
Academic Board

Meeting date 2 November 2022

Paper reference AB-22-11-02-02

Status Final



Meeting of the Academic Board to be held on **Wednesday 2 November 2022** at 14.00, Great Hall, Strand Campus.

Agenda

1	Welcome, apologies and notices AB election results	Verbal	Chair
2	Approval of agenda	AB-22-11-02-02	Chair
3	Unanimous Consent Agenda including:	AB-22-11-02-03	Chair
3.1	Minutes of the Previous Meeting	AB-22-11-02-03.1	
3.2	Actions Log	AB-22-11-02-03.2	
3.3	Rolling Calendar of Academic Board Business	AB-22-11-02-03.3	
4	Matters arising from the minutes	Verbal	Chair
STRATEGIC DISCUSSION			
5.1	The Future of Online Education at King's (to discuss)	AB-22-11-02-05.1	VP (Education & Student Success)
5.2	Strategy Refresh (to discuss)	AB-22-11-02-05.2	Principal
REGULAR BUSINESS ITEMS			
6	Report of the President & Principal		
6.1	Summary Report on Key Issues (to note)	AB-22-11-02-06.1	Chair
6.2	Academic Workforce Report (to discuss)	AB-22-11-02-06.2	Professor Mike Curtis
7	Report of the President of KCLSU (to discuss)	AB-22-11-02-07	KCLSU President
8	Reports of Committees		
8.1	Report of the Academic Board Operations Committee Minor Amendments to CEC Terms of Reference (<i>on Consent</i>)	AB-22-11-02-08.1	Chair, ABOC
8.2	Report of the College Education Committee <i>See Consent Agenda for all items from CEC</i>	AB-22-11-02-08.2	Chair, CEC
8.3	Report of the College Research Committee <i>See Consent Agenda for all times from CRC</i>	AB-22-11-02-08.3	Chair, CRC
9	The Dean		
9.1	Report of The Dean (to note) <i>Item on Consent</i>	AB-22-11-02-09.1	Dean
9.2	To elect Associates of King's College (to approve)	AB-22-11-02-09.2	Dean
10	Report from Council	AB-22-06-29-10	Council Member
11	Any Other Business		

Irene Birrell, College Secretary
October 2022

Unanimous Consent Agenda

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

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

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

Item	Title	Paper	Action
3.2	Minutes of June 2022 meeting	AB-22-11-02-03.1	Approve
3.3	Actions Log	AB-22-11-02-03.2	Note
3.4	Rolling Calendar of Academic Board Business	AB-22-11-02-03.3	Note
Report of the Academic Board Operations Committee (ABOC)		AB-22-06-02-08.1	
8.1	(i) CEC Terms of Reference minor amendments		Approve
Report of the College Education Committee (CEC)		AB-22-11-02-08.2	
8.2	(i) OfS Conditions of Registration 2022/23	Annex 1	Approve
	(ii) Professional, Statutory & Regulatory Body policy	Annex 2	Approve
	(iii) CEC Terms of Reference & Membership 2022/23	Annex 3	Approve
	(iv) CEC Schedule of Business 2022/23	Annex 4	Approve
	(v) Degree Outcomes Statement 2022	Annex 5	Approve
	(vi) King's International Foundation condonement	Annex 6	Approve
	(vii) Degree Outcomes Statement 2020/21		Note
	(viii) Academic Regulations 2022/23		Note
	(ix) Periodic Programme Review – revised process		Note
	(x) Macadam level 3 Project 2022/23		Note
	(xi) College Teaching Fund – final year report 2021/22		Note
	(xii) Harassment & sexual misconduct		Note
	(xiii) Review of practice - Abrahart (Bristol) case		Note
	(xiv) Examinations & Assessment delivery update 2021/22		Note
	(xv) Academic Misconduct – paper for Faculty discussion		Note
	(xvi) CEC Schedule of Business 2021/22		Note
	(xvii) Module Evaluation overview 2021/22 response rates		Note
	(xviii) PGT Assessment Board Annual Report 2020/21		Note

