject to King's obligations under the Equality Act 2010 in respect of students with disabilities).
- 4.1.5 If You disagree with any decision made by King's under Section 4.1.4 You may request the Director of Students and Education (or their nominee) to review such a decision within fourteen days of the date it was notified to you. You will need to explain why You think the decision was wrong and supply any supporting evidence.

### **4.2 Applicants and students with disabilities**

- 4.2.1 King's is committed to providing an inclusive and accessible environment and strives to make reasonable adjustments to accommodate individual needs. Disabled students and applicants with disabilities, including those with long term medical and mental health conditions, are encouraged to notify King's at the earliest opportunity so that appropriate support arrangements can be provided. Our aim is to ensure discussions about support options and the implementation of agreed arrangements are in place at the earliest opportunity.
- 4.2.2 We recommend that You contact King's [Disability Support Team](#) so that they can advise you and notify the relevant contacts at King's as appropriate. If the required reasonable adjustments are complex, King's may need to defer your entry whilst adjustment works are undertaken.

### **4.3 Criminal offences**

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

## **5. STUDENT OBLIGATIONS**

### **5.1 Your obligations**

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

5.1.2 You agree to:-

- (a) comply with these Terms and Conditions;
- (b) comply with the Academic Regulations and Policies and Procedures; and
- (c) fulfil the academic requirements of your Course, including but not limited to, submission of coursework and other assignments, attendance at examinations, completion of online assessments, attendance at online live classes, and any such other teaching forums provided by us.

**5.2 Enrolment**

5.2.1 To begin study on your Course, You must:-

- (a) enrol at King's within 2 days of the start date of your Course. If You do not enrol within 2 days, we reserve the right to refuse to enrol You and withdraw You from your Course (without liability);
- (b) have paid any amounts that are due on enrolment (as outlined in the terms of your Offer); and
- (c) have confirmed your agreement to King's by completing the "declaration of enrolment" which reminds You of some of the important regulations and policies which are referred to in these Terms and Conditions.

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

**6. ONLINE VIRTUAL LEARNING ENVIRONMENT**

6.1 Your Course will be delivered online via KEATs, the King's virtual learning environment.

6.2 We will provide You with login details for KEATs when you enrol. You must keep your login details and password confidential and not share them with others. You must comply with our terms of use in respect of KEATs at all times.

6.3 You may only use the content on KEATs for your own personal learning and are not allowed to adapt it or distribute any of it to anybody else.

6.4 King's does not guarantee that KEATs, or any content on KEATs, will always be available or be uninterrupted. King's may suspend or withdraw or restrict the availability of all or any part of KEATs for business and operational reasons. King's will try to give You reasonable notice in the event of any suspension or withdrawal of KEATs.

**7. TEACHING AND ASSESSMENT INFORMATION**

7.1 You will learn via a variety of formats, including the following:-

- 7.1.1 'lessons' prepared by King's academics or guest experts to explain key ideas; these may be text-based or include video or audio presentations and light interactivity;
- 7.1.2 'activities', which will require You to practice, apply, illustrate, or reflect on the ideas presented in lessons and core readings; these may include quizzes, worksheets, short individual or group tasks;
- 7.1.3 'discussion', which may include text-based forums or live interaction with other students; and
- 7.1.4 'webinars', which will be live scheduled classes during which You may be asked to share comments.



- 7.2 There will also be core 'readings' of key digital texts or media resources, including journal articles, ebook chapters, websites and data sources, which You will be expected to complete in order to complete the above activities effectively.
- 7.3 If your Course includes webinars, these will normally be held Monday to Friday between the hours of 08.00 and 18.00 GMT ("**Normal Class Hours**"). However, there may be instances where webinars could be held outside of the Normal Class Hours due to unforeseen circumstances in which event we will provide You with reasonable notice of any changes to the times of the webinars.
- 7.4 No regular webinars will take place on recognised UK public holidays.
- 7.5 No refunds will be made for webinars not taking place on these dates.
- 7.6 You may be assessed via a variety of formats, depending on your course's subject matter. These could include (but are not limited to) written coursework, individual or group presentations, timed examinations, and active participation in course discussions or other activities.
- 7.7 There may be instances where course work deadlines or examinations take place outside Normal Class Hours. In this event we will provide You with reasonable notice so as to minimise the impact of any changes.

## 8. **TECHNOLOGY AND SYSTEM REQUIREMENTS**

- 8.1 You will be required to provide and have access to the following IT equipment and facilities in order to access KEATs and to participate on the Course:-
- 8.1.1 a personal computer or tablet;
  - 8.1.2 an internet connection with sufficient bandwidth to allow video streaming (4Mbps minimum); and
  - 8.1.3 a microphone and webcam.
- 8.2 The Course can be accessed using the latest versions of Google Chrome, Mozilla Firefox, Apple Safari or Microsoft Edge. Full functionality cannot be guaranteed in older or less commonly used browsers.
- 8.3 Your personal computer and webcam will require the following minimum specifications in order for you to be able to access the course/course materials:-

### **Operating Systems, Processors, Memory and Internet speed**

#### **8.3.1 Hardware**

- (a) Headphones, soundcard and speakers, microphone and webcam.
- (b) Minimum Intel Core i3 or equivalent, 4GB of RAM, with a screen resolution of at least 1280 x 800.
- (c) Please note that most weekly content and activities will be accessible via phone, but a PC/laptop/tablet will be required for assessment

#### **8.3.2 Operating System**

- (a) Windows: Windows 7 or later. Mac: OS X 10.10 or later.
- (b) Linux: Ubuntu 12.04+, Debian 6.0+, Fedora 16+, Open SUSE 12.1+.
- (c) Android: OS 6+
- (d) iOS: iOS10+

### 8.3.3 Internet Connection

Broadband/high speed connection - 2.5 Mbps minimum. 4 Mbps needed for group video web conferencing.

### 8.3.4 Browser

Latest versions of Chrome, Firefox, Safari or Microsoft Edge. Browser must be Javascript enabled. Other and older browsers may work but are not regularly tested.

### 8.3.5 Other Software Requirements

- (a) Skype and Office 365 - access to these applications will be provided to you as a King's College London student.
- (b) Microsoft Teams – the requirements are set out at: <https://docs.microsoft.com/en-us/microsoftteams/hardware-requirements-for-the-teams-app>

8.4 The costs of IT equipment and internet access are not included in the tuition fees and are your sole responsibility.

## 9. TUITION FEES

### 9.1 Amount of tuition fees

- 9.1.1 The tuition fees are payable on a modular basis, with the first module fee covered by the deposit (see Section 9.3). For subsequent modules, You will receive an invoice via email 3 weeks prior to your module start date showing the balance to be paid and instructions on how to make payment.
- 9.1.2 You are required to make full payment of your tuition fees within 14 calendar days of the invoice date. The due date would therefore normally be 7 calendar days prior to the module start date.
- 9.1.3 At the beginning of your Course, it is your responsibility to make arrangements to pay your tuition fees and any applicable Sales Tax in accordance with the payment terms set out in your Offer. Further information about the payment terms is available [here](#).

### 9.2 Additional costs

The Courses are provided online and You will not be expected to attend a King's campus to complete your Course. However, if You wish to do so, You may incur travel costs and library fees and fines, and You may also incur additional fees for graduation or if you decide to purchase your own copies of books, eBooks or articles ("**Additional Costs**").

### 9.3 Deposits

- 9.3.1 The amount of the deposit You must pay and the date for payment are set out in your Offer. You may also be required to pay a non-refundable application fee, further details of which are set out on King's Apply.
- 9.3.2 You must pay your deposit at least 14 calendar days before your first module start date (as detailed in your Offer).
- 9.3.3 Deposits are non-refundable except where:-
  - (a) You cancel your acceptance of a place within the Cancellation Period (see Section 11); or
  - (b) King's is unable to confirm your place on the Course because You do not meet the conditions of your Offer of a place.

#### 9.4 **Postgraduate funding via the Student Loans Company**

- 9.4.1 Postgraduate loans are paid directly to the student so You will be considered to be self-funded. You will therefore be expected to pay your module fee by the dates set out in your Offer.
- 9.4.2 If You are based in the United Kingdom and are enrolled on the Postgraduate Certificate / Diploma, You will not be eligible for the SFE Postgraduate Master's Loan as per the UK Government guidelines
- 9.4.3 Students enrolled on a Postgraduate Certificate or Diploma are not eligible for the postgraduate loan as all 180 credits of study need to be undertaken whilst registered on a full master's degree. The SFE Postgraduate Master's Loan has been designed to fund full-length master's degrees only.
- 9.4.4 Please also be aware that by enrolling on a Postgraduate Certificate or Diploma, You remain ineligible for the SFE Postgraduate Master's Loan throughout your studies even if You subsequently transfer onto the master's.
- 9.4.5 Please be aware that the disbursement dates of Postgraduate Student Loan funding are not aligned to the module due dates so it is your responsibility to ensure that You can meet these payment dates.

#### 9.5 **Self-funded students**

Students will be invoiced as set out [here](#).

#### 9.6 **Externally Sponsored students**

The invoice for your tuition fees as a sponsored student will be sent directly to You. Whilst payments can be accepted from third parties (sponsors), the invoice will always be issued in your name.

#### 9.7 **Internally sponsored students by King's College London**

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

#### 9.8 **Non-payment or late payment of tuition fees**

- 9.8.1 If You do not pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our website, one or more of the following may happen:-
  - (a) Your access to the Course content may be cancelled (subject to Section 9.8.2);
  - (b) You may not be allowed to re-enrol;
  - (c) your results may be withheld;
  - (d) we may not issue your Course certificate; and/or
  - (e) your registration may be terminated.
- 9.8.2 If your access to the Course content is cancelled due to non payment You will retain access to any completed and paid modules in KEATs until such time as You withdraw from the Course or otherwise complete your studies.

- 9.8.3 If You fail to pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our [website](#), we will write to You to notify that your access to the future module content will be blocked. You will not be permitted to:-
- (a) sit examinations/submit coursework;
  - (b) use library or computing facilities or services;
  - (c) attend online classes; or
  - (d) access online course content and / or discussion forums for the unpaid module
- 9.8.4 If You fail to pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our [website](#), You may be required to study your module at a later date which may result in a delay in You completing your Course.
- 9.8.5 We reserve the right to charge £25 for card chargeback. Further details in relation to non-payment or late payment of tuition fees are set out [here](#).

## 9.9 Tuition fee variations

- 9.9.1 Details of your tuition fees and any applicable Sales Tax in the first year of your study at King's will be set out in your Offer. Many programmes last several years, and King's reserves the right to increase your tuition fees each year, reflecting the changes in costs of delivering your Course, improving the educational services we provide to You, and any changes in government policy or regulation. Cost increases take account of matters such as increased staffing costs, the need to maintain and renew King's facilities (for example, buildings, IT and library facilities) and inflation. King's therefore reserves the right to increase tuition fees annually to recognise these changes (as set out in Section 9.9.3 below).
- 9.9.2 If You are studying your Course outside of the UK and the provision of your Course by King's is subject to Sales Tax in your country of residence, then we reserve the right to pass on any Sales Tax to You. In the event there is a change in the rate of Sales Tax, we reserve the right to pass on any such change in Sales Tax to You.
- 9.9.3 In any event, a tuition fee increase for current students shall not exceed a 5% (five percent) increase on the previous academic year's tuition fee for the Course in question, subject at all times to the tuition fees not exceeding any cap imposed by Government from time to time.
- 9.9.4 Where tuition fee increases are applied, King's will give affected students no less than three months' written notice before the start of the academic year to which the tuition fee increase is intended to apply.
- 9.9.5 If King's notifies You that your tuition fees or any applicable Sales Tax will be increasing and You are unhappy with the increased fees, You may end your Contract with us provided that You inform [your Student Success Advisor](#) or in writing no later than one week before teaching start date for which the fee increase is due to take effect. The effect of ending your Contract is that You will not incur tuition fees for the next or subsequent academic terms and your studies with King's will terminate. You will remain liable for any tuition fees or any applicable Sales Tax incurred up to the date before the tuition fee or any applicable Sales Tax increase takes effect. If your studies are interrupted or suspended for any reason, the tuition fees or any applicable Sales Tax when You begin or resume your studies may have increased, on the basis set out above.

## 10. **KING'S CANCELLATION RIGHTS**

- 10.1 Subject to us complying with the Academic Regulations and Policies and Procedures we may cancel the Contract at any time with immediate effect by giving You written notice if:-
- 10.1.1 You have failed to meet the conditions of your Offer, or it comes to our attention that You have failed to meet or no longer meet the entry requirements for your Course (including by way of us discovering that You have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);
  - 10.1.2 You do not pay your tuition fees, applicable Sales Tax or Additional Costs within 60 days of us notifying You that your tuition fees are outstanding;
  - 10.1.3 we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Course to You;
  - 10.1.4 if a Force Majeure Event prevents us from providing your Course for longer than one term or 8 weeks (whichever is shorter);
  - 10.1.5 You have failed to meet the requirements of your Course or fail to make sufficient academic progress, as set out in your Course Information or the Academic Regulations or Policies and Procedures (including, without limitation, in respect of your attendance or academic results);
  - 10.1.6 You are found guilty of a serious breach of the Academic Regulations and/or our Policies and Procedures at a disciplinary hearing;
  - 10.1.7 You break the Contract in any material way, and, where that situation is capable of being corrected, You do not correct it within 14 days of us asking You to do so; or
  - 10.1.8 You do not meet your obligations under a student visa or You no longer have permission to study in the United Kingdom.
- 10.2 If You are suspended from participation on your Course, You may be excluded from attending online lectures, classes or seminars, using our facilities or services, submitting assessments, taking tests/examinations, or proceeding to any degree, diploma or other award of King's at our reasonable discretion.
- 10.3 If the Contract has been terminated (for any reason), You will no longer be entitled to attend lectures, classes or seminars, use our facilities or services, submit assessments, take tests/examinations, or proceed to any degree, diploma or other award of King's.

## 11. **YOUR CANCELLATION RIGHTS AND WITHDRAWAL**

- 11.1 You have the right to cancel the Contract and your acceptance of a place at King's for any reason during a 14-day cancellation period (the "**Cancellation Period**"), which will start on the date You make payment to King's for your first module.
- 11.2 To cancel the Contract, You must clearly inform us in writing of your decision to cancel before the Cancellation Period has expired. You can do this by:-
- 11.2.1 sending a message through [King's Apply](#); or
  - 11.2.2 contacting the King's Admissions Office by letter, email or using the [Cancellation Form](#), but You do not have to use the model form.
- 11.3 If You cancel the Contract within the Cancellation Period, we will reimburse any tuition fee and applicable Sales Tax payment including any deposit received from You as soon as we can, and no later than 14 days after the day on which You informed us of your decision to cancel the Contract. We will make the reimbursement using the same means of payment as You used for the initial

transaction, unless You have expressly agreed otherwise. You will not incur any fees as a result of the reimbursement.

- 11.4 Any refund will be paid to You at the rate of exchange on the day the refund is processed and not at the rate the payment was originally made.
- 11.5 If your Course is due to begin within 14 days from the date You accept the offer of a place at King's then, by accepting your Offer, You are expressly agreeing that the Course should begin within the Cancellation Period. If You then decide to withdraw from your Course within the Cancellation Period You may be liable to pay a proportion of your tuition fees and any applicable Sales Tax, as set out in Sections 11.8 and 11.9 below.
- 11.6 If You withdraw from your Course after the Cancellation Period has expired, we will not refund payments received from You unless the circumstances in Sections 12, 13.4 or 13.5 apply. Depending on when You cancel the contract (in particular, whether it is before or after enrolment) You may be obliged to pay your tuition fees and any applicable Sales Tax, as set out in Sections 11.8 and 11.9 below.
- 11.7 You have the right to opt out of a module by notifying us at least 7 calendar days prior to the module start date (the "**Opt Out Date**"). To opt out of a module you must inform your Student Success Advisor by the Opt Out Date. If You opt out of a module by the Opt Out Date, we will reimburse any tuition fee and applicable Sales Tax payment for that module as soon as we can, and no later than 14 days after the day on which You informed us of your decision to opt out of a module. We will make the reimbursement using the same means of payment as You used for the initial transaction, unless You have expressly agreed otherwise. You will not incur any fees as a result of the reimbursement.
- 11.8 If You interrupt or withdraw from your Course, you will only receive a refund of your tuition fees if You interrupt or withdraw from your Course on or before the module Opt Out Date (as specified in Section 11.7). If You interrupt or withdraw from your Course after the Opt Out Date, You will not be eligible for a refund of your tuition fees. Refunds will not be offered for modules already completed.
- 11.9 Where You withdraw from your Course and You are funded by the Student Loans Company, the fees that You have incurred for an academic year which has not ended will be calculated in accordance with the Student Loans Company guidelines.

## 12. **ACADEMIC FAILS**

If You fail the assessment for your module and have already paid tuition fees for a future module, You will have your tuition fees for that future module held on your student account until You have successfully passed your resit. If You pay for a future module and are subsequently withdrawn from your Course as an academic fail we will refund the tuition fee for the untaken module in full.

## 13. **KING'S OBLIGATIONS TO STUDENTS**

### 13.1 **Changes to Academic Regulations, Policies and Procedures**

- 13.1.1 During your Course, we may update and replace our Academic Regulations, and Policies and Procedures from time to time in order to ensure that King's operates efficiently for students and meets relevant legal and regulatory obligations, and/or where changes are in the interests of students. Changes to the Academic Regulations, and Policies and Procedures will be appropriately notified to students via email or the website. Such changes will not affect the content of your Course (see Section 13.2 for provisions concerning changes to Courses).
- 13.1.2 Any changes made under this Section 13.1 will normally come into effect at the start of the next academic year. King's will take all reasonable steps to minimise disruption to students wherever reasonably possible.
- 13.1.3 The updated Academic Regulations, and Policies and Procedures will be made available on the King's website and may be publicised by other means so that students are made aware of any changes.

## 13.2 Changes to Courses

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

- 13.2.1 where changes are in students' overall interests, for example because of developments in teaching practice or technology, or new assessment methods;
- 13.2.2 where regulatory or government requirements mean that changes must be made to ensure compliance. Examples include changes to how King's is required to operate because of changes to a professional body's requirements (e.g. for medical students where the General Medical Council issues new guidance), or changes to immigration rules or other laws/regulations;
- 13.2.3 where King's decides for academic or operational reasons to revise the optional modules that are available on your Course; and/or
- 13.2.4 due to factors beyond our reasonable control, it may sometimes be necessary to vary the content of the Course or modules or services as described in the Course Information.

## 13.3 Closure of Courses

- 13.3.1 Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course in accordance with the Contract, circumstances may arise where we are required to close your Course. The circumstances where Course closure may be made or required are (without limitation) where a key member of staff is no longer available (e.g. through illness or resignation) and suitable alternative teaching or supervision arrangements cannot be provided. This might be where the member of staff concerned has a particular specialism which cannot be adequately covered by other members of King's staff, or by other resources (e.g. temporary staff) that King's would normally engage in such circumstances.
- 13.3.2 Any Course closure and/or refund application in relation to a Course closure would be considered in accordance with our [Programme Closure and Suspension Policy](#) and [Student Protection Plan](#).

## 13.4 Consequences of changes to Courses or closure of Courses

### 13.4.1 Changes to Courses before enrolment

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

### 13.4.2 Changes to Courses or closure of Courses post enrolment

- (a) Where changes or Course closure is proposed or have to be made for the reasons outlined at Sections 13.2 and 13.3 above, King's will take all reasonable steps to minimise disruption to students (including where your Course is closed and King's is unable to complete delivery of your Course, using reasonable efforts to, with your consent, transfer You to a new course: (i) at King's for which You are qualified; or (ii) at an alternative higher education provider).

- (b) In the case of minor changes as determined by us (for example, changing a module from compulsory to optional), we will use reasonable efforts to keep such changes to a minimum and to keep You informed appropriately, for example by email or via notifications on the intranet.
- (c) In the case of substantial changes as determined by us (for example, closing your Course), before implementing any such change, we will consult with students to seek their views on the changes/proposals and any potential alternatives or steps to minimise the impact on students. Changes to the availability of optional modules, or changes which are to students' benefit will not normally be "substantial".
- (d) In the case of substantial changes which You reasonably believe will have a material prejudicial effect on You, You must notify us of this in writing, following which we may offer You a suitable alternative Course for which You are qualified. If You are unhappy with the alternative Course we offer You or we are unable to offer You a suitable alternative Course, You may end your Contract by giving Registry Services at least two weeks' notice [by email here](#) or in writing. The effect of terminating your Contract is that You will not incur tuition fees for the next module and your Course will terminate. You will remain liable for any tuition fees and any applicable Sales Tax incurred up to the date when your notice to us expires.
- (e) You should consider your options carefully before terminating your Contract in such circumstances. You may for example want to contact other institutions about whether You might be able to complete your Course with them. You may also want to consider other matters such as accommodation and travel costs.

### 13.5 Liability for acts outside our control

- 13.5.1 King's will do all that it reasonably can to provide your Course as described on our website and in the Course Information or other documents issued by King's to You. Despite taking all reasonable steps to prevent them occurring, and to mitigate their impact, some events outside our control may mean that we are not able to provide your Course.
- 13.5.2 We shall not be liable to You for any failure in the delivery of the Course arising from matters outside our control. This includes but is not limited to: industrial action which it is not within the capacity of King's to resolve; severe weather, fire, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not), natural disaster, internet or server disruption, restrictions imposed by government or public authorities, epidemic or pandemic disease or failure of public utilities or transport systems/networks (a "**Force Majeure Event**"). We would normally expect such events to be short term, and we will take steps to minimise any disruption to your Course.
- 13.5.3 If such an event results in the complete inability to deliver your Course for a continued period of six weeks or more then You will be entitled to terminate your Course with immediate effect by contacting Registry Services by email or in writing. You should consider your options carefully before terminating your contract, for example whether You are able to transfer any existing academic credits to an alternative programme and You may wish to contact the Student Advice Service to discuss this. Further information is available [here](#).
- 13.5.4 If You decide to terminate your Course in such circumstances, You will remain liable for tuition fees and any applicable Sales Tax incurred up until the date when You inform us of your decision. You will have no liability for tuition fees after that time, and You will be



refunded any excess payment You have made. The tuition fees You have incurred for a module which has not ended will be calculated on the basis described under Section 11.6

### 13.6 **Limitation of our liability to You**

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

- (a) for death or personal injury arising from our own negligence; or
- (b) for fraud or fraudulent misrepresentation; or
- (c) in respect of any other liabilities which may not be lawfully excluded or restricted.

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

- (a) damage to, theft and/or loss of your personal property (including but not limited to personal possessions such as your IT equipment) unless caused by our negligence;
- (b) for any injury to a student, financial or other loss or damage resulting from such injury, or for damage to property, caused by any other student, or by any person who is not an employee or authorised agent of King's;
- (c) loss attributable to a breach of any procedural requirement detailed in these Terms and Conditions, or any other policy, procedure or regulation, if such loss would not have arisen had the procedural requirement been met;
- (d) any failure or delay, or for the consequences of any failure or delay, in performance of our obligations under these Terms and Conditions, if such failure or delay is due to any event beyond our reasonable control; and
- (e) any losses which were not foreseeable to You and us when this Contract was formed and that were not caused by any breach on our part.

13.6.3 Subject to Sections 13.6.1 and 13.6.2 our aggregate liability to You under this Contract is limited to the total amount of tuition fees paid by You in respect of your Course.

### 14. **COMPLAINTS**

14.1 If You have a complaint about an admissions decision or an aspect of the admissions process, please follow our [Admissions Appeals Procedure](#).

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

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

14.4 If, having followed the complaints procedure to completion, You remain dissatisfied You have the right to make a complaint to the [Office of the Independent Adjudicator for Higher Education](#).

### 15. **SAFEGUARDING**

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

16. **INTELLECTUAL PROPERTY**

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

17. **DATA PROTECTION**

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

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

18. **GENERAL**

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

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

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

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

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

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**TERMS AND CONDITIONS FOR KING'S  
INTERNATIONAL FOUNDATION STUDENTS**

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## 1. INTRODUCTION

- 1.1 This document contains important information about your agreement with King's College London and links to important information. You should read these carefully before You accept a place at King's (the "**Terms and Conditions**").
- 1.2 We explain below the basis upon which King's will provide your Course, and the obligations which You have both as an applicant and as a student. These Terms and Conditions create obligations that are legally binding both on You and on King's. If You accept an offer to study at King's, these Terms and Conditions will form your agreement with us.
- 1.3 Please contact [King's Registry Services](#) for clarification if there is anything in these Terms and Conditions that You do not understand.
- 1.4 Please note that these Terms and Conditions apply to King's International Foundation programmes.

## 2. DEFINITIONS

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

"Academic Regulations"	means <a href="#">King's Academic Regulations</a>
"Additional Costs"	has the meaning set out in Section 9.2
"Cancellation Period"	has the meaning set out in Section 11.1
"Contract"	has the meaning set out in Section 3.1
"Course"	means the course of study described in your Offer
"Course Information"	means subject to these Terms and Conditions, the description of the Course set out on our website as at the date You accept your Offer and the Course information sheet provided with your Offer (if applicable)
"Data Protection Legislation"	means any law, statute, declaration, decree, directive, legislative enactment, order, ordinance, regulation, rule or other binding restriction as updated and amended from time to time which relates to the protection of individuals with regards to the processing of Personal Data and privacy rights to which a party is subject, including the Data Protection Act 2018, the Privacy and Electronic Communications Regulations 2003 (amended by SI 2011 no. 6) and the GDPR (as incorporated into UK law under the UK European Union (Withdrawal) Act 2018) as the same are amended in accordance with the Data Protection, Privacy and Electronic Communications (Amendments etc.) (EU Exit) Regulations 2019 (as amended by SI 2020 no. 1586) as amended
"Force Majeure Event"	has the meaning set out in Section 12.5.2
"GDPR"	means Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and repealing Directive 95/46/EC (General Data Protection Regulation) OJ L 119/1, 4.5.2016

<b>"Intellectual Property Rights"</b>	means any patent, rights to inventions, copyright and related rights, performers' property rights, trade marks, trade names, domain names, rights in get-up, goodwill and the right to sue for passing off or unfair competition, rights in designs, rights in computer software, database rights, rights to preserve the confidentiality of information, and other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for and be granted, renewals or extensions of and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world
<b>"King's" "we" "us" and "our"</b>	refers to King's College London, Strand, London WC2R 2LS
<b>"Normal Class Hours"</b>	has the meaning set out in Section 7.1
<b>"Offer"</b>	means our written offer to You of a place on the Course, sent to You either directly by King's
<b>"Personal Data"</b>	has the meaning set out in the Data Protection Legislation and for the purposes of this Agreement includes Sensitive Personal Data
<b>"Policies and Procedures"</b>	means our rules, policies procedures and other regulations in force from time to time that are relevant to the Course and that are made available to You on our website or otherwise provided to You
<b>"Process"</b>	has the meaning given to it in the Data Protection Legislation
<b>"Sales Tax"</b>	means any goods and services tax, VAT or equivalent sales tax
<b>"Sensitive Personal Data"</b>	means data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation
<b>"UKVI"</b>	means UK Visas and Immigration
<b>"You" and "your"</b>	refers to you the student or applicant

### 3. THE CONTRACT

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

- 3.1.1 your Offer;
- 3.1.2 the Course Information;
- 3.1.3 the Academic Regulations; and
- 3.1.4 our Policies and Procedures.

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

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

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

## **4. APPLICATION AND ADMISSION**

### **4.1 Application**

- 4.1.1 You must meet the terms of your Offer and satisfy all necessary legal and other requirements, as set out in Sections 4.1 and 4.2, to secure your place on your Course.
- 4.1.2 Your Offer will be conditional or unconditional. If your Offer is conditional, we will set out the conditions which You will need to fulfil in order to be admitted onto your Course. If You have not fulfilled the conditions of your Offer before the date notified to You in your Offer or any other date notified to you, we reserve the right to withdraw your Offer.
- 4.1.3 It is important that You provide accurate information in your application to study at King's. If it is later found that your application includes false, fraudulent, or misleading information or material omissions, then we may withdraw your Offer, without liability to you.
- 4.1.4 King's may withdraw your Offer, refuse to enrol You or withdraw You from your Course for any failure to comply with the terms of any requirements (whether imposed by legislation or regulatory requirement, or otherwise reasonably required by King's) that your Offer, studies or research activity require, including:-
- (a) satisfactory criminal record/Disclosure and Barring Service (DBS) checks;
  - (b) Academic Technology Approval Scheme (ATAS) certificate (including compliance with its terms); and/or
  - (c) satisfactory occupational health checks (but subject to King's obligations under the Equality Act 2010 in respect of students with disabilities).
- 4.1.5 If You disagree with any decision made by King's under Section 4.1.4 You may request the Director of Students and Education (or their nominee) to review such a decision within fourteen days of the date it was notified to you. You will need to explain why You think the decision was wrong and supply any supporting evidence.

### **4.2 VISA requirements**

- 4.2.1 If You require a visa to study in the UK, it is your responsibility to ensure that You have a valid visa at enrolment and throughout your Course. You must comply with any conditions that apply to your visa, including attendance on your Course. Requirements for monitoring attendance can be found in our [Student Engagement & Attendance Policy](#). This may be amended by us from time to time.
- 4.2.2 If You are a British national, You will need to provide original evidence of your status at the point of enrolment. We will also request a copy of such evidence (typically a passport, driver's licence or national identity document) during the application process.
- 4.2.3 If You are from a country outside of the UK, You may need permission to study in the UK and will need to provide valid ID that confirms your immigration status. Information on conditions of stay relevant to your particular immigration status can be found via the [Government's Visa & Immigration webpages](#).
- 4.2.4 You will need to continue to hold valid immigration status confirming that You have the right to study throughout your Course and You will be required to provide evidence of your valid immigration status at the start of each academic year. If You hold limited leave to remain which is due to expire during your Course, You will be required to demonstrate to us that You have obtained further leave to remain or, where relevant, Indefinite Leave to Remain. If You fail to provide such evidence to us within a reasonable timeframe, we reserve the right to prevent You from registering on your Course (without liability to You) or withdraw You from your Course.

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

#### 4.3 Applicants and students with disabilities

- 4.3.1 King's is committed to providing an inclusive and accessible environment and strives to make reasonable adjustments to accommodate individual needs. Disabled students and applicants with disabilities, including those with long term medical and mental health conditions, are encouraged to notify King's at the earliest opportunity so that appropriate support arrangements can be provided. Our aim is to ensure discussions about support options and the implementation of agreed arrangements are in place at the earliest opportunity.
- 4.3.2 We recommend that You contact King's [Disability Support Team](#) so that they can advise you and notify the relevant contacts at King's as appropriate. If the required reasonable adjustments are complex, such as fundamental changes to the King's estate, King's may need to defer your entry whilst adjustment works are undertaken.

#### 4.4 Criminal offences

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

### 5. STUDENT OBLIGATIONS

#### 5.1 Your obligations

- 5.1.1 We will use all reasonable efforts to deliver your Course in line with your Offer, the Academic Regulations and our Policies and Procedures.
- 5.1.2 You agree to:-
- (a) comply with these Terms and Conditions;
  - (b) comply with the Academic Regulations and Policies and Procedures;
  - (c) maintain and evidence an immigration status that entitles You to undertake your Course; and
  - (d) fulfil the academic requirements of your Course, including but not limited to, submission of coursework and other assignments, attendance at examinations, completion of online assessments, attendance at lectures, seminars and online live classes, and any such other teaching forums provided by us.

#### 5.2 Enrolment

- 5.2.1 To begin study on your Course, You must:-
- (a) enrol at King's within 14 days of the start date of your Course. If You do not enrol within 14 days, we reserve the right to refuse to enrol You and withdraw You from your Course (without liability);
  - (b) have paid any amounts that are due on enrolment (as outlined in the terms of your Offer);



- (c) have supplied specific identity documents as set out in the terms of your Offer;
- (d) have confirmed your agreement to King's by completing the "declaration of enrolment" which reminds You of some of the important regulations and policies which are referred to in these Terms and Conditions; and
- (e) show that You sat a valid IELTS exam in between accepting your Offer and the commencement of your Course, and achieve a higher IELTS score.

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

## 6. **ONLINE VIRTUAL LEARNING ENVIRONMENT**

- 6.1 Elements of your Course will be delivered online via Microsoft Teams Meetings and using KEATs, the King's virtual learning environment.
- 6.2 We will provide You with login details for KEATs when you enrol. You must keep your login details and password confidential and not share them with others. You must comply with our terms of use in respect of KEATs at all times.
- 6.3 You may only use the content on KEATs for your own personal learning and are not allowed to adapt it or distribute any of it to anybody else.
- 6.4 King's does not guarantee that KEATs, or any content on KEATs, will always be available or be uninterrupted. King's may suspend or withdraw or restrict the availability of all or any part of KEATs for business and operational reasons. King's will try to give You reasonable notice in the event of any suspension or withdrawal of KEATs.

## 7. **TEACHING AND ASSESSMENT INFORMATION**

- 7.1 If your Course includes live classes, these will normally be held Monday to Friday between the hours of 08:00 and 18:00 GMT ("**Normal Class Hours**"). However, there may be instances where classes could be held outside of the Normal Class Hours due to unforeseen circumstances in which event we will provide You with reasonable notice of any changes to the times of the classes.
- 7.2 Lessons will take place in the form of a combination of synchronous webinars, seminars and tutorials which You must attend in addition to studying independently and conducting research tasks. Online learning will also include self-directed learning units, discussion forums collaborative tasks, homework submissions and assessments.
- 7.3 Although, examinations will usually be held during Normal Class Hours there may be instances where examinations may be required to take place outside Normal Class Hours. In this event we will provide You with reasonable notice so as to minimise the impact of any changes.
- 7.4 No regular classes will take place on recognised UK public holidays.
- 7.5 No refunds will be made for classes not taking place on these dates.

## 8. **TECHNOLOGY AND SYSTEM REQUIREMENTS**

- 8.1 You will be required to provide and have access to the following IT equipment and facilities in order to access the virtual learning environment and to participate on the Course:-
  - 8.1.1 a personal computer or tablet;
  - 8.1.2 an internet connection with sufficient bandwidth to allow video streaming (4Mbps minimum); and
  - 8.1.3 a microphone and webcam.

- 8.2 The Course can be accessed using the latest versions of Google Chrome, Mozilla Firefox, Apple Safari or Microsoft Edge. Full functionality cannot be guaranteed in older or less commonly used browsers.
- 8.3 Your personal computer and webcam will require the following minimum specifications in order for you to be able to access the course/course materials:-
- 8.4 Operating Systems, Processors, Memory and Internet speed
- 8.4.1 **Hardware**
- (a) Headphones, soundcard and speakers, microphone and webcam.
  - (b) Minimum Intel Core i3 or equivalent, 4GB of RAM, with a screen resolution of at least 1280 x 800.
  - (c) Please note that most weekly content and activities will be accessible via phone, but a PC/laptop/tablet will be required for assessment
- 8.4.2 **Operating System**
- (a) Windows: Windows 7 or later. Mac: OS X 10.10 or later.
  - (b) Linux: Ubuntu 12.04+, Debian 6.0+, Fedora 16+, Open SUSE 12.1+.
  - (c) Android: OS 6+
  - (d) iOS: iOS10+
- 8.4.3 **Internet Connection**
- Broadband/high speed connection - 2.5 Mbps minimum. 4 Mbps needed for group video web conferencing.
- 8.4.4 **Browser**
- Latest versions of Chrome, Firefox, Safari or Microsoft Edge. Browser must be Javascript enabled. Other and older browsers may work but are not regularly tested.
- 8.4.5 **Other Software Requirements**
- (a) Skype and Office 365 - access to these applications will be provided to you as a King's College London student.
  - (b) Microsoft Teams – the requirements are set out at: <https://docs.microsoft.com/en-us/microsoftteams/hardware-requirements-for-the-teams-app>
- 8.5 The costs of IT equipment and internet access are not included in the tuition fees and are your sole responsibility.
9. **TUITION FEES**
- 9.1 **Amount of tuition fees**
- 9.1.1 The amount and payment date(s) for your tuition fees and any applicable Sales Tax are set out in your Offer. At the beginning of your Course, it is your responsibility to make arrangements to pay your tuition fees and any applicable Sales Tax in accordance with the payment terms set out in your Offer. Information about the payment terms is available [here](#).
  - 9.1.2 If You are studying your Course outside of the UK and the provision of your Course by King's is subject to Sales Tax in your country of residence, then we reserve the right to

pass on any Sales Tax to You. In the event there is a change in the rate of Sales Tax, we reserve the right to pass on any such change in Sales Tax to You.

- 9.1.3 Tuition fees are fixed for the duration of your Course and must be paid in full by the deadlines set out in your Offer otherwise You will not be enrolled onto your Course. It is not possible to pay your tuition fees in instalments.

## 9.2 Additional costs

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

## 9.3 Deposits

- 9.3.1 The amount of any deposit You must pay and the date for payment are set out in your Offer.
- 9.3.2 Your deposit will be deducted from the first instalment of tuition fees that You are due to pay.
- 9.3.3 Deposits are non-refundable except where:-
- (a) You cancel your acceptance of a place within the Cancellation Period (see Section 11); or
  - (b) King's is unable to confirm your place on the Course because You do not meet the conditions of your Offer of a place; or
  - (c) You are an international student and unable to obtain a student visa necessary to study on the Course and King's is satisfied that You took all reasonable steps to ensure You obtained your visa prior to commencing your Course and that the failure to obtain the visa was not your fault.
- 9.3.4 Offer holders who do not retake an IELTS exam in time for the start of the Course will not receive a refund of their deposit.

## 9.4 Self-funded students

Students will be invoiced as set out [here](#).

## 9.5 Sponsored students

- 9.5.1 If You are a student being partly or fully sponsored by an external corporate body (not a friend or relative) agreeing to pay your tuition fees, You should provide a valid sponsor letter on or before enrolment.
- 9.5.2 The invoice for your tuition fees as a sponsored student will be sent directly to the sponsoring organisation. Payment of the invoice is due 28 days from the invoice date. In the event of non- payment of part or all tuition fees by the sponsoring organisation, the outstanding amount will be invoiced to the student and shall be payable within 14 days. If You are receiving part funding of your tuition fees from your sponsor then the part that is self-funded will be invoiced to You in the same way as for other self-funding students, and the amount and date(s) for payment will be specified in your Offer.
- 9.5.3 If You are a sponsored student, and your sponsor does not pay the tuition fees on your behalf, You will be liable to pay the tuition fees to King's.

## 9.6 Non-payment or late payment of tuition fees

- 9.6.1 If You do not pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our [website](#), one or more of the following may happen:-
- (a) You may be suspended;
  - (b) You may not be allowed to enrol;
  - (c) your Higher Education Achievement Report (HEAR) may not be updated to include your Course;
  - (d) your results may be withheld;
  - (e) we may not issue your Course certificate; and/or
  - (f) your registration may be terminated.
- 9.6.2 If You fail to pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our [website](#), we will write to You requesting payment within 14 days. You may also discuss the outstanding payment with a member of the Finance Department. If You fail to make a payment within 14 days of receipt of the notification, we may suspend You from King's, meaning You will be prohibited from attending any premises at King's and You will not be permitted to:-
- (a) sit examinations/submit coursework;
  - (b) use library or computing facilities or services;
  - (c) attend classes; or
  - (d) access student records.
- 9.6.3 If You fail to pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our [website](#), You may be required to delay the start of your Course to the subsequent year.
- 9.6.4 We reserve the right to take steps to recover unpaid tuition fees or any applicable Sales Tax in accordance with our legal rights and remedies. Further details in relation to non-payment or late payment of tuition fees are set out [here](#).
- 9.6.5 Please also note that the Academic Regulations and Policies and Procedures also provide that interest may be charged on unpaid tuition fees if we are required to issue court proceedings to recover any unpaid tuition fees. Debt collection fees may also be recovered from You, and an administration fee of £25 may be charged in respect of dishonoured cheques and card chargebacks.