	(xix)	a) ASSC Schedule of Business 2021/22 – update b) Draft Schedule of Business for ASSC 2022/23 c) ASSC Terms of Reference & Membership 2022/23	Note
	(xx)	Programme Development & Approval Sub-Comm.	Note
	(xxi)	Collaborative Provision Sub-Committee	Note
	(xxii)	NSS Overview/Update	Note
	(xxiii)	TEF Provider Submission	Note
	(xxiv)	Equality, Diversity & Inclusion update	Note
	(xxv)	King's College London Strategy 2026	Note
	(xxvi)	Update on the start of the Academic year 22/23	Note
	(xxvii)	Learning Environments Working Group	Note
	(xxviii)	Professional Statutory and Regulatory Body activity	Note
	(xxix)	Fair Admissions Policy Statement	Note
	(xxx)	Executive MBA – Terms & Conditions	Approve
	(xxxi)	Statement for Exams Period 1, 2 and 3	Note
Report of the College Research Committee (CRC)			AB-22-11-02-08.3
8.3	(i)	King's Research Strategy Refresh	Note
	(ii)	NMES Research Strategy	Note
	(iii)	Digital Research Strategy	Note
	(iv)	Digital Futures Institute	Note
	(v)	PGR Stipends	Note
	(vi)	HREiR Award: Action Plan Against the Concordat to Support the Development of Researchers	Approve
	(vii)	Research Integrity: Research Misconduct Procedure	Approve
	(viii)	Libraries & Collections: Research Publications Policy	Approve
Report of the Dean			
9.2		To elect Associates of King's College	AB-22-11-02-09.2 Approve

Irene Birrell
College Secretary
October 2022

Academic Board
Meeting date 2 November 2022

Paper reference AB-22-11-02-03.1

Status Unconfirmed

Minutes

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

Date 29 June 2022, 14.00

Location Great Hall, Strand Campus

Composition			Members		Attendance 2020-21				
					03.11.21	08.12.21	09.03.22	20.04.22	29.06.22
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur		P	P	P	P	P
	Senior Vice	SVP Academic (interim)	Professor Mike Curtis		P	P	P	A	P
	Presidents & Vice Principals	SVP Service, People & Planning	Professor Evelyn Welch		P	P	P	P	P
		SVP Health & Life Sciences	Professor Richard Trembath		P	P	P	P	P
		VP Education	Professor Adam Fagan		P	P	P	P	P
		VP Research	Professor Reza Razavi		P	P	P	P	A
		VP Global Engagement	Professor 'Funmi Olonisakin		P	P	A	P	P
		VP Communities & National Engagement	Baroness Bull		P	P	A	P	-
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King		P	P	P	P	P
	The President of the Students' Union		Zahra Syed		P	P	A	P	P
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone		P	P	A	A	P
		Vice President for Education (Health)	Fatimah Patel		P	A	P	P	P
		Vice President for Postgraduate	Rebecca Seling		P	P	A	P	P
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain		A	P	P	A	P
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier		P	P	P	P	P
		Dickson Poon School of Law (Interim)	Professor Alex Türk		P	P	P	A	P
		King's Business School	Professor Stephen Bach		A	P	P	P	P
		Life Sciences & Medicine	Professor Ajay Shah		P	P	A	P	A
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi		A	P	A	P	P
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson		P	P	P	A	P
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Sir Simon Wessely		A	P	P	P	P
		Social Science and Public Policy	Professor Linda McKie		P	P	P	P	P
	Dean for Doctoral Studies		Professor Rebecca Oakey		A	P	P	P	A
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott		P	P	P	P	A
Elected Students	One student from each faculty, split equally across UG/PGT/ PGR	Arts and Humanities	Claude Lynch		P	A	A	A	A
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani		P	P	A	P	P
		Dickson Poon School of Law	Chris Panayi		P	P	P	A	A
		King's Business School	William Shiue		P	P	P	P	A
		Life Sciences & Medicine	Amy Lock		P	P	A	P	A
		Natural, Mathematical and Engineering Sciences	Vacancy		-	-	-	-	-
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj		A	A	A	A	A
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini		P	P	P	P	A
		Social Science and Public Policy	Hassan Faouaz		A	P	P	A	P
Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of	Arts & Humanities (5 members, including HOD equivalent)	Professor Anna Snaith		P	P	P	P	A
			Dr Simon Sleight		A	P	P	A	P
			Professor Mark Textor		A	A	P	A	P
			Professor Matthew Head		P	P	P	P	P
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Dr Hannah Crawforth		P	P	P	P	P
			Professor Kim Piper		P	P	P	A	P
			Dr Anitha Bartlett		P	P	P	P	P
			Dr Ana Angelova		P	P	P	P	P
			Professor Jeremy Green		P	P	P	A	A
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Ann Mumford		P	P	A	P	P
			Professor Federico Ortino		P	P	P	A	P
			Dr Ewan McGaughey		P	P	A	P	P
			Professor Satvinder Juss		P	P	P	P	A