## 10. KING'S CANCELLATION RIGHTS

- 10.1 Subject to us complying with the Academic Regulations and Policies and Procedures we may cancel the Contract at any time with immediate effect by giving You written notice if:-
- 10.1.1 You have failed to meet the conditions of your Offer, or it comes to our attention that You have failed to meet or no longer meet the entry requirements for your Course (including by way of us discovering that You have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);
  - 10.1.2 You do not pay your tuition fees, applicable Sales Tax or Additional Costs within 60 days of us notifying You that your tuition fees are outstanding;

- 10.1.3 we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Course to You;
  - 10.1.4 if a Force Majeure Event prevents us from providing your Course for longer than one term or 16 weeks (whichever is shorter);
  - 10.1.5 You have failed to meet the requirements of your Course or fail to make sufficient academic progress, as set out in your Course Information or the Academic Regulations or Policies and Procedures (including, without limitation, in respect of your attendance or academic results);
  - 10.1.6 You are found guilty of a serious breach of the Academic Regulations and/or our Policies and Procedures at a disciplinary hearing;
  - 10.1.7 You break the Contract in any material way, and, where that situation is capable of being corrected, You do not correct it within 14 days of us asking You to do so; or
  - 10.1.8 You do not meet your obligations under a student visa or You no longer have permission to study in the United Kingdom.
- 10.2 If You are suspended from participation on your Course, You may be excluded from attending lectures, classes or seminars, using our facilities or services, submitting assessments, taking tests/examinations, or proceeding to any degree, diploma or other award of King's at our reasonable discretion.
- 10.3 If the Contract has been terminated (for any reason), You will no longer be entitled to attend lectures, classes or seminars, use our facilities or services, submit assessments, take tests/examinations, or proceed to any degree, diploma or other award of King's.
11. **YOUR CANCELLATION RIGHTS AND WITHDRAWAL**
- 11.1 You have the right to cancel the Contract and your acceptance of a place at King's for any reason during a 14-day cancellation period (the "**Cancellation Period**"), which will start on the day You accept an Offer from King's.
- 11.2 To cancel the Contract, You must clearly inform us in writing of your decision to cancel before the Cancellation Period has expired. You can do this by:-
- 11.2.1 sending a message through [King's Apply](#); or
  - 11.2.2 contacting the King's Admissions Office by letter, email or using the [Cancellation Form](#), but You do not have to use the model form.
- 11.3 If You cancel the Contract within the Cancellation Period, we will reimburse any tuition fee and applicable Sales Tax payment including any deposit received from You as soon as we can, and no later than 14 days after the day on which You informed us of your decision to cancel the Contract. We will make the reimbursement using the same means of payment as You used for the initial transaction, unless You have expressly agreed otherwise. You will not incur any fees as a result of the reimbursement.
- 11.4 If your Course is due to begin within 14 days from the date You accept the offer of a place at King's then, by accepting your Offer, You are expressly agreeing that the Course should begin within the Cancellation Period. If You then decide to withdraw from your Course within the Cancellation Period You may be liable to pay a proportion of your tuition fees and any applicable Sales Tax.
- 11.5 If You withdraw from your Course after the Cancellation Period has expired, we will not refund payments received from You. You will be liable for the full tuition fee and any applicable Sales Tax, unless the circumstances in Sections 12.4 or 12.5 apply. A pro rata recalculation of tuition fee payments will only be considered in exceptional circumstances.

- 11.6 If You interrupt or withdraw from your Course, You will be liable for the full tuition fee and any applicable Sales Tax. If You need to interrupt your studies due to circumstances out of your control, your tuition fee will be calculated up to the point of interruption, and any remaining pro-rata credit will be applied to your tuition fees for the following year on your return to your programme. Interrupting students must restart the programme in the August/September of the following year – entry at later points in the year is not possible. If You do not return to your Course the following year, tuition fee refunds will not be considered. Students considering interrupting their studies should contact [King's Foundations](#).

## 12. KING'S OBLIGATIONS TO STUDENTS

### 12.1 Changes to Academic Regulations, Policies and Procedures

- 12.1.1 During your Course, we may update and replace our Academic Regulations, and Policies and Procedures from time to time in order to ensure that King's operates efficiently for students and meets relevant legal and regulatory obligations, and/or where changes are in the interests of students. Changes to the Academic Regulations, and Policies and Procedures will be appropriately notified to students via email or the website. Such changes will not affect the content of your Course (see Section 12.2 for provisions concerning changes to Courses).
- 12.1.2 Any changes made under this Section 12.1 will normally come into effect at the start of the next academic year. King's will take all reasonable steps to minimise disruption to students wherever reasonably possible.
- 12.1.3 The updated Academic Regulations, and Policies and Procedures will be made available on the King's website and may be publicised by other means so that students are made aware of any changes.

### 12.2 Changes to Courses

- 12.2.1 Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course as set out in the Contract, circumstances may arise where we are required to make changes to your Course. Examples of "changes" include changes to the content or structure of your Course, or to the location or method of teaching or assessment, or to the type of award. The circumstances where changes may be made or required are (without limitation):-
- (a) where changes are in students' overall interests, for example because of developments in teaching practice or technology, new assessment methods, or where a campus redevelopment or restructuring of King's means that teaching locations change to a different site;
  - (b) where regulatory or government requirements mean that changes must be made to ensure compliance. Examples include changes to how King's is required to operate because of changes to a professional body's requirements, or changes to immigration rules or other laws/regulations; and/or
  - (c) due to factors beyond our reasonable control, it may sometimes be necessary to vary the content of the Course or modules or services as described in the Course Information.
- 12.2.2 If King's sponsors You under a student visa, Course changes may have an impact on your sponsorship, and we will provide You with further information. If You wish to change your Course, You should speak to us before taking any action.

### 12.3 Closure of Courses

- 12.3.1 Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course in accordance with the Contract, circumstances may arise where we are required

to close your Course. The circumstances where Course closure may be made or required are (without limitation):-

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

12.3.2 Any Course closure and/or refund application in relation to a Course closure would be considered in accordance with our [Programme Closure and Suspension Policy](#) and [Student Protection Plan](#).

## 12.4 Consequences of changes to Courses or closure of Courses

### 12.4.1 Changes to Courses before enrolment

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

### 12.4.2 Changes to Courses or closure of Courses post enrolment

- (a) Where changes or Course closure is proposed or have to be made for the reasons outlined at Sections 12.2 and 12.3 above, King's will take all reasonable steps to minimise disruption to students (including where your Course is closed and King's is unable to complete delivery of your Course, using reasonable efforts to, with your consent, transfer You to a new course: (i) at King's for which You are qualified; or (ii) at an alternative higher education provider).
- (b) In the case of minor changes as determined by us, we will use reasonable efforts to keep such changes to a minimum and to keep You informed appropriately, for example by email or via notifications on the intranet.
- (c) In the case of substantial changes as determined by us (for example, closing your Course), before implementing any such change, we will consult with students to seek their views on the changes/proposals and any potential alternatives or steps to minimise the impact on students. Changes which are to students' benefit will not normally be "substantial".
- (d) In the case of substantial changes which You reasonably believe will have a material prejudicial effect on You, You must notify us of this in writing, following which we may offer You a suitable alternative Course for which You are qualified. If You are unhappy with the alternative Course we offer You or we are unable to offer You a suitable alternative Course, You may end your Contract by giving Registry Services at least two weeks' notice [by email here](#) or in writing. The effect of terminating your Contract is that You will not incur tuition fees for the next or subsequent academic terms and your Course will terminate. You will remain liable for any tuition fees and any applicable Sales Tax incurred up to the date when your notice to us expires. You will have no liability for tuition fees after that time, and You will be refunded any excess payment You have made.



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

## 12.5 Liability for acts outside our control

- 12.5.1 King's will do all that it reasonably can to provide your Course as described on our website and in the Course Information or other documents issued by King's to You. Despite taking all reasonable steps to prevent them occurring, and to mitigate their impact, some events outside our control may mean that we are not able to provide your Course.
- 12.5.2 We shall not be liable to You for any failure in the delivery of the Course arising from matters outside our control. This includes but is not limited to: industrial action which it is not within the capacity of King's to resolve; severe weather, fire, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not), natural disaster, internet or server disruption, restrictions imposed by government or public authorities, epidemic or pandemic disease or failure of public utilities or transport systems/networks (a "**Force Majeure Event**"). We would normally expect such events to be short term, and we will take steps to minimise any disruption to your Course.
- 12.5.3 If such an event results in the complete inability to deliver your Course for a continued period of six weeks or more then You will be entitled to terminate your Course with immediate effect by contacting [Registry Services by email](#) or in writing. You should consider your options carefully before terminating your contract, for example whether You are able to transfer any existing academic credits to an alternative programme and You may wish to contact the Student Advice Service to discuss this. Further information is available [here](#).
- 12.5.4 If You decide to terminate your Course in such circumstances, You will remain liable for tuition fees and any applicable Sales Tax incurred up until the date when You inform us of your decision. You will have no liability for tuition fees after that time, and You will be refunded any excess payment You have made. The tuition fees You have incurred for an academic year which has not ended will be calculated on the basis described under Section 11.5.

## 12.6 Limitation of our liability to You

- 12.6.1 Nothing in these Terms and Conditions will limit or exclude King's liability:-
  - (a) for death or personal injury arising from our own negligence; or
  - (b) for fraud or fraudulent misrepresentation; or
  - (c) in respect of any other liabilities which may not be lawfully excluded or restricted.
- 12.6.2 King's shall not be liable and expressly excludes liability for:-
  - (a) damage to, theft and/or loss of your personal property (including but not limited to personal possessions, your own IT equipment, bicycles or vehicles) unless caused by our negligence;
  - (b) for any injury to a student, financial or other loss or damage resulting from such injury, or for damage to property, caused by any other student, or by any person who is not an employee or authorised agent of King's;
  - (c) loss attributable to a breach of any procedural requirement detailed in these Terms and Conditions, or any other policy, procedure or regulation, if such loss would not have arisen had the procedural requirement been met;



- (d) any failure or delay, or for the consequences of any failure or delay, in performance of our obligations under these Terms and Conditions, if such failure or delay is due to any event beyond our reasonable control; and
- (e) any losses which were not foreseeable to You and us when this Contract was formed and that were not caused by any breach on our part.

12.6.3 Subject to Sections 12.6.1 and 12.6.2 our aggregate liability to You under this Contract is limited to the total amount of tuition fees paid by You in respect of your Course.

## 13. COMPLAINTS

- 13.1 If You have a complaint about an admissions decision or an aspect of the admissions process, please follow our [Admissions Appeals Procedure](#).
- 13.2 Once You have registered as a student of King's, if You have a complaint about us, please follow the Complaints Procedure in the Academic Regulations.
- 13.3 You may also be eligible to apply for a refund or compensation. Please view our [Student Protection Plan](#) for further details on how to apply for a refund or compensation if You are no longer able to continue your studies at King's. You can also request a refund through your student records portal by completing the task called "Fee Payment Refund Request".
- 13.4 If, having followed the complaints procedure to completion, You remain dissatisfied You have the right to make a complaint to the [Office of the Independent Adjudicator for Higher Education](#).

## 14. SAFEGUARDING

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

## 15. INTELLECTUAL PROPERTY

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

## 16. DATA PROTECTION

- 16.1 We will process Personal Data in accordance with the Data Protection Legislation. Our [Student Data Collection Notice](#) explains what data we might hold about You, how we use it, who we might share it with and the reasons for doing that.
- 16.2 Students who are involved in Processing Personal Data (for example in some research projects, or in the course of a work placement at a hospital) must ensure that they abide by the requirements of the Data Protection Legislation. They should refer to our [Data Protection Policy](#), [Research Data Management Policy](#) or a placement provider's policy if applicable and seek guidance from their tutor or supervisor where appropriate.

## 17. GENERAL

- 17.1 On your first enrolment, You will be allocated a King's email account. All email communications from King's will be sent to that account and You are expected to use that account for all communications with us. You are expected to check your King's email account regularly. Any communication sent to You, by us, to your King's email account will be regarded as properly sent and received by You.
- 17.2 If any provision of the contract between You and us is held to be void or unenforceable in whole or in part by any court or other competent authority, that contract shall continue to be valid as to the other provisions contained in it and/or the remainder of the affected provision.
- 17.3 The Contract constitutes the entire agreement between You and us in relation to its subject matter.

- 17.4 Neither party intends that any of these Terms and Conditions will be enforceable by any third party.
- 17.5 These Terms and Conditions are governed by and construed in accordance with English Law. The English Courts have non-exclusive jurisdiction to deal with any dispute arising out of or in connection with them.

## Academic Board

**Meeting date** 8 December 2021

**Paper reference** AB-21-12-08-07.1

**Status** Final

**Access** Members and senior executives - RESERVED

# Report of the College International Committee (CIC)

Contents	Meeting at which considered	Main or Consent agenda	CIC action	Reserved item?
1. Review of Policy & Procedures for Approval of International Partnership	11 Oct 21	Main	Discuss	Yes
2. Strategy Refresh	11 Oct 21	Consent	Note	No
3. King's Global Turing Project	11 Oct 21	Consent	Note	No

## For discussion

### 1. Review of Policy & Procedures for Approval of International Partnership (Main agenda)

CIC members discussed the outcome of a review of King's [policy](#) and procedures established in 2019 for approving international partnerships. Recommendations and a proposed roadmap for change were endorsed by the Committee and are being brought to the Academic Board for discussion and input before being sent to the University Executive for approval.

These recommendations complement the aims of the strategic refresh and streamlining of governance and executive committee arrangements. The Principal's Senior Team gave their support to the recommendations on 15 November 2021 and a discussion with the Senior Leadership Forum is scheduled for 25 November.

Brief attached below. The full report can be found [here](#).

## For note

### 2. Strategy Refresh (Consent agenda)

Members were consulted and invited to contribute to the ongoing strategy refresh, in particular the workstream entitled *Strategically focused impacts in the world*.

### 3. King's Global Turing Project (Consent agenda)

Tom Atterson, Associate Director Global Mobility, updated members on the implementation King's successful bid for student mobility funding from the UK government's Turing scheme.

# Transforming Partnership Governance & Approvals

Briefing - October 2021

## BACKGROUND

A review of King's [policy](#) and procedures for approving international partnerships was conducted between May and September 2021. Led by a Steering Committee comprising international partnership, prospect and global business development, due diligence, assurance and risk management colleagues, it was supported by desk research into other institutional governance and risk management systems, and a range of local faculty and directorate policies, procedures, guidance and tools. The start of the review also coincided with an internal audit on International Education Partnerships and recommendations from this audit were also brought into scope of the review.

A two-day Policy Lab to explore King's principles of global engagement was facilitated by King's Policy Institute in July 2021 with the aim of providing a compass for decision making, and articulating King's criteria and rationale for approving partnerships. Policy Lab participants included staff, students, alumni, and external stakeholders. The framework developed during the workshops forms part of the recommendations presented here.

The full report from the Steering Group can be found [here](#). If there are problems with access, please contact [lucas.1.palumbo@kcl.ac.uk](mailto:lucas.1.palumbo@kcl.ac.uk).

## RECOMMENDATIONS

The review recommends improvement in five areas.<sup>1</sup>

### 1. Governance and Leadership

- *Establish a single authority for the governance and approval of all partnerships at King's*

### 2. Strategy and Decision-making

- *Agree a universal framework that considers rules, values, benefits and risks and apply this to all partnership decisions<sup>2</sup>*

### 3. Policy and Process

- *Increase King's in-house capacity for conducting and interpreting due diligence; standardise and streamline existing protocols and processes; and facilitate input from regional and functional subject experts as required*

### 4. Information and Evaluation

- *Create a single repository of decisions and due diligence related to all new and existing partnerships, including information on their scope, status, and life stage*

### 5. Transparency and Engagement

- *Raise awareness and support implementation of the new policy, framework and due diligence and approval processes by providing an easy-to-use online toolkit and training*

Design principles were also agreed by Steering Committee members and Policy Lab participants. The revised policy and process must be: Coherent; Consistent; Agile; Proportionate; Nonprejudicial; and Pragmatic.

The recommendations address the key challenges highlighted at the start of the review, as well as the findings of the internal audit. Taken together, they seek to increase confidence in how decisions are reached and increase the visibility of King's approach to partnership by providing an explicit strategic framework. The recommendations complement the institutional strategic refresh and proposals for streamlining institutional governance and risk management practices.

<sup>1</sup> See Appendix 1 - The Ethical & Reputational Risk Review Model

<sup>2</sup> See Appendix 2 - Strategic framework for decision making informed by Policy Lab

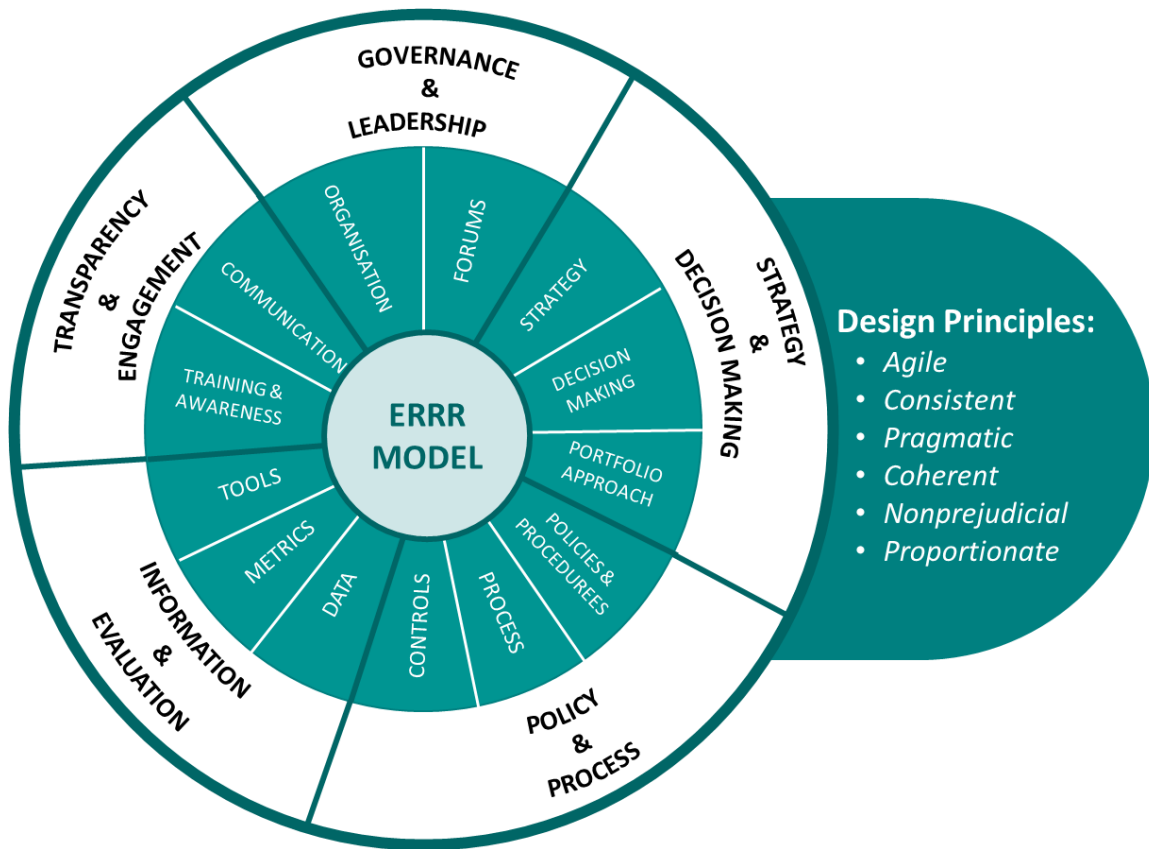
## ROADMAP FOR IMPLEMENTATION

Implementation is designed to start from January 2022 with the aim that all change will be live by the start of the 2022-23 academic year.

Work package	Description
<i>Governance</i>	<i>Establish new governance arrangements, including Terms of Reference and membership for new approvals committee and supporting Secretariat that will also coordinate, triage, and advise on policy, process, and compliance across Faculties and Directorates</i>
<i>Process design</i>	<i>Develop parameters, detailed procedures and instructions for applying framework and standards for due diligence on partner, project and country-level factors across the life cycle of a partnership</i>
<i>Information management</i>	<i>Establish a portfolio view of partnerships, library of due diligence and decision outcomes (assess requirements against the capability of existing systems, including CRM to provide a solution)</i>
<i>Communications &amp; engagement</i>	<i>Develop plan for communicating change and expectations, provide toolkit to support academic and professional services staff navigate new policy and processes</i>

### Business planning: Mar – Apr 2022

- Resourcing due diligence
- Resourcing Secretariat
- Potential for investment in systems to support information management requirements



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## Academic Board

**Meeting date** 8 December 2021

**Paper reference** AB-21-12-08-07.3

**Status** Final

# Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Security Sensitive Research Policy <b>Annex 1</b>	7 October 2021	Consent	Approve	No
2. Researcher Concordat Action Plan <b>Annex 2</b>	18 August 2021	Consent	Approve	No
3. Research Integrity Annual Statement	18 August 2021	Consent	Note	No

## For approval

### 1. Security Sensitive Research Policy (Annex 1)

**Motion:** That Academic Board approves the Security Sensitive Research Policy

**Background:** The draft Security Sensitive Research Policy was considered at the 7 October meeting of the College Research Committee.

This is a new policy and procedure which has been developed at the request of the Safeguarding Oversight Committee to ensure that we meet our obligations under the Prevent Duty and by IT Assurance to ensure that we have governance oversight and authorisation for such research in advance of the set up of any KCL storage or access solutions. There have been issues in the past of students being advised to conduct such research on their own personal devices, which leaves them open to substantial risk.

### 2. Action Plan against the Concordat to Support the Career Development of Researchers (Annex 2)

**Motion:** That Academic Board endorse the Action Plan against the Concordat to support the Career Development of Researchers, noting that it was endorsed by Council at its 23 November meeting.

**Background:** The College Research Committee approved the updated Action Plan at its August meeting and discussed faculty engagement with the Action Plan. The 23 November meeting of Council endorsed the Action Plan and authorised its Chair to provide final approval on Council's behalf following its endorsement by the Academic Board. Council was requested, as part of its consideration of the report, to note: the progress made on the Research Culture Task & Finish Group projects as the priority projects identified by this committee; and that contributions are being made from across the university, reflecting the increasing engagement with this initiative, and that plans are under way for more effective communication of the content and sessions to enable sharing of best practice

The accompanying paper (**Annex 2**) describes the Action Plan against the Concordat to Support the Career Development of Researchers. This is required as a condition of King's having signed the Researcher Concordat and by funders when they are considering future awards of grants.

At the College Research Committee meeting in August, the Head of Research Staff Development presented the Researcher Concordat Action Plan which illustrates how the College will actively progress their commitment to the concordat in order to support the career development of researchers.



The Head of Research Staff Development stated that the various Research Culture Task and Finish groups had provided invaluable contributions to the document.

The committee agreed that senior members of faculty should maintain oversight of the document given its importance and the nature of its content, and that the Chairs of Faculty Research Staff committees should be sent updates and requests for information, in order to ensure that the document is kept up to date.

The Head of Research Staff Development stated that she and her team were considering holding an in-person event to raise awareness of the updated action plan, suggesting that the event could be promoted as a research culture activity. The Committee Chair endorsed this suggestion.

## **For note**

### **3. Research Integrity Annual Statement**

The Research Integrity Manager, Arts & Sciences presented the Research Integrity statement for the 2020-2021 academic year. The annual statement will be published on the team's external webpages. For the past five years, the statements have included a table which provides the key details of all recorded research misconduct cases. In the 2020-2021 statement, the faculty that each case occurred in has been noted. The committee suggested that a column should be added to the table detailing whether cases had been upheld or dismissed for clarity.

The Research Integrity team was audited in the 2019-2020 academic year. The format and content of the 2020-2021 statement differs from past statements, as the team have aimed to address some of the concerns raised by the auditor. The team are now looking to engage with faculties and stakeholders across the College in order to capture the breadth of activities that have been established to support research integrity. The team will create a template and circulate it to faculties and stakeholders to enable them to record their activities, a summary of which will be included in the 2021-2022 statement.

The Research Integrity Manager, Arts & Sciences stated that there is a significant correlation between bullying allegations and research misconduct allegations, which has led to the team creating a MoU document with HR. The team intend to publish this document on their external webpages imminently.

The Research Integrity Manager, Arts & Sciences outlined the training output that the Research Integrity Office currently offers. The team run an introductory session on research integrity three times per year via Skillsforge, whilst the research integrity advisors offer focused discipline-specific workshops on an intermittent basis. Additionally, the team are planning to develop an online module featuring case studies to help research staff and students to understand the nuances of a specific situation.

Council approved and the Audit, Risk and Compliance Committee considered the Annual Research Integrity Report and Statement for the year ended 31 July 2021 at their November meetings.

# Security Sensitive Research Activities Policy

<b>Policy Category:</b>	General
<b>Subject:</b>	The management of security sensitive research activities
<b>Approving Authority:</b>	SMT
<b>Responsible Officer:</b>	President & Principal
<b>Responsible Office:</b>	Senior Vice President (Operations)
<b>Related Procedures:</b>	<a href="#">Ethics Review Procedures</a>
<b>Related College Policies:</b>	<a href="#">Information Security Policy ??</a> <a href="#">Email Policy??</a> <a href="#">IT Acceptable Use Policy ??</a> <a href="#">Using Your Own Device Policy??</a> <a href="#">Procedure for Investigating and Resolving Allegations of Research Misconduct</a> <a href="#">Code of Good Research Practice</a> <a href="#">Health and Safety Policy??</a> <a href="#">Children and Adults At Risk (Safeguarding) Policy??</a> <a href="#">Dignity at Work and Study Policy??</a>
<b>Effective Date:</b>	December 2021
<b>Supersedes:</b>	N/A
<b>Next Review:</b>	September 2024

## 1. Purpose & Scope

- 1.1 King's College London supports the academic freedom of its researchers to conduct scholarly research activities in connection with their affiliation to the College. The university expects its staff to act with the highest integrity at all times and to conduct their business in an honest and open manner and in line with all relevant legislation.
- 1.2 Researchers who access security sensitive research material for the purpose of their academic research can be subject to surveillance by and lead to enquiries from the police or other law enforcement agencies.
- 1.3 If researchers manage their activities appropriately, they can usually proceed with these activities as normal while at the same time upholding obligations to the university, meeting regulatory requirements and protecting the integrity and reputation of the university and its members.
- 1.4 This policy is designed to ensure that those who have legitimate reasons to work with security sensitive research material are appropriately protected and are not in infringement of the law. The university seeks to ensure that the freedom to pursue academic research is upheld, balanced with the need to protect our researchers from radicalisation, and to ensure compliance with relevant legislation.
- 1.5 This policy aims to ensure compliance with the Counter-Terrorism and Security Act (2015) and to enable the University to fulfil its duty to *have due regard to the need to prevent people from being drawn into terrorism*, and extremism, and to facilitate scholarly research into security-

sensitive topics. Conducting research in line with this policy allows the College to assist the appropriate authorities by demonstrating that any security-sensitive material has been accessed as part of legitimate research activities.

- 1.6 Carrying out security-sensitive research may trigger a level of personal risk to the researcher that cannot be mitigated by the College. Whilst compliance with this policy does not guarantee protection from investigation or prosecution by national or international authorities, or from action taken by enforcement or security agencies outside of the United Kingdom, it does mean that the College can aim to support the researcher to the best of its ability.
- 1.7 This policy:
- outlines the actions the university expects its researchers to take in terms of appropriately disclosing the conduct research into security sensitive topics, and how to appropriately handle and store such material;
  - assists with the identification of security sensitive topics;
  - supports the mitigation and resolution of any associated risks in order to protect the researcher.
- 1.8 Any breach of this policy will be referred directly for investigation under the *Procedure for investigating and resolving allegations of research misconduct*, in the case of staff members and research degree students, or under the *Misconduct Regulation (G27)* of the College's *Academic Regulations* in the case of students who were not studying towards a research degree on the date of breach.
- 1.8 This policy applies to all King's College London employees, honorary and emeritus staff. It also applies to those students, volunteers or other members of the university community who may be involved in research, in the name of King's College London, in any capacity.
- 1.9 The policy relates to all research involving security-sensitive topics conducted in the name of King's College London.

## **2. Definitions**

- 2.1 Under this policy, and its connected procedure, "researcher" refers to any person officially connected with King's, including employees, emeritus, honorary or visiting post holders, students, contractors and volunteers.
- 2.2 "Students" means any individual enrolled on a course of study at the university, including undergraduate, taught postgraduate, research postgraduate or those on short courses.
- 2.3 Research activities considered to be "Security-Sensitive" include, but are not limited to, the access or generation of:
- (i) material (including Online Material in the public domain and Digital Material) relating to terrorism, extremism, radicalisation and/or material which may be considered to contain "vocal and active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs" (Counter Terrorism and Security Act (2015));
  - (ii) material relating to a terrorist group or [proscribed organisation](#);
  - (iii) material relating to criminal or otherwise illegal activity;
  - (iv) materials which require security clearance;

- (v) materials used for research commissioned by defence or security sectors;
  - (vi) materials that can only be obtained by accessing the 'dark web' through a specialised browser; and
  - (vii) materials that are illegal, related to criminal activity, or are otherwise sensitive or obscene.
- 2.4 "Radicalisation" is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 2.5 "Terrorism" is the use or threat of action which:
- (i) involves serious violence against a person,
  - (ii) involves serious damage to property,
  - (iii) endangers a person's life, other than that of the person committing the action,
  - (iv) creates a serious risk to the health or safety of the public or a section of the public, or
  - (v) is designed seriously to interfere with or seriously to disrupt an electronic system;
- where the use or threat is designed to influence the government or to intimidate the public, or a section of the public, and the use or threat is made for the purpose of advancing a political, religious or ideological cause.
- 2.6 "Proscribed Organisations" are defined as terrorist groups or organisations banned under UK law, in accordance with legislative proscription criteria, by the UK Home Office. A list of which can be found here: <https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>
- 2.7 The "Dark Web" refers to websites that exist behind multiple layers of encryption that cannot be accessed by using traditional search engines or visited by using traditional web browsers.
- 2.8 "Digital Material" refers to information, including text, images, audio and video, that is stored in digital form and is made accessible using digital technology, other than through the internet.
- 2.9 "Online Material" refers to information, including text, images, audio and video, that is accessible or is made available by connection to a central processor or computer network using the internet.

### **3. Policy**

- 3.1 Research into security sensitive topics can put a researcher at risk of becoming:
- (i) the subject of surveillance or investigation by relevant authorities
  - (ii) radicalised by the material which they are accessing and handling.
- 3.2 The university requires all research involving security sensitive topics to be subject to the necessary registrations, approvals and permissions prior to the research commencing. At a minimum this will include the registration of the research with the Research Governance Office and the provision of an appropriate repository from KCL IT Assurance for purposes of securely storing material, but it may also include the appropriate ethical clearance where this is relevant.

- 3.3 The university will provide a process by which researchers can register such research and receive instruction on the most appropriate storage repository. However, it remains the responsibility of all researchers to:
- a) ensure that their registration remains up to date at all times by submitting a revised registration should any amendments be made to the project.
  - b) ensure that they use only the storage repository advised by IT for the material related to the registered project.
  - c) seek guidance either from their Line Manager or the Research Governance Office if there is any doubt as to whether their research falls under this policy.
- 3.4 Failure to adhere to points 3.3 a) & b) above may constitute research misconduct and may be referred to the appropriate university misconduct process for action.
- 3.5 The Research Governance Office is responsible for reviewing registration submissions and any updates to make a record of activities to be carried out for purposes of ensuring that should the activity be brought into question by the authorities there will be evidence for it to be established that the activity has been for the purposes of legitimate academic research.
- 3.6 The IT Assurance Team is responsible for assessing the nature of the material to be accessed and determining and making available, the most appropriate and secure storage repository for the management of the data.
- 3.7 If a researcher is found to have accessed material beyond what they have registered, and it is deemed to go beyond what is legitimate to have been accessed for the purposes of the academic research, or if they deliberately conceal or attempt to conceal security sensitive research activities, it will be considered research misconduct and referred immediately to the appropriate university disciplinary process for action. There may also be grounds for the university to report this to the relevant authorities
- 3.8 There will be no time limitations on referral for disciplinary action as described in this policy.

#### **4. Reporting and review**

- 4.1 An annual report will be provided to the Senior Vice President (Operations) and a summary provided in the annual report of the Deputy College Secretary & Chief Compliance Officer to the Audit, Risk and Compliance Committee.
- 4.2 Failure to appropriately register and conduct security sensitive research may lead to investigation under the College's Procedure for Investigating and Resolving Allegations of Research Misconduct and as such there may be a requirement to report this to any associated funding body.
- 4.3 This policy and its associated procedure will be reviewed at least every three years.

# Procedure for Registering Security Sensitive Research

<b>Policy Category:</b>	General
<b>Subject:</b>	The management of security sensitive research activities
<b>Related policies &amp; procedures:</b>	<a href="#">Procedure for investigating allegations of research misconduct</a> <a href="#">IT Acceptable Use Policy</a> <a href="#">Information Security Policy</a> <a href="#">Code of Good Conduct in Research</a>
<b>Effective Date:</b>	December 2021
<b>Supersedes:</b>	N/A
<b>Next Review:</b>	September 2024

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## 1. Purpose & Scope

- 1.1 These Procedures are in accordance with the Policy on Security Sensitive Research [URL] and should be considered in conjunction with any instructions for using any tools provided by the university for the registration of such research.
- 1.2 The procedures are intended to help the university balance the freedom to pursue academic research, with the need to protect our researchers from being drawn into terrorism and extremism and to ensure compliance with relevant legislation. They are also intended to support the university in conducting its research in a legal, ethical and transparent manner.
- 1.3 The primary purpose of the procedures is to ensure that researchers are adequately supported in registering security sensitive research to the university in such a way that:
  - (i) should they ever be subject to surveillance or investigation by any authorities it can be evidenced that the security sensitive material was accessed for legitimate academic research purposes.
  - (ii) the University has sufficient oversight of the research being undertaken to ensure that researchers are not at risk of becoming radicalised.
- 1.4 The secondary purpose of the procedures is to provide staff with a framework within which they can design a management plan for handling security sensitive material.
- 1.5 These procedures apply to all King's College London employees, honorary and emeritus staff. It also applies to those students, volunteers or other members of the university community who may be involved in research, in the name of King's College London, in any capacity.
- 1.6 The procedures relate to all research involving security-sensitive topics conducted in the name of King's College London.

## 2. Definitions

- 2.1 Definitions are contained in the Security Sensitive Research policy [URL]

## 3. Procedures

### A. Procedures for identifying security sensitive research

- 3.1 In advance of any collection of research materials, the researcher must identify whether their project constitutes security-sensitive research and therefore is covered under this Policy. They can do so by having clearly defined the research methods they intend to use to conduct their research and the type of research material they intend to analyse. Section 1 of the Security Sensitive Research Registration form can also be used as a checklist to determine if this policy applies.
- 3.2 Students should discuss their research with, and obtain approval from, their supervisor, before registering their project under this policy.
- 3.3 If there is any doubt as to whether a research project falls under this policy, researchers should discuss with their supervisor or Line Manager as appropriate or with the Research Governance Office.
- 3.4 Although onus is on individual researchers to appropriately register security sensitive research, supervisors and line managers should make reasonable efforts to be broadly aware of the nature of the research their staff or students are conducting and direct them to these procedures as appropriate.
- 3.5 It is recommended that researchers discuss security sensitive research with their supervisor or Line Manager at as early a stage as possible, in order that any special provisions that might need to be made for the research in terms of facilities or resources can be considered and feasibility determined.

***B. Procedures for registering security sensitive research***

- 3.6 The university requires all researchers who have determined that they are conducting security sensitive research to register this with the Research Governance Office.
- 3.7 The registration procedure is not a substitute for ethical clearance from the College's Research Ethics Committee and researchers must consult Research Ethics Office webpages to ascertain whether their project requires ethical clearance ahead of any data collection. In instances where research ethics review is determined to be required, the project must also be registered with the Research Governance Office.
- 3.8 Researchers must register their research by completing the Security Sensitive Research Registration form, which must include the details of the material to be collected and also a risk assessment of the research. Proper consideration must be given in completing the risk assessment to other relevant University Policies and Procedures that may be relevant such as IT, health and safety, insurance, travel and procurement.
- 3.9 The security sensitive research registration forms will be securely stored on the university network and will be managed by the Research Governance Office. However, where circumstances require it, they may need to be accessed by:
  - (i) University management, including faculty and directorate line management or staff in Research Management and Innovation Directorate or IT who are responsible for collaboratively overseeing the system of support for security sensitive research.
  - (ii) Internal Auditors or any university manager who has been requested to investigate any allegations relating to the conduct of security sensitive research.
  - (iii) External auditors, including assurance staff from external funding bodies.
  - (iv) The relevant authorities.

- 3.10 The completed form must be submitted to the Research Governance Office as per the details given on the registration form. The form will be reviewed by the Research Governance Office to ensure that the researcher has identified any risks and that these have been mitigated with appropriate safeguards. In cases where the Research Governance Office does not have the expertise to determine if a risk has been appropriately mitigated, this may be deferred in confidence for expert review before confirmation to commence can be granted.
- 3.11 Once it has been determined that the registration can be confirmed, the researcher will be issued with a confirmation email outlining the registration.
- 3.12 The Research Governance Office email will be copied to the IT Assurance team who the researcher will then be required to liaise with in order to determine the appropriate IT facilities to be used for the access, management and storage of the security sensitive material.
- 3.13 Security sensitive research can only commence after both Research Governance Office confirmation has been received and the appropriate IT support/solution has been provided.

### ***C. Procedure for handling security sensitive material***

#### ***Access***

- 3.14 When accessing web sites or otherwise accessing online content that might be associated with illegal activities, radicalisation or terrorist/extremist organisations or groups, researchers should be aware that such activity may be subject to surveillance by the police or other law-enforcement agencies and that visiting such sites or otherwise accessing online content that could be interpreted as promoting and/or endorsing radicalisation, terrorism or extremism can put them at risk of enquiries by the authorities.
- 3.15 Should researchers need to visit such sites or otherwise access online content when undertaking legitimate research, they should do so from the University network (including the wireless network and VPN) and from computers which are University-owned and used primarily for university business. Accessing these materials from a university network will help to demonstrate that these activities are part of legitimate research.
- 3.16 The University recognises that it may not always be practical to use the University network or University computers when accessing sensitive material for research purposes. In such cases the use of non-University IT equipment may be permissible, providing appropriate risk mitigation safeguards have been identified in a researcher's Security Sensitive Research Registration and those safeguards been agreed by the Research Governance Office in consultation with IT Assurance where appropriate.
- 3.17 If a researcher does not have access to a university owned computer and the risks posed by the research are deemed too high for the use a personal device, researchers may be able to loan a device from their department for the duration of the project. Alternatively, grant funded researchers should consider costing a dedicated device into the budget of their grant.

#### ***Storage***

- 3.18 All security sensitive material must be stored in a solution with restricted access that has been approved for use by IT. The preferred and supported solutions are a KCL Sharepoint Online site and/or OneDrive for Business. The choice of which to use will be determined by the nature and access requirements to the data. Confirmation as to which of these solutions is



appropriate for any given research project must be agreed by IT Assurance and any exceptions to the usage of these options will be at the discretion of IT Assurance or will require justification from the researcher and should be clearly stated in the SRR application.

- 3.19 It is important to note that due to the contract KCL have with Microsoft and the terms and conditions; if owning, viewing or storing the research material would constitute a criminal act or breach of regulations, then this should be raised and discussed prior to conducting the research.
- 3.20 For storage related queries, researchers are advised to raise a ticket via the IT service desk and it will get directed to IT Assurance. In the short description for the ticket, researchers should state: 'FAO IT Assurance: Data Storage advice required – security sensitive research'.
- 3.21 Researchers must limit the access to security-sensitive materials to their supervisor or named collaborators identified on the Security-Sensitive Research Registration Form. In instances where the material does need to be transferred or shared outside of the agreed storage solution, the mechanisms for sharing and risk mitigations must be addressed in the risk assessment.

***D. Procedure for handling issues raised***

- 3.22 Any enquiries from the police or other recognised authorities will be directed to the University's Head of Security. The Research Governance Office and the IT Assurance team will then liaise with the Head of Security to consider any requests for access, to determine if access will be permitted and to chaperone access if it is granted.
- 3.23 If any staff or students become aware of any colleagues engaging in security sensitive activities, or if materials related to terrorism or extremism are discovered on campus, this must be reported to the Head of Security in the first instance. The Head of Security will then liaise with the Research Governance Office to check if the activity is registered for research purposes and if not, will be obligated to take appropriate action.
- 3.24 Any breaches of the policy and procedures will be considered under the University's Procedure for Investigating and Resolving Research Misconduct.

# SECURITY SENSITIVE RESEARCH REGISTRATION PROCEDURE

## Purpose:

This registration procedure must be completed, in all instances where planned research will encounter Security Sensitive topics or materials. Researchers should complete Section 1 of this registration form in the first instance. If the answer is 'yes' to any question, registration on the King's security sensitive research register will be required, and researchers should continue to complete all sections of the form. Guidance on submission can be found in Section 6.

Additional guidance can be sought by contacting the Research Governance Office ([rgo@kcl.ac.uk](mailto:rgo@kcl.ac.uk)).

SECTION 1 – Filter Questions			
Security sensitive research checklist			
		Yes	No
1.	Does the research involve the collection and analysis of documents or materials (including digital material) that fall under the Terrorism Act 2006?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does the research involve primary data collection with human participants on topics or themes relating to extremism, terrorism, or radicalisation?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Will the research involve accessing online material that might be associated with extreme, or terrorist, organisations or ideologies? (including Proscribed Organisations)	<input type="checkbox"/>	<input type="checkbox"/>
4.	Is the answer 'yes' to any of the below statements?		
	i. Has this research been commissioned by the security services?	<input type="checkbox"/>	<input type="checkbox"/>
	ii. Has this research been commissioned by the military?	<input type="checkbox"/>	<input type="checkbox"/>
	iii. Are security clearances required to undertake this research?	<input type="checkbox"/>	<input type="checkbox"/>
	iv. Has this research been commissioned under an EU Security Call?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Does the research involve the collection and analysis of material relating to obscene, criminal or otherwise illegal activity?	<input type="checkbox"/>	<input type="checkbox"/>
6.	Will the research require the use of the 'dark web'?	<input type="checkbox"/>	<input type="checkbox"/>

### If the answer to all questions in section 1 is 'no':

Completion of the further sections of this form is not required. Researchers should however ensure that any additional requirements (such as obtaining ethical clearance, risk assessment, or registration on KDPR) are completed before data collection commences.

### If the answer to any question in section 1 is 'yes':

Answering 'yes' requires that this research be registered on the King's Security Sensitive Research Register. The remaining sections of this form should be completed and submitted in line with the guidance in Section 6. Students should consult with their research supervisors while completing this form.