each faculty.	King's Business School (4 members, including HOD equivalent)	Vacancy (HoD)	-	-	-	-	-
		Dr Jack Fosten	P	P	P	P	P
		Dr Juan Baeza	P	P	A	P	P
		Dr Daniele Massacci	P	A	A	P	A
	Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape	P	P	P	P	P
		Professor Maddy Parsons	P	A	P	P	A
		Dr Baljinder Mankoo	P	P	A	P	A
		Dr Susan Cox	P	P	A	P	A
		Dr Manasi Nandi	P	P	A	P	P
	Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Paula Booth	P	P	P	P	A
		Professor David Burns	A	A	A	A	A
		Professor Michael Kölling	P	P	P	P	A
		Professor Sameer Murthy	P	P	A	P	P
	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson	P	P	A	A	A
		Dr Julia Philippou	P	P	P	P	P
		Irene Zeller	P	P	A	P	P
		Dr Jocelyn Cornish	P	A	P	P	P
	Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear	P	P	A	P	P
		Dr Marija Petrinovic	P	P	P	P	A
		Dr Yannis Paloyelis	P	P	A	A	P
		Dr Eamonn Walsh	P	P	P	P	P
	Social Science and Public Policy (5 members, including HOD equivalent)	Professor Robert Hindges	P	P	P	P	P
		Professor Alfredo Saad-Filho	P	P	P	P	P
		Dr Ye Liu	P	A	P	A	A
		Dr Jane Catford	P	P	P	P	A
		Dr Sunil Mitra Kumar	P	P	A	A	P
	Three professional staff	Dr Hillary Briffa	P	P	P	P	P
		Education Support	Syreeta Allen	P	P	P	P
		Research Support	James Gagen	P	P	P	P
	Two academic staff on research-only contracts	Service Support	Kat Thorne	P	P	P	A
		Arts and Sciences Faculties	Dr Harriet Boulding	P	A	P	P
		Health Faculties	Dr Moritz Herle	A	P	P	A

v= vacant post

In attendance:

Incoming KCLSU President, Mohd Yasir Khan; Incoming VP Education (Art & Sciences), Sara Osman Saeed; Incoming VP Education (Health), Julia Kosowska; Incoming VP Postgraduate, Shagun Bhandari; Darren Wallis, Executive Director, SED (Standing attendee & for Item 6.3 – Student Terms & Conditions); Lynne Barker, Associate Director (Academic Regulations, Quality and Standards) (Standing attendee); Ian Barrett, Director of Strategy, SPA, (for item 5.1 – The Strategy Refresh); Ceri Margerison (for item 5.1 – The Strategy Refresh); Lorraine Kelly, Director of Equality, Diversity & Inclusion and Organisational Development (for item 5.2 – Update on King's People & Culture Strategy); Jen Angel, and Holly Andrew (in attendance for Item 6.2 – Cultural Competency); Ian McFadzean, Academic Lead, TEF (for item 8.2a – TEF update)

Secretariat:

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

1 Welcome, apologies and notices

The Vice Chair in the Chair welcomed members and guests in attendance to the meeting and thanked those for whom it was their last meeting.