## SECTION 2 – Researcher details

Full name of researcher:

K number:	
Level of study (if applicable):	
Supervisor (for students) or Head of Department name (for Staff):	
Details of any other researchers working on the project (if applicable):	<i>Please provide full names, email addresses, and institution (if not KCL researchers)</i>
Full title of research project:	

### SECTION 3 – Details of data collection and analysis

Please provide a detailed overview of the data that will be collected for this research project. This should include a clear breakdown of the research methods that will be used, an indication of who the intended participants and/or secondary sources that data will be obtained from.

--

Does this research require ethical clearance? If you are unsure, please work through the guidance found on this page to ascertain whether clearance will be required:  
<https://internal.kcl.ac.uk/innovation/research/ethics/do-i-require/ethical-clearance> .

Yes ☐

No ☐

If no, please provide an explanation to why this is not required:

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## SECTION 4 – Risk Assessment

The below guidance outlines what information should be provided in each section of the risk assessment form. It is important the nature of the risk is considered carefully, with lay language used throughout. The below examples are not exhaustive, researchers must carefully consider what specific risks may arise during their project and ensure these are reflected in the additional sections provided.

	Risk Description	Assessment of Risk		Management of risk	
	<i>What is the precise nature of the risk in question?</i>	<i>If the risk identified was to occur, who would this likely impact? (i.e. the PI, another researcher, etc.)</i>  <i>What would be the impact of the risk occurring?</i>	<i>What is the likelihood of this risk occurring?</i>  <i>(Low, medium, or high)</i>	<i>How have you planned to mitigate this risk?</i>  <i>What protocol(s) can be put in place to help mitigate this specific risk, and how will these be utilised during the project?</i>	<i>Could additional measures be incorporated here to further mitigate this risk?</i>
1.	Risk to the health and safety of researcher when viewing security sensitive content (which might be extreme or violent in nature) during the research.				
2.	Risk of a data breach occurring during the completion of the research, leading to loss or disclosure of sensitive research.				

	Risk Description	Assessment of Risk		Management of risk	
3.	Risks arising if security sensitive data was not deleted/destroyed appropriately				
4.	Risks relating to the loss or disclosure of security sensitive research data during the sending or sharing of research data				
5.	Risks relating to how the data is accessed or obtained (i.e. conducting in person interviews or accessing materials from online sources).				
6.	Risks arising when undertaking research outside of the UK				
7.	Risks associated with security clearance, and who else may need to have such clearance.				

8.	Risks associated with having untrained staff working on the project.				
	<i>Please add further risks in the sections below, expanding this table further if required</i>				

**SECTION 5 – Accessing security sensitive materials online**

For any research that will be conducted online or will require the storage of electronic research data as outlined in Section 1, King's IT Services must be made aware of your research.

Before undertaking any primary or secondary data collection related to security sensitive materials or topics, please raise a ticket with the King's IT service desk ([8888@kcl.ac.uk](mailto:8888@kcl.ac.uk)) to inform them of the research you will be undertaking. Please use the subject line 'FAO IT Assurance'.

☐

I confirm that I have/will contact IT Assurance prior to commencing any data collection or analysis for this research project

**SECTION 6 - Submission****Process:****Research Requiring Ethical clearance:**

For high and low risk submissions in REMAS, this form should be submitted as an appendix in section I of REMAS when seeking ethical clearance. For minimal risk research, please follow the below procedure instead.

**Research which doesn't require ethical clearance:**

This form should be submitted to the Research Governance Office at [rgo@kcl.ac.uk](mailto:rgo@kcl.ac.uk) prior to commencing any data collection. Please be advised that this procedure should be completed by all researchers, except for those in the Department of War Studies. Please see <link> and ensure you follow the appropriate departmental procedure instead.

**Declarations:**

1. I confirm that data collection will not commence until confirmation of registration has been received
2. I understand that a record of this project will be stored on the King's Security Sensitive Research register.
3. I understand that King's College London registering this project cannot guarantee that my research activities will not be investigated by UK or international authorities.

**Signatures:**

*Please note, if this appendix is being submitted as part of a low or high risk ethics application in REMAS, the below signatures are not required.*

Researcher signature:

Supervisor signature (if applicable):

## Action Plan against the Concordat to Support the Career Development of Researchers (HR Excellence in Research Action Plan)

Paper to be submitted to College Council (23 November meeting).

The accompanying paper describes the Action Plan against the [Concordat to Support the Career Development of Researchers](#). This is required as a condition of King's having signed the Concordat and by funders when they are considering future awards of grants. An internal action plan is to be approved annually by College Council. On alternate years this action plan is also submitted for renewal of the HR Excellence in Research Award for external accreditation of our compliance, necessitating the same format for both.

The accompanying action plan is an update of that submitted in 2020 and approved by College Council in November of that year.

College Council are invited to:

1. Review the updates to the action plan and make the final approval.
2. Note the progress made on the Research Culture Task & Finish Group projects as the priority projects identified by this committee
3. Note that contributions are being made from across the university, reflecting the increasing engagement with this initiative, and that plans are under way for more effective communication of the content and sessions to enable sharing of best practice.

The action plans that King's has had against the Researcher Concordat have contributed greatly to enhancing the experience of our research staff (postdocs, research assistants, technical staff and teaching fellows). As we continue to maintain our HR Excellence in Research Award and now the annual internally approved action plan we are expanding the remit and bringing actions by the faculties into the plan. This has strengthened it and demonstrated the wealth of good practice we have across the university.

Within this plan one major activity is that of the [Research Culture Task & Finish Group](#). The projects managed by this Group were selected by College Research Committee. Each of the three strands has delivered a report on Phase 1 and is now part way through Phase 2, to be completed in September. One critical outcome to the future of this and other work on Research Culture at King's has been the appointment of Prof Tim Newton as King's Dean of Research Culture. This appointment will strengthen the work on these projects and facilitate their implementation across the university.

As we now include more of the excellent work around the university in the action plan and we return to face-to-face settings, this would be an ideal time to share best practice, potentially in a way that also connects with the research culture agenda. We propose to bring the faculties and professional services directorates together at an event to celebrate our achievements and contribute to bringing about real change. Such a high level event would have a real impact on the experience of our research staff at King's and the message that we send to them about our support for them.



## **Interpretive notes**

The action plan is divided into 3 major topics that follow the principles of the Concordat. These are Environment & Culture (EC), Employment (E) and Professional & Career Development (PCD). Each of these topics is subdivided into four sections, Institutions (I), Funders (F), Managers of Researchers (M) and Researchers (R). This results in the nomenclature ECI, ECF, ECM, ECR etc. in column A and resulting in anything labelled ECI, EI, PCDI being about what institutions are obliged to do, anything labelled ECM, EM, PCDM about what managers are obliged to do and ECR, ER, PCDR about what research staff are obliged to do. The reporting required is targeted for each of these groups.

## **Acronyms**

A&H Arts and Humanities  
ASDT -line 88  
CD&I – ? line 39  
CDIALs – ? line 39  
CDT – ? line 45  
CRC College Research Committee  
CROS Careers in Research Online Survey  
CRSD Centre for Research Staff Development  
CV Covid  
ECR Early Career Researcher  
EDI Equality, Diversity & Inclusion  
FLF Future Leaders Fellowship  
FoDOCS Faculty of Dental, Oral & Craniofacial Sciences  
FoLSM Faculty of Life Sciences & Medicine  
FWG Flexible Working Group  
IoPPN Institute of Psychiatry, Psychology & Neuroscience  
KBS King's Business School  
KORGI King's Open Research Group Initiative  
KReSS King's Research Staff Survey  
MHFA Mental Health First Aid  
NMPC/FNFM&PC Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care  
NMS/NMES Natural, Mathematical & Engineering Sciences  
OD Organisation Development  
PDR Performance Development Review  
PGR Postgraduate research  
PS Professional Services  
REF Research Excellence Framework  
RGEI Research Governance, Ethics & Integrity  
RIAd Research Integrity Advisor  
RIC Research & Innovation Committee  
RIOT Reproducible Interpretable Open Transparent  
RMID Research Management & Innovation Directorate  
RSD Research Strategy Delivery  
RSRC Research Staff Representative Committee  
SSPP Social Science & Public Policy  
SVP Ops Senior Vice President Operations  
T&F Task & Finish  
T&FG/TFG Task & Finish Group  
UKRN UK Reproducibility Network  
VP ED Vice President Education  
VP Vice President

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	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
<b>Environment and Culture</b>							
<b>Institutions must:</b>							
EC1.1	Ensure that all relevant staff are aware of the Concordat	Regular attendance of representative from the CRSD at faculty research staff representative committees, the RSRC, faculty research committees, Technicians' Away Day, and College Research Committee to update on Concordat actions	Discussion of relevant items at meetings and input from members, as noted in minutes.	In line with meeting occurrence	CRSD, Research Staff Committees, Faculty Research Committees, Technicians Committee, College Research Committee	CRSD representative now present at research staff representative committee meetings in FoDOCS, A&H and SSPP. Other faculties have yet to organise relevant meetings. FoLSM and NMES in the process of doing so. CRSD represented at the College Research Staff Representative Committee by secretary to meetings and appearances by other members at least every third meeting Presentations about the Concordat delivered at SSPP, A&H, NMES, FoDOCS, FoLSM and NMPC Faculty Research Committee meetings CRSD present at various faculty and department meetings. Awareness raised of the Concordat in the context of mentoring and research staff representation (RSRC). CRSD present at Technicians Steering Group and ad hoc at Technicians' monthly Away Day CRSD present as invited speaker at College Research Committee when need arises or represented by Research Talent Director who is a committee member	Regular discussion of Concordat at higher levels within most faculties with dissemination in some Incorporation into REF Environment Statements
EC1.2	Ensure that all relevant staff are aware of the Concordat	At all major events for research staff provide literature about the Concordat	Number of items of literature taken (10% of participants take literature in person) Number of hits on the Concordat website (unique visitors to website in excess of 10% of total research staff population)	In line with event occurrence	CRSD	Paper literature unavailable due to Covid-19  304 unique visitors to 'How we work' internal webpage where Concordat is explained between Aug 2019-July 2021. This is roughly 15% of total research staff population  39.5% of respondents to the KReSS 2021 reported either some understanding or awareness of the existence of the Concordat, increased from 38.2% from the CROS in 2019.	A proportion of research staff are aware of the Concordat. Research staff are generally more interested in the outcomes inspired by the Concordat. Future awareness raising will mostly focus on outcomes first.
EC1.3	Ensure that all relevant staff are aware of the Concordat	Concordat Event to which senior staff are invited following renewal of HR Excellence in Research Award and showcasing future actions	Attendance by senior management Discussion of actions Pledges to implement actions	December 2020 (CV)	CRSD	Event not planned as it was not possible to deliver due to COVID-19 restrictions	Event potentially to be held when COVID-19 restrictions lifted, potentially in connections with Research Culture
EC1.4	Ensure that all relevant staff are aware of the Concordat	Include regular item in the newsletter about most recent developments against the Concordat Concurrent updates on Concordat webpages	Open rate of newsletter item, minimum 5% of readership Number of hits on the Concordat website, coincident spike in views(unique visitors to website in excess of 10% of total research staff population)	Alternate months	CRSD	Since August 2019, approximately 22 newsletter items have addressed research culture or updates on related policies including the Technicians Commitment and the King's academic policy on research. 8 articles publicising the RS Town Halls where some of these initiatives are discussed have also run. The open rate of the newsletter consistently averages at around 47%, indicating that the headline of the relevant article is viewed regularly. Data not currently available to indicate the link between newsletter articles and website hits.	Articles changed to highlight specifically the activities that are being carried out rather than referencing the Concordat, with Concordat referencing potentially elsewhere in the article.
EC1.5	Ensure that all relevant staff are aware of the Concordat	Concordat principles to be woven into the Technicians' Commitment	Concordat principles present in the Technicians' Commitment	July 2021	Technical Network	This has been widely distributed via the technical network, work shops and remote away days . Our TCI for 2020-23 was wildly praised by the Streering body made up of senior level funders	Completed
ECI2.1	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Institution to submit Athena SWAN Silver application Outcome to be advertised on Athena SWAN institutional webpages <a href="https://www.kcl.ac.uk/hr/diversity/gender-and-race-equality/kcl-as-awards.pdf">https://www.kcl.ac.uk/hr/diversity/gender-and-race-equality/kcl-as-awards.pdf</a>	Award of Athena SWAN Silver status	November 2020	EDI	Award granted in 2021	Completed
ECI2.2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Institution to submit application for Race Equality Charter Mark	Award granted	July 23rd 2020	EDI	Award granted in 2020	Completed
ECI2.3	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Code of conduct created to ensure behaviour is appropriate at events and courses. Code to be used at all events by CRSD. Similar codes to be rolled out across the university, to be piloted in faculties by (Natural & Mathematical Sciences) NMS and in role groups by the Technical Network. Depending on success of the two pilots, to then be rolled out to other faculties and departments	Inclusion of the code in event literature Adherence to the code	Inclusion for CRSD from Sept 2020 Inclusion by NMS and Tech Network from Jan 2021 Review Jan 2022	CRSD NMS	The CRSD has introduced a code of conduct for events and training. This has been expanded to include all of Research Talent and is made available to participants online here: <a href="https://www.kcl.ac.uk/study/doctoral-studies/doctoral-training/Booking-Information-Support/working-with-external-trainers">https://www.kcl.ac.uk/study/doctoral-studies/doctoral-training/Booking-Information-Support/working-with-external-trainers</a> .	NMES and Technical Network pilots to be implemented

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ECI2.4	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Flexible Working Group to lead a university wide campaign and develop the interventions needed to enable a Flexible by Default culture for all roles. See also ECM5.3	Staff feel supported to work flexibly, through guidance, role models and line manager support, as reported in staff engagement survey. Criteria to be set when survey created HR capture informal and formal flexible arrangements.	January 2022 (CV)	HR Flexible Working Group Policy and Remuneration EDI OD	the Flexible Working Group is developing a SharePoint site to go live by 1 September 2021. This will include the following information: definitions of flexible working; how to apply for flexible working; case studies of different experiences of flexible working; tips on flexible working; guidance for managers with staff working flexibly; information about the FWG; and useful resources. Flexible by Default was included in the institutional statement accompanying the Athena SWAN submission. FWG is inputting into the Ways of Working project to ensure flexible working remains as a core principle.	Action ongoing
ECI2.5	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Maintain pages on CRSD website that link to relevant policies	Pages up-to-date Usage data	Pages reviewed quarterly Usage data compiled for annual reporting round	CRSD HR	176 unique visits to 'Policies for you' between August 2019-July 2021; 304 unique visits to 'How we work' page with policy links ; 292 unique visits to 'King's Research Culture' page in same period	Pages are up-to-date and being viewed, action to be continued
ECI2.6	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Continue to build a more efficient reporting procedure via new HR system and Diversity & Inclusion data dashboard to record, e.g. make-up of recruitment panels See also EI1.1	Improvement in reporting following adoption of new HR database. At least 90% of interview panels reported accurately other than for highest level recruitment. Faculty and HR records, including new HR system.	Recruitment phase of new HR database by December 2020	HR EDI	Significant work delivered on CoreHR recruitment system and a variety of analytics and dashboards exist, although it is still at an early stage and not able to report make-up of recruitment panels. SSPP have established both an EDI Committee at Faculty level and a sub-group of the Faculty Research Committee which specifically looks at EDI in research from all angles	CoreHR updates for reporting recruitment processes awaited
ECI3.1	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Promotion of Online Wellbeing Toolkit for research staff, initially developed for Staff Wellbeing Month but with wider usage anticipated Promotion of wellbeing hub <a href="https://internal.kcl.ac.uk/staff/experience/wellbeing/wellbeing1">https://internal.kcl.ac.uk/staff/experience/wellbeing/wellbeing1</a> See also ECR3.1	Number of enrolled users for Toolkit (51 to date, target 90) Completion rates for the course (target 45) Number of views of website and links therein (target 10% of research staff)	Quarterly	CRSD	At 14/7/21 59 people enrolled	Progress slow, more advertising required
ECI3.2	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Wellbeing month (January) run annually, to include free events, seminars, discussions and sports activities and offers See also ECR3.2	Attendance numbers increase year-on-year as percentage of research staff Feedback on events - minimum of 70% satisfaction Measurable increase in usage and uptake of other organisational priorities including Service/volunteering and Kings Sport	Annually in January	OD King's Sport	A dedicated programme of support is offered via OD this has included numerous additional webinars, guidance and bespoke sessions to support our community through the Covid-19 Pandemic. The support has focussed on supporting staff at a challenging time, managing virtual teams <a href="https://internal.kcl.ac.uk/staff/experience/wellbeing/index">https://internal.kcl.ac.uk/staff/experience/wellbeing/index</a>	Numbers accessing wellbeing resources increasing, potentially fueled by pandemic. Continue promoting resources
ECI3.3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Address wellbeing in surveys and compare with previous to identify trends and inform actions to address the issue	Year-on-year increase being noted in survey activities, both in awareness of wellbeing initiatives and uptake in wellbeing provisions as percentage of research staff.	Annually or alternate years, depending on survey	OD CRSD Technical Network	The King's Research Staff Survey 2021 included questions regarding work-life balance and wellbeing. While detailed analysis is not yet available, 58.5% report that they agree or strongly agree that they are satisfied with their work-life balance. 53% agree or strongly agree that King's promotes better mental health and well-being at work. Respondents account for approximately 15% of research staff.  Training for technical staff is being arranged and will be publicised through the network and the CRSD. The technical network has already trained Mental Health first aiders  KCL check data was used to support staff wellbeing. OD delivered a comprehensive programme of support. This included support offered via our EAP, a confidential service that staff can use to speak to expert advisers. A dedicated programme is underway to tackle bullying and harassment and active Bystander training has been launched to support this  A Mental Health First Aid course was organised between the Technician's Network and the CRSD in July 2021. 16 technical staff attended drawn from a range of faculties and the short-term evaluation is positive. The CRSD are considering mid- and long-term evaluations of this intervention.	Survey outcomes prompted programmes and other services to support wellbeing. Analysis of more recent surveys, including the KReSS, expected to inform future actions
ECI3.4	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Develop "Dignity at King's" Bullying, Harassment and Victimisation Policy - currently only a statement exists See also ECI3.6	Policy delivered, published and advertised Number of views of published policy (minimum 10% of research staff) Strict adherence to the policy - measures under review Anticipated increase in grievance and disciplinary reports	Policy publication December 2020 Adherence to policy measures agreed 2022	Now OD Was EDI HR	Policy delivered in December 2020 Senior management team and OD produced clear action plan, beginning with their own working practice Responsibility transferred to OD Process starting to be put in place to address the issue, including through the corresponding Bullying & Harassment T&FG project. Faculties invited to share best practice.	clarity on policy position and foundation for behavioural work established



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ECI3.5	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	In February and March of 2020, FoLSM launched a piece of work that explored our working culture and environment, specifically focussing on bullying and harassment. Colleagues were invited to discuss perspectives and experiences of our organisational culture, and help identify good practice and opportunities to build a more inclusive culture where research staff and the rest of the Faculty can thrive. The data collected will inform a programme of activity to facilitate cultural change, including a tool to guide inclusive leadership, coaching and development for leadership, and a video podcast. These provisions will be implemented over the coming months. The programme will be trialled in FoLSM and rolled out in other faculties, starting with A&H and NMS	Recommendations approved by FoLSM Executive Board and implemented; specific questions included in Faculty Staff Survey, and show positive perception.	December 2021 Ongoing in line with staff surveys	FoLSM A&H NMS	FoLSM to report in December 2021 NMES and A&H waiting for FoLSM trial outcomes. In NMES this will be included under the "People Community" of the new NMES 5-year plan. NMES is looking to completely overhaul and refresh the support for our research staff and develop a new focus on creating a supportive research culture.	Plans needed for dissemination of FoLSM report
ECI3.6	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Convene a TFG* working group to address Bullying, Harassment and Victimisation in relation to research staff Working group to work alongside central and faculty Athena SWAN and EDI teams Devise events, actions and/or policies to address the issue See also ECI3.4 and ECM5.1	Working group convened Research completed Actions planned Outcomes dependent on the nature of actions planned by the working group - could include attendance at events, reported improved relationships between research staff and managers	Group convened by 31st July 2020 Research Completed by October 2020 Actions planned by December 2020 Outcomes ongoing thereafter	Research Culture TFG	Action delayed initially by COVID-19. Working Group convened and completed Stage 1 by April 2021. Paper published at <a href="https://internal.kcl.ac.uk/crsd/kings-research-culture">https://internal.kcl.ac.uk/crsd/kings-research-culture</a> , Results disseminated at Research Staff Town Hall meeting in April and via Research Staff Newsletter. Stage 2 in progress, to be completed by September 2021. Research resulted in a number of recommendations to the university, most of which are being addressed by Senior Management (see ECI3.4) Phase 2 intended to deliver additional resources to support those experiencing bullying and harassment	Working Group continues to address the issue. Continue with project.
ECI3.7	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	<b>Updated from Athena SWAN action plan</b> Tackle long hours culture through work life project, with associated work life toolkit for staff. Enhanced workload allocation modelling, providing sufficient time for line management. Facilitate a cross-Faculty conversation around workload models to move towards more consistency at King's. Improve processes, systems and procedures to improve efficiency, reduce workarounds and reduce unnecessary work. Continue to develop and implement HRDS and realise efficiency benefits. Develop and implement systems, with better understanding of requirements, and recognition of change creates work and requires resource to implement. Align Athena Swan findings further into business planning between PS and Academic staff. Increase project management capacity.	<b>Updated from Athena SWAN action plan</b> Staff report better work life balance, as reflected in staff engagement survey, working 'extra time in the last 12 months' target 10% reduction each year, from baseline of 74% in 2017. Workload is felt to be more manageable. Reduction in proportion of staff who feel unable to cope with workload to 30% compared to 48% in 2017. Staff engagement survey shows carers feel increased 'King's provides good support to help me balance my work and personal commitments, up 3% each year. Baseline for all staff = 57% in 2017. <b>2020 Action plan entry</b> Creation of pilot Toolkit Dissemination of Toolkit Number of times accessed (minimum 5% of research staff) Responses in all staff survey	2022 Toolkit created by December 2021 Preliminary evaluation via in house all staff survey (CV)	<b>Updated from Athena SWAN action plan</b> A - SVP Ops, VP ED and VP Research R - Flexible working group, EDI, OD, People Partner teams	Wellbeing toolkit developed and now online. <a href="https://internal.kcl.ac.uk/staff/experience/wellbeing/toolkit">https://internal.kcl.ac.uk/staff/experience/wellbeing/toolkit</a> Information about work life project needs to be sourced	Better co-ordination between contributors to this action plan needed. CRSD to review and revise approach to delivering
ECI4.1	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Training for Pls/Managers of research staff. Attendance currently low. Continue to map out current training availability and topics covered, and ensure good practice and learning shared See also ECM1.1	Mapping exercises completed	Annually in line with action plan reporting period	OD	A dedicated programme of support is offered via OD this has included numerous additional webinars, guidance and bespoke sessions to support our community through the Covid-19 Pandemic. The programme has focussed on supporting staff at a challenging time, mental health and wellbeing issues and positive workplace culture	While a dedicated programme has been provided by OD there are still problems being identified by the KReSS. Review planned for how we address any training provided and where the responsibility lies
ECI4.2	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Continue providing courses, e.g. Diversity Matters <a href="https://www.kcl.ac.uk/hr/diversity/Get-Involved/training">https://www.kcl.ac.uk/hr/diversity/Get-Involved/training</a> , that address these issues and encourage greater attendance by sending out regular updates to managers twice yearly See also ECM1.1	Attendance at courses (minimum 5% of managers) Changes in relevant responses in surveys	Updates sent annually April and September Courses asynchronous All staff surveys are currently every other January (CV)	EDI OD CRSD	1370 managers and 2910 staff attended Diversity Matters between Jan 2018 and April 2021. Data collection processes do not specifically separate managers of research staff.  All Staff Survey not carried out in this reporting period KReSS responses demonstrate that research staff continue to level poor management accusations at their managers. For example, the proportion of research staff reporting they had directly experienced or witnessed unfair or disrespectful treatment by a colleague/s at King's that has had an impact on them increased to 35% in 2021 from 30% in 2019. Not all these cases will be managers as perpetrators, but managers have responsibility.	Diversity Matters likely has an impact on how research staff are treated but other measures may also need to be put in place to create a more obvious impact.

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ECI4.3	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Diversity Matters run asynchronously and made available to all staff at King's. Review in line with all staff surveys to ascertain continued appropriateness See also ECM1.1 and EM3	Data from attendance records at Diversity Matters courses (minimum of 5% of new managers) Changes in relevant responses in surveys	Courses asynchronous All staff surveys are currently every other January (CV)	EDI with discussion at Faculties bi-annual meetings.	Diversity Matters now moved to online delivery due to pandemic. See above for attendance	As above
ECI4.4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	KCL has increased its focus on all staff wellbeing, especially through Covid-19 and created a dedicated intranet page for wellbeing including a range of new and existing resources and links to support groups and services OD will continue to produce a monthly update including health, wellbeing and exercise topics and advertising of events and resources See also ECM3.1	Newsletter disseminated monthly Open rate of newsletter (minimum 10% open rate)	Monthly OD Update from March 2020	CRSD OD	Newsletter distributed on a regular basis. Readership to be analysed when more issues have been sent out  See also ECI3.2.	Project progressing according to plan
ECI4.5	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	IoPPN current priorities can be found at <a href="https://www.kcl.ac.uk/ioppn/diversity-inclusion">https://www.kcl.ac.uk/ioppn/diversity-inclusion</a> These include a faculty Code of Conduct that highlights the need to pay attention to all protected characteristics when considering the 7 points contained in the code. One point is 'Supporting early career researchers in their career development and progression by providing them with opportunities to establish themselves as independent researchers.'	Increase in number of signatories to the code, 182 to date Awareness and adherence assessed through King's and IoPPN surveys, the Diversity & Inclusion Achievements Logs, PDRs, exit surveys, focus groups, and other feedback exercises.	Annually in line with action plan reporting period	IoPPN Diversity & Inclusion	Currently 480 signatories - visible on website - <a href="https://www.kcl.ac.uk/ioppn/diversity-inclusion/ioppn-code-of-conduct">https://www.kcl.ac.uk/ioppn/diversity-inclusion/ioppn-code-of-conduct</a> Improved level of engagement in departments through CDIALs (summary of good practice will be available later this year and CDIALs made available online) Explicit inclusion of CD&I in PDR and broader messaging about discussing workload and wellbeing. New to 2021 is, bespoke messaging to researchers from Vice-Dean (Research) on importance of PDR	Project progressing according to plan
ECI5.1	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Create an overarching College-level Research Integrity principles-based code of conduct, supported by faculty-specific guidance for researchers See also ECM2.1, ECM2.2 and ECR2.1	Code of Conduct created	December 2021	RGEI	Development of code of good research conduct is ongoing, to be published Dec 2021 see also ECM2 and ECR2	Action ongoing
ECI5.2	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Creation of Research Integrity Champions in all 9 Faculties, to play a high-level advocacy role, promote RI within their areas, and advise on policy and procedure development. See also ECM2.1, ECM3.2 and ECM5.2	Attendance at meetings every 2 months. Engagement from the Champions leading to invitations to RGEI to speak at Faculty Research Committees and/or invitations for training	Champions appointed by July 2021 RGEI attendance increased by July 2022	RGEI	Research Integrity Champions in place by September 2019. As roles rotate, incoming Vice Deans for Research are named as RICH by predecessor and commit to this role. Attendance continues at RICH Forum every 2 months, with delegates sent if RICH unable to. Enhanced visibility across the College, with invitations for training and to speak at faculty-wide events to promote research integrity increasing.	Project progressing as planned
ECI5.3	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Creation of Research Integrity Advisors to be in place in all faculties Hold termly meetings between Faculty advisors and RGEI to understand issues reported to them. Provide support with training See also ECM2.1 and ECM 5.2	Number of enquiries of research directed to advisors. Currently zero as new initiative so any enquires indicate success Meetings between advisors and RGEI completed with desired outcomes Increased attendance at training across KCL, minimum 5% increase in attendance overall	Advisors appointed by Sept 2020 Meetings termly	RGEI	Research Integrity Advisors in place in 8 out of 9 faculties by September 2020. Ongoing recruitment to fill gaps where identified. Termly meetings are successful, with concrete action for awareness raising and training in local areas (department/research groups/schools). Some training sessions have been delivered in local areas and supported by the RIADs, with plans for more in the 2021/22 year. Also, significant uptake in training across the College.	Project progressing as planned
ECI5.4	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Training and guidance in Research Governance, Research Ethics, and Research Integrity available to all researchers. Development of online resources. See also ECM2.1 and ECM 2.2	Creation of online material and figures related to uptake; attendance and engagement in training sessions. Minimum engagement level 5% of target audience.	December 2021	RGEI	Online module in development. Online training request form created for all RGEI to help coordinate training across three areas and to ensure that all those engaged in research are aware of possible training to support their research practices. In place by April 2021. Data comparison. 16 attendees in Jan 2020 vs 28 in March 2021.	Project progressing as planned
ECI5.5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	KORGI is an action-oriented committee composed of an interdisciplinary mix of mainly senior academics and experienced research staff at KCL.  Its aim is to push for changes in policies and procedures to promote transparent, accessible and reproducible research, focusing on three key engines for change. First, raising awareness about the benefits of open research practices for improving the quality of research and the career prospects of researchers. Second, helping researchers adopt open research practices, including the development of training and guidance, building infrastructure to allow for open research, and establishing appropriate incentives in policies and procedures. Finally, facilitating reforms at a Faculty and College level. <a href="https://www.kcl.ac.uk/research/kings-open-research-group-initiative-korgi">https://www.kcl.ac.uk/research/kings-open-research-group-initiative-korgi</a> See also ECR5.2	Formulate actions based on recent survey data which assessed knowledge and practice of open research at KCL.  Facilitate the adoption of hiring and promotion criteria that incorporate open research practices  Instigate discussions regarding an institutional publishing model based on the UCL press Establish Open Research Award, an initiative to help remove financial incentive barriers to practicing open research  Develop open and accessible materials to teach and raise awareness of open research  Establish a revenue stream	Survey outcomes published August 2020 All other actions will be completed by November 2021	KORGI	Staff responsible for KORGI have mostly now left King's. The IoPPN is reviewing its viability without the original team. The survey data are still available but the outcomes have yet to be published Other publications include: A three-step guide for academics wishing to support reproducible and open research has been published at <a href="https://psyarxiv.com/jyfr7/">https://psyarxiv.com/jyfr7/</a> An archive of job offers that require or suggest an open science statement from the applicants <a href="https://osf.io/7jbnt/">https://osf.io/7jbnt/</a> IoPPN has now created an open science award <a href="https://internal.kcl.ac.uk/ioppn/randd/ResearchandInnovationCommitteeRIC/">https://internal.kcl.ac.uk/ioppn/randd/ResearchandInnovationCommitteeRIC/</a> Research-Innovation-Committee and worked with other universities to create a national primer for UKRN ( <a href="https://osf.io/kqgez/">https://osf.io/kqgez/</a> ) IoPPN researchers have championed open science by establishing university-wide groups to raise awareness and influence practice and policy. The RIOT Science Club started by Westwood (an IoPPN ECR) provides examples of good practice and training in Reproducible, Open and Transparent Research. It is now franchised to four institutions and has partnered with the UK Reproducibility Network.	Work continuing on the aims of KORGI, although not under the direction of this group



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ECI5.6	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	1. Ensure appropriate dissemination of the college's underpinning principles and policies on DORA via an internal-facing webpage / e-hub).  2. Deliver on mandatory priorities such as a Statement of Commitment for the college-wide Implementation of DORA, which is a requirement of the Wellcome Trust. See also ECM2.1 and ECR5.2	1a. Creating an accessible and well-positioned webpage / e-hub to host college policies on DORA.  1b. Evaluation of web analytics stats of webpage visits and timed engagement with content related to DORA.  1c. Audit of central and local policies (hiring and promotion, performance development reviews, training and development programmes - research staff and students) to ensure compliance with DORA principles.  2. Publish Statement of Commitment for the implementation of DORA on an accessible, public facing webpage	1a. By Dec. 2020  1b. By April 2021 and periodically, as required.  1c. By April 2021 and periodically, as required.  2. By Jan. 2021	1a. RSD (Research Strategy Delivery)  1b. RSD / IT  1c. HR Faculties OD CDT  2. RSD	Responsibility for DORA on hold when previous person left King's College guidance required by faculties or other senior staff members on how to proceed	Requires academic lead
ECI5.7	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Further develop and evaluate King's Internal Talent Database (stayatking.co.uk) aimed at providing interim employment for staff between contracts.	Pls posting jobs, minimum of 3 jobs posted per year Research staff posting their qualifications, minimum of 5% of those reaching contract termination with no subsequent employment Partnerships formed - minimum of 5% of posted jobs	Relaunch by September 2020 Evaluation by September 2021	CRSD	Project on hold for further development pending analysis of King's Research Staff Survey responses, following an initial pause for COVID-induced understaffing and staff changes.  Additional unexpected costs have surfaced that would indicate an alternative hosting system is needed.  The KReSS asked if respondents would use a system for registering availability at the end of a contract to take up a vacant role for the last few months of a grant. 173 (60.3%) responded yes, 27 (9.4%) no, 87 (30.3%) Don't know. Further review of the functionality and feasibility of such a system is required.	Evaluate feasibility of project using KReSS results and cost benefits Decision to be made about continuing it by December 2021
ECI6.1	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Gather information from: Culture, Employment and Development in Academic Research Survey or similar All Staff Survey Research Excellence Framework RSRC Faculty Committees EDI Data reviewed and actions required fed into relevant faculties/directorates	Surveys conducted with sufficient response rate, minimum 20% Data gathered and analysed Changes in practice agreed and implemented	Annually in line with action plan reporting period and survey cycle	OD Faculties EDI CRSD	A&H, SSPP and NMES undergoing restructuring and reprioritising processes either using surveys as part of or as a result of survey results. NMPC conducted a survey, currently analysing results Faculties receiving input at local level in committee meetings Professional services departments including research environment initiatives in their portfolios. Research culture a priority. New College-wide Dean of Research Culture appointed who will address these challenges by bringing together those responsible for initiatives that impact on research culture CRSD: King's Research Staff Survey conducted June-July 2021. Response rate c.15%, findings yet to be analysed.	Many initiatives currently in progress. Shared best practice required to extend these across the university
ECI6.2	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Hold a Town Hall Meeting for Research Staff regularly at which they can ask questions of the VP Research and other senior staff members	Attendance at meetings, to remain above 5% of invited participants Trust built between research staff and SMT, measured in surveys Entries on FAQs pages, FAQs cover all questions asked in Town Hall meetings	Monthly or alternate months depending on issues arising	CRSD Vice President and Vice Principal (Research) Comms Office	Research Staff Town Hall meetings held bi-monthly (most recently March, May and July 2021). Attendance c. 200-300 at each meeting. Questions on these meetings included in the King's Research Staff Survey, 121 (43.3%) of respondents found the Town Halls useful or very useful, 40 (14.3%) not useful, and 99 (35.5%) do not attend. Suggestions for future topics and feedback was also gathered.	Meetings serving their purpose. Review meeting format and content and continue for foreseeable future
<b>Funders must:</b>							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies						
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers						
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions						
<b>Managers of researchers must:</b>							
ECM1.1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Attend relevant courses such as Diversity Matters <a href="https://www.kcl.ac.uk/hr/diversity/Get-Involved/training">https://www.kcl.ac.uk/hr/diversity/Get-Involved/training</a> See also ECI4.1, ECI4.2 and ECI4.3	Data from attendance records at Diversity Matters courses (miniumum of 5% of new managers)	When becoming a recruitment panel member or before	EDI Faculties Managers of Research Staff	Managers are attending Diversity Matters. See ECI4.1 Faculties have a variety of ways in which they implement this training, from managed by local EDI staff, delivered locally and making it mandatory. Training in one faculty is currently under review.	A large portion of managers are attending Diversity Matters. Information about what they are getting from it would be useful

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ECM1.2	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Either undertake personally or encourage staff to undertake training to become a Mental Health First Aider <a href="https://internal.kcl.ac.uk/student/SupportandAdvice/health/counselling/Training-for-Staff">https://internal.kcl.ac.uk/student/SupportandAdvice/health/counselling/Training-for-Staff</a>	Data from attendance at Mental Health First Aider courses (minimum of 1 person per faculty)	Elective according to individual	Faculties Counselling Service Managers of Research Staff	Training occurs where deemed important, generally in and funded by faculties or schools. Attendance records are patchy so there is little available data. CRSD supported one session for 16 technical staff in the 2020-21 academic year	While MHFA training does take place it is not necessarily university-wide. There may be scope for a centrally provided offering, providing funds are available to deliver.
ECM2.1	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Adhere to the College Code of Good Conduct in Research once it is developed <a href="https://www.kcl.ac.uk/research/support/rgei/research-integrity">https://www.kcl.ac.uk/research/support/rgei/research-integrity</a> Faculty Integrity Champion and Advisors to encourage compliance and attendance at training events See also ECI5.1, 5.2, 5.3, 5.4, 5.6 and ECR4.2	Code developed and published Number of cases reported each year - this is a complex measurement as there are several influencing factors. We may initially see an increase with increasing awareness and confidence to report but longer term would expect a decrease as adherence increases	Code developed by December 2021 Reporting annually in line with review	RGEI Faculties Managers of Research Staff	College Code in development. Better lines of communication between faculties and RGEI to be established to support the reporting in the annual statement. Until the College specific code of conduct in research is launched, researchers are still required to adhere to the UKRIO code and the King's framework, both of which are published on the RGEI webpage	Project progressing as planned
ECM2.2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Staff submitting external funding applications in A&H required to familiarise themselves with KCL statement on Research Integrity and confirm they are aware of it Other faculties to be made aware of this policy and invited to follow suit. See also ECI5.1 and ECI5.4	All external funding applications in A&H made with signed agreement Other faculties to have decided whether or not to follow the same route	In line with grant application deadlines Other faculties by December 2021	A&H Other faculties Managers of Research Staff	The A&H research grant support officer is also a research integrity advisor, making sure that all applicants are aware and informed. Process needs to be disseminated to other faculties	Funding applicants in A&H familiar with the statements Process needed to roll out to other faculties, suggested via Worktribe
ECM3.1	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	We anticipate that approaches to this other than setting up reporting systems will emerge from the TFG actions as an initial stage of addressing a complex issue See also ECI3.6 and ECI4.4	Approaches identified by the TFGs Future actions being put in motion	July 2021	TFG Faculties Managers of Research Staff	TFG projects delayed by COVID but are approaching the stage of generating actions. Actions in this instance need to be ones that the managers of research staff will take.	Future actions await outcomes of Research Culture TFG projects
ECM3.2	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Increase visibility of existing reporting system for allegations of research misconduct through training and interventions of research integrity advisors See also ECI5.2, ECI5.4, ECM4.1 and ECM4.2	Nature and quantity of reports of perceived breaches of integrity. We may initially see an increase with increasing awareness and confidence to report but longer term would expect a decrease as adherence increases	Annually in line with action plan reporting period	RGEI Managers of Research Staff	Reporting is increasing but so has outreach through training. Champions in place in most faculties Research Integrity Advisors also in place in most faculties, as they are crucial to act as a visible point of contact for anyone with concerns.	Project progressing as planned
ECM4.1	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	FoLSM: implement recommendations from Cultural Change Initiative; implementing a disputes resolution model, which comprises 3 elements: 1) our Confidential Advisors (already implemented); 2) internal 'light touch' mediators to resolve small workplace disputes/challenges; and 3) more streamlined access to external mediators. Overall aim of model is to resolve workplace disputes quickly and build staff capability around dialogue/conflict management.	Recommendations implemented Workplace disputes reduced. Any reduction will be considered a success	Implementation by July 2021 Reduction in disputes by July 2022	FoLSM Managers of Research Staff	FoLSM have developed the resources e.g. handbook, role descriptor for the internal disputes advisors (light touch mediators) and plan to recruit the first cohort next month. Confidential advisors are in place and their work is ongoing.	Project progressing as planned
ECM5.1	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Take up roles within Task & Finish Groups See also ECI3.6, ECI3.1 and ECI3.2	Roles being taken up Contributions to group activities made	Appointment by September 2020 Contributions thereafter	TFGs Faculties Managers of Research Staff	Managers of research staff from A&H, FoDOCS, FoLSM, IoPPN, KBS NMES and SSPP participating in Research Culture projects	Contributions made by managers to these projects and ensuing policy
ECM5.2	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Take up Research Integrity Champion and/or Advisor role See also ECI5.2 and ECI5.3	Roles being taken up Contributions to policy making made (from participation in related discussions, i.e. attendance at relevant meetings etc.)	Champions appointed by July 2021 Contributions thereafter	Faculties RGEI Managers of Research Staff	Managers of research staff who have taken up roles as Research Integrity Champions are able to comment on policy/procedure changes/developments at bimonthly meetings. Staff appointed to Research Integrity Advisor roles (in place since September 2020) are also able to contribute to policy/procedure development at termly Faculty RIAd meetings Reports from some faculties that the Champions are leading on events related to research integrity.	Managers of research staff are in place, better reporting needed on what contributions they are making
ECM5.3	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Engage with Flexible Working Group regarding "Flexible by Default Culture" See also ECI2.4	Staff feel supported to work flexibly, through guidance, role models and line manager support, as reported in staff engagement survey. Criteria to be set when survey created HR capture informal and formal flexible arrangements.	January 2022 (CV)	Managers of Research Staff	FoLSM and SSPP report managers of research staff engaging with flexible working and feeding back information to Schools	Reporting processes required to monitor engagement
<b>Researchers must:</b>							



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ECR1.1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	Staff to be encouraged to engage by reward and recognition of their contribution. This will be addressed by the Reward & Recognition TFG subgroup*. See also EI3.2	Success measures will depend on the findings of the Reward & Recognition TFG subgroup	Sub-group appointed by September 2020 Research completed by February 2021 Agreement by June 2021 Publication by October 2021	TFG CRSD CRC Research Staff	Research Culture TFG workgroups concluded phase 1 and published reports in May 2021 (see <a href="https://internal.kcl.ac.uk/crsd/kings-research-culture">https://internal.kcl.ac.uk/crsd/kings-research-culture</a> ). Research staff were invited to form part of these groups and were actively involved. As phase 1 represented data gathering, phase 2 (from June 2021 onwards) represents projects resulting from these data. Questions on this topic were also asked in the King's Research Staff Survey. Changeover of project lead has slowed progress on this project Initial results from KReSS also provide suggestions for processes to recognise contributions.	Findings of phase 2 will provide insight into any processes needed
ECR2.1	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Adhere to the College Code of Good Conduct in Research once it is developed Adhere to Dignity at King's Policy See also EC15.1	Measured by reporting of breaches, bearing in mind that this is a complex metric that is likely to increase initially and then decrease with understanding and behavioural change	Good Conduct code published by Dec 2021 Dignity at King's published December 2020 Reporting data collected before and after launches	RGEI HR Faculties EDI Research Staff	Development of code of good research conduct is ongoing, to be published Dec 2021 RGEI working with HR to ensure better sharing of relevant data to assist in reporting on engagement of research staff with these processes A memorandum of understanding has been developed by RGEI to outline the processes for sharing of information relating to bullying and harassment and research misconduct See also EC15.1 and ECM2 and 3	Project progressing as planned
ECR3.1	Take positive action towards maintaining their wellbeing and mental health	Engage with Online Wellbeing Toolkit See also EC13.1	Number of enrolled users for Toolkit Completion rates for the course Number of views of website and links therein See also EC13.1	Elective according to individual	CRSD Research Staff	At 14/7/21 59 people enrolled	Numbers accessing the toolkit are lower than desired - more awareness raising required.
ECR3.2	Take positive action towards maintaining their wellbeing and mental health	Engage with open courses available to all university staff. Additionally, there are links to external training through LinkedIn Learning and career guidance and toolkits through the Organisation Development intranet pages. See also EC13.2	Attendance data from courses (minimum 1% of staff) Website hits on the Organisation Development wellbeing page (minimum 5% of target audience)	Annually in line with action plan reporting period	OD King's Sport Research Staff	Numerous courses supporting wellbeing and mental health now available from Organisation development	Staff are attending courses
ECR4.1	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Bullying Harassment and Victimisation reporting tools accessible at <a href="https://www.kcl.ac.uk/hr/diversity/dignity-at-kings">https://www.kcl.ac.uk/hr/diversity/dignity-at-kings</a> See also EM3.2	Research staff using the system, rise from current zero	Reviewed annually in line with action plan review	Faculties EDI Research Staff	Tools accessible and updated in line with best practice Numbers using the system currently unclear	More publicity of the reporting tools required Continued commitment to zero tolerance
ECR4.2	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Research Misconduct Reporting mechanism available on external webpages <a href="https://www.kcl.ac.uk/governancezone/research/research-misconduct">https://www.kcl.ac.uk/governancezone/research/research-misconduct</a> and <a href="https://www.kcl.ac.uk/research/support/rgei/research-integrity/research-misconduct">https://www.kcl.ac.uk/research/support/rgei/research-integrity/research-misconduct</a> See also EM3.2	Research staff using the system, rise from current zero	Reviewed annually in line with action plan review	RGEI Faculties Research Staff	Enquiries about possible misconduct issues are increasing, including from research staff - clarity needed about how many research staff are reporting them.	Project progressing as planned, reporting systems need to be more robust
ECR5.1	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Increase and/or keep to full occupancy research staff reps on RSRC, faculty research committees, academic board, etc. Contribute to relevant surveys Topic to be addressed by Reward & Recognition TFG*	Numbers of research staff representatives maintained at full complement Contribution to surveys (% of research staff)	According to relevant schedule for reelection of representatives With survey cycles and deadlines	Faculties CRSD Research Staff	As of July 2021 six of nine faculties are represented on the Research Staff Representative Committee, including all Research Staff roles. There is action underway in the remaining three faculties to address the vacancies Four faculties report research staff representatives on their research committees. Faculties report difficulties in finding anyone who would like to take up a representative role. Academic Board vacancy has recently been filled so both postdoc seats are taken. Research staff from all faculties participating in the T&F Working Groups Approx 13% of research staff contributed to the King's Research Staff Survey, a decrease from 30% response rate to the previous equivalent, the Careers in Research Online Survey.	There currently appears to be a reluctance on the part of research staff to get involved. It is not clear what is causing this, other than Covid-19.
ECR5.2	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Contribute to other policy-making groups, including Flexible Working Group, see EC12.4 TFG Bullying, Harassment & Victimisation, see EC13.6 TFG Careers, see EI3.1 TFG Reward & Recognition, see EI3.2 KORGI, see EC15.5	Numbers of research staff representatives attending policy development forums and events (minimum 10 reps attending per year)	Elective according to individual	Faculties CRSD Research Staff	Eight research staff serve on the Research Culture Working Groups and one on the Task & Finish Group, drawn from almost all of the faculties Flexible Working Group currently is a majority of professional services and some academic staff members. Research staff may be included in future While there was significant input from research staff into KORGI it may no longer be functional as those leading it have now left King's. Research staff may still be contributing under other guises to the initiatives they instigated Faculty networks in the process of or need to be updated to ensure there are representatives who can be called on when needed.	There currently appears to be a reluctance on the part of research staff to get involved. It is not clear what is causing this, other than Covid-19.
<b>Employment</b>							
<b>Institutions must:</b>							



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EI1.1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	We have invested c. £11m in a new HR & Payroll digital services platform. One output of this is to improve significantly the quality of workforce "real time" data and analytics. Phase 1 went live in September 2019. We are currently rolling out the new recruitment module which will enable a complete digitised online recruitment experience "from hire to retire" that will enable recording of e.g. make-up of recruitment panels. Complete the strategic BI project for real time Power BI dashboards and analytics. Extend digital services across all aspects of the colleague life cycle including time and attendance and talent management. See also EC12.6	Recruitment module fully implemented and functional Power BI dashboards and analytics rolled out Extension of digital services completed	Recruitment phase by December 2020 Power BI dashboards by autumn 2020 Digital services by December 2023	Services Design & Improvement HR Faculties EDI	Recruitment processes through the online system started well. Full implementation is yet to be achieved	Project behind schedule but ongoing. Power BI dashboards still to reflect make-up of recruitment panels
EI1.2	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Deep review into recruitment and selection, aligning with "Our Principles in Action" and Race Equality Charter Mark. Scope feasibility of name-blind shortlisting. Use skill-based assessment tasks in recruitment by asking candidates to perform tasks they would be expected to perform in the role. Develop high quality inclusive interviewing through fair selection training.	100% of applicant, appointed and panellist EDI data is captured through recruitment processes. Success rates from application to appointed are regularly monitored and actions designed and taken. Staff are trained to recruit fairly	July 2022	HR OD EDI Line managers	Recruitment best practice has been scoped and OD are supporting the sessions for managers using the new HR system. Additional information and guidance will be available in September 2021	Project progressing as planned
EI2.1	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Faculties to review and revise their existing induction programmes for research staff and their managers. Where possible, future induction programmes to include: Clarity about staff performance Expectations regarding "Our Principles in Action", a set of principles relating to how we work with each other Support provided for training, development and career planning Staff networks and representation Checklist of required activities e.g. fire safety	Programme devised Comprehensive information available on faculty websites Attendance numbers at events, minimum of 10% of new staff	Programme by July 2021 Information available by January 2022 Attendance at events reviewed annually in line with action plan review	Faculties	Induction documents for research staff across the university being compiled by Research Staff Representative Committee. New Research Staff and Manager agreement setting out expectations being drawn up as part of induction process by FoDOCS and NMES that will be available across the university. Two faculties currently reviewing their processes. One faculty devolves induction to School level.	Project behind schedule but ongoing.
EI3.1	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	TFG convened to address 3 priority projects. TFG to appoint a sub-group to identify and document career options and promotional prospects within the university* See also ECM5.1 and ECR5.2	Sub-group appointed Career mapping carried out Promotion options highlighted Information documented and published to coincide with PDR season	Sub-group appointed by September 2020 Mapping and options by February 2021 Publication April 2021	CRSD CRC	Subgroup appointed, phase 1 delivered with publication to be found at <a href="https://internal.kcl.ac.uk/crsd/kings-research-culture">https://internal.kcl.ac.uk/crsd/kings-research-culture</a> , phase 2 to be completed in September 2021	project too large to be completed fully in the available time. Phase 2 to provide success measures outlined
EI3.2	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	TFG convened to address 3 priority projects. TFG to appoint a sub-group to identify appropriate, desirable and feasible reward and recognition processes other than promotion* See also ECM5.1, ECR1.1 and ECR5.2	Sub-group appointed Research completed Agreement reached within faculties Information documented and published to coincide with start of academic year	Sub-group appointed by September 2020 Research completed by February 2021 Agreement by June 2021 Publication by October 2021	CRSD CRC	Subgroup appointed, phase 1 delivered with publication to be found at <a href="https://internal.kcl.ac.uk/crsd/kings-research-culture">https://internal.kcl.ac.uk/crsd/kings-research-culture</a> , phase 2 to be completed in September 2022	project too large to be completed fully in the available time. Phase 2 to provide success measures outlined
EI3.3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	A&H to explore setting up a "Career Development Fund", intended in part to mitigate against adverse effects of COVID 19 and its consequences (lack of access to resources; additional caring responsibilities; increased teaching and assessment duties) on research career profiles. If approved, application will be competitive	Decision reached about the fund If approved, number of applications made - target of minimum 1 application per available award Statements of impact for recipients	Decision by January 2021 Fund set up by April 2021 Applications and funding decisions by June 2021	A&H RMID	All staff are eligible to apply to a competitive research fund at faculty level to receive support for development opportunities, attendance of conferences and marking relief for finalising grant applications	application numbers and statements of impact for recipients to follow
EI3.4	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	FoLSM to work with Vice Dean Research and Impact and Executive Board to develop and implement a pathway model to retain research staff.	Decision reached Mechanism in place Increased retention of research staff	December 2020 December 2021 December 2022	FoLSM	Project currently on hold	awaiting resumption of project
EI3.5	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	FoLSM Identifying and implementing support for research staff on fixed-term contracts who go on parental leave	Support mechanisms agreed Any increased retention of individuals on paternity and maternity leave Any increase in outputs from individuals who have taken parental leave	April 2021 Retention and outputs by December 2022	FoLSM	ongoing	Project progressing as planned

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EI3.6	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	FoLSM Recruiting PhD student to conduct research into contextual challenges, which adversely impact career progression for women in clinical academia (e.g. use of fixed-term contracts).	Data from research to influence policy changes	July 2022	FoLSM	ongoing raised as part of Athena Swan	Project progressing as planned
EI4.1	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Focus on providing leadership workshops rather than specifically research staff issues. Increase attendance by Pls at leadership training courses by 50% over the next two years A flexible, modular self-directed Leadership Passport has also been offered to all managers and leaders to increase learning access and participation. See also ECM1	Data on attendance at training courses. Target increase 50% over the next two years.	Annually in line with action plan reporting period	OD	Project Management training and support is available via our on-line offering Linked In Learning. Colleagues can access this training in a timely manner. OD also offers information for external courses if colleagues want to access this. EDI have created Dignity at Work policy and support the cultural change and increase of line managers capacity and skills to support staff inclusively.	Training provided but attendance records are not available Clarity on Dignity at Work policy position and foundation for behavioural work established
EI4.2	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Encourage line managers and directors to receive 360 feedback to review their management performance. Encourage teams to consider Belbin tools for team reflection. Use of Belbin assessment and reflection tool to emphasize team roles and capabilities, to be trialled with SMT, EDI Networks. Coaching on Demand (matching a manager to a coach at a point of need) has been added to the OD Leadership offer in 2020. See also ECM1	Uptake of Principles in Action 360 from 320 since 2019 to 450 in 2020. Belbin team assessment used twice a year with a variety of teams. More than Mentoring scheme feedback demonstrates greater capacity and understanding of inclusive working practices. Coaching partnerships taken up, minimum of 10 per year	July and August 2024	HR OD EDI	As above for offering from OD Belbin delivered (a self reflection and team dynamics coaching) to staff networks by EDI MtM and Mutual Mentoring has run in 2019, 2020 and will run in 2021, managed by EDI	Tools provided but usage data is not available
EI5.1	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	PDR training has continued, including adapting to an online alternative to ensure ongoing access to learning resources during the Covid-19 pandemic. A PDR review in Autumn 2020 will ensure ongoing development including the needs of Research staff Recommendations to improve PDR for the coming year were made to SMT in Dec 2019 included greater effort required to expand the quantity and quality of Research PDRs, which was supported by SMT. See also ECM4	Effective communication sent out Number of PDRs completed, target of minimum of 75% of eligible research staff	April 2021 September 2021 Annually thereafter	Faculties OD	Online courses continue to be offered centrally to support PDR conversations. Training also provided in some faculties. Expectation of 100% of staff having a PDR from two faculties PDRs completed after the time of submission of this action plan so data on completion rates will be collected for 2021 process by year end Most faculties sending out PDR-related communications to their staff	Training offered but attendance records are not available. <i>FoDOCS: rates have improved</i>
EI5.2	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	King's has developed a Behavioural Competency Framework - Our Principles in Action - which will be used to support a more rigorous and inclusive approach to interviewing and selecting candidates not only based on qualifications but on skills and a more rounded view of individuals. NMES to pilot the creation of a guidance document to be issued to recruitment panels before each recruitment akin to existing document relating to postgraduate research student recruitment <a href="https://internal.kcl.ac.uk/NMS/Staff/HR/PGR-Interview-Guidelines/PGR-Interview-guidelines">https://internal.kcl.ac.uk/NMS/Staff/HR/PGR-Interview-Guidelines/PGR-Interview-guidelines</a> <u>Other faculties to consider adopting this approach</u>	Agreement on use and scope of document Creation of document Use by recruitment panels Feedback from users	December 2020 April 2021 from April 2021 from April 2021	NMS Other faculties	Project delayed by Covid and REF. Project deadlines put back by 9 months, Creation of document deadline will become approval of document by faculty	REF and COVID have delayed the project
EI5.3	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Enhance workload allocation models in faculties to provide sufficient time for line management. Facilitate a cross faculty conversation on workload allocation models to move towards more consistency at KCL. ECM1	Workload is felt to be more manageable. Reduction in proportion of staff who feel unable to cope with workload to 40%, compared to 48% in 2017.	Deadlines to be agreed when Covid planning minimised (CV)	Senior Management Team HR OD EDI	Workload Allocation Model research in FNFNMPC and part of ASDT Action Plan.	Project ongoing
EI6.1	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	KCL has recently updated its policy on fixed-term contracts, making a commitment to reduce reliance on short-term contracts. Externally-funded fixed-term research contracts should correspond with the duration of the funding for the position in question (which may or may not correspond with the total length of the grant). In the case of a multi-year grant, all appointments should ideally be for a minimum of two years, except where a clear rationale exists as to why a shorter appointment is necessary or appropriate. Ensure compliance with this policy Review and create further policy in collaboration with other Russell Group universities regarding contract length of externally funded contracts See also ECM2	Research staff employed by KCL beyond 4 years moved onto open contracts	Reviewed annually in line with action plan review (CV)	HR Vice-Principal & Vice-President (Education)	No further updates ( HR)	No further updates



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EI6.2	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	Further develop and evaluate King's Internal Talent Database (stayatkings.co.uk) aimed at providing interim employment for staff between contracts. See also EI5.7	Database used for redeployment processes Annual numbers of jobs posted, research staff uploading profiles and positions filled. See also EM2	Evaluation ongoing (CV)	CRSD HR	Project on hold for further development pending analysis of King's Research Staff Survey responses, following an initial pause for COVID-induced understaffing and staff changes.  Additional unexpected costs have surfaced that would indicate an alternative hosting system is needed.  The KReSS asked if respondents would use a system for registering availability at the end of a contract to take up a vacant role for the last few months of a grant. 173 (60.3%) responded yes, 27 (9.4%) no, 87 (30.3%) Don't know. Further review of the functionality and feasibility of such a system is required.	Evaluate feasibility of project using KReSS results and cost benefits Decision to be made about continuing it by December 2021
EI7.1	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Research staff representation on all faculty research committees and Academic Board. Research staff representatives in all faculties. RSRC representation on CRC. RSRC being the point of contact for research staff input	All positions filled	In line with committee and working group deadlines	Faculties CRSD Senior Management Team	All faculties that have faculty research committees have positions available for research staff. Data for filled places as follows: Academic Board: both seats for postdocs, one from the Health Faculties and one from the Arts and Sciences currently filled One faculty reports full occupancy on their faculty research committee, two report to be recruiting. RSRC currently has 8 members of a total of 12 RSRC has one member on CRC, the second to be recruited RSRC has one filled and one unfilled place on the CRSD Oversight Group	Most roles appear to be filled, although data is not complete.
<b>Funders must:</b>							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security						
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression						
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels						
<b>Managers of researchers must:</b>							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Engage with courses and other activities offered See also EI4.1, EI4.2 and EI5.3	Improved responses by research staff regarding management issues in national and internal surveys Reduction in complaints of bullying and harassment and other malpractice that research staff refuse to log formally for concerns about reprisal See also EI4.1, EI4.2 and EI5.3	Elective according to individual	Faculties OD EDI Managers of Research Staff	Research staff continue to level poor management accusations at their managers, as described in the KReSS. For example, the proportion of research staff reporting they had directly experienced or witnessed unfair or disrespectful treatment by a colleague/s at King's that has had an impact on them increased to 35% in 2021 from 30% in 2019. Not all these cases will be managers as perpetrators, but managers have responsibility. Faculties do not generally monitor course attendance as there are no means for collecting the information. One faculty currently reviewing provision	Current provision is clearly not sufficient, either because managers of research staff are not attending courses and other activities, they are not benefitting from the offering or the offering is not delivering the stated intentions.
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	Engage with courses and other activities offered See also EI4.1, EI4.2, EI5.3, EI6.1 and EI6.2	Improved familiarity assessed in staff surveys See also EI4.1, EI4.2, EI5.3, EI6.1 and EI6.2	Elective according to individual	Faculties HR Pre- & Post-Award Managers of Research Staff	Staff surveys have not been carried out since this action plan was devised so there are no data on how many people across the university feel more familiar with these issues One faculty reports that with the support of Professional Services staff this is managed. A second says this is included in PDRs for managers. A third is planning a major overhaul of their strategy that will include this.	the ability to obtain data on this issue would be useful
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See actions of TFG in EI3.2 above Attend Diversity Matters	Outcomes from TFG Attendance numbers at Diversity Matters See EI3.2	In line with TFG activities and reviewed annually in line with review period	Faculties HR Managers of Research Staff	Reward and Recognition Task and Finish Group completed Phase I and will report further in phase 2, target date Sept 2021. During the period Jan 2018 to April 2021 2910 staff and 1310 managers attended Diversity Matters	Project ongoing

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EM4	Actively engage in regular constructive performance management with their researchers	2019 rollup shows 20% increase in research PDR coverage (1355 researchers reviewed in 2018-19 appraisal year compared with 1076 in 2017-18 year). OD will run a PDR Review in Autumn 2020 to better qualify staff experiences of PDR (including Researchers) and use the insights to further develop PDR practice See also EI5.1	Review completed Further insights gleaned and incorporated into future practice	Autumn 2020 Spring 2021	OD HR Faculties Managers of Research Staff	PDR was light touch in 2020 as a result of Covid 19. This makes it difficult to compare with previous years as Covid is likely to have reduced uptake. Of those reporting in the KReSS, 77% said they had a PDR in the previous 2 years, up from 62% in 2019. When asked about the engagement level of their manager in the PDR of those who had had one 80% responded either engaged or very engaged with 20% stating not engaged.	PDR in 2020 inconsistent with previous years because of COVID. This makes it difficult to generate useful findings from a review
EM5	Engage with opportunities to contribute to relevant policy development within their institution	Participate in Departmental and Faculty Research Committees or equivalent Participate in college-wide policy-making groups See also EC15.6, E13.1, EI3.2, PCD11.1 and PCDR1.2	Recording of participation in PDR process	Participation ongoing Reviewed in PDR during summer	Faculties HR EDI CRSD Managers of Research Staff	Managers contribute by membership of various faculty committees. Where participation is monitored this appears good. Opportunities for managers of research staff to engage are still to be established in some faculties. Good representation of managers of research staff from 8/9 faculties in the TFGs and associated working groups.	Managers are contributing to relevant policy development locally and centrally
<b>Researchers must:</b>							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See ER4			Research Staff		
ER2	Understand their reporting obligations and responsibilities	See ER4			Research Staff		
ER3	Positively engage with performance management discussions and reviews with their managers	See ER4			Research Staff		
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Research staff often do not see themselves as key stakeholders as their tenure in this role is usually short-lived. KCL must first recognise them as key stakeholders by recognition of their contribution. This will be addressed by the Reward & Recognition TFG*, action EI3.2 See also EI7.1, PCD11.1 and PCDR1.2	See EI3.2	See EI3.2	Research Staff	Action delayed initially by COVID-19. Working Group convened and completed Stage 1 by April 2021. Paper published at <a href="https://internal.kcl.ac.uk/crsd/kings-research-culture">https://internal.kcl.ac.uk/crsd/kings-research-culture</a> , Results disseminated at Research Staff Town Hall meeting in April and via Research Staff Newsletter. Stage 2 in progress, to be completed by September 2021.	
<b>Professional and Career Development</b>							
<b>Institutions must:</b>							
PCDI1.1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Definition of what constitutes Professional Development Understanding what professional development is will enable research staff and their managers to have clarity about what does and does not count within the 10 day allowance. We will evaluate what is acceptable to all parties through a series of focus groups and workshops, addressing also the variation between research fields See also EM5, ER4, PCDI6.1, PCDM2.1, PCDM3.1 and PCDR1.1	Focus groups and workshops organised Attendance of research staff and their managers at focus groups and workshops Agreement on what can be included in the 10 days Information posted on CRSD website with links from faculty websites Uptake of 10 days, addressed using biennial surveys	October 2020 December 2020 Website material by March 2021 Surveys (CEDARS and/or in house) according to national and internal cycles	CRSD Faculties	Project delayed by Covid and staff shortages. Focus Groups and a facilitated workshop conducted in July 2021, organised by the CRSD and using an independent higher education consultant. Attended by research staff and the managers of research staff. Report and findings awaited in Summer 2021. Relevant questions in KReSS 2021 provide additional input	revised deadline for website material, by March 2022
PCDI1.2	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	FoDOCS drafting policy 1.Advocating that researchers take advantage of the 10 days per year to undertake training and to introduce a monitoring system to measure this (see PDCI6.1). All line managers will be informed that the 10 days training is mandatory and that it will be measured 2.Advertising training opportunities and supporting research staff to attend relevant training opportunities that benefit their development Other faculties to consider using the same approach, initially A&H and NMES	Policy drafted Managers informed Faculty-led and central research staff training and support advertised System used Managers enable 10 days	December 2020 January 2021 January 2021 July 2021 and annually thereafter	FoDOCS Other faculties	Policy in progress	Definition of 10 days training incorporated into induction document and draft researcher-supervisor agreement
PCDI1.3	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Support research staff to gain professional accreditation from the Science Council See also PCDM2.1 and PCDR1.3	Attendance at training sessions Number of people gaining accreditation, target is 50 per year	Annually in line with action plan reporting period	Technical Network	Workshops were oversubscribed and received excellent reviews 124 technical staff have been professionally registered Workshops, structured training sessions are being designed, Technical Managers are very aware and supportive of the 10 days development time and ensure all technical staff use them wisely. Also working with the Kings Academy to allow access to the HE fellowship programme. It will also be discussed in the PDR and promoted via the technical network	Technical staff engaging with the accreditation process well, recognising its value. There is a risk of losing this value with the proposal of removing this kind of funding from King's
PCDI1.4	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Careers & Employability to launch online system that research staff can use to engage with their services and plan their careers. System includes ability to book appointments online, to receive regular updates regarding service and to engage with online tools to assess stage of career readiness See also PCDR2.1	System roll-out Research staff engaging with system as demonstrated by usage data - target minimum 5% of research staff	Roll-out August 2020 Usage data analysed annually, in review of action plan	Careers & Employability CRSD	System rolled out on time Data on usage not available as the system is not able to differentiate between research staff and students. Research staff are using it as they make appointments through it.	System functional and serving its purpose



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PCDI2.1	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	See EI3.1 and EI5.1	See EI3.1 and EI5.1	See EI3.1 and EI5.1	Faculties OD CRSD	Central PDR support and a new training and development has been put in place Managers of research staff encouraged to contribute to PDR. KReSS 2021 indicates that there was a decrease in overall usefulness for the PDR since 2019 although the uptake had increased from 62 to 77% of research staff having had a PDR in the last 2 years.	While more time potentially has been spent the meaningfulness of the PDR appears not to have been maintained.
PCDI3.1	Ensure that researchers have access to professional advice on career management, across a breadth of careers	See PCDI1.4 and PCDR2.1	See PCDI1.4 and PCDR2.1	See PCDI1.4 and PCDR2.1	Careers & Employability	See PCDI1.4 and PCDR2.1	See PCDI1.4 and PCDR2.1
PCDI4.1	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Comprehensive programme of activities provided by CRSD with additional programmes being added according to circumstances. Additional courses to be added for 2020/22 to include titles related to Covid-19 induced situations and new approaches to online and remote learning See also PCDR2.1	Courses added to portfolio, number dependent on currently unknown budget and currently unknown personnel Online courses developed according to currently unknown ability to attend in person	Reviewed annually in review of action plan	CRSD	Programme of courses delivered as intended in 2020-21 academic year and at July 2021 largely planned for 2021-22 academic year. Significant focus on leadership through 'Leadership Essentials' modules (expanded in 2021-22) and Leadership in Action in collaboration with other HEIs. The programme of courses also features development activity regarding working with managers and coping with unique pressures of remote working under Covid.	Project proceeding according to plan
PCDI4.2	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	FoLSM working to review and relaunch their Research Staff Network. The Research Staff Network supports post docs and research assistants along their career trajectories and ensures that the research staff community participates in decision making at the Faculty level.	Network relaunched Research staff reps active at faculty (Faculty Research Committee and university (RSRC) level	December 2020	FoLSM Faculty Lead (Development, Diversity & Culture Change); Faculty Research Manager; Research Staff Network Committee	Research committee started again, rep from CRSD invited. Research staff committee - establishing school networks/committees and will then establish Faculty Research staff committee - hoping to relaunch by Sept 2021	project behind schedule but progressing
PCDI5.1	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	Continue to provide careers events and online resources addressing careers that are not being an academic See also PCDR2.1	Continuation of programme Availability of staff to deliver programme following Covid-19-related cuts	Reviewed annually in review of action plan	Careers & Employability CRSD	Careers in...' panel sessions organised by Careers and Employability throughout 2020-21 and scheduled again for 2021-22. Scheduled in collaboration with CRSD to avoid diary clashes.	programme continues to be provided
PCDI6.1	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Generate a platform that can be used to document engagement with professional development and career progression that is linked to other processes within the university, e.g. SkillsForge, for automatic download. See also PCDM1.1 and PCDR3.1	Platform options researched Platform generated Pilot of platform Roll-out to all research staff Evaluation, following PDR season Target usage minimum of 5% of research staff	October 2020 March 2021 May 2021 September 2021 September 2022	Faculties OD CRSD	Recording platform project on hold due to Covid and staff changes, will be evaluated for later development in light of the King's Research Staff Survey responses.	project behind schedule but progressing
<b>Funders must:</b>							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit						
<b>Managers of researchers must:</b>							
PCDM1.1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	HR system to actively monitor the PDR process Faculties to ensure both line managers and research staff are aware of the need to include training and development needs in the PDR document. See also PCDI6.1	Accurate reporting of PDRs occurring Research staff reporting PDR fit for purpose in national and internal surveys	Annually in line with PDR cycle	Faculties OD Managers of Research Staff	HR System not yet ready to monitor PDR process According to the 2021 KReSS the value of the PDR to research staff has decreased in every category since 2019 with the drop for leading to development being the greatest of 13%. Some faculties report sending relevant information.	It is possible there is an impact of Covid-19 and the uncertainty it has created having an impact on this initiative. Nevertheless, it is clear that the message that the PDR should include training and development needs should be more effectively disseminated.

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PCDM1.2	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	The Managers toolkit is designed to support both academic and professional services managers, in managing their teams effectively, as well as their own development. Promoted and managed via our Learning and Development platform, the toolkit allows managers to connect to further development opportunities such as mentoring and coaching to help with their own career conversations. <a href="https://internal.kcl.ac.uk/hr/od/managertoolkit">https://internal.kcl.ac.uk/hr/od/managertoolkit</a>	Downloads and Website hits of the toolkit, target minimum 5% of managers. Uptake and attendance details of external coaching support. Breakdown of number of researchers entering into mentoring programme(s).	Ongoing Reviewed annually in line with action plan review	OD Managers of Research Staff	Managers are using the toolkit. Full evaluation of the numbers is pending	Pending
PCDM2.1	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	Promotion of careers services and resources through @kclodo1thing Twitter account, Faculty Newsletters from Careers Service, careers membership of Faculty committees All channels of communication from careers service communicate regularly with managers and staff. Monthly bespoke researcher careers newsletter, Twitter account with 1000+ followers and all specialist careers consultants sit on relevant faculty committees. See also PCDI1.1, PCDI1.3 and PCDI6.1	Regular communications messages sent out according to actions list Research staff attending events, 20% on average of all available places to be filled as a minimum	According to schedule for communication method	Careers & Employability CRSD Managers of Research Staff	Research staff receive a monthly newsletter from King's Careers & Employability in addition to information that comes to them about careers-related activities through the CRSD newsletter Moving activities online has allowed attendance numbers to increase to the point that a minimum of 20% being filled is no longer a useful benchmark. Research staff are attending events (see PCDR2.1)	Research staff are clearly using the relevant resources.
PCDM2.2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	All managers or departments where not possible for managers to provide a statement on their webpage or other location to the effect that they support their research staff and PhD students in their career choice, whatever that may be.	Percentage of managers with this information posted, target minimum in first round 5%	First round by July 2021, ongoing thereafter	Faculties CRSD Managers of Research Staff	Not well publicised and monitoring process needs to be put in place.	project stalled, needs to be invigorated
PCDM2.3	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	<b>NEW ACTION</b> King's Future Leaders, funded by a grant from the FLF Plus Funds with the support of Vitae, will create a toolkit to support managers of research staff to champion the career development and progression of Early Career Researchers. This toolkit will be piloted at King's and two other universities and is intended to be rolled out across the UK after development via Vitae and the FLF Network.	1.Development of a toolkit (including implementation guide) to support institutions and ECR line managers that is generalisable nationally (evidenced by production of the toolkit). 2.Uptake of toolkit by UKRI FLFs in their roles as ECR line managers (monitoring through future FLF networking meetings). 3.Incorporation of toolkit into local processes e.g., performance development review, induction for new line managers (through asking for reports from FLFs on uptake in their institutions). 4.Dissemination of mapping and toolkit to other institution through publications, FLFs and Vitae (recording of downloads from Vitae website).	1. May 2022 2. Launch of Pilot May 2022 3. October 2022 4. October 2022	Katie Sheehan Andrew Guise	Funds awarded in May 2021 Initiation of project planned for Vitae Connections in Sept 2021 Project to begin officially in October 2021	Project already garnering interest through Vitae Connections programme information.
PCDM3.1	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	Defining what comes within the category of professional development (see PCDI1.1), development of a platform to record professional development activities (see PCDI6.1) will support this.	Research staff reports of days spent on professional development in surveys. Numbers will be dependent on outcome of PCDI6.1	Annually in line with internal and national surveys	Managers of Research Staff	Platform delayed by Covid-19, currently undergoing review following responses to relevant questions in the KReSS Managers of research staff contributed to a focus group and workshop on this topic. Outcomes being compiled into a report that will be available in September 2021	Project ongoing
PCDM4.1	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	Managers to engage in the process of defining what these activities might be See also PCDI1.1	See PCDI1.1	See PCDI1.1	Managers of Research Staff	Managers of research staff contributed to a focus group and workshop on this topic. Outcomes being compiled into a report that will be available in September 2021	project ongoing
PCDM5.1	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	A&H to pilot creating a series of podcasts and coupling them with group discussions between managers of research staff using skilled facilitators to encourage fruitful discussion	Managers reflecting on their relationship with their managees as ascertained in pre- and post-event surveys following Kirkpatrick process Outcomes in wider staff surveys	Planning of podcasts by September 2020, creation by December 2020, remainder by August 2021 First discussion groups by December 2020 with others to follow alternate months in 2021/22	A&H Managers of Research Staff	Underway but held up by COVID and REF workload	Project ongoing
<b>Researchers must:</b>							



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PCDR1.1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	According to the CROS, most research staff do feel they take ownership, but they don't necessarily engage with professional development or are aware that they are doing this. Having a definition of what this is (see PCDI1.1) may help.	See PCDI1.1	See PCDI1.1	Research Staff	Research staff contributed via surveys and workshop on this topic. Outcomes being compiled into a report that will be available in September 2021	Project ongoing
PCDR1.2	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	FoLSM working to review and relaunch their Research Staff Network. The Research Staff Network supports post docs and research assistants along their career trajectories and ensures that the research staff community participates in decision making at the Faculty level. See also ER4	Network relaunched Research staff reps active at faculty (Faculty Research Committee and university (RSRC) level	December 2020	Research Staff FoLSM	Research committee started again, rep from CRSD invited. Research staff committee - establishing school networks/committees and will then establish Faculty Research staff committee - hoping to relaunch by Sept 2021	Project ongoing
PCDR1.3	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	Staff supported to gain professional accreditation from the Science Council See also PCDI1.3	Attendance at training sessions Number of people gaining accreditation, target is 50 per year	Elective, according to individual. Reviewed annually, in review of action plan	Technical Network Research Staff	Workshops, structured training sessions are being designed. also working with the Kings Academy to allow access to the HE fellowship programme. Trained mentors are working on professional registration via the Science Council which is on target	Accreditation continues to be sought but is at risk because of potential loss of funding following withdrawal decision at senior level
PCDR2.1	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	Research staff to make use of existing comprehensive offering. See also PCDI3.1, PCDI4.1 and PCDR5.1	Appointments with careers professionals Attendance at events around range of employment options Target, to maintain minimum of current figures	Annually, in review of action plan	Research Staff	284 Research Staff attended all King's Careers & Employability events June 2020-June 2021 166 Research Staff attended one:one appointments 147 Research Staff accessed King's Careers & Employability KEATS information This time last year it was not possible to differentiate between PGRs and Research Staff, so unfortunately we can't give a comparison. However, we can say that there is a slight decrease overall in the number of PGR students and Research Staff attending Careers events from year to year (though they attended an increased number of events overall), while there is a slight increase in one:one appointment take up.  CRSD Mentoring training run three times in 2020-21 academic year. Use of this training and other faculty connections to grow pool of mentors available to research staff through the platform. The latest training in July 2021 was attended by 27 mentors and mentees. This includes mentors from faculties previously unrepresented (including A&H and FNFNMPC) 5 research staff participating in Wellcome Broadening Horizons mentoring programme	A proportion of research staff are making use of available resources
PCDR3.1	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	To use when developed, the online tool described in PCDI6.1	Engagement with online tool. See PCDI6.1	Elective according to individual	Research Staff	Project on hold for further development pending analysis of King's Research Staff Survey responses, following an initial pause for COVID-induced understaffing and staff changes. Analysis of requirement currently being carried out	Project ongoing, delayed by Covid
PCDR4.1	Positively engage in career development reviews with their managers	Research staff make use of available resources to support PDR conversations <a href="https://internal.kcl.ac.uk/crsd/Professional-Development-Options-Resources/preparing-for-your-pdr">https://internal.kcl.ac.uk/crsd/Professional-Development-Options-Resources/preparing-for-your-pdr</a>	Data on use of resources to increase by 20% on previous reporting period Responses to relevant surveys	Annually, in review of action plan Surveys national or internal on normal cycles or on demand	OD Faculties CRSD Research Staff	Research staff are making use of the 'Preparing for your PDR' on the CRSD internal webpages. It is the second most visited page after the courses page, with 1138 unique visitors between August 2019-July 2021 Resources continue to be available on CRSD internal pages. Programme of professional development courses has included 'Getting the Most Out of Your PDR' in 2020-21 and this course is also scheduled for 2021-22. Some Faculties are signposting and/or producing their own resources	Research staff are clearly using the relevant resources. Despite this they report less satisfaction with the PDR in the 2021 KReSS. This could also be as a result of Covid and their future expectations. Resources to continue to be provided
PCDR5.1	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Take up role of research staff representative or related See also ER4 and ECR5.1	Numbers of research staff representatives, minimum 1 per faculty in RSRC	Dependent on representative panel	Faculties CRSD Research Staff	Research staff representation on the RSRC is almost complete. There appeared to be a certain reluctance this year, anecdotally as a result of Covid-19 and the resulting uncertainty about future prospects. Representatives who have been on the committee over the last 10 months have contributed to the development of courses addressing bullying & harassment and other policy making processes. Two representatives currently serving on Academic Board Data on representation for committees and other areas beyond the RSRC to be gathered.	Continue to seek representatives to keep up the membership of the RSRC and other leadership roles

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Action plan (template from HR Excellence in Research Award) **August 2020 to July 2024**  
Update **August 2021**



PCDR6.1	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Research staff to make use of existing comprehensive offering, routinely advertised in weekly research staff newsletter	Responses to relevant surveys	Surveys national or internal on normal cycles or on demand	Faculties CRSD Entrepreneurship Institute Policy Institute Research Staff	Research staff provided with access to e.g. offering from the Entrepreneurship and Policy Institutes. Obtaining data internally is difficult, although 8 research staff have been funded by the Impact Acceleration Account, representing 16% of all these projects. Responses to the KReSS indicate a desire to undertake training in these areas and that the majority have not engaged in training but would like to. When it comes to putting the training into practice generally more than half of those who had attended training have had the opportunity to do so.	Indication is that research staff are engaging with these opportunities although more clarity regarding the breadth and depth of their engagement would be useful.
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\*Aligns with the new Research Strategy



**Academic Board****Meeting date** 8 December 2021**Paper reference** AB-21-12-08-07.3a**Status** Final

## Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Portfolio Simplification <b>Annex 1</b>	17 November	Consent	Approve	No
2. Welcome to King's Report 2021	17 November	Consent	Note	No
3. Proposal for a new KCL Marking Framework (Step-marking scheme, marking models, College generic marking criteria) <b>Annex 2</b>	17 November	Consent	Note	No
4. Statement for Exam Period 2 and 3	17 November	Consent	Note	No
5. Inclusive Education Steering Committee	17 November	Consent	Note	No
6. King's Education Awards 2021-22	17 November	Consent	Note	No
7. Assessment Boards Annual Report <b>Annex 3</b>	17 November	Consent	Note	No
8. Student Misconduct, Appeals & Complaints Annual Report 2020-21 <b>Annex 4</b>	17 November	Consent	Note	No

### Approval

#### 1. Portfolio Simplification (Consent) [Annex 1]

**Motion:** That the Portfolio Simplification paper (Annex 1) be approved.

**Background:** The Committee noted recommendations to be put forward by the Curriculum Commission to Academic Board in December to revise a number of decisions and timescales for implementation of Portfolio Simplification. The paper was endorsed by the Curriculum Commission on 22 October.

### For note

#### 2. Welcome to King's Report 2021 (Consent)

The Committee discussed the approach taken to "Welcome to King's" September 2021, included student feedback and plans for further improvements for 2022 onwards. It was noted that a hybrid delivery model had been used for Welcome to King's 2021 where in-person activities were re-introduced and were complemented with online events accessible by all students, and that the key learnings from this delivery model would be incorporated into planning for 2021 onwards. It was noted there had been an improvement in student feedback in being able to start developing close personal relationships with other students, where more than 58% answered agree/strongly agree in 2021 in comparison with just over 32% in 2020, and that 93% of students answered either *Yes* or *Somewhat* that Welcome to King's prepared them for starting their journey at King's.

#### 3. Proposal for a new KCL Marking Framework (Step-marking scheme, marking models, College generic marking criteria) (Consent) [Annex 2]

The Committee approved in principle the revised version of the new KCL Marking Framework, which was distributed to Faculties in May 2021, and takes into account the feedback received. Some minor wording changes were requested. The paper will be updated and sent to Faculties. The proposal was endorsed at ASSC at its meeting on 10 November.

#### **4. Statement for Exam Period 2 and 3 (Consent)**

The Committee noted the arrangements for Exam periods two and three, which noted information regarding exceptions management for face-to-face examinations, exam lengths and format, and overseas and PAA students.

#### **5. Inclusive Education Steering Committee (Consent)**

The Committee noted the focus and remit of the newly formed Inclusive Education Steering Committee (evolving out of the Student Attainment Steering Committee), and reviewed the four themes identified by the previous VP Education Nicola Phillips and subsequently reconfirmed by the sponsors Adam Fagan (Interim VP Education) and 'Funmi Olonisakin (VP International) as the initial priority areas.