2 Approval of agenda

The Vice Chair announced a change in agenda order in order to help with the logistics of staff presenting items in the absence of the Principal. The Principal was due to arrive and take over the Chair later in the meeting. The agenda was approved as amended.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-22-06-29-03]

A member requested that Items 8.2a (i) and (ii) be removed from the UAC:

- (i) Flex, King's First Year and the Credit Framework (Annex 1 to Item 8.2a)

Decision

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

4 Matters Arising from the Minutes

None.

5.1 The Strategy Refresh [STRATEGIC DISCUSSION]

The Director of Strategy (SPA) outlined the process for Strategy 2026 and made clear that Strategy 2026 did not replace Vision 2029 which remains the strategic compass for the university. The document provided to the Board was not a final draft of the Strategy but an enabler for discussion about what the goals and objectives should be.

The leading emphasis was on students and their success, and on investing in and transforming the infrastructure and enablers that support students and staff. Regarding research, the university was responding to the shifting expectations of both its funders and society and was actively seeking partnerships with industry where that made sense. Climate and sustainability would also be a key focus, and the university would continue to support its service agenda and its career researchers. The university needed to balance key investments and continuous improvement, which would include thinking differently about its physical infrastructure.

During discussion the points raised included:

- The impact of growing student enrolment on the wellbeing of staff
- Funding what we need to fund in difficult financial circumstances
- Transparency about the need to create cost efficiencies in order to fund investments, and a more inclusive way of making these decisions
- Measuring the impact of projects
- Supporting students with employment and careers
- Student voice – what is the role of the Student Union in that and are there some things that can be delivered more effectively by the Student Union?
- Issues of balance. Is growth the way to get what we need? Preference for doing things better rather than doing more. Executive Deans being involved in the size and shape conversations.
- Thinking about what Widening Participation looks like internationally.
- Implementation plan (detail and timeline) not ready yet. What is underway is discussion of business plans for many of the areas. There are ambitions for meaningful 3-4 year university plans to lead to meaningful 3-4 year faculty and directorate plans, which will enable staff/space/system support planning on a longer term basis.
- Value for Money and a sense of belonging for students.
- Clarity around where decisions are made.

5.2 Update on King's People & Culture Strategy [AB-22-04-20-06.2]

The Senior Vice President (Service People & Planning) introduced the report, supported by The Dean. The report provided a short update on the People & Culture work being developed as part of the strategy refresh of Vision 2029. Key issues included:

- wellbeing days
 - Bullying & harassment
-

-
- Changes to governance for the interim following the departure of the Senior Vice President (Service, People & Planning). The Dean, The Revd Dr Ellen Clark King would act as the voice of Equality, Diversity and Inclusion at Senior Executive level and would Chair the EDI Board.

Ellen Clark King stated that staff wellbeing was an essential part of King's, and that she wanted a joined-up approach looking at both the culture change that needed to happen as well as the shorter term processes and strategies that could be put in place so that people could see improvement in the short and medium terms. Staff wellbeing was something for the whole staff community to be involved in individually and as leaders.

The staff wellbeing review had been undertaken by an external company in response to the management decision to remove wellbeing days. The Executive met regularly with the Unions and had discussed wellbeing days in those meetings, but the university also wanted to hear from other staff. Workloads varied enormously across the College.

6 Report of the President & Principal

6.1 Summary Report on Key Issues [AB-22-06-29-06.1]

The Vice Chair in the Chair moved this report down the agenda to accommodate the Principal's late arrival to the meeting.

6.2 Celebrating Cultural Competency [AB-22-06-29-06.2]

Academic Board received a management report from Professor Marion Thain and Professor 'Funmi Olonisakin providing an update on progress with the cross-College Cultural Competency Programme; the Cultural Competency landscape, including the interdisciplinary Cultural Competency Unit; and strategic ambitions and achievements to date. Professor Thain reported it had been a fantastic journey and a good example of collaborative working. The programme had been co-designed and created with students and staff from across the College. A kickstarter program had been run over this past year and had received helpful and positive feedback. It had been offered to all first year students, and in the next year optional modules would be run that would lead to more substantial and senior ways to study, and there would also be opportunities for staff. In due course the Academic Board would be presented with a proposal for a Global Cultural Institute for truly interdisciplinary and collaborative research. This Institute would be housed in Arts & Humanities but would involve people from across the College.