1. Eliminating the attainment gap at King's
2. Fostering an inclusive learning environment
3. Fostering a global mindset amongst our community
4. Ensuring we have inclusive systems and processes

The Committee also approved the request for an additional Academic lead to support the Associate Director Student Outcomes & Transition on the student experience remit.

#### **6. King's Education Awards 2021-22 (Consent)**

The Committee approved an overview of the last academic year for King's Education Awards (KEA) 2021, and the plans for this academic year, including the 'Enhancement Plan' endorsed by King's Academy Advisory Board on 4 November 2021.

#### **7. Assessment Boards Annual Report (Consent) [Annex 3]**

The Committee noted the Assessment Boards Annual Report for 2020/21, which covered College level award data, a faculty commentary and next steps. The paper was noted at ASSC on 10 November 2021.

#### **8. Student Misconduct, Appeals & Complaints Annual Report 2020-21 (Consent) [Annex 4]**

The Committee noted the annual report for student misconduct, appeals and complaints, during the reporting period 1 September 2020 – 31 August 2021. The paper was noted at ASSC on 10 November 2021.

## Portfolio Simplification

Recommendations are brought forward for:

- any changes to approved outcomes that would affect the overall portfolio quantitatively in the 'wrong' direction, e.g., requesting to retain a programme previously recommended for discontinue
- any changes to approved outcomes that would affect the portfolio qualitatively, e.g., requesting to change a reconfigure to a retain
- changes to implementation dates

Additionally, any changes that:

- were based on academic judgement and where there is a clear rationale, changes to approved outcomes that do not affect the overall portfolio quantitatively and which adhere to the Faculty's Guidelines for managing programmes (i.e., discontinue module A and retain module B)
- were based on academic judgement and where there is a clear rationale, changes to approved outcomes that affect the portfolio quantitatively or qualitatively in the 'right' direction, e.g., additional module discontinues; retain to reconfigure
- are where a department is following a non-final instruction, e.g., minutes say 'review in 2 years', results which must adhere to Faculty curriculum management guidelines and were reported to the Commission.

### Faculty of Life Sciences and Medicine

#### *Programme*

iBSc Endocrinology Clinical and Molecular (due to be discontinued in 2021/22).

Recommend change timeline to 2022/23 to allow time for Greater Medical Council changes to the foundation year points system to take effect and gauge impact on the portfolio of iBScs King's offers.

#### *Modules*

4 modules to discontinue in 2021/22 that were previously approved for reconfigure, as part of the parent programme reconfiguration. Instead, recommend 2 modules to retain that were previously approved for discontinue.

See appendix for a full list of recommendations.

### Faculty of Social Science & Public Policy

#### MA History of War

The Commission approved the request to retain the MA based upon the uptick in numbers, requesting a plan for how the department would sustain the boost in numbers.

See appendix for a full list of recommendations.

## APPENDIX

### Faculty of Life Sciences and Medicine

Programme Title	Implementation Timescales	Original Recommendation	Updated outcome	Notes
iBSc Endocrinology Clinical and Molecular	2021/22	Discontinue	<b>Change timeline to: 2022/23</b>	Delay implementation to allow GMC changes to be understood

Module Title	Implementation Timescales	Original Recommendation	Updated outcome	Notes
Service Delivery and Management 7MRA0003	2021/22	Reconfigure	<b>Request Discontinue</b>	Programme closed, so can discontinue
Dissertation in Global Health with Disasters and Adaptation 7MRLGH06	2021/22	Reconfigure	<b>Request Discontinue</b>	Can be discontinued following programme reconfiguration
Health Professions Education in Low and Middle Income Countries 7MRLGH09	2021/22	Reconfigure	<b>Request Discontinue</b>	Can be discontinued following programme reconfiguration
The Principles of Education for Health Professions 7MRLGH10	2021/22	Reconfigure	<b>Request Discontinue</b>	Can be discontinued following programme reconfiguration
Social Research Methods for Public Health 7MHPH021		Discontinue	<b>Request Retain</b>	core to programme and has 58 enrolments.
Dissertation in Global Health with Global Surgery 7MRLGH12		Discontinue	<b>Request Retain</b>	Part of reconfigured MSc, pathway approved (specialism for surgeons) and so need to retain to maintain enough credits.

### Faculty of Social Science & Public Policy

Programme Title	Implementation Timescales	Original Recommendation	Updated outcome	Notes
MA History of War	2020/21	Discontinue	<b>Request Retain</b>	Uptick in numbers, will review after 2 years

## Proposal for a new KCL Marking Framework (Step-Marking Scheme, Marking Models, College Generic Marking Criteria)

# KING'S COLLEGE LONDON

## MARKING FRAMEWORK



The College Marking Framework is an important reference point for setting and maintaining academic standards across the College. It provides guidance for all assessment practices and promotes consistency across taught programmes with the aim of enhancing the student experience of assessment. It covers the areas of marking policy and marking models, marking schemes (with specific reference to the new Step-Marking Scheme), and marking criteria. Guidance on the marking policy and clear descriptions of the marking models will aid faculties, departments, assessment boards as well as assessment sub-boards in their choice of models. The newly introduced step-marking scheme offers an alternative to the 0-100% marking scale. The generic college marking criteria provide a frame for the setting of learning outcomes, and support faculties and assessment sub-boards in refining their faculty, discipline or assessment-specific marking criteria. They also provide students with a broad sense of learning outcomes expected at different credit levels, and support transparency and consistency. To develop student agency in

**assessment, faculties and departments are encouraged to engage students in the development of specific marking criteria. Students can also use the criteria for self-assessment or peer assessment.**

## 1. The College Policy

Assessment Sub-Boards will be entrusted to apply the rules of the College Marking Framework consistently and fairly, and Faculty/School Assessment Boards will be responsible for ensuring that the Assessment Sub-Boards have conducted their marking processes in accordance with the marking framework and the adopted marking models. In keeping with the College commitment to ensure that the assessment process is fair, equal and transparent, Assessment Sub-Boards will select the most appropriate marking model for each assessment type within a module with the overall aim of improving the turnaround time linked to the marking process and enhancing the delivery of relevant and timely feedback. Modules or programmes delivered online are subject to the same assessment scrutiny. All programmes must provide students with details of the College Marking Framework and the model(s) that they intend to apply.

## 2. The Governance

**Faculties should adopt the following Governance procedures for the College Marking Framework:** Faculty Assessment Boards will approve the assessment specific/discipline-based marking schemes recommended by their Assessment Sub-Boards and ensure that the appropriate marking model is attributed to each assessment and is fairly and consistently employed. Faculty Assessment Boards should support marking harmonisation across their faculty and may provide guidance and training.

### Internal Moderation

Assessment Sub-Boards are responsible for all programmes to have internal moderation systems in place to ensure the consistency of marking and the proper application of the marking criteria. This is particularly relevant where multiple markers mark larger cohorts and where some form of standard-setting between marking groups is needed where markers can discuss and develop a shared understanding of the marking criteria. Faculty Assessment Boards may assist in giving guidance and harmonise across programmes.

### Markers

Any individual involved in the marking process will have appropriate experience and expertise. It is the responsibility of the Assessment Sub-Board to ensure that all examiners have suitable training and support to carry out these duties.

***Note:** Clarification is sought from ASSC for the eligibility of internal markers and the appointment process as well as GTA markers for all marking models to avoid disparity across the faculties.*

### Anonymity

**The identity of students shall be withheld from all examiners until the complete marking process has been conducted unless the nature of the assessment makes this impossible.** Exemptions may be necessary for example for supervised dissertations, performances, laboratory work, etc., and must be agreed with the Assessment Sub-Board Chair and the External Examiner. Where anonymity is not possible, programmes must ensure, to the satisfaction of the Assessment Sub-Board and the External Examiner, that there are robust processes in place for second-marking and internal moderation.

### Marking

**All summative assessment must be subject to a form of second marking.** Second marking can take on different forms (see below). Details of the marking process are made available in advance to External Examiners and students and must include the specific form of marking applied as well as the selected marking sample and sample size, where appropriate.

### 3. The Marking Models

UG / PG MARKING MODELS
<b>Model 1: Independent Double Marking</b>
Each assignment is marked independently by two markers and both examiners record their marks and comments separately. The two marks are subsequently reconciled to agree the mark for the assessment. Any research project/dissertation which is marked by the supervisor must be independently second-marked.
<b>Model 2: Open Second Marking</b>
Each assignment is marked by two markers and both examiners record their marks and comments separately, but the second marker has access to the first marker's marks and comments.
<b>Model 3: Independent Double Marking by Sample Marking</b>
Each assignment is marked by the first marker. A second marker marks a sample but is not informed of the first marker's marks and comments and both examiners record their marks and comments separately.
<b>Model 4: Open Second Marking by Sample Marking</b>
Each assignment is marked by the first marker. The second marker marks a sample of the full set of scripts but has access to the first marker's marks and comments.
<b>Model 5: Second Marking by Check Marking</b>
Check Marking may be used for small components of summative assessments as long as the assessment does not contribute more than 15% to the overall assessment of the module. The assessment is marked by the first marker. The second marker confirms the assessment is appropriately marked and brings it to the attention of the first marker if not.
<b>Model 6: Second Marking by Clerical Check</b>
Clerical Checking is appropriate for quantitative, technical, or multiple-choice assessments where there is a precise model solution and marking scheme, and answers are quantitative/non-subjective and precise model solutions are available. The assessment is marked either by the first marker or automatically by the assessment programme. A clerical check is carried out to ensure that all marks have been accurately collated and assigned to the correct candidate.
<b>Model 7: Second Marking of Live Assessment</b>
Where an assessment is conducted as a live activity and recording it is not appropriate, the assessment should include provisions for second-marking and External Examiner scrutiny. This may take the form of having two or more markers present, inviting the External Examiner to observe the event, or asking students to submit notes, slides and/or visual material for these purposes.

**Faculties or departments will determine and publish the most appropriate marking model for every assessment depending on credit level, credits, and percentage of the module mark.**

***Note:** The working group will seek support from the Assessment Working Group to provide further guidance on examples for each marking model.*

**Double Marking for the full cohort (Model 1 and Model 2):**

- Independent double-marking (**Model 1**): Two markers mark all assessments without seeing each other's marks and comments. See below for the reconciliation of marks.
- Open second-marking (**Model 2**): The first marker marks all assessments. A second marker marks all assessments as well but has access to the first marker's marks and comments. Open second-marking is less time-intensive than independent double marking by two markers (Model 1) while retaining the potential for students to benefit from different perspectives. See below for the reconciliation of marks.



### **Second Marking by Sample Marking (Model 3 and Model 4):**

- Sampling can be conducted as independent double marking, i.e., a second marker marks a sample of scripts without seeing the first marker's marks and comments (**Model 3**).
- Sampling may also be employed as open second marking (moderation), i.e., a second marker has access to the first marker's marks and comments (**Model 4**).

For both models, it is anticipated that if the second marker agrees with the sampled marks, the marking is accurate for the cohort. **See below for the reconciliation of marks.** The sample size should be randomly selected from across the range of marks and must be a minimum of 10% of the entire cohort or 5 scripts (whichever is greater). It should include:

- All Fails
- For modules with less than 20 students enrolled – at least 1 script per classification.
- For modules with 20-29 students enrolled – at least 2 scripts per classification.
- For modules with 30 or more students enrolled – at least 3 scripts per classification.

### **Second Marking by Check Marking (Model 5):**

Check Marking may be used for small parts of summative assessments. The assessment is marked by the first marker. A second marker checks that the assessment is appropriately marked and systematic errors and/or patterns of inconsistency are avoided. If any are identified, they must be referred to the Chair of the Assessment Sub-Board who will determine the most appropriate course of action to be taken.

- The checked sample size should be randomly selected from across the range of marks and must be a minimum of 10% of the entire cohort or 5 scripts, whichever is greater.
- The assessment must not contribute to more than 15% of the overall assessment for the module.
- Check marking must not be the only marking model employed for the module.

### **Second Marking by Clerical Check (Model 6)**

A clerical check will usually only be appropriate for quantitative or multiple-choice assessments where answers can be scored objectively rather than requiring qualitative judgement on the part of the marker. The assessment is marked either by the first marker or automatically by the assessment software. A clerical check is then carried out to ensure that all marks have been accurately collated and assigned to the correct candidate. The precise nature of clerical checks will vary depending on the nature of recording and computing marks but would normally include consideration of the following aspects: all components of the assessment have been assigned a mark, marks assigned are within the permitted range, correct weightings have been applied to the components in a quantitative rubric, any correction for guessing has been applied appropriately for MCQ assessments. The overall aim is to check that marks are recorded correctly for individual students.

Please note that step-marking does not apply to Model 6.

### **Second Marking of Live Assessment (Model 7)**

An assessment that is conducted as a live activity (for example oral assessments, presentations, etc.) should be recorded and second-marked according to the appropriate model (Models 1-5), where possible. Where recording is not appropriate (e.g., for performance, laboratory work, marking clinical work with patients, group work, etc.), the assessment should include provisions for second-marking and External Examiner scrutiny. This may take the form of having two or more assessors present, inviting the External Examiner to observe the event, or asking students to submit notes, slides and/or visual material for these purposes.

**Note:** Clarification is sought from ASSC for the eligibility of internal markers and the appointment process as well as GTA markers for all marking models to avoid disparity across the faculties.



## Marks

The original marks made by the first and second marker must be recorded separately and made available to the External Examiner and at the Assessment Sub-Board for scrutiny. Summative marks shall not be awarded for attendance at teaching events. Marks for participation should be restricted to small teaching groups or online discussion boards.

## Reconciliation of Marks

**All marks must be agreed by the markers.** Procedures for dealing with discrepancies between markers are compliant with the College Marking Framework and are made available to all examiners. **Marks are reconciled with reference to the marking criteria.** Individual marks should not be changed until all marks of the assessment have been checked. The agreed mark must be recorded separately and the first and second marker should comment on how the agreed mark has been reached so that this is transparent for students, Faculty Assessment Boards, and External Examiners. Where a first and second marker are unable to agree on a final mark or other patterns of inconsistency emerge, the matter must be referred to the Chair of the Assessment Sub-Board, who will determine the most appropriate course of action. Typically, this means a third, experienced marker is asked to support resolving the discrepancy with reference to the marking criteria. External Examiners should not be asked to moderate between internal markers but should be able to follow the reconciliation process.

**Second marking by Sampling (Models 3 and 4):** It is anticipated that if the second marker agrees with the sampled marks, the marking is accurate for the cohort. Where there is a discrepancy of more than 10 percentage points in a mark, the sample is extended to all scripts marked by the marker for whom there is a discrepancy. Where the assessment in question counts for 80% or more of the module mark and the difference in marks crosses a classification boundary for more than 25% of the sample, the sample is doubled in size to establish whether a discrepancy exists that requires action.

## Rubric Violations

When students fail to answer the correct number of questions in different sections of an examination, they have violated the rubric requirements of the assessment. In such cases the examination script (all answers) is marked as usual by both examiners, and the following should apply:

- If insufficient questions have been attempted, the mark is determined from the questions answered. A mark of zero is awarded for unanswered questions.
- If more than the required number of questions have been answered, the question(s) with the lowest mark(s) will be discounted. If the first and second marker award the lowest mark to different questions, the Chair of the Assessment Sub-Board will determine the most appropriate course of action, typically bringing in a third marker to support resolving the discrepancy with reference to the marking criteria.
- If a question in the assessment is found to be faulty, for example the same question appears twice, or a question is incomplete, the Chair of the Assessment Sub-Board will determine the course of action.

## Marking Formative Assessment

Formative marking is not covered by these marking models (although they may be applied) and can be more flexible. Unmoderated single marking is possible. Formative work could also involve peer marking (where students mark one another's work) and self-evaluation (where students are guided through evaluating their own work).

## External Examiners

The assessment process for a programme must be scrutinised by an External Examiner. External Examiners are given an opportunity to consider and comment on local procedures and their enactment in their final report. Additional moderation for the cohort is carried out by the External Examiner(s) through viewing a sample of the assessments. External Examiners have the right to request a cohort to be remarked if they feel the marking is not appropriate or consistent.

## 4. The College Marking Schemes

### Governance

Faculties are strongly encouraged to support the newly developed step-marking scheme for all assessments where markers use their academic judgment, for example essay-based assessments, oral exams, etc. Assessment Sub-Boards decide whether the less granular stepped scheme or the full range of 0-100% is more appropriate for an assessment. Similar formative and summative assessment should use the same scheme. Step-marked formative assessment not needing this level of granularity may further reduce the steps. Pass marks (and therefore capped marks) stay at 40% (UG) and 50% (PG). Qualifying marks (PSRB) remain at the agreed level. If a module mark is made up of several assessment components, a combination of both schemes (reduced steps and 100% numerical) is possible. The final module mark will be made up of all assessment components according to their weighting. The module mark will be the mean average and does not need to be one of the fixed percentage points on the step-marking scale.

### Choice of Marking Schemes

Assessment sub-boards can choose between the 0-100% marking scale or the newly introduced step-marking scheme for each assessment but are encouraged to use the step-marking scheme for all assessments where markers use their academic judgment.

### 0-100% Marking Scheme

Numerical marking is necessary for certain types of quantitative assessment (MCQs, yes/no questions, etc.) and remains on the full 0-100% scale, as in the past. It may also be used where a reduced scale of stepped marks is not appropriate, such as assessments with a small number of marks for each question.

UNDERGRADUATE	
<b>First</b> - High First	90-100%
<b>First</b> - Mid-range First	80-89%
<b>First</b> - First	70-79%
<b>Upper Second</b> - 2.1	60-69%
<b>Lower Second</b> - 2.2	50-59%
<b>Third</b>	40-49%
<b>Fail</b> - Marginal Fail	33-39%
<b>Fail</b>	20-32%
<b>Fail</b>	0-19%

POSTGRADUATE	
<b>Distinction</b>	≥ 70
<b>Merit</b>	60-69
<b>Pass</b>	50-59
<b>Fail</b>	40-49
<b>Fail</b>	0-39

### The Step-Marking Scheme

The step-marking scheme is recommended for work based on a wholistic application of the marking criteria where assessment uses criteria or rubrics to make judgements that result in a single overall mark for the piece, for example essay-based assessments, presentations, projects, oral exams, etc. There is no requirement to use step-marking when marks are assigned automatically (e.g., by computer software), or via a structured mark scheme with clear specification of how individual marks are awarded (e.g., SAQs, technical work) for multiple components and are aggregated mathematically.

### Advantages:

- As it can be difficult to mark to one percent accuracy in qualitative methods of assessment, a move to a banded grading can improve the alignment between assessment rubrics and assessment grades, resulting in a more consistent marking approach and clearer feedback for students. Student feedback suggests that students question the difference between narrow percentage marks for assessment containing an element of subjective marking, and they frequently comment on their perception of inconsistencies between markers. The second marking process, too, should benefit from a less granular scale.
- Step-marking avoids borderline marks (e.g. 49; 59; 69) as marks are clearly at the top end of one band (e.g. 68) or at the lower end of another (e.g. 72).
- Components of module assessment that carry a low weight or sub-components of an assignment, may use a sub-set of the steps, such as using only the mid-points of each band, for example, using only one numeric mark within each set of marks assigned to an identified letter grade (e.g., FF = 0, F = 21, F+ = 35, D = 45, C = 55 etc). The specific subset of numeric marks would be common to all markers for that assignment. This practice avoids applying an unnecessary degree of precision to low-stakes assessment components.
- The step-marking scheme does not necessitate regulatory changes nor changes to the module approval process via OPAMA but will need a careful introduction combined with training for markers. King's Academy offers workshops and guidance on marking training that can be tailored to program or module teams on a bespoke basis. Local marking criteria may need to be aligned to the new scheme.

## Implementation

- The Assessment Sub-Board decides which assessments will be marked on the stepped marking scheme. If a module mark is made up of several assessment components, a combination of both schemes (reduced steps and 100% numerical) is possible.
- If an assessment is marked using the stepped scheme, the corresponding numerical mark will be used in calculating the final percentage mark for the module.
- The final module mark will be made up of all assessment components according to their weighting. The module mark will be the mathematical average and does not need to be one of the fixed percentage points on the step-marking scale.
- Course units which are subject to Professional Statutory and Regulatory Bodies (PSRB) requirements should be marked in line with those requirements.

## How to mark an assignment with a stepped marking scheme

- The student's work is marked against published assessment criteria by using the grade descriptors. The descriptors describe key features and general characteristics of assessed work associated with each grade.
- Markers decide first on the grade (class), for example 2.1.
- By considering the grade descriptors the assessment is then assigned to a band inside the grade, i.e. lower, middle, or higher range.
- The step maps onto a numerical mark, for example a 'high 2.1' = 68%. This mark is recorded on the system.
- If the module is assessed by one component, the fixed percentage point becomes the overall course unit mark. If the module is assessed by more than one component, the fixed percentage points for each component is averaged to produce the overall module mark.

## Student feedback on step-marking

The new step-marking scheme was submitted for feedback to King's 100, a diverse group of just over 100 students, who provided their input, and shared their thoughts, ideas, and opinions with members of the

working group. There was overwhelming support for the new scheme. (For details, see the previous draft version of the marking frame.)

UG STEP-MARKING SCHEME		
Credit Level 4,5,6		Mark Allocated
<b>First</b>	High First	100
		95
		92
	Mid-range First	88
		85
		82
	First	78
		75
		72
<b>Second</b>	High 2.1	68
	Mid-range 2.1	65
	Low range 2.1	62
	High 2.2	58
	Mid-range 2.2	55
	Low range 2.2	52
<b>Third</b>	High Third	48
	Mid-range Third	45
	Low range Third	42
<b>Fail</b>	Marginal Fail	35
	Mid Fail	28
	Low Fail	21
	Fail	14
	Fail	7
	Non-submission	0

PG STEP-MARKING SCHEME	
Credit Level 7	Mark Allocated
<b>Distinction</b>	100
	95
	92
	88
	85
	82
	78
	75
	72
<b>Merit</b>	68
	65
	62
<b>Pass</b>	58
	55
	52
<b>Fail</b>	48
	45
	42
	35
	28
	21
	14
	7
	0

## 5. The College Marking Criteria

### Guidelines for usage

*This guidance is for academic staff using the generic criteria to design rubrics for their assessments and not intended to go to students.*

Marking criteria are designed to help students know what is expected of them. The generic college marking criteria set out below represent the overarching principles of attainment covering levels 4-7 of study and provide guidance on the overall standards expected at different grade bands. They reflect the QAA [FHEQ \(Framework for Higher Education Qualifications\)](#) and [SEEC descriptors](#) but need to be benchmarked against subject specific criteria at programme level. Where the generic criteria are deemed to be sufficient, they can be used directly for assessing students' learning. However, assessment-specific criteria is recommended in order to ensure that marking decisions are consistent, fair, and transparent to both staff and students. **The College Marking Criteria must be approved by ASSC on an annual basis as per current practice.**

## Specific Marking Criteria

Faculties are encouraged to establish appropriately specific and detailed marking criteria which are congruent with the generic criteria and the level of study. **Specific marking criteria must be approved by the faculty on an annual basis.**

## Setting Marking Criteria

Well-written marking criteria ensure that marking is reliable and transparent. They communicate expectations to students, provide detailed feedback and encourage critical thinking and self-evaluation. When setting specific marking criteria, it helps to start from the students' perspective: **Marking criteria should allow students to see clearly how their work will be judged against a set of agreed learning outcomes.** This will support students to plan their assessment and take control of their learning. Meaningful marking criteria also act as a frame for the feedback given to students and help students to understand how they achieved their mark. Markers should be encouraged to use the text in the rubric to justify a mark, which may also make marking more efficient while supporting consistent grades between all markers. Marking criteria may need to take into account the frame of the assessment, for example whether it is an open book assessment, online assessment, group work, etc., and the time allowed for submission.

## Assessment-Specific Marking Criteria

It is recommended that the College criteria be **adapted to individual assessments**. Because all assessments need to be aligned with module learning outcomes, it is best to design both the assessment and the rubric based on what is being specifically assessed in the module. The sub-criteria within each of the main four are not exhaustive but are intended to cover a wider range of disciplinary skills, knowledge, and attributes than the previous College criteria; therefore, they are applicable to a wider range of non-traditional emerging assessments such as reflection and multi-media. It is not expected that all assessments will use the full range. Similarly, for some forms of assessment, such as short answer questions or MCQ, where there is a detailed mark-scheme, the criteria have to be applied to the setting of the assessment, not the student responses. **Assessment-specific marking criteria should be adapted from the generic College criteria and must be approved by the faculty on an annual basis.**

## Using the Criteria to design assessment rubrics

There is inevitable difference between disciplines, and although the College criteria is designed to take this into account, the specific standards may be better understood by students, and more consistency amongst marking teams ensured, if criteria are devised based on the assessment. Examples will be designed by King's Academy for different assessment modes in the upcoming Curriculum Design Toolkit (launched 2022).

**The new College criteria can, therefore, be primarily used as a guide for staff to design their own assessment rubrics in terms of knowledge, skills, and attributes, as well as the type of language that is used in criteria descriptors at different levels and bands.**

## Marking with Rubrics

Although the new College criteria are designed to be more specific over a wider range of specified disciplinary skills and knowledge, there is inevitable subjectivity in marking of this nature, and a rubric

cannot claim to ensure 'objective' marking. Therefore, it is recommended that marking teams use **calibration/standardisation** sessions prior to marking at any point during the course in order to achieve more consistency in marking. The community discussion of standards can help to eliminate bias or subjectivity in judgment, and research has also shown that such discussions can aid harmonisation and shared understanding of standards between markers in disciplines over time. [King's Academy's guidance on running calibration sessions](#) can be referred to here.

Markers should be encouraged to use the text in the rubric to justify a mark. However, it is not always the case that a student's performance neatly fits into one grade for all criteria. Work attracting a merit can be considered "very good" but typically will not meet the full expectations of the examiners in all key attributes associated with the assessment or will have a significant deficit in only one area. When designing assessment, some modules may choose to use weighted criteria based on learning outcomes or importance of the achieved skill; for example, communication may be judged at 20% of the grade, with knowledge and understanding at 50%. This should be made clear to students and marking teams where used. Markers will work out the overall grade that should be assigned given the levels selected for each element of the student work.

It will be necessary for some more objectively marked assessments to use a grade scale of 0-100 or marking proof rather than a criterion-referenced assessment, and it is not recommended or expected that this should change. However, benchmarking to the College criteria generic skills and/or to [subject benchmark statements](#) may help when designing assessments/exam questions and translating these to students in feedback.

#### **The difference between levels 4-7**

The criteria are based on [FHEQ \(Framework for Higher Education Qualifications\)](#) and [SEEC descriptors](#). But it is also recommended to look at [subject benchmark statements](#) for your discipline at levels 4-7 when designing your own rubrics. At levels 4-6, the operational context at which students will be working will be the basis for grades above a pass. A student should still be able to achieve a 1<sup>st</sup> even if they are working within that context. For example, a student at level 4 should not be expected to go beyond "*specified range of techniques and information sources*" to achieve a 1<sup>st</sup>. This is taken into account in the sub-criteria. Grades above 80 should be reserved for students who show exceptional work above the operational context expected for that level. This is to ensure that the full range of grades can be used and that a grade above 70 should not only be reserved for 'publishable standard' work.

### **Student Engagement with Marking Criteria**

Students should be actively encouraged to engage with the marking criteria for an assessment as early as possible in the academic year, for example by applying it to formative assessment and engaging the student in the process. If possible and as part of the principles of the education strategy, students should play a role in setting marking criteria. Research has shown that students better understand marking criteria when they are active participants in the creative process to achieve a sense of ownership.

**Note:** *King's Academy has kindly agreed to look into a frame for student participation and to support faculties and departments to explore this route of using discussion and negotiation to come to a final 'product'.*

## The College Generic Marking Criteria\*

UG Credit Level 4			<b>Subject Knowledge and Understanding</b> Demonstrates broad understanding of key aspects of the topic relevant to this level of study, including: <ul style="list-style-type: none"> <li>knowledge of key theories, concepts, terminology, and facts relevant to the task</li> <li>informed by broad reading around a topic showing a rigorous approach to study</li> <li>emerging critical understanding of theories within the discipline.</li> </ul>	<b>Intellectual Skills</b> Demonstrates conceptualization, critical thinking, and scholarly practice, including <ul style="list-style-type: none"> <li>critical evaluation of ideas and construction of an argument</li> <li>identification of research foci and application of strategies/methods to solve defined problems</li> <li>evaluation and synthesis of digital and non-digital literature to inform responses within familiar contexts</li> <li>analysis of data/theories using pre-defined techniques/ criteria.</li> </ul>	<b>Practical Skills including Digital Capabilities</b> Employs a range of specialized skills, including: <ul style="list-style-type: none"> <li>discipline-specific specialist skills</li> <li>processing and interpretation of data</li> <li>contribution to teamwork, group organisation and emerging leadership</li> <li>use of discipline-specific computational tools and technologies</li> <li>other digital literacies including usage of media tools, creation, collaboration, and wellbeing.</li> </ul>	<b>Generic/Transferable Skills including Professional Competencies</b> Employs a range of enabling skills and competencies, including: <ul style="list-style-type: none"> <li>effective communication in a range of multi-media formats (including structure, accuracy of grammar and awareness of audience/genre within discipline-specific outputs)</li> <li>awareness of strengths and weaknesses and ability to use guidance/feedback to develop strategies for learning, with emerging autonomy</li> <li>ethical awareness in relation to self, others, and academic/work community.</li> </ul>
First	A+ High First 80-100	100	Highly detailed knowledge and comprehensive understanding of the key concepts, terminology and theories which form the knowledge base of the subject. Informed by wider reading and showing an emerging critical appreciation of theories and knowledge that are open to interpretation.	Takes an insightful critical approach with convincing, well-synthesised arguments throughout. A well-defined focus of research enquiry and excellent application of strategies to address a defined problem, which may show some originality. Extensive range of sources evaluated, referenced and applied within defined parameters, appropriate to the task and of excellent quality. Excellent application and interpretation of analysis of data/theories, showing emerging critical judgment and some originality/creativity.	Highly proficient application of discipline-specific specialist skills. Processing and interpretation of data efficiently and effectively. Exceptional team working, including enabling of others. Proficient use of relevant computational tools and technologies. Exceptional digital literacy skills	Excellent communication of information and ideas in a given medium/genre. Excellent awareness of audience and an appropriate style maintained throughout. Excellent demonstration of insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital, and practical skills. Excellent appreciation of and ability to act on feedback to develop highly effective strategies for learning. Highly developed ethical awareness.
		95				
		92				
		88				
		85				
		82				
	A First	78	Detailed knowledge and understanding of the relevant concepts and theories. Thorough understanding of key facts	Takes a critical approach with convincing, well-synthesised arguments. A well-defined focus of research enquiry and very good application of	Very good application of discipline-specific specialist skills. Processing and interpretation of a range of data efficiently	Very good communication of information and ideas in a given medium/genre. Very good awareness of audience and an appropriate
		75				



	70-79	72	and use of terminology. Informed by reading and showing emerging critical awareness of the limits of knowledge and contested theories.	relevant strategies to address a defined problem. Comprehensive range of relevant literature evaluated, referenced and applied within defined parameters, appropriately to the assignment and of very good quality. Very good application and interpretation of analysis of data/theories, and an emerging critical judgment.	and effectively. Effective team working, showing leadership skills where appropriate. Very good use of relevant computational tools and technologies. Very good digital literacy skills.	style maintained throughout. Very good demonstration of insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital, and practical skills. Very good ability to apply feedback and develop highly effective strategies for learning Well developed ethical awareness.
Second	B 2.1 60-69	68 65 62	Good knowledge and understanding of key theories and main relevant concepts. Generally accurate, but possibly incomplete description or application of facts/some misuse of terminology. Answers informed by reading showing clarity of thought.	Takes a critical approach, with coherent and well-structured arguments with only minor errors in synthesis. A defined focus of research enquiry and good application of relevant strategies to address a defined problem. Good range of relevant literature evaluated and applied within defined parameters. There may be a few relatively minor errors in referencing. Proficient analysis of data/ theories with only minor flaws in application/interpretation.	Good application of discipline-specific specialist skills. Processing and interpretation of data effectively with only minor flaws. Good contribution to team working. Good use of relevant computational tools and technologies. Good digital literacy skills.	Good communication of information and ideas in a given medium/genre. Appropriate style for the intended audience. Good demonstration of insight and able to evaluate own strengths and weaknesses in relation to professional, digital, and practical skills. Good ability to apply feedback to develop effective strategies for learning or improve tasks. Developing ethical awareness.
	C 2.2 50-59	58 55 52	Knowledge and understanding of key theories, relevant concepts and terminology demonstrated, but may be incomplete/show some misunderstandings. Generally accurate, but incomplete description or application of relevant facts/some misuse of terminology Answers informed by reading, showing a generalised understanding.	Some critical analysis and a clear structure but often descriptive with limited analysis or evaluation. Arguments may lack coherence in places due to poor synthesis. Research enquiry has a basic focus and application of relevant strategies to address a defined problem. Mostly appropriate range of relevant literature within defined parameters. There may be some errors in referencing. Analysis of data/theories but they may be flaws in application/interpretation.	Sufficient application of discipline-specific specialist skills. Mostly effective processing and interpretation of data. Can work effectively with others. Effective use of relevant computational tools and technologies. Generally good digital literacy skills.	Mostly appropriate communication of information and ideas in a given medium/genre. Mostly appropriate style and awareness of audience. Demonstration of insight and/or ability to evaluate own strengths and weaknesses in relation to professional, digital, and practical skills. Some ability to apply feedback to develop strategies for learning or improve tasks but may be generic. Some ethical awareness.



Third	D	48	General knowledge of theories and/or concepts demonstrated but may lack detail or be irrelevant to the task. Basic understanding of main facts and use of terminology evident but there may be frequent inaccuracies/omissions. Answers generally informed by reading.	Some analysis given but may demonstrate flaws or points missing or be mainly descriptive. Research enquiry has a basic focus and some application of strategies but may be inaccuracies or irrelevancies. Mainly descriptive. Basic use of literature and/or limited material even within defined parameters. There may be frequent errors in referencing although an overall system is used. Some analysis of data/theories with some significant flaws in application/interpretation.	Basic application of discipline-specific specialist skills. Basic processing and interpretation of data with some flaws. Mostly working effectively with others. Mostly effective use of relevant computational tools and technologies. Basic digital literacy skills.	Communicates of information and ideas in a given medium/genre but with evident weaknesses. Style may be inappropriate in places. Some evidence of ability to evaluate own strengths and weaknesses in relation to professional, digital, and practical skills identified by others. Some evidence of ability to apply feedback to develop generic strategies for learning or improve tasks. Some ethical awareness although there may be flaws.
	Third	45				
	40-49	42				
Fail	F+	35	Some knowledge but limited understanding. Work contains inaccuracies/misunderstandings/omissions of key theories, concepts and facts. Limited use of reading to inform answers.	Mainly descriptive. Research enquiry lacks focus and application of strategies have inaccuracies or irrelevancies. Limited and/or inappropriate literature/material and/or poorly referenced. Largely unsystematic, incomplete and/or inaccurate analysis of data/theories.	Limited evidence of discipline-specific specialist skills. Processing and/or interpretation of data flawed. Not always working effectively with others. Issues with use of relevant computational tools and software packages. Limited demonstration of digital literacy skills.	Limited communication of information and ideas in a given medium/genre with evident weaknesses. Style not always appropriate. Limited evidence of ability to evaluate own strengths and weaknesses in relation to professional, digital, and practical skills identified by others. Limited evidence of ability to apply feedback to develop effective strategies for learning. Flawed or minimal ethical awareness.
	F	28	Major gaps in knowledge and understanding. Work is mainly inaccurate, and demonstrates misunderstandings of key theories, concepts and facts. Limited use of reading to inform answers.	Purely descriptive and shows a lack of understanding of the task. Research enquiry lacks focus and application of strategies are mainly inaccurate or irrelevant. Limited and/or inappropriate literature, poorly referenced. Unsystematic, incomplete and/or inaccurate analysis of data/theories.	Little evidence of discipline-specific specialist skills. Processing and interpretation of data seriously flawed. Not working effectively with others. Inability to use of relevant computational tools and software packages. Little or no demonstration of digital literacy skills.	Significant weaknesses in communication of information and ideas in a given medium/genre. Style inappropriate. Very limited evidence of insight into own strengths and weaknesses in relation to professional, digital, and practical skills. Little or no ability to apply feedback to develop effective strategies for learning. No ethical awareness.
	Fail	21				
	1-29	14				
		7				
	FF	0	Non-submission or of no discernible merit.	Non-submission or of no discernible merit.	Non-submission or of no discernible merit.	Non-submission or of no discernible merit.

*\*Credit Level 5, 6, and 7 will be added once the marking categories for Level 4 are confirmed.*

## 6. Suggested Implementation of the Marking Frame

The new KCL Marking Frame can be implemented either as a whole or in steps. It is recommended that interested faculties or departments pilot it in 2022/23, with regular feedback to the ASSC working group. ASSC will report to CEC with the anticipation that a recommendation for full implementation can be made for 2023/24.

**Marking models:** The new marking models are very similar to the existing ones and their implementation would require an Assessment Sub-Board followed by a Faculty Board to agree on the changes. Students need to be told at the start of the academic year which model is used for an assessment and therefore the earliest start would be 2022/23.

**Marking schemes:** Introducing a step-marking scheme would need marking training at departmental level plus changes to student handbooks, KEATS, etc. It does **not** require changes to mark input, though.

**Marking criteria:** If the new set of Level 4 generic criteria is approved by CEC, King's Academy has kindly agreed to support the setting of Levels 5 to 7. As soon as these are available, faculties as well as departments can evaluate their need to adjust their own local criteria. This will involve DEC's and FEC's.

## 7. Glossary

**Assessment marking criteria:** a set of marking criteria designed to help students know what is expected of them for a specific assessment type.

**Internal Markers:** Internal examiners, i.e., members of academic staff (Professors, Readers, Senior Lecturers or Lecturers) of King's College London. **NOTE:** *Advice is sought from ASSC for an exact definition.*

**College generic marking criteria:** a common set of marking criteria set across levels 4 – 7 by the College, aligning level 6 to the QAA Outcome Qualification Descriptors. See also Marking Criteria.

**Faculty marking criteria:** a set of marking criteria set by the faculty across levels 4 – 7. The criteria will adapt and supplement the College Generic Marking Criteria to reflect the style and nature of assessments in the particular faculty. See also Marking Criteria.

**Formative assessment:** assessment to monitor student learning and provide ongoing feedback to staff and students. It is assessment for learning. It helps students identify their strengths and weaknesses and will 'feed forward' towards the next assessment.

**Local marking criteria:** a set of marking criteria across levels 4 – 7, adapted from the generic or Faculty criteria to make them applicable to the discipline/department. See also Marking Criteria.

**Marking criteria:** The learning outcome knowledge, understanding and skills requirements that are taken into account in awarding assessment marks. Criteria are set across levels 4 – 7.

**Marking models:** a set of models that describes how assessments should be marked and the marking checked e.g., use of single marking, double marking, etc. Assessment Sub-Boards will select the most appropriate marking model for each assessment type within a module from the marking models approved for use in the College Marking Framework.

**Marking scale:** assessment is marked against a scale of 0–100% or against defined bands (step-marking scheme).

**Marking scheme:** A detailed structure for assigning marks where a specific number of marks are given to individual components of the answer.

**QAA Framework for Higher Education Qualifications (FHEQ):** framework for UK degree awards, from levels 4 – 8.

**Self-assessment:** a student self-assesses their own assignment using lecturer's criteria.

**Peer-assessment:** students assess another student's assignment using a lecturer's criteria.

**Relevant, timely feedback:** feedback on an assessment is returned to the student to enable the student to learn how to improve for their next piece of assessment. King's timescale for returning feedback is within 4 weeks from submission of the assessment. This can be individual feedback on a student's work or feedback to a whole cohort.

**Rubrics:** a set of criteria used for assessing a submitted work or a presentation.

**Step-Marking Scheme/Stepped Marking:** using a restricted number of marks within the range of 0-100%

**Summative assessment:** An assessment which contributes to the marks recorded on a student's transcript.

**Third marker:** an experienced internal examiner who is brought in to assist in agreeing a mark where the 1<sup>st</sup> and 2<sup>nd</sup> marker have discrepancies that are unable to be resolved.

**Transparency of markers:** clear notes on how a mark has been reached between 1<sup>st</sup> and 2<sup>nd</sup> markers.

## 8. Members of the Working Group

**Ms Lynne Barker**, Associate Director, Quality, Standards and Enhancement

**Professor Richard Brown**, UG Assessment Board Chair, IoPPN (for Step-Marking)

**Dr Jocelyn Cornish**, UG Chair, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

**Dr Anatoliy Markiv**, Director of Distance Learning Programmes, FoLSM

**Dr Mark Packer**, Associate Dean Postgraduate Taught Studies, Faculty of Dentistry, Oral & Craniofacial Sciences

**Dr Jayne Pearson**, Senior Teaching Fellow, Kings Academy

**Dr Tim Rakow**, Reader and Deputy Director, BSc Psychology, IoPPN

**Dr Marc Schelhase**, PG Assessment Board Chair, SSPP

**Mr James Toner**, Head of Digital Education and the Centre for Technology Enhanced Learning

**Dr Victor Turcanu**, Senior Lecturer in Allergy, FoLSM

**Professor Gérard Watts**, UG Assessment Board Chair, NMS

**Ms Irene Zeller**, Lecturer, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

**Dr Claire Wardell**, Associate Director (Education), King's Business School

**Ms Meher Bhalla**, Student Representative (For Step-Marking)

**Mr Dan Alefounder** (Officer), TEF Manager, Academic Regulations, Policy & Compliance

**Ms Eirona Morgan** (Officer), Policy Manager (Education Transformation), Academic Regulation, Policy & Compliance

**Ms Anette Schroeder-Rossell** (Chair), Deputy Director MLC

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# Assessment Boards Annual Report

2020/21

# Content



## Part A Award Data College Level



## Part B Faculty Commentary



## Part C Next steps



# PART A

## Award data

### Overview

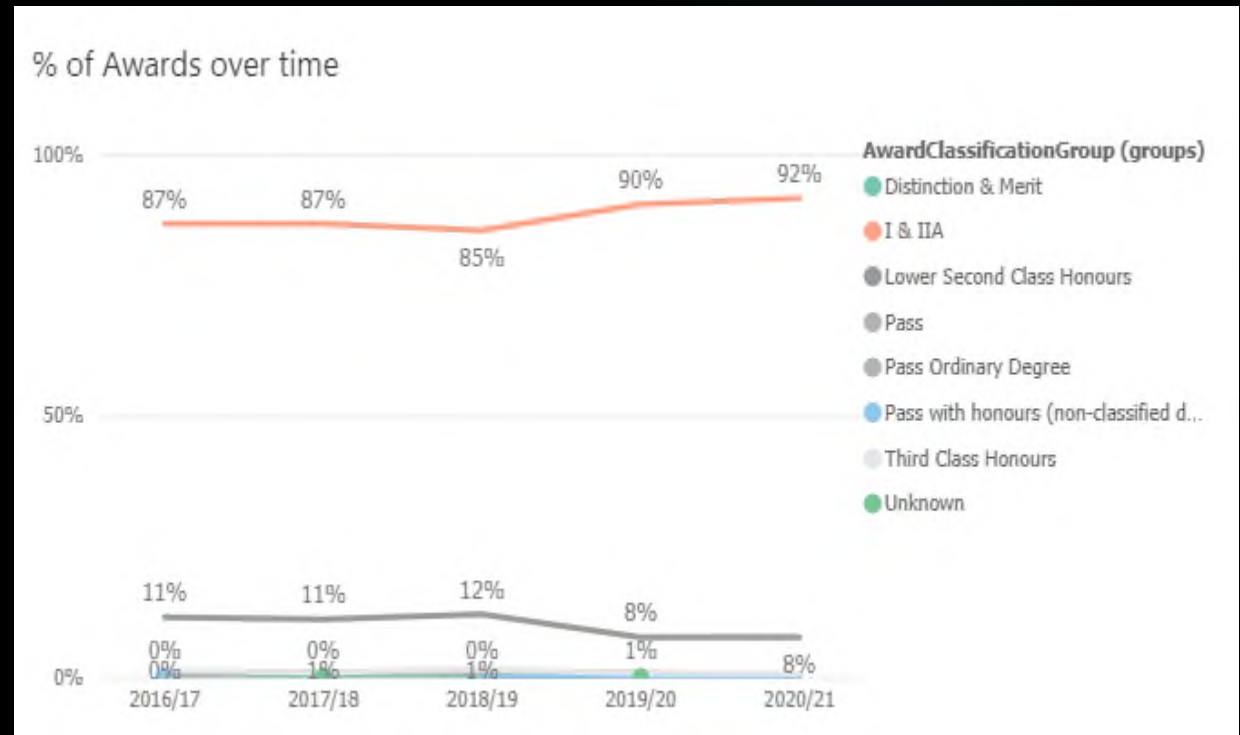
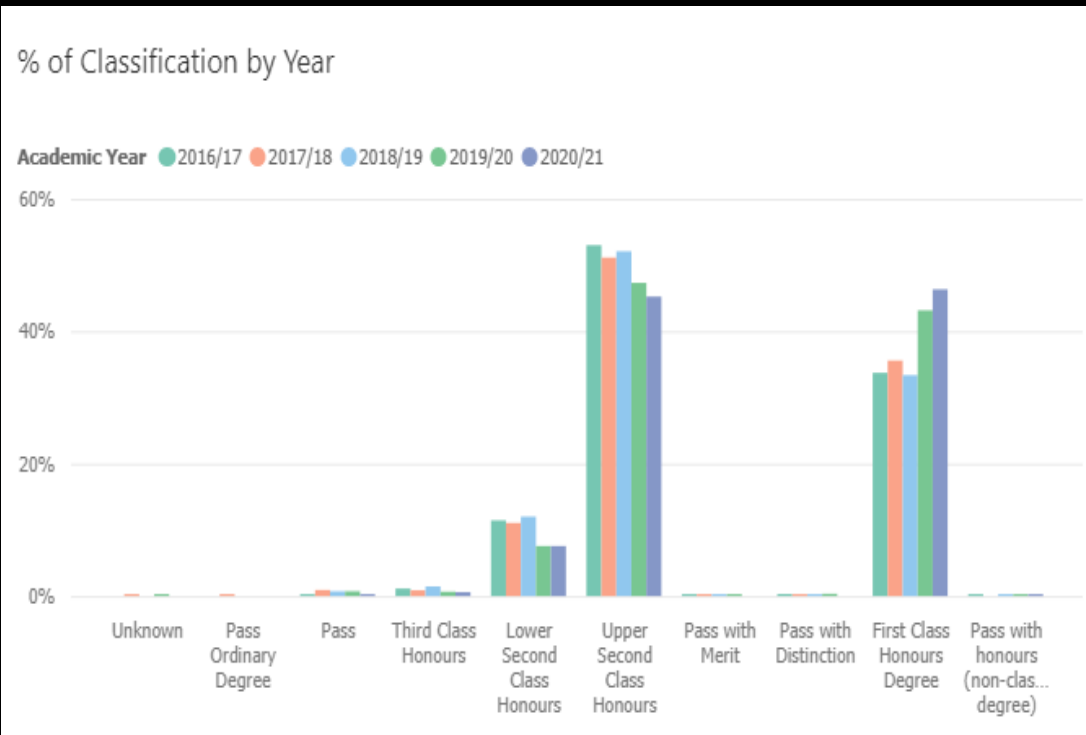
2020/21



# Classifications

▶ 1<sup>st</sup> ↑ 3% on PY to 46%

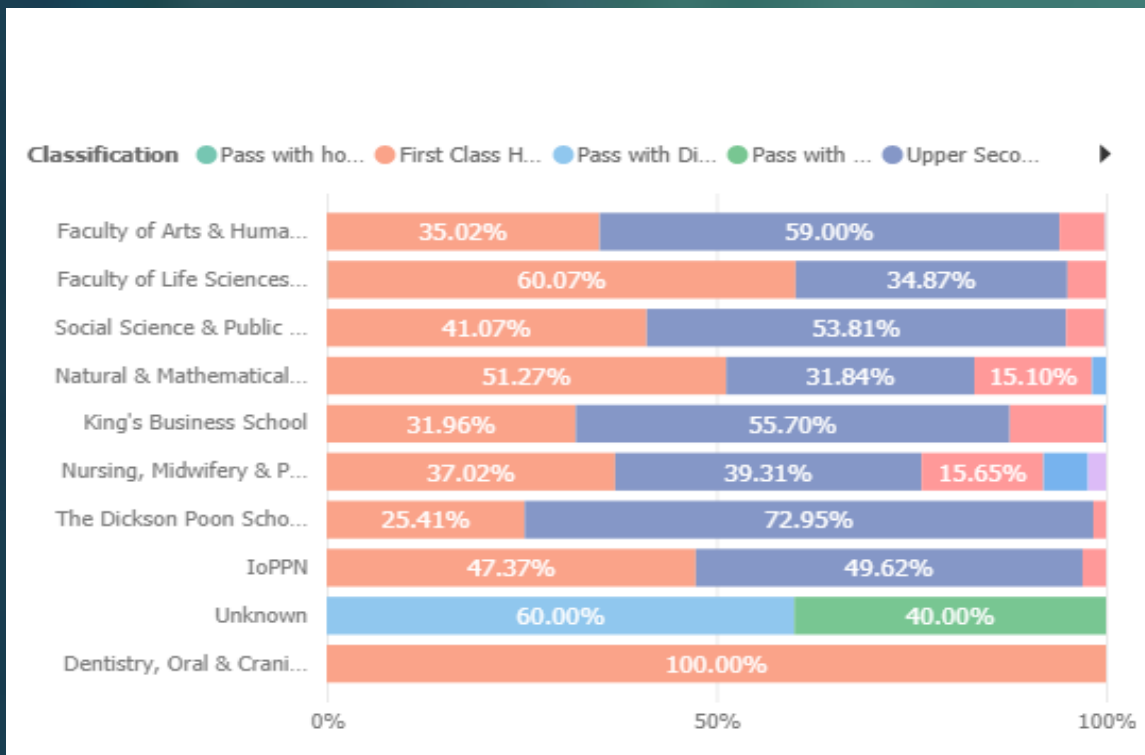
▶ 1<sup>st</sup> & 2:1 ↑ 2% on PY to 92%



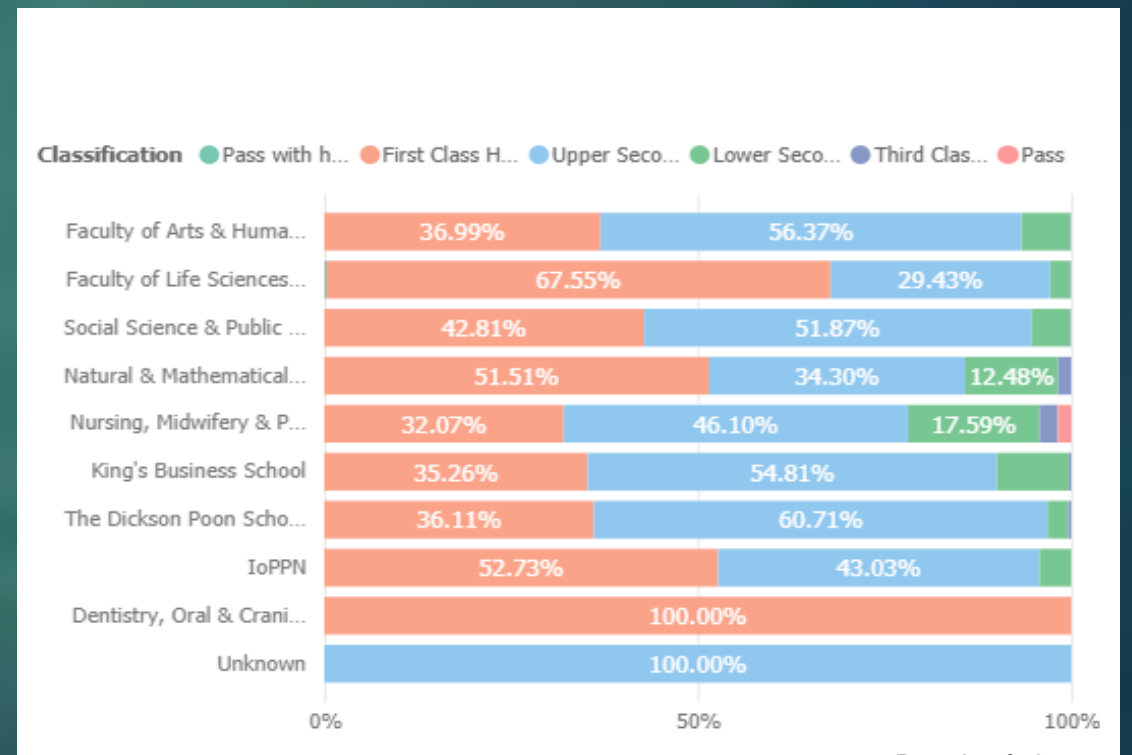
# Classification

In 2021 the number of 1<sup>st</sup> increased in all Faculties, with the exception of Nursing & Midwifery (↓2%)  
The biggest increase was Law (↑ 10%) and FoLSM (↑ 7%)

## Faculty 2019/0



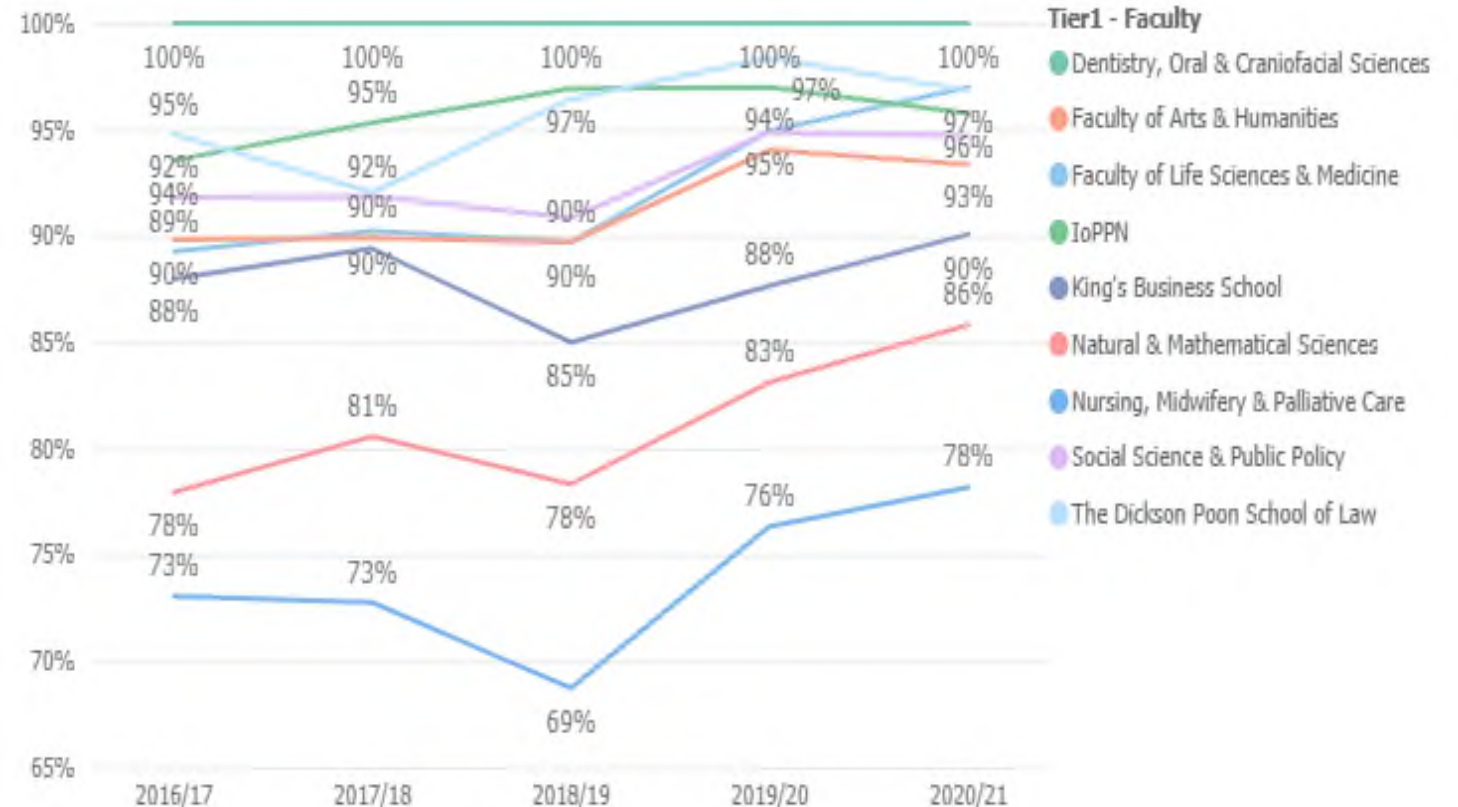
## Faculty 2020/1



# Good Honours

- ▶ The number of Good Honours decreased in A&H, IOPPN & Law ↓1%.
- ▶ The number of Good Honours increased in the remaining Faculties. The biggest increase was NMES ↑ 3%

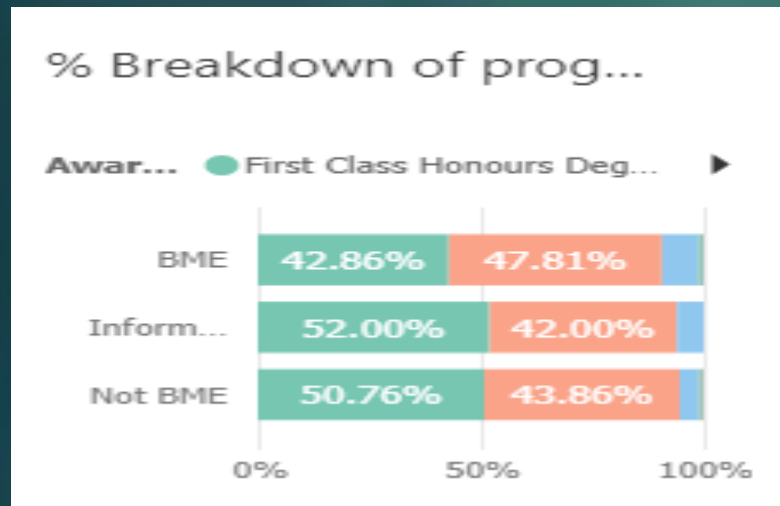
I & IIA %by faculty



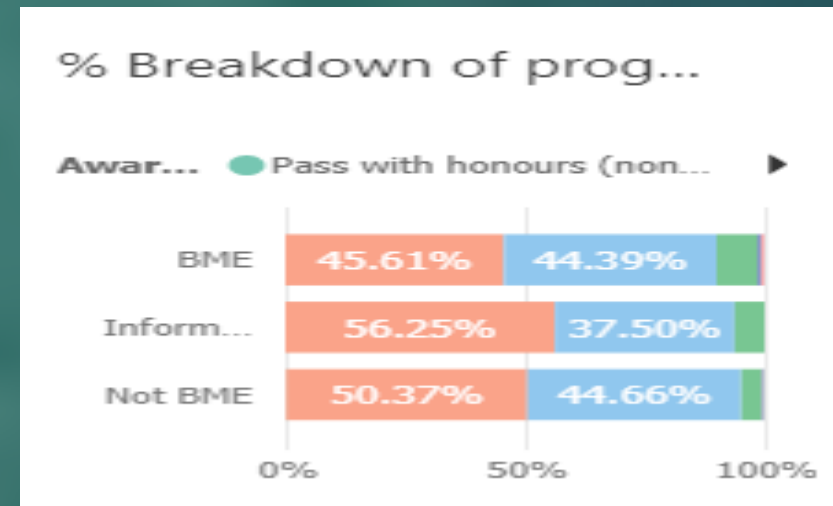
# Demographics ~ BME (\* UK Domicile students only)

- Number of 1<sup>st</sup> for BME students increased by 2% to 46%
- Number of 1<sup>st</sup> for not BME students remained more or less the same.
- Not BME students receive more 1<sup>st</sup> but the difference between the two has been reduced from 8% to 5%.

BME v Non BME 2019/20



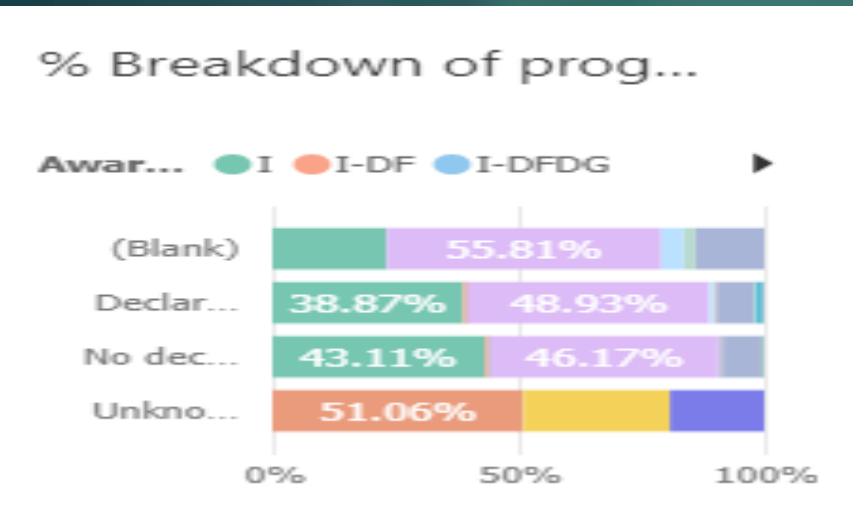
BME v Non BME 2020/21



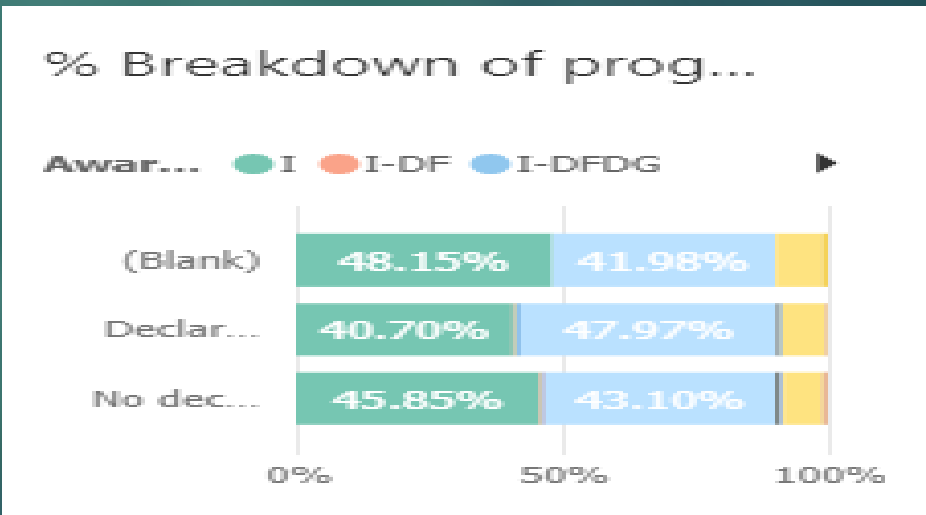
# Demographics ~ Disability

- Number of 1<sup>st</sup> for students with a declared disability increased by 2%.
- Students with no declared disability increased by 3%.
- No declared disability students receive more 1<sup>st</sup> and the difference between the two has increased from 4% to 5%.

Declared disability v no declared disability  
2019/20



Declared disability v no declared disability  
2020/21

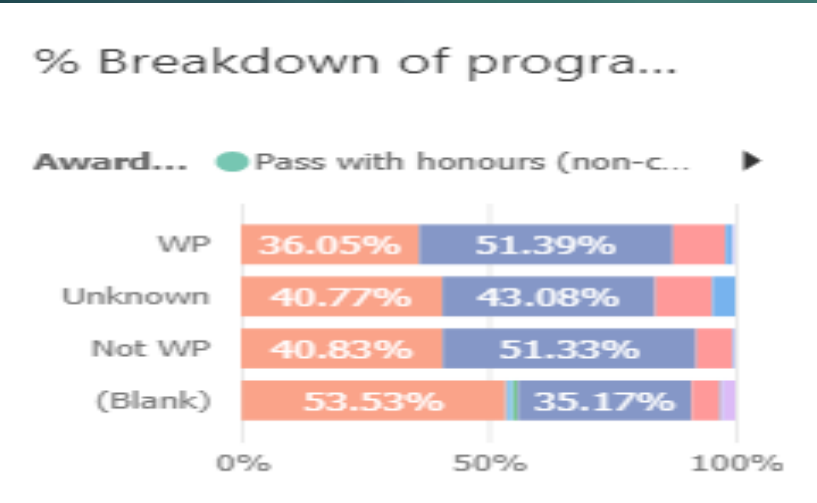




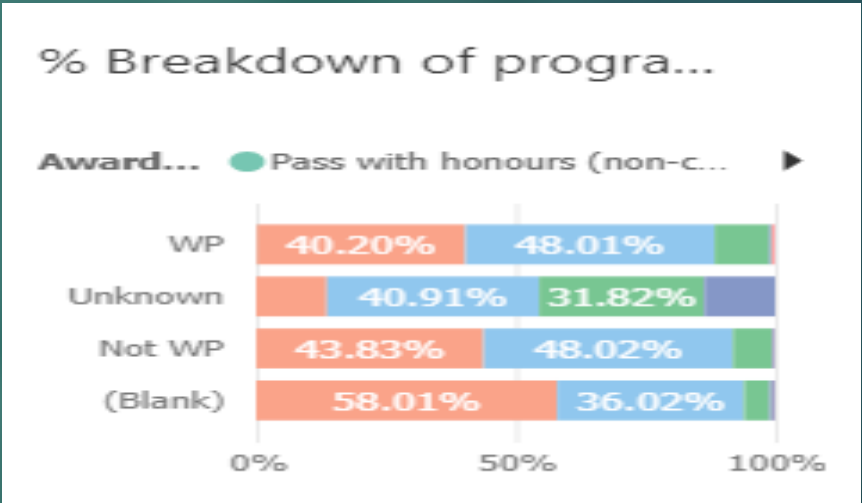
# Demographics ~ Widening Participation

- Number of 1<sup>st</sup> for WP students increased by 4%.
- Number of 1<sup>st</sup> for not WP students increased by 3%.
- Not WP students receive more 1<sup>st</sup> but the difference between the two has decreased by 1% to 4%.

WP v Not WP 2019/0



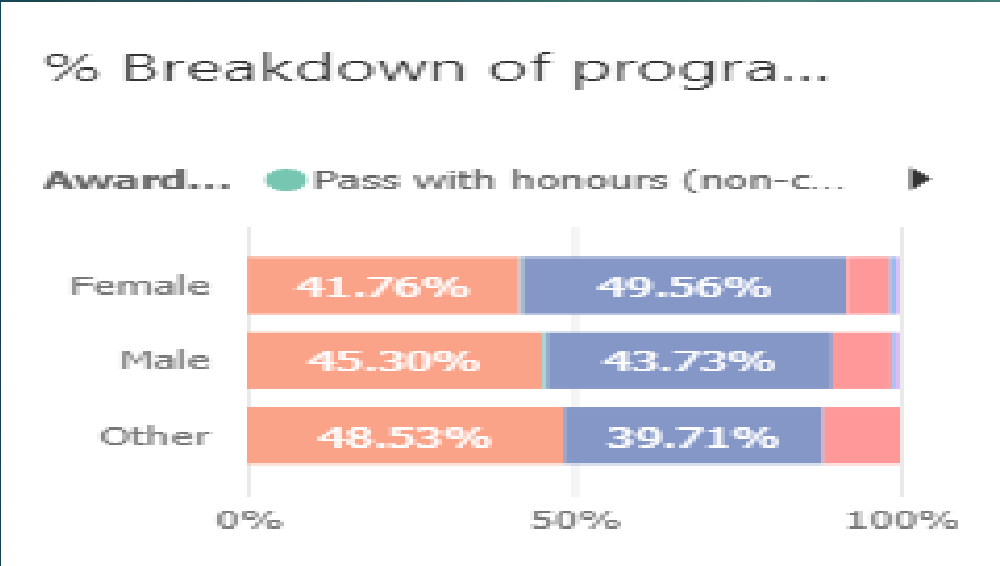
WP v Not WP 2020/21



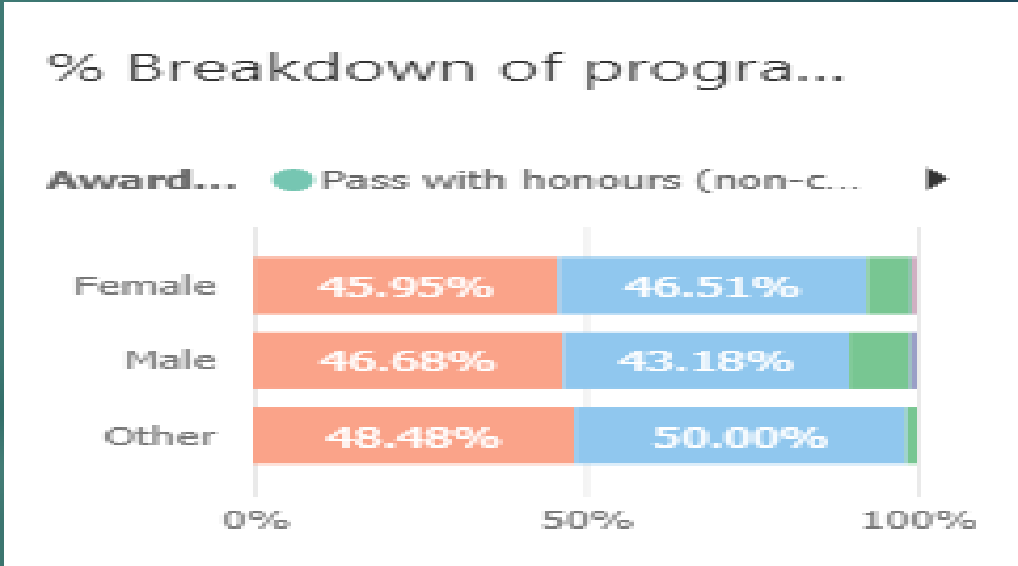
# Demographics ~ Gender

- Number of 1<sup>st</sup> for Male students increased by 1% and Female students by 4% on PY
- Male students receive more 1<sup>st</sup> but the difference between Male and Female has been reduced from 3.5 % to less than 1%

Male v Female 2019/0



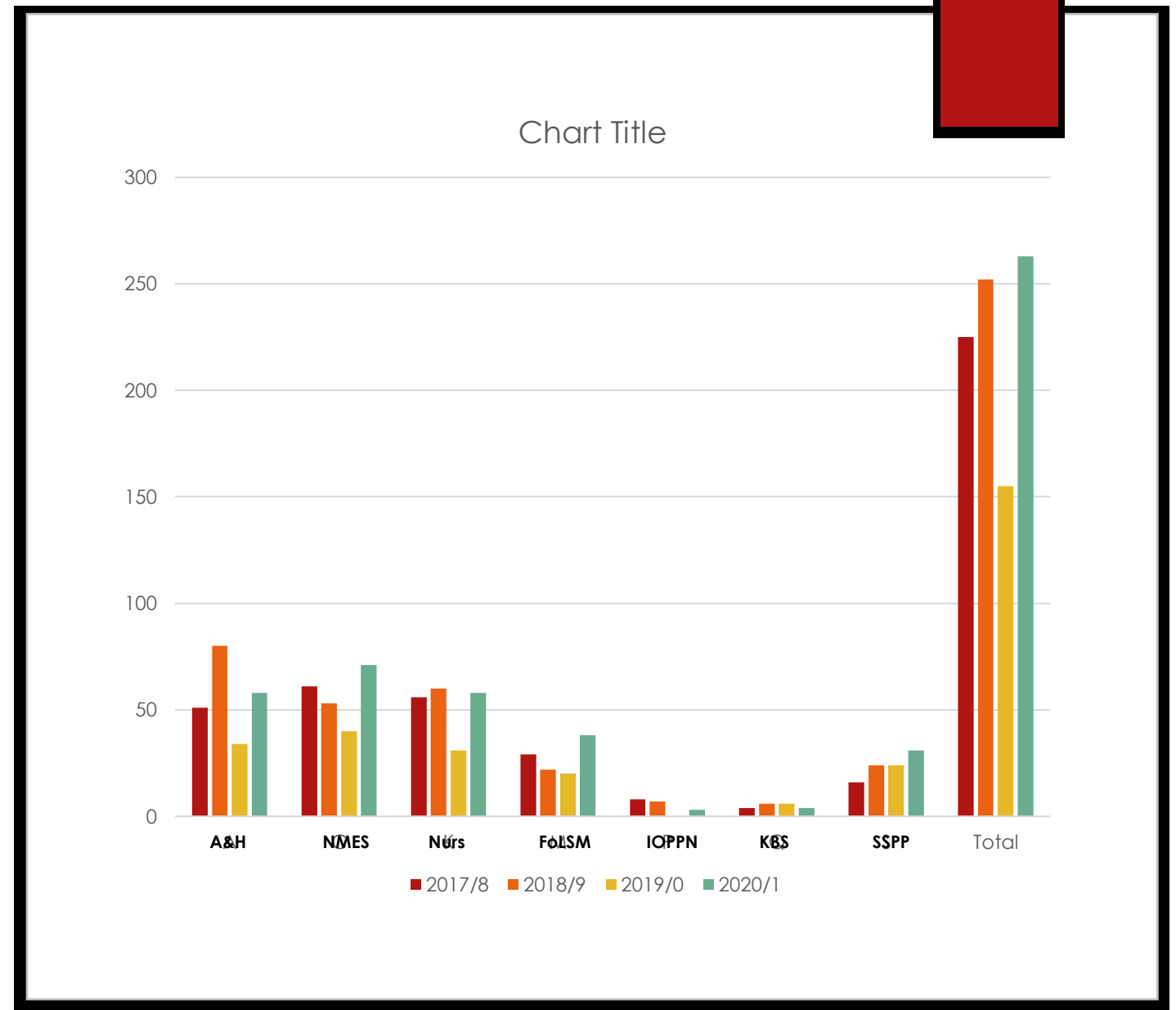
Male v Female 2020/21



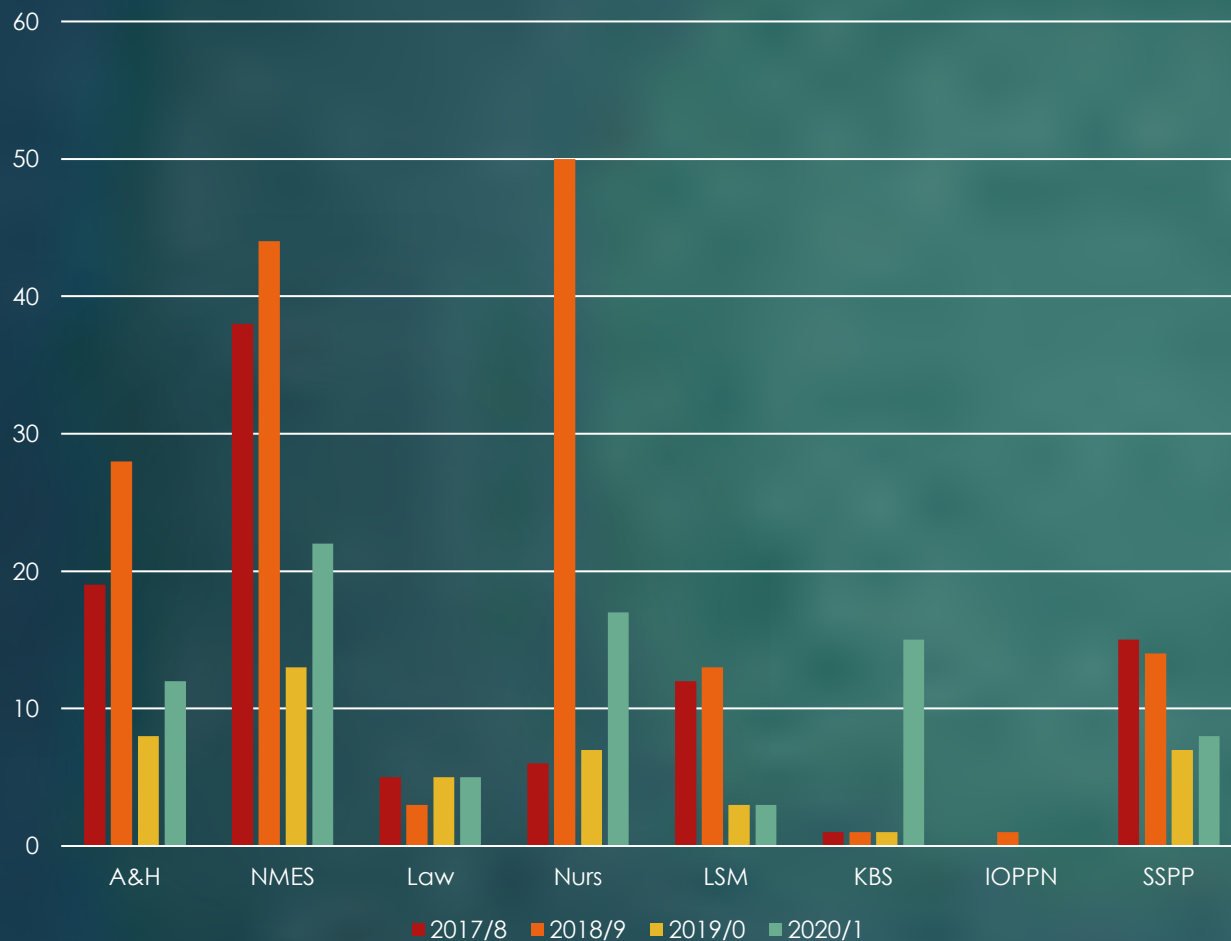


## Exit Awards

- The total number of Exit Awards in 2020/1 was 263 compared with 155 for 2019/0.
- NMES made the most exit awards with 71 and IOPPN the least with 3.



# Academic Fails



- ▶ The total number of Academic fails (AF) in 2020/1 was 82 compared with compared with the PY total of 44.
- ▶ NMES had the highest number AFs with 22 in 2020/1.
- ▶ NMES have had the highest number of AFs in 3 of the last 4 years.
- ▶ IOPPN have had 1 AF student in the last 4 years.

# Fair Assessment Policy

## FAP & 2%

- A total of 567 students were upgraded in 2020/1 compared with 625 last year.
- 12% were upgraded due to the 2% rule (13% PY).
- 1% were upgraded due to the FAP/SN only (2% PY).

## Cohort Mitigation

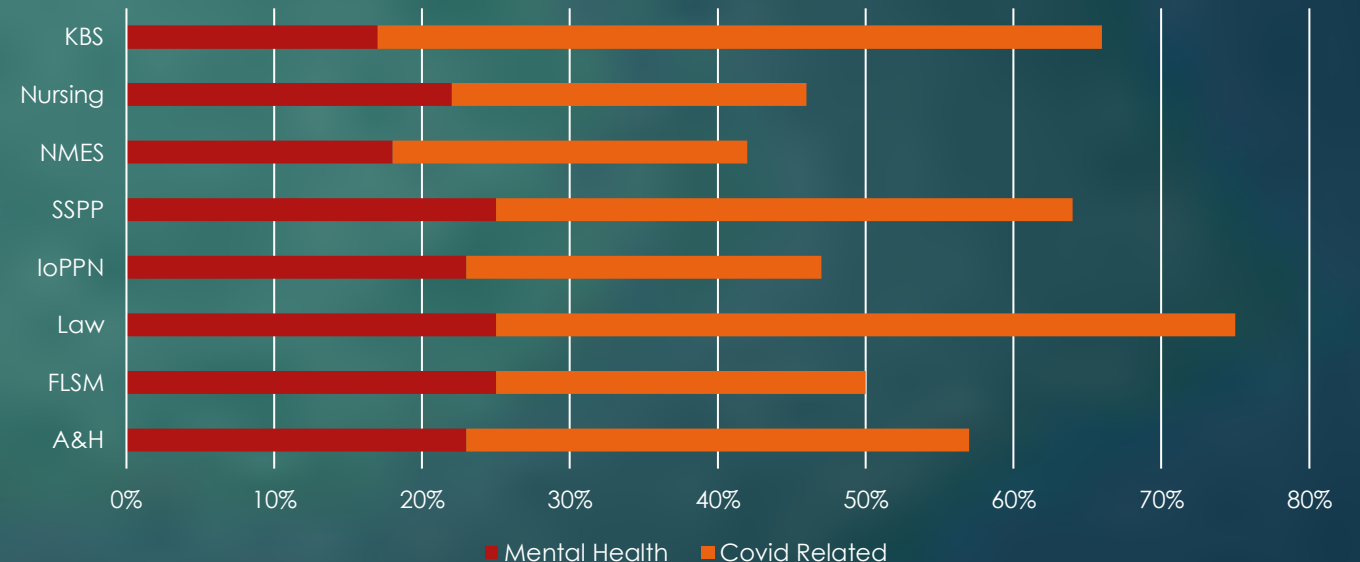
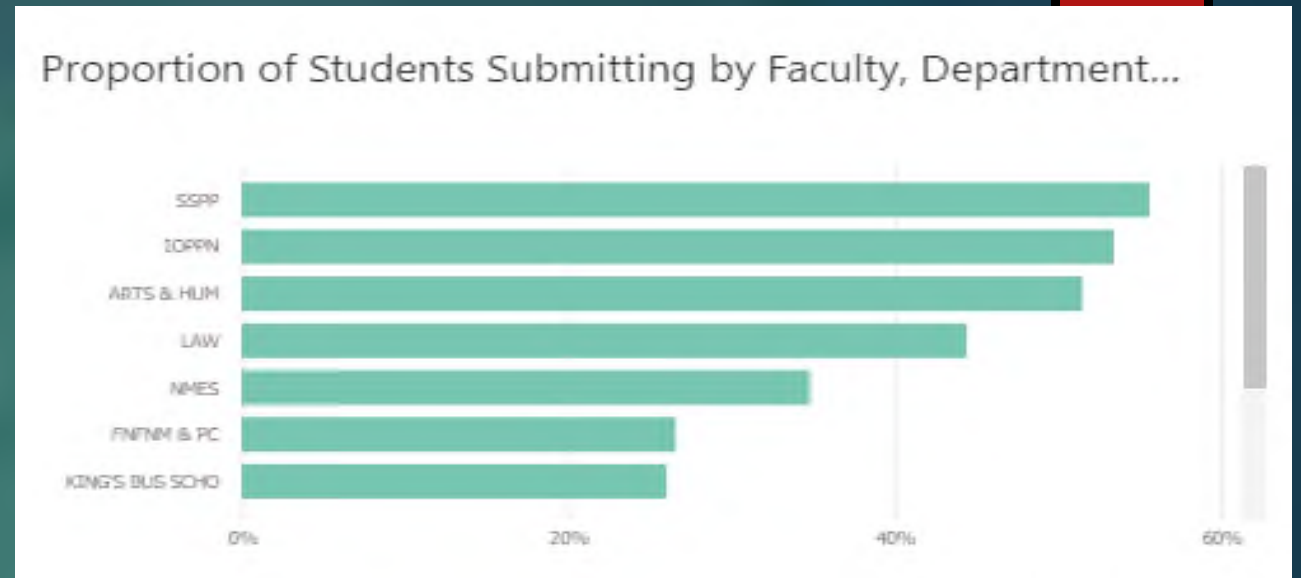
- CM was applied to 6 programme cohorts.
- The uplift affected a total of 93 students.
- 8 were moved into the 2% rule and 6 were upgraded.
- 68 had an increase in C Score but the classification was unaffected.

## Deferrals

- 16% of classified awards were made after P3 compared with 13% in the PY. (exc Nursing)
- NMES & A&H had the highest percentage in 2021 with 27% of awards made after P3.
- The PY highest was NMES with 32%

# Mitigation

- 9070 UG students submitted MCF's for 24,715 elements of assessments.
- The acceptance rate was 91%.
- Three faculties had submission rates of more than 50% SSPP (54%), IOPPN (53%) and A&H (52%).
- Covid related claims accounted for 28% & Mental Health 22%.
- 8% of claims were from students with Long Term medical/disability

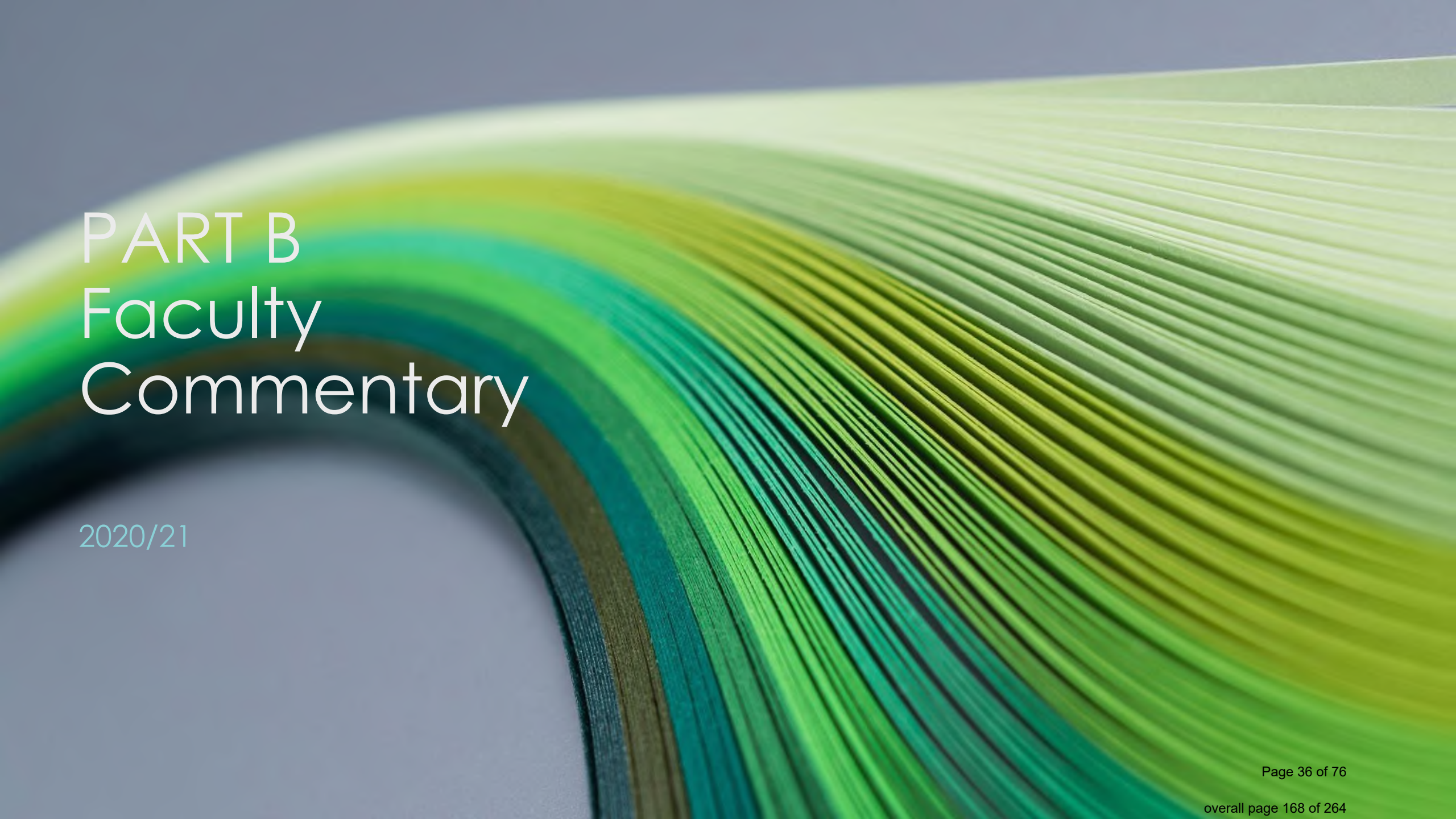


# Ethnicity v Population

- ▶ The proportion of students submitting MC from the following sub groups:
- ▶ Highest was Black British/Caribbean students(40%)
- ▶ Lowest was Chinese students (16%)
- ▶ White students (32%)







# PART B Faculty Commentary

2020/21

# Grade Inflation

Do different assessment types get higher marks?

- ▶ In A&H, FoLSM and KBS it was reported that there was evidence that particular assessment types had resulted in higher marks.
- ▶ In A&H group-work and grammar tests were identified by two departments as forms of assessment that produced higher marks.
- ▶ In FoLMS the principle cause of grade inflation in the last two years was a result of the open book on-line exams.
- ▶ IOPPN reported a small number of module coursework assessments with comparably small contributions to the overall module marks show average marks that are lower or higher than the average module marks.
- ▶ In KBS there was evidence of MCQs having contributed to a high proportion of firsts being recommended for particular modules. The introduction of new forms of assessment during the pandemic have not been entirely effective in differentiating student performance
- ▶ In Law exam marks seem to be very slightly better than coursework marks in the first year and the opposite is true for second and third years.
- ▶ In NMES and Nursing reported that the differences did not look to be significant. In Pre-reg Nursing open books had slightly higher results than other elements.
- ▶ In SSPP quizzes, presentation and group work tended to get the higher marks.



# Grade Inflation

How do results compare between Summative v Formative assessments?

- A&H reported that two out of the three departments using formative assessment saw no pattern of difference
- FoLSM, IoPPN, Law and KBS reported not applicable
- Nursing reported that data was not collected on this but in general, the open book exams tend to have slightly higher marks. Formative assessments tend not to be graded so difficult to compare
- NMES reported that formative work is not typically graded and therefore a comparison of summative results is not possible
- SSPP reported that in International Development, the average results for the summative assessment was better than the average results for the formative assessment.

# Grade Inflation

How do results for similar assessments types compare across the programme?

- A&H reported that two departments noted that coursework marks tend to improve in year three
- IoPPN reported no cases of significant mark increases in a specific form of assessment
- Law reported that coursework marks seem to increase slightly from first to second to final year. The exam marks do not show the same trend.
- NMES reported that the style of assessment does not change between years in almost all 3-year programmes across the faculty, most assessments being exams in which the examinable material becomes harder as the degree progresses and the range of marks remains.
- Nursing (PQ) reported that the range of assessments across the programmes is appropriate for the level.
- SSPP reported that in most departments a year on year improvement. War Studies noted Presentations improved the most from L4 to L6. Int Dev reported that a comparison of option and core made a difference. ELL noted that results were similar but the marking criteria was obviously different.

# Grade Inflation

Do you think 24 hr online exams have contributed to grade inflation?

- ▶ A&H reported that with the exception of Modern Foreign Languages, there was no evidence of this
- ▶ FoLSM reported a definite yes, they feel that there has been a high level of collusion in discussion of questions prior and in written answers that are not always detectable by turnitin
- ▶ KBS reported that this was a possibility but further interrogation of the data was needed for certainty
- ▶ Nursing (PQ & PR) both reported that there had been a slight increase in results due to open book exams.
- ▶ IOPPN reported only a comparably mild grade inflation. Module leads have aimed to make exams more challenging to offset the 24-hour format. Some mild grade inflation may be explained by the changed format, as cheating during exams seems to have increased.
- ▶ NMES reported that marks were definitely inflated in 2019-20, a combination of 24-hour online exams and undetected exam misconduct. In 2020-21, Chemistry was the only department that used 24 online assessment, the other departments having timed exams. Overall, marks were mostly very similar in 2020-21 to those pre-pandemic.
- ▶ SSPP reported that marks were mostly comparable with other assessments. Geography noted that there had been a significant increase in two modules but no other modules.



# Grade Inflation

How do module results compare to previous cohorts?

- ▶ A&H and IoPPN reported that there was almost no change. Any significant variations, occurred in a case of small cohorts
- ▶ FoLSM reported increased grade for examinations set in open-book 24-hour format
- ▶ KBS and Nursing reported an increase in a set of modules that have in recent times persistently awarded a high proportion of first class marks
- ▶ NMES reported 2020-21 marks were more in-line with 2018-19
- ▶ Law reported that there was nothing significant, there was a 2% drop at level 4 between 19/20 and 20/21 but the 20/21 average is higher than that of 18/19. Level 6 is a similar story but the changes even less significant.
- ▶ SSPP reported that the results were mostly stable. International Development noted a deflation across modules.

# Grade Inflation

How do module results of the same value compare across a programme?

- ▶ IOPPN and Nursing reported that no outliers were seen
- ▶ FoLSM reported a few modules with very high grades that are out of line with other results
- ▶ KBS reported a set of modules that have in recent times persistently awarded a high proportion of first class marks
- ▶ Law reported that there was nothing significant at level 4, at level 6 one module has a significantly higher average mark each year
- ▶ NMES reported that the final module marks were within normal expectations.
- ▶ SSPP reported that results were mostly stable, in War Studies 15 credit modules tended to fluctuate, these were taken by study abroad students and numbers were small

# Award Data

## How do Programme results compare?

### Across Years

- ▶ In KBS and IOPPN there was consistency in terms of average marks achieved by students across the years.
- ▶ In NMES there was little variation except students in the final year of 4 yr programme but these are high performing students anyway.
- ▶ In A&H there was no general picture but this could be the result of small cohort numbers
- ▶ In FoLSM difficult to see a trend but all year groups are doing better than pre-covid. In Law , average results across level 6 are slightly higher than level 4 but not significant.
- ▶ In SSPP results improved as the student progressed through the years, maybe due to students adjusting to University, more options in 2<sup>nd</sup> and 3<sup>rd</sup> years.



# Award Data

## How do Programme results compare?

### Across a Department

- ▶ KBS reported that the proportion of 1st being awarded on the BSc Economics and Management programme had a different profile to the other main programmes delivered in the Faculty. Not obvious why and will require some careful consideration by the programme team and Sub Assessment Board Chair.
- ▶ In Law PPL students get higher number of 1<sup>st</sup> but the student number are very small so difficult to compare with the LLB.
- ▶ SSPP reported that BA and BSc Geography, normally similar had a C score average different of 7% this year
- ▶ Other Faculties noted some small differences but these were not obviously associated to differences in assessment. It was not clear if they were significant and due instead to small cohorts or higher achieving students being selected for 4 year programmes.

### Across a Faculty

- ▶ NMES highlighted the variability across the faculty but it was noted that this was not a new issue, flagged previous by external and internal examiners and that departments with anomalously high rate of 1st were taking steps to reduce these.
- ▶ In SSPP War Studies tended to be higher than other departments. In other faculties there were no significant differences.



# Safety Net & Fair Assessment Policy

- ▶ In NMES the legacy of the safety net on 2019/20 assessment contributed to grade inflation and lifted a significant number of students into a higher classification.
- ▶ In other faculties the impact of the safety net has not been noted as a reason for grade inflation.
- ▶ There is also little evidence of an impact from the fair assessment policy with the exception of its enhanced MC procedures which has results in significantly more MC submissions and deferral requests
- ▶ In SSPP two departments noted an increase in the proportion of 1st and 2:1 in the last two years, after relative stability previous years, this was attributed to the safety net. No departments were impacted by Cohort Mitigation.

# Mitigating Circumstances



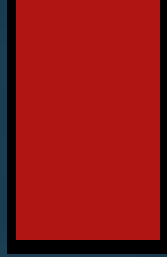
## Do certain assessment types get more MC submissions?

- ▶ Broad consensus was that coursework, especially longer assignments such as project reports and dissertations attracted more MCFs. This has been exacerbated with the enhanced MC and the no evidence requirement.

## Do certain exam periods get more MC submissions?

- ▶ Period 2 had the most MCs in KBS, IOPPN, Law and NMES, the numbers elsewhere were proportionate to student numbers or inconclusive.

# Mitigating Circumstances



Do certain modules get more MC submissions?

- ▶ In A&H one dept linked the number of requests with the amount of assessment for Level 5 and 6 modules.
- ▶ IOPPN found a similar link between load and submission rates but in KBS it was noted that there didn't appear to be a link with the assessment load and the number of MCs.
- ▶ In FoLSM the requests to defer final year projects was more noticeable but this was due in part to difficulties completing projects online using supplied data. In NMES informatics and engineering both received a high number of MCFs for final year projects.
- ▶ In nursing the dissertation module received the most.
- ▶ In Law it was evenly spread amongst the larger modules but some variation in smaller modules.

# Mitigating Circumstances

What does Power Bi tell us in respect of:

The type of circumstances most commonly submitted?

- ▶ Covid and Mental Health were the reason cited by all faculties for the most common type of MC submissions.
- ▶ There was concern across the board regarding the lack of specialised support for students with Mental Health issues.
- ▶ In three faculties the proportion of students submission rates was over 50% and this was a real concern.
- ▶ In NMES it is anticipated that numbers will drop now that students must submit evidence but if this does happen then the numbers currently being submitted are not sustainable.



# Mitigating Circumstances

What does Power Bi tell us in respect of:

## Demographics of the student's submitting?

- ▶ In most responses no conclusion could be drawn from the data.
- ▶ A&H reported that female students asked for more extensions than males
- ▶ IOPPN reported that the balance between males and females was equal. IOPPN also noted that Bangladeshi/Pakistani/Asian students appear to submit less MCs than other ethnic groups.
- ▶ NMES reported that black students and deaf students appeared to submit more MC.

# Appeals

Have the number of appeals increased significantly?

- ▶ NMEs, KBS, Law and Nursing, all reported that the number of appeals have increased.
- ▶ A&H reported that the numbers fluctuate between departments.
- ▶ FoLSM, SSPP and IOPPN reported no increase in the number of appeals.
- ▶ IOPPN cite their more consistent approach to retrospective MC for this and FoLSM the enhanced MC which has allowed students to defer without evidence rather than 'risk' taking the assessment and subsequently appealing.

Could appeals be avoided if student's submitted MC?

In all Faculties it was felt that appeals could be avoided if students used the MC process. In NMES it was reported that students tended to risk taking the assessment rather than submitting a MC and then appealed when they underperformed due to illness etc.





# PART C

## Next steps

2020/21

# What next?

- ▶ A&H plan to give more help, for example, to first years, or work on increasing student success with a particular module. Two departments mentioned widening their assessment methods or the quantity of assessments set.
- ▶ KBS plan to review the use of MCQs and Tutorial Assessment ..to ensure that student performance is effectively differentiated. Where there is evidence of a particularly large proportion of firsts in a specific module the Faculty procedures adopted to address such matters will once again be deployed. The BSc Economics and Management programme will be monitored to see whether the differences from other programmes offered in the Faculty identified this year continue.
- ▶ FoLSM plan to run all examinations for a normal timed duration (2 hour or 3 hours) starting at a single UK time in an open book online format in 2021/22 will make examinations more challenging. We also hope this format will reduce the ability of students to collude with each other while taking the examination due to time limitations. Many examinations for the professional degree programmes will return to in-person closed book examinations to ensure the examination mark reflects the ability and knowledge of each student.



# What next?

- ▶ IOPPN requested more support for the admin team who have worked to the absolute limit of their capacity.
- ▶ NMES reported that the assessments in 2020-21 benefitted greatly from the experience of 2019-20, grade inflation at module level was greatly reduced and departments felt 2020-21 went generally well.
- ▶ NMES reported that the number of misconduct cases had increased in the last two years due to collusion and other forms of cheating and for this reason there was an urgency to return to invigilated exams. It was noted that it is possible to control grade inflation through better assessment design and mark-moderation, where necessary, but that is meaningless if exam integrity cannot be guaranteed.
- ▶ Nursing reported that measures have already been put in place at module and programme level throughout the last 2 years and are hopefully levelling out with disruptions from the pandemic, this is an area which needs to be revisited.
- ▶ SSPP reported that they intended to improve awareness of plagiarism, provide more support for students submitting multiple MCs, investigate further any modules with anomalous results. One department noted that they would be addressing the informal mark ceiling that the external examiners had commented upon. Another department had appointed two new members of staff as part of the College-wide 'Decolonise KCL' initiative.

# How can ASSC provide support?

## Common themes

- ▶ Return to in person exams where possible, proctoring online exams to reduce collusion/cheating
- ▶ Data analysis should be carried out centrally, more support/training for Power Bi
- ▶ More support for Counselling Services to help students
- ▶ Review of MC process, not considered sustainable, others felt it is not fit for purpose
- ▶ Introduce a flag to identify repeat MC submission in order to provide support
- ▶ A system to share plagiarism data if first time offence
- ▶ Retain the one-month turnaround for markers to mark assignments
- ▶ Introduce an online appeals process
- ▶ Establish a process whereby KEAT's gradebook can feed into SITS
- ▶ Clearer guidance on P2 & P3 assessments
- ▶ More resources for Registry Services so that booklets can be circulated quicker
- ▶ Review the questionnaire: greater clarity, invite Chair's to raise concerns
- ▶ KEATS to flag students not engaging with material

## Student Misconduct, Appeals and Complaints – Annual Report 2020/21

### Student Misconduct, Appeals and Complaints – Annual Report 2020/21

The Assessment Standards Sub-Committee and Academic Board are asked to note the annual report for student misconduct, appeals and complaints, during the reporting period 1<sup>st</sup> September 2020 – 31<sup>st</sup> August 2021. These student cases are managed centrally by the Student Conduct & Appeals (SCA), although it should be noted that some cases (such as first cases of plagiarism and collusion) are considered by Departments and reported to the Office for logging. The Office is part of Academic Services and consists of a staff members, including Head of Student Conduct & Appeals, three Student Conduct & Appeals Managers, two Senior Student Conduct & Appeals Coordinators and a Student Conduct & Appeals Co-ordinator.

#### Updates from the SCA

- Student of Concern Management Group – a representative from the SCA attends the meetings which take place to discuss students whose health and well-being is considered to be of serious concern. The representative provides advice on the College Academic Regulations and the associated processes and procedures.
- All managers within the SCA act as a Link Officer for various Faculties, and a Lead Officer for aspects of our work, such as PGR, disability or harassment; and should be the first point of contact in this regard. This is to streamline communications between our Office and members of the College community. The list of staff roles appears on the 'About Us' section of the Student Conduct & Appeals webpages.
- SCA and KCLSU Advice worked together to deliver training to a number of student volunteers to undertake the role of Student Panel Member on Misconduct and Appeal Committees. This is following recommended good practice in the sector that there should be student representatives at these hearings to provide a student perspective.
- The Fitness to Study Policy was brought into force in the academic year of 2020/21 and has been utilised widely across the university. This will be the first year that we will be reporting on the numbers of students, who have been dealt with at Stage Three of the process. Fitness to Study training was carried out with Faculties, Senior and Personal Tutors, central Professional Services colleagues and KCLSU to help colleagues understand and manage the process. A review was also carried out at the end of the academic year and a number of proposals for improvements to help with implementation of the policy were made.
- Complaints training was carried out with a number of Faculties complaints investigators over the academic year of 2020/21.
- The Head of Student Conduct & Appeals was a member of the group which drafted the Community Charter as part of the College's work on community building and the Charter was introduced in 2021/22.

- Members of the Student Conduct & Appeals team are also members of the Preventing and Addressing Harassment and Sexual Misconduct Oversight Group which was set up to ensure implementation and beyond, of the expectations of the Office for Students in this area. It is expected that Report & Support software will be introduced sometime in the next academic year to help students make anonymous, confidential and formal reports on harassment and sexual misconduct.



## **2020/21 Case summary**

### *Overall*

- The total number of cases considered by the SCA in 2020/21 is 2171. There is a decrease in the number of cases from the previous year (which was 2423 and included over 700 Strike Action Complaints) and continues the trend of the last 5 years (except for 2016/17) of an increase in most areas in the numbers of cases that we are dealing with.

### *Academic Appeals*

- The number of Stage 1 appeals submitted to the College has increased from 844 to 992 (17.5 % increase on the previous year). This significant increase may reflect the increase in the number of mitigating circumstances forms. A review of the mitigating circumstances process could help reduce these numbers provided that any impact of changes to process take into consideration the appeal stage.
- Just under half of appeals (48%) were upheld at the first stage which is lower than the previous year of 54%.
- There has been an increase in the number of Stage 2 appeals submitted to the College, from 38 to 47. Over 57% of those appeals considered were not upheld, demonstrating the confidence that can be placed in Assessment Board decisions at Stage 1.
- The five year trend for Stage One Appeals has seen a steady increase except for 2016/17.

### *Research Academic Appeals*

- The number of appeals has doubled from 3 to 6 students in this year. However given the small numbers it is difficult statistically to make any comments on these numbers.

### *Academic Progression Appeals*

- The number of students appealing a decision to terminate their studies was 2, a decrease on the previous year which was 5. The small number of appeals reflects how this regulation is not used that often and could benefit from a review as to its efficacy, particularly in relation to its interaction with Fitness to Study.

### *Admissions Appeals*

- Stage 1 Admissions Appeals are considered by Admissions; 11 Stage 2 appeals were escalated to SCA for independent review, a decrease from last year, which was 20. Of these, only 1 appeal was upheld and passed back to Admissions and the Faculty for reconsideration.

### *Admissions Complaints*

- There were 3 Admissions Complaints for 2020/21 compared to 0 in 2019/20.

### *Complaints*

- The number of formal investigations undertaken by the SCA at Stage 2 increased from decreased from 832 to 338. However this is likely to be due to there being no Strike Action in this academic year. The previous year had over 700 Strike Action Complaints, so if Strike Action Complaints are removed from the numbers there has been a significant increase in other types of complaints, including Covid related Complaints.
- Of these complaints, 27 were upheld, 44 partially upheld and 162 dismissed with 102 complaints pending outcome.
- Despite the decrease in Stage 2 complaints, the number of complaint appeals has increased from 26 to 32. 3 appeals were upheld, 0 appeals were partially upheld; 25 were not upheld and 4 were resolved locally. The small number of Stage 3 complaints highlights the thoroughness of the investigations undertaken at Stage 2 and a significant number of appeals were successful as new evidence was provided by the student.

### *Fitness for Registration and Practise*

- The number of Fitness for Registration and Practise referrals to the SCA has slightly decreased from 11 to 9.
- In 2 cases the students were found unfit to practise and in 5 cases the student was suspended with remedial action imposed. 2 students were found fit to practise.

### *Academic Misconduct*

- The number of academic misconduct cases is 576. This is the first year that this report has been prepared for academic misconduct and non-academic misconduct as opposed to minor and major misconduct. However it is noted that the numbers of cases has increased since 2019/20 when there were 463, which is a 24% increase in numbers.
- The numbers of cases of Contract cheating has gone from 7 in 2019/20 to 66 in 2020/21 and there are still Committees being convened to deal with cases from the last academic year so the final number is likely to be even higher.
- The number of plagiarism and collusion cases is 495 which is the same number as 2019/20.

- 21 students appealed the findings of a Misconduct Committee. 2 cases were successful, whilst 14 cases were not upheld and 5 appeals are pending, demonstrating that there is confidence in the findings of the original committee. In the vast majority of cases which are successful this is because new evidence has been produced which was not available to the original committee.

#### *Non-Academic Misconduct*

- There has been a significant increase in the numbers of non-academic misconduct cases from 2019/20 to 2020/21 (57 to 161) which is more than 100% increase. However a large proportion of cases were due to Covid 19 breaches (85) which is the most likely reason for the increase in numbers. However there are concerns about the numbers of students reporting student on student misconduct such as bullying & harassment and sexual misconduct and these numbers will now be tracked year on year to ensure any increases are accurately recorded.

#### *Student Suspensions and Exclusions*

- In 2020/21, 7 students were suspended and 5 excluded under the G26 Regulations; this is a large increase on the 2 cases considered in the previous academic year.
- A further 31 students were suspended or expelled as a penalty under the G27 Misconduct Regulations, an exponential increase on the 11 suspended or expelled in 2020. This is likely due to the use of the emergency powers to suspend students for Covid 19 related breaches as well as the numbers of students expelled for contract cheating.

#### *Fitness to Study*

- 20 students were dealt with under this policy at Stage Three in this academic year. 7 students continued their studies with support from the College and/or external statutory services. 1 student interrupted on a voluntary basis, 10 were interrupted on a mandatory basis and 1 student was withdrawn.

#### *OIA Complaints*

- 36 cases were considered by the OIA in 2020/21; an increase of 5 on the 31 considered in 2019/20.
- 3 cases were found partially justified, 17 cases were found to be 'Not Justified' or settled or withdrawn and 16 complaints are pending, highlighting the degree of confidence that can be placed in the College's internal procedures and scrutiny.

### **Student Conduct & Appeals**

Head of Student Conduct & Appeals	Frances Kirby
Student Conduct & Appeals Manager	Glenn Childs
Student Conduct & Appeals Manager	Rebecca Fairchild
Student Conduct & Appeals Manager	Haylee Fuller
Student Conduct & Appeals Co-ordinator	Evangeline Agyeman

Email [appeals@kcl.ac.uk](mailto:appeals@kcl.ac.uk)

Web [www.kcl.ac.uk/appeals](http://www.kcl.ac.uk/appeals)

For more in depth details together with totals for each Faculty and comparative percentages please see the tables below.

## **ACADEMIC APPEALS**

### **Stage 1 Academic Appeals – Undergraduate and Postgraduate Taught Students**

Under the T44 Regulations for Academic Appeals, an Undergraduate or Postgraduate Taught student may appeal the decision of an Assessment Board in relation to their programme of study. Whilst Stage 1 Appeals are considered by Assessment Boards, the SCA conducts the administration of such cases, collating them for Boards, following receipt, and communicating the decisions to students.

Faculty	2019/20	2020/21	Filter ed	Upheld	Not Upheld	Withdrawn**	Pending	% of Students	% of Appeals
A&H*	108	180	46	100	8	8	34	13	18.15
FDO&CS	6	9	4	4	0	2	1	4	0.91
FoLSM	112	110	28	49	27	3	8	19	11.09
FNFNMPC	161	186	32	110	29	1	15	7	18.75
IoPPN	47	69	21	37	2	2	10	10	6.96
KBS	37	63	16	28	13	1	6	8	6.35
Law	71	64	9	26	9	3	20	6	6.45
NMS	166	157	27	76	21	5	33	11	15.83
SSPP	136	154	33	56	35	3	32	11	15.52
Total	844	992	216	486	144	28	159		

\* Including ELC

\*\* A student may elect to withdraw their appeal, or it may be resolved locally by the Department, and thus withdrawn from consideration under the T44 Regulations



### **Stage 2 Academic Appeals – Undergraduate and Postgraduate Taught Students**

If the student is dissatisfied with the outcome of a Stage 1 Appeal, they may appeal against the findings of the Assessment Board. Appeals are considered by the SCA as the nominee of the Director of Students and Education, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2019/ 20	2020/21	Upheld	Not Upheld	Pending	Withdrawn*	% of Students	% of Stage 2 Appeals
A&H	2	2		2			13	4.255
FDO&CS							4	0
FLSM	5	11	8	2	1		19	23.404
FNFMPC	12	7	4	3			7	14.89
IoPPN	2	1		1			10	2.128
KBS	1	6	2	3	1		8	12.766
Law	3	5	3	2			6	10.638
NMS	5	6		6			11	12.766
SSPP	8	9	1	8			11	19.149
Total	38	47	18	27	2			

\* A student may elect to withdraw their appeal, or it may be resolved locally by the Department, and thus withdrawn from consideration under the T44 Regulations.

### **Academic Appeals – Postgraduate Research Students**

Under the R18 Regulations for Academic Appeals, a Postgraduate Research student may appeal a decision not to award them a degree. An appeal against this decision is considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2019/20	2020/21	Upheld	Not Upheld	Filtered	Pending	% of Students	% of Appeals
A&H	2						13	
FDO&CS	0						4	
FLSM	0						19	
FNFMPC	0	3			3		7	50
IoPPN	0						10	
KLI	0						8	
Law	0	1		1			6	16.667
NMS	0						11	
SSPP	1	2	1			1	11	33.333
Total	3	6	1	1	3	1		

### **Academic Progression Appeals**

The G28 Academic Progress Regulations set out the process for removing a student who has failed to make sufficient academic progress; they predominantly apply to Postgraduate Research students. The procedure has two stages. In the first instance, students are issued with a warning letter notifying them of the Department's concerns and setting out the improvements or actions which must be taken within a defined period. If these targets are not met, the Department may move to terminate the student's registration. An appeal against this decision is considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2019/20	2020/21	Upheld	Not Upheld	Filtered	Local Resolution	% of students	% of Appeals
A&H							13	
FDO&CS							4	
FLSM	1						19	20
FNFMPC							7	
IoPPN	1						10	20
KBS							8	
Law							6	
NMS	1	2	1	1			11	20
SSPP	2						11	40
Total	5	2	1	1				

## **ADMISSIONS**

### **Admissions Appeals**

Unsuccessful applicants to the College may submit an appeal against the decision not to offer them a place under the Admissions Appeal Procedure. The first stage of this Procedure is managed by the Admissions Office; and second stage (and thus the data reflected below) is considered by the SCA as the nominee of the Director of Students and Education.

Faculty	2019/20	2020/21	Upheld	Not Upheld	Filtered	% of Students	% of Appeals
A&H	1	1		1		13	9.091
FDO&CS		1		1		4	9.091
FLSM	6	3		3		19	27.273
FNFMPC						7	
IoPPN	2					10	
KBS	2	1		1		8	9.091
Law	6	4	1	3		6	36.364
NMS	2	1		1		11	9.091
SSPP	1					11	
Total	20	11	1	10			

### **Admissions Complaints**

Following the CMA publishing guidance to universities on consumer protection law, the College developed an Admissions Complaints Procedure to ensure legal compliance. The first stage of this Procedure is managed by the Admissions Office; the second stage (and thus the data reflected below) is considered by the SCA as the nominee of the Director of Students and Education.

Faculty	2019/20	2020/21	Upheld	Partially Upheld	Not Upheld	% of Students	% of Complaints
A&H	0	0				13	
FDO&CS	0	0				4	
FLSM	0	0				19	
FNFMPC	0	3			3	7	100
IoPPN	0	0				10	
KLI	0	0				8	
Law	0	0				6	
NMS	0	0				11	
SSPP	0	0				11	
Total	0	3			3		

## COMPLAINTS

### Stage 2 Complaints – Formal Investigation

The G31 Student Complaints Policy & Procedure sets out the three stage process for the consideration of student complaints. In the first instance, students should attempt to resolve the matter locally with the relevant person, such as Head of Department or Head of Professional Service. If the complaint relates to bullying or harassment, requires a more thorough investigation, or if the student is dissatisfied with the outcome of the local resolution, the matter should be escalated to Stage 2, where a formal investigation is undertaken by the SCA, acting as the nominee of the Director of Students & Education.

Faculty	2019/20	2020/21	Upheld	Partially Upheld	Not Upheld	Local Resolution	Pending	Student Withdrew complaint	% of Students	% of Complaints
A&H*	315	56	5	8	19		23	1	13	16.568
FDO&CS	4	4	1	0	1		0	2	4	1.183
FLSM	43	37	6	6	6		19	0	19	10.947
FNFNMP C	17	14	0	3	7		4	0	7	4.142
IoPPN	9	26	4	7	8		7	0	10	7.692
KBS	4	14	2	2	5		5	0	8	4.142
Law	111	9	0	3	4		2	0	6	2.663
NMS	61	24	5	2	6		11	0	11	7.101
SSPP	268	154	4	13	106		31	0	11	45.562
Total	832	338	27	44	162		102	3		

\* Including ELC

\*\* There was also a group strike action complaint with individuals spanning across the faculties, which was lodged on behalf of 457 students. These students were treated as individuals and therefore they are included in the complaint



### **Stage 3 Complaints – Appeal**

If the student is dissatisfied with the outcome of a Stage 2 Complaint, they may appeal against the findings of the nominated investigator. Appeals are considered by the Vice-Principal (Education), who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	Total 2019/20	Total 2020/21	Upheld	Partially Upheld	Not Upheld	Local Resolution	Pending	% of Students	% of Complaints
A&H		10	0	0	9	1		13	31.25
FDO&CS	0	0		0	0			4	
FoLSM	3	2	1	0	0	1		19	6.25
FNFMPC	6	3	1	0	2			7	9.375
IoPPN	2	3	0	0	2	1		10	9.375
KBS	1	3		0	3			8	9.375
Law	5	2	0	0	2			6	6.25
NMS	2	2		0	2			11	6.25
SSPP	2	7	1	0	5	1		11	21.875
Total	26	32	3	0	25	4	0		

## **FITNESS TO PRACTISE**

### **Fitness for Registration and Practise Referrals**

Where a student is enrolled on a programme of study leading to a professional qualification which is registrable with a statutory regulatory body, the College must be satisfied that the student would be fit for registration and practice in their given profession. Where a Faculty has concerns that a student's conduct or health may call this fitness into question, the matter may be referred to a College Fitness to Practise Committee for consideration, in accordance with the G29 Fitness for Registration and Practise Regulations and Policy. Appeals against the findings of the Committee are considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2019/20	2020/21	Case pending	Student found Unfit for Registration and Practice	Student found Fit for Registration and Practice	Suspension and/or other remedial action imposed	Number of appeals	Successful appeals	Unsuccessful appeals	% of Students	% of FtP cases
FDO&CS	1	2				2	1	0	1		22.222
FoLSM	2	5		1	1	3	0	0	0		55.556
FNFMPC	8	2		1	1		1	0	0		22.222
SSPP											
Total	11	9		2	2	5	2	0	1		

## MISCONDUCT

### Academic Misconduct

The G27 Misconduct Regulations set out the process for the investigation of all misconduct offences, both academic and non-academic. Academic Misconduct includes plagiarism, collusion, contract cheating and other examination offences. If a student is found to have committed plagiarism or collusion in an assessment for the first time, the matter is usually considered by the Department under the Local Academic Misconduct Procedure and the student awarded a mark of zero for their assessment with the right to resubmit not withdrawn. Where another minor examination offence is committed a warning is given by SCA. Serious academic misconduct cases such as a second case of plagiarism or collusion or contract cheating are considered by Misconduct Committees.

Faculty	2019/20	2020/21	Plagiarism/Collusion	Contract Cheating	Other Examination Offence**	Successful appeals	Unsuccessful Appeals	Pending appeals	% of Students	% of cases
A&H*	74	101	97	4	0	0	0	0	13	17.535
FDO&CS	0	0	0	0	0	0	0	0	4	0
FLSM	22	50	48	1	1	0	1	0	19	8.681
FNFMPC	57	37	36	1	0	0	2	0	7	6.424
IoPPN	44	25	25	0	0	0	1	0	10	4.340
KBS	4	25	23	1	1	0	0	1	8	4.340
Law	12	40	27	0	13	0	0	0	6	6.944
NMS	183	279	231	48	0	0	4	4	11	48.438
SSPP	67	19	8	11	0	2	6	0	11	3.299
Total	463	576	495	66	15	2	14	5		

\* Including ELC

\*\* Other examination offences included talking in the exam hall, writing before or after the examination, possession or use of an electronic device or unauthorised notes, and a mobile phone causing a disturbance in the exam hall

### Non-Academic Misconduct

The G27 Misconduct Regulations set out the process for the investigation of all misconduct offences, both academic and non-academic. Non-academic misconduct includes bullying & harassment, sexual misconduct, physical misconduct, discrimination, Covid 19 public health guidelines breaches as well as other offences such as drugs related and causing a health and safety concern.

Faculty	2019/20	2020/21	Bullying & Harassment & Discrimination	Sexual and Physical Misconduct	Covid 19 Breaches	Other Non-Academic Misconduct	Successful appeals	Unsuccessful Appeals	Pending appeals	% of Students	% of Cases
A&H*	10	42	10	3	20	9	0	1	0	13	26.087
FDO&CS	4	6	0	0	6	0	0	0	0	4	3.723
FLSM	10	41	3	2	31	5	0	0	0	19	25.466
FNFMPC	5	3	0	1	0	2	0	0	0	7	1.863
IoPPN	1	5	1	2	2	0	0	0	0	10	3.106
KBS	2	10	0	0	2	8	0	0	0	8	6.211
Law	2	4	2	0	2	0	0	0	0	6	2.484
NMS	9	29	4	2	13	10	0	2	0	11	18.012
SSPP	14	21	7	2	9	3	0	2	1	11	13.043
Total	57	161	27	12	85	37	0	5	1		

\* Including ELC

### **Student Suspensions and Exclusion**

The G26 Regulations set out the Principal's emergency powers to suspend or exclude students who are the subject of a complaint of misconduct, whose fitness for registration and practice has been called into question, or who is the subject of a police investigation, pending the Committee or the trial. Suspensions or exclusions may be imposed where a student has breached their responsibilities under the College's regulations or policies on health, safety and environmental protection, and/or is considered a danger to themselves or others. Suspensions and exclusions are subject to regular review in the light of any developments or representations by the student.

Faculty	2019/20 Suspension	2019/20 Exclusion	2020/21 Suspension	2020/21 Exclusion	% of Students	% of Cases
A&H	0	0	3	1	13	33.333
FDO&CS	1	0			4	
FLSM	1	0	1	1	19	16.667
FNFMPC	0	0	0	0	7	
IoPPN	0	0	0	0	10	
KLI	0	0	0	0	8	
Law	0	0	0	1	6	8.333
NMS	0	0	1	0	11	8.333
SSPP	0	0	2	2	11	33.333
Total	2	0	7	5		

A further 31 students were suspended or expelled under the G27 Misconduct Regulations; taking the total number of suspensions, exclusions and expulsions to 43 in 2020/21, a significant increase on the previous year when there were only 12. This is likely to be due to the use of exclusion and suspensions for Covid 19 public health breaches as well as expulsions for contract cheating which is likely to increase once all the committees convened for cases have concluded.

### **Fitness to Study**

The Fitness to Study policy and procedure were introduced in 2020/21 to help provided a structured framework and support for students whose health and well-being may be impacting on their ability to engage with their studies or negatively impacting on them or others. The policy sits under the G30 regulation

and possible outcomes are an agreement to continue studies with support, voluntary interruption or withdrawal by the student or a mandatory interruption or withdrawal by the College when all other options have been exhausted and it is considered in the student's best interests.

<b>Faculty</b>	Continuing studies with conditions	Voluntary Interruption	Mandatory Interruption	Mandatory Withdrawal	Total
A&H*	4	0	2	0	6
FDO&CS	1	0	0	0	1
FoLSM	0	0	4	1	5
FNFMPC	0	0	1	0	1
IoPPN	1	0	0	1	2
KBS	1	0	0	0	1
Law	0	0	0	0	0
NMS	0	0	1	0	1
SSPP	0	1	2	0	3
King's Foundations	0	0	0	0	0
Total	7	1	10	2	20



## OIA

### OIA Complaints

Following the conclusion of the College's procedures, students may escalate their case to the Office of the Independent Adjudicator ('OIA') for consideration. This takes the form of a complaint, irrespective of the College regulation the matter was considered under. The OIA does not review a case in its entirety, but considers whether the university has correctly applied its regulations and followed its procedures, and whether the outcome is reasonable in the circumstances.

Faculty	2019/20	2020/21	Justified	Partly Justified	Not Justified	Settled/Withdrawn/ Not Eligible	Pending
A&H*	12	2			1	1	
FDO&CS	0	1			1		
FLSM	5	8			4		4
FNFMPC	1	7			2	1	4
IoPPN	5	1					1
KBS	1	1					1
Law	1	4		1	2		1
NMS	2	3			2		1
SSPP	4	9		2	2	1	4
Total	31	36		3	14	3	16

\* Including RADA

## CASE OVERVIEW

Year	Academic Appeals (Stage 1)	Academic Appeals (Stage 2)	Academic Appeals (Research)	Academic Progression Appeals	Admissions Appeals	Admissions Complaints	Complaints (Stage 2)	Complaints (Stage 3)	Minor Misconduct Offences	Major Academic Misconduct *	Major Disciplinary Offences	Major Misconduct Appeals	Non-academic Misconduct Offences	Academic Misconduct Offences	Non-academic Misconduct Appeals	Academic Misconduct Appeals	Fitness to Practise Referrals	Fitness to Practise Appeals	Suspensions/ Exclusions/ Expulsions	Fitness to Study	OIA Complaints	Total number of cases
2015/16	517	52	5	8	19	4	36	13	300	172	20	9					18	2	22		30	1227
2016/17	494	70	4	7	14	0	55	13	308	97	37	11					6	3	21		25	1165
2017/18	628	49	2	7	34	0	129	20	362	180	28	20					8	0	31		39	1537
2018/19	723	71	1	3	31	0	586	19	439	156	6	18					8	2	4		27	2094
2019/20	844	38	3	5	20	0	832	26	463	92	29	16	161	463			11	2	11		31	2423
2020/21	992	47	6	2	11	3	338	32					57	576	6	21	9	3	12	20	36	2171

\* Including plagiarism/collusion, and other examination offences

## Academic Board

**Meeting date** 8 December 2021

**Paper reference** AB-21-12-08-07.3b

**Status** Final

# Report of the Academic Standards Sub-Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Change to the Academic Calendar	10 Nov 2021	Consent	Approve	No
2. Amendment to Academic Regulation T30	10 Nov 2021	Consent	Approve	No

## For approval

### 1. Change to the Academic Calendar

**Motion:** That Academic Board approve an amendment to the Academic Calendar

**Background:** Due to addition of two Bank Holidays in 2022 for the Queen's Jubilee, we are no longer able to run exams on Thursday 2 June and Friday 3 June. Therefore, the Assessment Periods on the Academic Calendar need to be amended for Period 2 – to Tuesday 3 May – Wednesday 1 June 2022

### 2. Amendment to Academic Regulation T30

**Motion:** That Academic Board approve an amendment to Academic Regulation T30

**Background:** The amendment is to correct a clause in T30.2.

T30.2 g) should be:

**The marks for any level 4 credits taken outside of Year One will be given a weighting of 1.**

Rather than:

**The marks for any level 4 credits will be given a weighting of 1.**

The change was endorsed by ASSC Chair's action on 9 November 2021.

## Academic Board

**Meeting date** 8 December 2021

**Paper reference** AB-21-12-08-07.4

**Status** Final

# Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's report	2 Nov 2021	Consent	Note	No
2. Strategically focussed impacts on the world	2 Nov 2021	Consent	Note	No
3. Careers & Employability	2 Nov 2021	Consent	Note	No
4. Faculty annual London reports	2 Nov 2021	Consent	Note	No
5. King's London Highlights	2 Nov 2021	Consent	Note	No

## For note

### 1. Chair's Report

The Chair's Report (CLC\_211102\_03) provided an update on the development and future of King's Edge. In 2022, Careers & Employability will lead on the programming and implementation of the next phase of King's Edge. Beyond 2022, future long-term investment into King's Edge will be identified and agreed through the development of the SED Transformation Business Case and the Curriculum 2029 Board will be refocussed to oversee the transformation projects of King's First Year, the Flexible Curriculum and King's Edge.

The King's Parliamentary Research Internship programme, the final initiative in this year's King's Edge programme, was launched in October 2021. It aims to provide Peers in the House of Lords with high quality research and analysis support from PhD and post-doctoral students who, at the same time, experience the unique opportunity of working closely with Parliamentarians.

The report included an update on developments in King's home boroughs, such as the development of anchor institution networks in both Lambeth and Southwark, collaborations with our boroughs on academic roundtables, and an update on the Strand Aldwych development, involving close-working with Westminster City Council, and other local partners including the North Bank BID.

### 2. Strategically focused impacts on the world

The Chair provided an update on the process to remap King's approach to deliver Vision 2029. The discussion provided an opportunity to hear committee members' views on how King's might focus and enhance its impact locally, nationally, and globally.

The Chair noted, that in this exploratory phase of the strategy remapping, a broader process is also underway to capture the views of colleagues. She will meet with the Executive Dean and London Champion of each faculty to understand their views.

### 3. Careers & Employability

Andrew Wright, Head of Employer Engagement, delivered a presentation (CLC211102\_07) on King's Careers & Employability work in London. The department works with over 600 London based employers supporting graduates to work in London after graduation. He noted that the Graduate Outcomes survey (2018-19) revealed that 74% of King's UK domiciled graduates are working in London.

He highlighted examples of collaboration with partners in London including Santander Bank's programme which connects King's students to international businesses looking to establish their business in London; and the

employer relations team have supported site visits to various organisations in London including the Bloomberg office for King's Business School's MiM programme.

#### **4. Faculty annual London reports**

Professor Ann Mumford presented The Dickson Poon School of Law's annual London faculty report. Highlights included:

- King's Legal Clinic continued to expand its offer in 2020/21 by launching an IP Clinic, and a Human Rights and Environmental Clinic. A Windrush Clinic launched in October 2021.
- The School led an entrepreneurial training programme for ex-offenders to create their own work opportunities. King's students acted as mentors to the ex-offenders who developed 'Dragon's Den' style pitches.

Professor Peter John and Professor Mark Kleinman presented the Faculty of Social Sciences & Public Policy annual London faculty report. Highlights included:

- The faculty delivers a variety of courses with London as a subject including Dr Jack Brown's module 'London: History & Governance', and Dr Adam Chalmers' module 'The Political Economy of the City of London'.
- King's, the University of Paris and Ipsos MORI researched the attitudes of Londoners and Parisians in November/December 2019, on the eve of the pandemic, and then again in April/May 2021.

#### **5. King's London Highlights**

A paper (CLC\_211102\_05) providing an update on London highlights drawn from the entire King's community was submitted to the Committee. The examples included in the paper demonstrated the wide range of King's engagements and collaborations with communities and organisations across London. Copies are available from the College London Committee Secretariat.

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**Academic Board**


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**Meeting date** 8 December 2021
 

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**Paper reference** AB-21-12-08-07.5
 

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**Status** Final
 

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## Report of the Academic Board Operations Committee

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Contents	Meeting	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board Annual Business Plan (Annex 1)	5 Nov 2021	Main	Approve	No
2. Executive Structure changes and implications for Academic Board	5 Nov 2021	Consent	Note	No
3. Membership of ABOC	5 Nov 2021	Consent	Note	No

### For Approval

#### 1. Academic Board Annual Business Plan

**Motion:** That the annual agenda business schedule be approved

**Background:** The attached forward plan (Annex 1) was considered by the Committee and is presented to the Board for approval. The Committee agreed that it would be helpful to establish a pattern to the topics dealt with in the workshop session of each meeting with respect to overarching themes rather than having a random list of topics each year. It was noted that of the Board's five meetings per year, those in November, March and April coincide with particularly intense periods of work for the standing committees of the Board and tend to have more transactional matters to come forward, meaning that the workshop section of those meetings needs to be somewhat truncated. There are fewer meetings of the committees leading into the December and April meetings which allows for exploration of more strategic issues or deeper dives into a single issue. With that in mind, the Committee suggested that the December and April meetings be reserved for discussion of issues related to education and research, with the workshops in the other three meetings focused on international issues, cross-university matters such as EDI, issues of focus by the senior executive team, and topics proposed by members.

The agenda plan for the coming year outlines the work expected to come forward from standing committees during 2021-22 as well as suggested topics for strategic discussions for the remainder of this academic year.

In future, the usual Secretariat process for producing the forward plan will be:

#### Ahead of the June meeting of ABOC and Academic Board

- Consult with Chairs of the Board's standing committees with respect to unique items expected to be on their agendas in the coming year.
- Consult AB standing committee secretaries regarding regular items expected for approval in the coming year (e.g., policies and regulatory amendments)
- Invite Academic Board members to suggest strategic topics for the workshop session of each meeting.
- Consult with Principal and the senior executive team with respect to significant issues they expect to bring forward to the Board for input

### June meeting of ABOC

- Identify strategic items for the coming year
- Allocate strategic items against meeting dates
- Note routine Academic Board items
- Recommend the Academic Board annual business schedule for approval by Academic Board

It was suggested that once the meeting plan is approved, it be included in each Academic Board meeting pack as a reminder for members. It is important to understand that the plan is not intended to be set in stone and that it will likely change as issues develop over the course of any given year.

The Committee was informed that a series of special 'breakfast briefing' sessions were regularly held for members of Council throughout the year to provide opportunity for information sharing and discussion on pertinent topics. It agreed that something similar might be helpful for Academic Board members if there was interest.

## **For note**

### **2. Executive Structure changes and implications for Academic Board**

The Committee noted the updated [committee and delegation structure chart](#) for King's which shows the changes made to the executive structure. The College Secretary reported that there were implications for membership of the Academic Board. For example, there was a new SVP Academic role, and there was no longer a VP (Service) role. The SVP (Academic) would be an ex officio member of the Academic Board. Any implications for the standing committees would be reviewed in January in consultation with the standing committee chairs and the Principal.

### **3. Membership of ABOC**

The Committee discussed ABOC composition, including potentially increasing the number of elected members to four, inclusion of an Executive Dean on the Committee, and maintaining two core Vice Presidents as members (VP Education and VP Research). The College Secretary would bring a proposal to the next meeting.



# Academic Board Annual Business Plan

## Strategic discussion

The Academic Board Operations Committee has allocated Education to the first strategic discussion meeting (December) and Research to the second strategic discussion meeting (April) and proposed a different thematic focus, but consistency with the education and research focus year on year. The Forward Plan that follows took account of the following identified topics.

## Strategies

It is anticipated that the following new strategies will be presented to the Board during 2021/2022 for consideration but timing is not yet confirmed. The Board will be asked to scrutinize the strategies, recommending amendments and/or the approval of the strategies to Council:

- Refresh of the overarching university strategy Vision2029
- Research Strategy

The Board will continue to monitor the implementation of the following strategies:

- King's Education Strategy 2017-2022 (through reports from CEC)
- International Strategy (through reports from CIC)
- Widening Participation Strategy
- Student Mental Health & Wellbeing Strategy & Action Plan (through reports from CEC)

And receive reports as appropriate from its standing committees including on:

- Curriculum 2029
- Flexible curriculum
- Portfolio simplification
- Online professional education
- Enabling Student Success
- Professional Statutory and Regulatory Body (PSRB) Updates
- Community Charter
- Teaching Excellence and Student Outcomes Framework (TEF) submission
- Research Excellence Framework (REF)

## Policies and Regulations

Policies and regulations scheduled for review during 2021/2022 include<sup>1</sup>:

- Academic Regulations 2022/2023 (and associated education/student policies)
- Mitigating Circumstances Policy
- KBS Supplementary Academic Regulations
- External institution regulations that King's validates

The Board will receive reports on the following business during the year, with a view to enabling the Board to reassure itself and the Council that the King's mission and strategies are being implemented:

- Ongoing Conditions for OfS
- National Student Survey Results
- Postgraduate Taught Experience Results
- Admissions

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<sup>1</sup> CEC and ASSC keep track of policies for review and will update the Academic Board throughout the year

- Student number planning
- King's degree awards

The Board expects to receive a quinquennial report from: Nursing.

Updates from the Equality, Diversity & Inclusion Team to be received three times a year.

The Board will continue to receive its regular reports from the President & Principal, KCLSU, Council and the College Dean, and the regular reports from its committees.

The forward plan is a guide, and subject to amendment. It will therefore be a standing item on every ABOC agenda going forward for noting and will be included in the agenda pack for each Academic Board meeting as a reminder.

# Academic Board Draft Forward Plan

*Italicised items are those that are expected to return every year*

	Item	Action	Responsible (Subcommittee/report writer)	Next Steps
<b>3 Nov 2021</b>	Sustainable Research Excellence: Strategy update	Strategic Discussion	VP (Research) CRC	
	EDI (Disability inclusion, Race Equality Charter Mark & Menopause and Menstruation Policies and Guidance)	discuss	EDI	Three EDI discussions per year (1 of 3)
	Online Professional Education	discuss	CEC	Update as necessary
	<i>Office for Students Conditions of Registration</i>	<i>Approve for recommendation to Council</i>	<i>CEC</i>	Council approval
	<i>Mitigating Circumstances Policy</i>	<i>Approve</i>	<i>CEC</i>	Publish on web
	<i>Academic Regulations (amendments)</i>	<i>Approve</i>	<i>ASSC</i>	Publish on web
	KBS Supplementary Academic Regulations 2020-2021 and 2021-2022	Approve	ASSC	Publish on web
	<i>Undergraduate Progression and Award Policy</i>	<i>Approve</i>	<i>ASSC</i>	Publish on web
	<i>External Examiners report</i>	<i>Approve</i>	<i>ASSC</i>	Update as necessary
	Terms of Reference (CEC and CRC)	Approve	ABOC	Council
<b>8 Dec 2021 (Strategic focus)</b>	Education: World-class education strategy refresh	Strategic Discussion	ED (SED)	
	School Merger – FoLSM	Note	ED FoLSM	-
	Transforming Partnership Project	Approve	CIC	Updates as necessary
	Security Sensitive Research Policy	Approve	CRC	Publish on web
	Researcher Concordat Action Plan	Approve	CRC	Final approval by Council Chair's action
	Portfolio Simplification Updates	Approve	CEC	
	Marking Framework	Note	CEC	
	<i>Assessment Board Annual Report</i>	<i>Note</i>	<i>CEC</i>	
	<i>Annual Report on Student Misconduct, Appeals &amp; Complaints</i>	<i>Note</i>	<i>CEC</i>	

	<i>King's Education Awards</i>	<i>Note</i>	<i>CEC</i>	
<b>9 March 2022</b>	International Strategy update.	Discuss	VP (Global	
	EDI update	Discuss	EDI	Three EDI discussions per year (2 of 3)
	Fair Assessment Policy	Approve	CEC	Publish on web
	Applicant Misconduct Policy & Procedure	Approve	CEC	Publish on web
	Flexible Curriculum: proposals and academic design principles	Approve	CEC	
	Interview Policy (Student Admissions)	Approve	CEC	Publish on web
<b>20 April 2022 (Strategic Focus)</b>	Research: focus TBD	Strategic Discussion	CRC/VP Research	
	<i>Degree Outcomes Statement</i>	Approve	ASSC/CEC	Full review every 3 years unless there are substantive changes to report. Next full review: 2022/23
<b>29 June 2022</b>	Strategic Topic TBD		ABOC to consider and confirm the strategic discussion item –	
	EDI update		EDI	Three EDI discussions per year (3 of 3)
	KCL/KCLSU Relationship Agreement	Approve	CEC	
	<i>TEF submission</i>	<i>Note</i>	<i>CEC (TBC depending on OfS timelines)</i>	
	<i>Student Terms &amp; Conditions 23/24</i>	<i>Approve</i>	<i>Executive Director of Students &amp; Education</i>	Publish on web
	<i>Academic Regulations 22/23</i>	<i>Approve</i>	ASSC	publication
	<i>External Examiners Report</i>	<i>Approve</i>	ASSC	
	<i>External institution regulations that King's validates</i>	<i>Approve</i>	CEC	-
	<i>Academic Board forward plan</i>	<i>Approve</i>	ABOC	To keep under review

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## KCLSU President's report

### Action required

- ☐ For approval  
☒ For discussion  
☐ To note

### Executive summary

This report will outline a summary of actions being undertaken by the King's College London Student's Union's (KCLSU) Sabbatical Officers. The report is pertinent in representing the student voice on a number of critical issues which will affect the wider student body. The Sabbatical Officers have also used this unique opportunity to outline changes which they believe are required in the university space and the HE sector more broadly. These insights have been gathered by the officers through their own lived experiences as a KCL (university) student. These can be achieved through their involvement in the different high-level committees at KCL or through liaising with National Union for Students (NUS).

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 21/22 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.

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# KCLSU Officers' 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 challenges presented by the Covid-19 pandemic further strengthen the need for student voice to be heard and recognised. To ensure that these challenges are addressed 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 since 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 present a summary of some of the issues raised:

**UCU Strikes:** As of now, UCU have confirmed to three days of strike action from 1<sup>st</sup>-3<sup>rd</sup> December 2021. There will also be a period of action short of strike (ASOS) from 1<sup>st</sup> December 2021 – 3<sup>rd</sup> May 2022. Officers are currently seeking a response from the college on what they will do to mitigate the impact of strike action and ASOS on loss of learning, joy of learning and student wellbeing.

**GTA Pay:** Officers were disappointed to hear that PGR students who work as GTAs were not paid on time for the teaching services they provide in between their studies and research. KCLSU have been in conversation with college representatives to understand why this has happened and what will be done to ensure GTAs are paid on time.

**Drink/Intravenous Spiking:** The student body has become anxious due to the rise in spiking incidents across the UK. An open letter was written and co-signed by multiple KCLSU student societies, urging for the university and the SU to take action on gendered violence. KCLSU and KCL have been working on communications to be sent out to students on how they could reach out for support

**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 provisions 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.

**Keep it real / Face to Face teaching:** Face-to-face learning has become an essential requirement for students and this widespread demand 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 other programmes.

**Freedom of Expression:** With the Higher Education (Freedom of Speech) Bill moving through the House of Commons, we will start to see more groups inviting figures from contested and controversial backgrounds to speak. This poses a risk to student wellbeing, where such speakers may express opinions inclined towards hate speech.

**PG Spaces:** PG students have expressed frustrations with the lack of PG-only informal spaces on KCL campuses. Rebecca Selling has spoken to PGT and PGR students, who have highlighted the importance of such spaces to meet other PG students and build a community.

**Return to campus for Term 2:** KCLSU received complaints from students regarding their experiences of returning to campus during T1. The Officers listened to the student body and worked together with the university to mitigate some of the issues regarding ID cards and Visas. KCLSU is looking to continue working with SED to ensure a smoother transition to campus for students who will be joining in T2.

## **Section Two**

Section two of the Officer's report highlights seven strategic projects that KCL and KCLSU will jointly work, across the various tangents 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 seem 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 can tackle impartiality and overcome duplication of 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-19, these issues have become more relevant. 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 on 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 convey 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 adequate levels 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 help distinguish a KCL graduate from rest of the competition.

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## ***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.

The sections will contain the initials of the sabbatical officers as listed below:

President – Zahra Syed (ZS)

VP Welfare and Community – 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.

Diagram 1: Keys

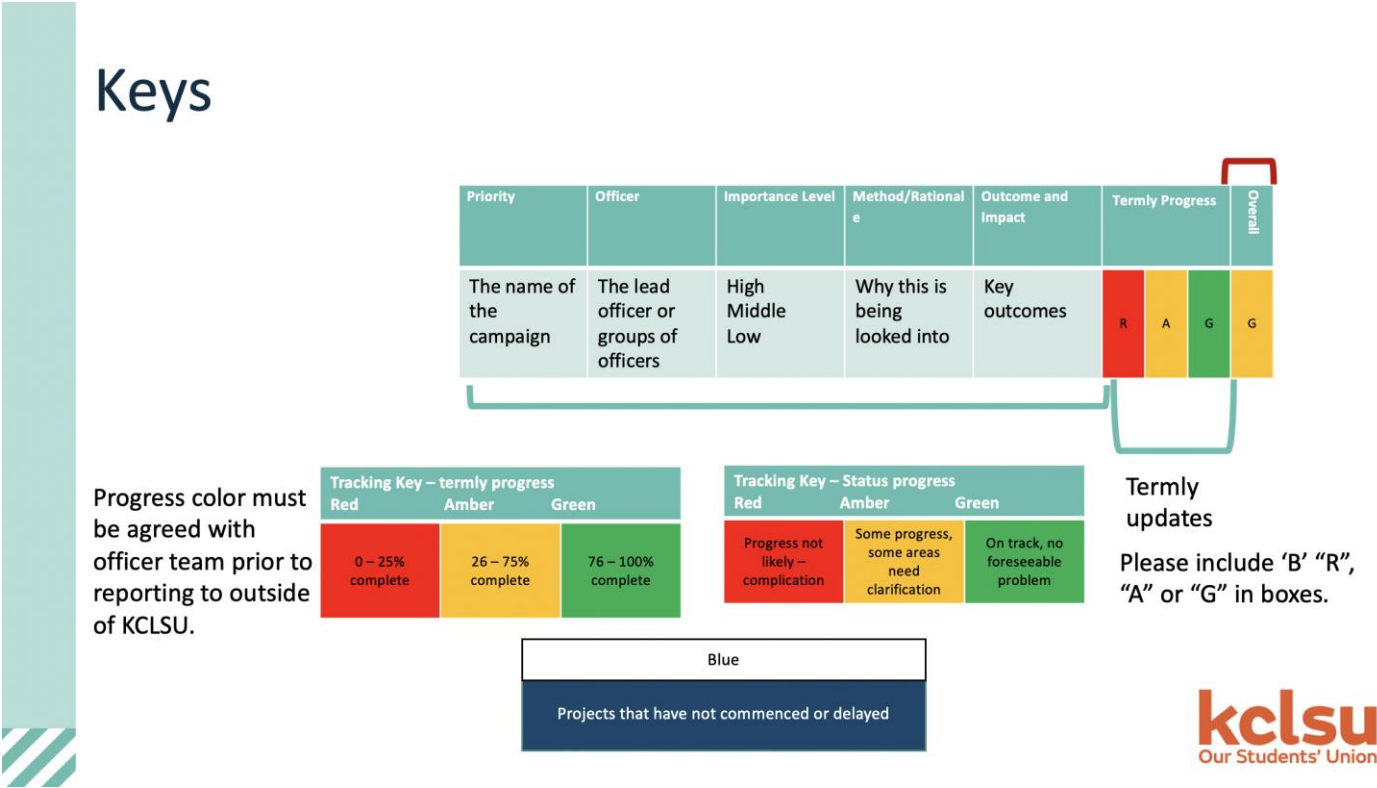


Figure 1: depicts the progress on each of the objectives and clarifies the meaning of each colour and column

## 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	UCU Strikes	KCLSU held a members meeting on Friday the 26 <sup>th</sup> of October, followed by a ballot on whether the union should be in support of strikes. 800 students voted on the ballot and the majority of the students voted against the strikes. However, it is important to note that the students have voted against the disruption to their education, not against our academics and lecturers. Officers are now	Following communications from Professor Shitij Kapur, it has been confirmed that UCU will hold three days of strike action from the 1-3rd of December 2021.  The period for 'action short of a strike' (ASOS) will start from the 1st of December 2021 and end no later than the 3rd of May 2022. ASOS will consist of KCL UCU members-only working contracted hours and duties.	Following our catch up with SED on the 19th of November, as collectively decided, we will be looking for at least 3 concrete promises the university will make to mitigate the impact of the strikes on the student experience. These promises should focus on the loss of

		conversing with the college to understand the impact of the strikes.		learning, joy of learning and student wellbeing.
2	Graduate Teaching Assistant (GTA) Pay	The majority of students who voted in support of strikes on our ballot were the Postgraduate Research (PGR) student community. The officers had received emails from members of the PGR/GTA community stressing that they had not been paid by the College on time. RS has also been in contact with multiple students affected by this situation, actively listening to their frustrations and raising these concerns within the SU.	Following conversations with PGR students /GTAs (led by RS), the officers were disappointed to hear that the College was not paying our student community on time for the teaching services they provide in between their studies and research. The officers and KCLSU Senior Leadership Team have been in conversation with members of the College to understand why GTAs were not paid on time and the negative impact it had on the PGR/GTA community. KCL has acknowledged the issues and have promised that all GTAs will receive their pay as soon as possible. Evelyn Welch has asked RS for help on reviewing what exactly went wrong with GTA pay.	RS has agreed to work with the College to review the issues that led to the delay in payment.  RS will also continue to have conversations with the GTA community and will ensure any concerns raised by them (GTAs) will be voiced to the College.

3	Drink/Intravenous Spiking	<p>There has been a national rise in spiking incidents, which has received significant media attention across October and November:</p> <p><a href="https://www.theguardian.com/uk-news/2021/oct/20/home-office-intervenes-over-spate-of-alleged-spikings-on-nights-out">https://www.theguardian.com/uk-news/2021/oct/20/home-office-intervenes-over-spate-of-alleged-spikings-on-nights-out</a> .</p> <p>Our students are increasingly anxious of such incidents, with a growing fear amongst female students due to correlations of spiking with (sexual) harassment. Student societies have written and co-signed an open letter urging the university and the SU to take action on gendered violence:</p> <p><a href="http://roarnews.co.uk/2021/society-presidents-demand-kcl-intervention-on-gendered-violence-in-open-letter/">http://roarnews.co.uk/2021/society-presidents-demand-kcl-intervention-on-gendered-violence-in-open-letter/</a>.</p>	<p>KCLSU Officers published a statement regarding the spiking incidents, which includes information on where students can receive support:</p> <p><a href="https://www.kclsu.org/news/article/6015/Drink-spiking-on-the-increase-in-London/">https://www.kclsu.org/news/article/6015/Drink-spiking-on-the-increase-in-London/</a>.</p> <p>ZS has commented on the open letter (<a href="http://roarnews.co.uk/2021/society-presidents-demand-kcl-intervention-on-gendered-violence-in-open-letter/">http://roarnews.co.uk/2021/society-presidents-demand-kcl-intervention-on-gendered-violence-in-open-letter/</a>), as well as other Roar articles(<a href="http://roarnews.co.uk/2021/drink-spiking-what-can-kcl-london-and-the-uk-actually-do/">http://roarnews.co.uk/2021/drink-spiking-what-can-kcl-london-and-the-uk-actually-do/</a>), on the importance of taking preventative measures.</p>	<p>ZS will continue to meet with campaign groups/societies to update on what KCLSU has done to protect students and gather feedback from the wider student body.</p> <p>DU and ZS are working with KCLSU to produce a comprehensive video communication that outlines what is being done to protect the student body. This will include current steps taken by King's and KCLSU, future steps that need to be taken, and the existing avenues for support. This will hopefully</p>
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		KCL students have also boycotted clubs as part of the 'Girl's Night In' campaign to push for action on the spiking epidemic, as well as to show solidarity for those affected.	ZS has met with different student groups to discuss developing a strategy for student safety in our campus spaces.  Alongside this, ZS raised these issues to the Southwark Council, asking for action to be taken to protect the student and wider community.	act as a toolkit video for the entire KCL community on issues like spiking and general harassment.  AZ is looking to work more closely with societies in order to agree on training and culture change mechanisms to counter lad culture and casual misogyny. <i>(not sure about putting this in here because not sure how this will materialise)</i>
4	Increased student numbers	KCL's success in attracting more UG students brings challenges of how to	ZS and KCLSU CEO were placed on the Tiger Team to understand the issues at hand.	Review student impact via student voice channels and

		<p>accommodate large student numbers.</p> <p>Some specific concerns are:</p> <ul style="list-style-type: none"> <li>• Common Year One (one of the largest cohorts at King's)</li> <li>• Sufficient clinical and lab space provision for our students.</li> </ul> <p>This is the second year King's has welcomed a higher-than-expected number of UG students, so it is important to understand the impact this would have on the student experience.</p>	<p>Furthermore, both ZS and CEO are on MRAG to understand student numbers.</p>	<p>feedback to appropriate committees.</p>
5	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 student leader for the campaign has shared their experiences on different media platforms, including Sunday Times and BBC Radio 4.</p>	<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>A major criticism from the students has come from the fact that the rest of society has normalised since government restrictions have lifted. Shops, restaurants, schools and almost all other public areas operating in pre-pandemic conditions. This means the students expect face-to-face teaching, especially as we get closer to the second semester.</p>	<p>Officers have also identified that one major expectation for the second semester is an increase to F2F teaching as the majority of students would be present for classes and seminars.</p>	<p>Obtain information on several face-to-face sessions being provided and across which programmes.</p> <p>Officers will discuss with the university on what F2F teaching will look like in T2, considering more students are expected to join.</p>
6	Freedom of Expression	<p>With the Higher Education (Freedom of Speech) Bill moving through the House of Commons, we will start to see more groups inviting figures from contested and controversial backgrounds to speak. This poses a risk to student wellbeing, where such</p>	<p>Discussions are being held internally at KCLSU to ensure there is a robust interpretation of the freedom of speech bill, understanding the impact it would have on students.</p>	<p>Update FESAG accordingly.</p>

		<p>speakers may impose opinions with inclinations to hate speech.</p> <p>If such speakers are invited to campus, there should be counter academic debate to keep it fair and balanced. Additionally, students should be protected and not face repercussions if they choose to protest against an event.</p>		
7	PG spaces	PG students have expressed frustrations with the lack of PG-only informal spaces.	RS has spoken to PGT and PGR students, who have highlighted the importance of such spaces to meet other PG students and build a community.	RS will work with KCL and KCLSU to identify spaces that could be utilised for PGs only to hold social events.
8	Return to campus for Term 2	KCLSU received complaints from students regarding their experiences of returning to campus during T1. The Officers listened to the student body and worked together with the	Education Officers are having regular meetings with SED to discuss returning to campus. We asked for the ID card collection points to remain open for T2.	Officers will continue to have regular catch ups with SED regarding re-freshers.

		<p>university to mitigate some of the issues. For example:</p> <ul style="list-style-type: none"> <li>• ID cards - in-person ID card collection points re-opened to allow students who had not received ID cards to come collect them on campus.</li> <li>• Visa/immigration issues - Officers would let students know about points of contact they could reach out to for help on visas and immigration. Officers would also forward cases (with permission) to SED and the Visa team if a student was struggling to return to campus.</li> </ul>		<p>AZ and DU to speak with student groups to identify further visa and immigration issues.</p>
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## 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	TBC				

				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.					
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		<p>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.</p> <p>Recently concluded the Wellbeing need that was utilised to refocus attention on the centrality of mental health to student wellbeing. Student officers including Daniyal, Fatimah and Rebecca hosted various events where students participated on mental health-related themes.</p>					

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					

				<p>that KCLSU facilitates and will require KCLSU to review its position on safe space policy.</p> <p>Next steps: pick up the conversation with SED to refine the conversations.</p>					
6.	Anti Harassment	ZS		<p>KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing:</p> <p>(i) How KCL and KCLSU message their position and educate our community on harassment and its impact and</p> <p>(ii) How we encourage and support those that have been victims of harassment to come forward and present cases.</p>					
7.	Careers	AZ HL		<p>There is a need to understand how KCL careers, as well as the activities KCLSU provides, can best support our students to</p>					

				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.					
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### 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	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

				King's (chaired by Joy Whyte) and an equivalent at KCLSU (chaired by Caroline Crawford). Although the measures at King's are reaching a satisfactory standard, the issues surrounding student culture are continuing to impact student safety and well-being.				
2.	Improving mental health	ZS	High	The second objective I am working on is improving mental health. Currently, our counselling and support services are underfunded and there is a lack of student engagement with services available at KCLSU. This year there have been greater efforts being made to extend the engagement of KCLSU well-being services to the	The outcome of the objective will be to have greater student engagement with our well-being and support services at KCLSU, and lobby KCL to provide more funding from the mental health services.	A		G

				<p>BAME students as there was a large gap present.</p>	<p>I hosted a well-being event on the 8th of Nov 2021, whereby, I gave out well-being packages containing a diary, pencils, biscuits, teabags, popcorn and information of our (KCLSU) well-being and support services. Furthermore, I asked them to write into a mailbox I had set up at my table 'one thing I could do for your well-being.' From the responses I will curate an action plan -however there was a sentiment of having more well-being socials led by KCL.</p>				
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3.	Bidet Showers/ Douches	DU	High	<p>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.</p> <p>I am also focusing on the sustainability and net-zero carbon target related goals that paper-free toilets might help us in getting closer to.</p>	<p>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.</p> <p>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.</p>	R			G
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					<p>There have been considerable developments since the last time we talked.</p> <p>1. Have received confirmation from KCL estates of a small number of such shower installations already having been completed on some toilets. Have also received a detailed outline of other locations where such showers are in line to be installed. These plans shall be made public to the student body soon.</p> <p>2. Head of KCL Estates and I</p>			
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					will soon come together for a video chat discussing the sustainability and diversity related benefits of the bidet showers project and what all will be done over the course of the coming months and years to translate these potential benefits into reality.				
4.	Individual Venue Booking System for Event Organising	DU	High	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.	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	R			G

				<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>	<p>system, identifying what changes need to be made before implementation.</p> <p>An existing system run by KCL venues called “My Campus Spaces” has come to light which aims to do much of the work outlined in the original plan.</p> <p>It is evident though that this facility is under-marketed. As such, before Christmas break, I should received clarification from Ms. Rebecca at KCL venues on some crucial questions like:</p>			
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					<p>1. Are the rooms provided under this facility big enough to cater to larger audiences?</p> <p>2. Are audio visual aids available on demand?</p> <p>3. What promotional materials are available for KCLSU to market this service to the larger student community?</p> <p>Once we have received clarification on these matters, we can proceed to market this facility and close the chapter on this agenda.</p>				
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5.	Improving Student Representation	FP	High	<p>Before I was elected to become a Sabbatical Officer, I was an Academic Representative throughout the entirety of my 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>The goal of this is for students to feel empowered in their ability to connect with students in their 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>	R			A
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				<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>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> <p>So far, I got to work with our Representation and Campaigns Manager, and Academic Rep coordinator in delivering the training for the new academic reps in the health faculties.</p>				
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					We are looking to recruit a new Academic Rep Coordinator in the coming weeks.				
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 background of my education at KCL and within	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 (Director of	R			R

				<p>my remit as VP Education (Health)) would be:</p> <ul style="list-style-type: none"> <li>- To give students an opportunity to understand decolonisation in the context of Medicine and Biomedical research</li> <li>- To provide more resources which incorporate images/diagnosis of different racial groups</li> <li>- To review and give advice on how KCL can support black/PoC researchers into academia/teaching at a university level</li> </ul>	<p>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.</p> <p>Having spoken to multiple people, I am looking to work with KCLSU and King's to develop a definition of decolonisation.</p>				
7.	Exam Support	HL	Low	Currently, exam support and feedback to students on	Create a minimum standard of exam support which	R			A

				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 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.	faculties and departments across the Arts & Sciences must follow. This will involve detailed marking schemes, access to past papers and qualitative exam feedback.			
8.	Go Fund Yourself Campaign	RS	High	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	Implement support structures that allow particularly self-funded students to receive support in light of the circumstances	R		A

				<p>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>It has been agreed among the officer team that this campaign</p>	<p>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 protective measures in place ensures accessibility to HE for all students and prevents the marketisation of the education sector.</p>				
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				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</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

				through lecture and seminar pop-ins, as well as creating more bespoke events and spaces.				
10.	Careers' Service	AZ/HL	High	<p>The objective is to enhance the career opportunities available to students by providing them better networking opportunities and making them more competent.</p> <p>Here are some of the updates:</p> <ul style="list-style-type: none"> <li>-Have developed an initial outlay of the whole careers week.</li> <li>-For the first time, KCLSU will be doing something related to enhancing career opportunities for our students.</li> </ul>	<p>This will help us improve the skills of our students in a highly competitive job market.</p> <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</p>	A		G

				<p>-We have decided to partner with KCLSU societies to organise the whole careers week and spread it to a wider network.</p> <p>-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.</p> <p>- The evenings will be covered by the networking sessions (both in person and online)</p>	<p>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</p>				
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				fast tracked to interview with our partner firms.					
11.	Providing culturally competent student experience	AZ	Medium	<p>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 event in order to provide students a platform to engage with students from different backgrounds.</p> <ul style="list-style-type: none"> <li>- We have had a meeting with the staff leads and given them a brief on our</li> </ul>	<ul style="list-style-type: none"> <li>- All the cultural student societies are getting a chance to be part of the Flagship event by KCLSU this year.</li> <li>- Societies will get to represent their own cultures by showcasing their cultural performances</li> <li>- This event is aimed to be as inclusive as</li> </ul>	R			G

				<p>plan for the cross cultural ball</p> <ul style="list-style-type: none"> <li>- Currently, we are in the process of finding the most suitable venue.</li> <li>- 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.</li> <li>- We have had confirmation from 25+ cultural societies that they are willing to be part of Cross Cultural Ball</li> </ul>	<p>possible, therefore we will be including our students in the promotional videos and marketing aspects of the event as well.</p> <ul style="list-style-type: none"> <li>- Any student can volunteer to perform or be part of the process of planning the event.</li> <li>- The tickets will be sold out at discounted prices to societies to encourage the</li> </ul>				
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				<ul style="list-style-type: none"> <li>- It is planned to be hosted by the end of January</li> </ul> <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>	<p>students to buy the memberships of the societies</p>				
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**Academic Board**

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**Meeting date** 8 December 2021

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**Paper reference** AB-21-12-08-09.2

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**Status** Final

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## 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. Executive 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) In this season of Remembrance, it was very good to be able once again to hold the College's annual Remembrance Ceremony at the Guy's Memorial Arch on 11 November, when I joined the Principal and Richard Trembath in laying wreaths and the two minutes' silence was observed. Once again we were joined by children from a local primary school, and there also seemed to be a good representation of King's staff and students, as well as Guy's Hospital colleagues.
- b) As we open up again for events, on 10 November we were delighted to host the launch in Chapel of the new book by Denis Pellerin and Brian May (the latter of Queen fame!), *Stereoscopy: The Dawn of 3-D*, which celebrates the role of Professor Charles Wheatstone and King's in developing 3D technology in the 19<sup>th</sup> Century. It was a fascinating talk and the Chapel was a very fitting location in which to rediscover some of King's pioneering research in the first century of its existence.
- c) Then the following evening Westminster Abbey hosted the annual Eric Symes Abbott Memorial Lecture, which is held in honour of a previous Dean of King's, and is organised by the Dean's Office. Loretta Minghella, now Master of Clare College Cambridge but until August the Church of England's First Church Estates Commissioner, gave an excellent talk about approaches to money by people and organisations of faith. Booklets of the lecture can be ordered from the Dean's Office (£1 each).

## 2. AKC (Associate of King's College)

- a) This semester's lecture series on "Spirituality and the body: what can our bodies do?" has continued to be well-received, and we are now looking ahead to next semester's lectures on "Radical Religion: Rethinking 'Radicalisation'". I am very pleased to be able to report that after three semesters of entirely online delivery, we will be returning to on-campus lectures from January 2022, with a blended form of delivery to cover in-person and online options.
- b) Now that the registration window has closed, the AKC team has been crunching some numbers, which may be of interest to Board members. Using data from SITS, this table indicates the breakdown of AKC students by Faculty, percentage-wise (not including staff or alumni):

Faculty	% of AKC cohort
Faculty of Life Sciences and Medicine	23%
Faculty of Arts & Humanities	20%
Faculty of Social Science & Public Policy	19%
Faculty of Natural, Mathematical & Engineering Sciences	11%
Dickson Poon School of Law	7%
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	6%
King's Business School	5%
Institute of Psychiatry, Psychology and Neuroscience	5%
Faculty of Dentistry, Oral & Craniofacial Sciences	3%
TOTAL	99%

- c) It is also possible to see the percentage of students from each Faculty who are taking the AKC:

Faculty	% of AKC students from each Faculty
Faculty of Arts & Humanities	14%
Faculty of Life Sciences and Medicine	12%
Dickson Poon School of Law	11%

Faculty of Social Science & Public Policy	10%
Faculty of Natural, Mathematical & Engineering Sciences	9%
Faculty of Dentistry, Oral & Craniofacial Sciences	9%
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	8%
King's Business School	4%
Institute of Psychiatry, Psychology and Neuroscience	4%

- d) By the time of the meeting, I may be able to report on the plans for the lecture series in 2022/23 – at the time of writing, these are still to be discussed by the AKC Steering Committee.

### 3. Chaplaincy

- a) Our regular pattern of services and events continues, and in addition we had a special service on Tuesday 9 November (in place of Choral Evensong) to remember those known to us who have died, whether in the last year or so, or less recently. Amongst the names read out were those of Stephen Harrow, previously the College's Assistant Registrar, who died in April 2020, and James Akabwai, a long-standing member of staff in Estates & Facilities at the Strand, who died suddenly in June 2020.
- b) After the Remembrance Ceremony on 11 November (see 1a above), as many of the Chaplains who could make it met in-person in the Guy's Chaplaincy, when the Principal joined us to give an update on how he's settling in, and other areas of the College's life where we as a team can best support him – and how we can be supported in our work as well.
- c) On 19 November we will co-host a Vigil for the Trans Day of Remembrance in the Strand Chapel, with the KCLSU LGBT+ Society. This is an important and harrowing experience, as we remember by name over 560 individuals who have been murdered because of their identity.

### 4. Chapel Choir

- a) At the time of writing, the Choir are deep into rehearsals for the Advent Carol services on 1, 2 and 3 December, and we are very glad that these can return this year, albeit with smaller numbers than usual. If anyone is reading this in time, then the links to book tickets can be found via the individual entries for the three services on our webpages.
- b) Tickets will also be needed for the Christmas Carol service on Tuesday 7 December – this has not been the case in the past, but since this service is usually very well attended indeed, we need to find a way to keep the numbers sensible and manageable. Again, the link for tickets can be found on our website.
- c) I mentioned in my last report that the first of the CDs which the Choir recorded in the summer had been released in October: 'Say it to the still world', which is a collaboration with the guitarist Sean Shibe, performing works by the composer Liam Paterson. We are now starting to see reviews of the CD, including one in The Scotsman (scroll down the page!) which says that "The combination of Fort's evocative choir and Shibe's moody though equally ecstatic electric guitar . . . is as novel as it is sensitive."
- d) And demonstrating that Joe Fort definitely keeps the Choir busy, between this Board meeting and the next one in March they will be undertaking their next recording, of Sergei Rachmaninov's *All Night-Vigil*. This is becoming a staple of their repertoire, and they will be performing it in concert on Friday 10 December in the St John's Smith Square Christmas Festival, and again in March as part of the Barnes Music Festival (organised by Andrew Summers, previously Deputy Chair of the College Council).

Ellen Clark-King, Dean of King's College London  
16 November 2021

Academic Board	
Meeting date	8 December 2021
Paper reference	AB-21-12-08-09.2
Status	Final
Access	Members and senior executives
FOI Release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 personal information

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## Election of Associates of King's College

### Action required

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

**Motion:** That those students and staff listed be elected as Associates of King's College

### Executive summary

The Council has delegated to the Academic Board 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.



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