Professor Olonisakin acknowledged the partnerships and leadership that had gone into the Cultural Competency programme. She stated that King's could claim to be a model of an institution where, because of cultural competency, we could have as many difficult conversations as needed.

The following points were noted in discussion:

- There had been 65 percent uptake from health faculties.
 - Plans for engaging other faculties.
 - The need to let students know that the cultural competency programme was available no matter what programme they are following.
 - The difficulties faced by some faculties with a very tight curriculum, noting that it should be seen as an amplifier of the student's primary academic discipline. The programme was designed to help students think about the ways in which they could funnel their academic training and knowledge into a meta level of thinking on issue being faced.
 - The need to encourage those with queries about the framing of the module and concerns that students are being presented with a particular political viewpoint to observe the programme. The students were being asked to see the world through the eyes of others, regardless of who the others are.
 - An academic from the Faculty of Dentistry, Oral & Craniofacial Sciences reported that all their students had taken the programme (all having a packed curriculum) and that all the students
-

had found it hugely beneficial. She thought it would be a good idea to make it credit bearing and/or build it into existing modules.

- This was a crucial component of King's and was about what students want and what they think King's stand for and addressed the challenges that people from different cultural backgrounds faced.

6.3 Student Terms & Conditions 2023/24 [AB-22-06-29-06.3]

Decision:

Academic Board approved the motion that the following Terms and Conditions sets be approved:

- a. General Student Terms and Conditions 2023/24
- b. King's Online Terms and Conditions for 2023/24
- c. King's Pre-sessional Students Terms and Conditions for 2023/24
- d. King's International Foundation Terms and Conditions for 2023/24
- e. King's Open Enrolment Short Courses Terms and Conditions
- f. King's Language Centre Language Modules (Credit-Bearing) and Non-Assessed Courses Terms and Conditions for 2022/23
- g. King' Language Centre Evening and Saturday and Summer Language Courses Terms and Conditions for 2022/23
- h. King's Language Centre Corporate & Tailor-Made Tuition Terms and Conditions for 2022/23

Further, the Board agreed that additional amendments to terms and conditions for King's International Foundation that were not yet ready to bring forward could be approved via Chair's Action.

7 Report of the KCLSU President [AB-22-06-29-07]

The KCLSU President, Zahra Syed, introduced her final report of the academic year. This report provided a summary of key updates, upcoming project and insights from student engagement and campaigns, with the key issues being the upcoming TEF Student Submission and changes to representation, student insights and reporting. She highlighted the importance of the KCL/KCLSU relationship agreement welcomed the incoming KCLSU sabbatical officers.

On behalf of the Academic Board, the Chair put on record thanks to Zahra Syed and her team. The Executive Dean from the Faculty of Nursing, Midwifery & Palliative Care also put on record her thanks to the Student Union, and particularly to the Vice President for Education (Health). As a new Executive Dean she had hugely benefited from hearing from the perspective of the Student Union, with what had been an extremely mature approach; responsiveness; and much help with co-design.

8 Reports of Committees

8.1 Report of the Academic Board Operations Committee [AB-22-06-29-08.1]

- (i) PACE Membership on the Academic Board

Decision

Academic Board approved the motions that:

- (i) The composition of Academic Board be amended to add the following: "Three staff members on contracts which include teaching from Professional and Continuing Education (PACE) will be elected by and from the staff members on contracts which include teaching in PACE. One of the three seats will be held by a Head of Department or equivalent from the list of eligible nominees as determined by PACE.
- (ii) A mechanism to address the differential between the FTEs of faculties and the capacity for these to change over time and the consequence for membership numbers on the Academic Board be considered in the next governance review in 2023-24.

- (ii) Disposition of proposed agenda items

The Vice Chair in the Chair moved this item to the end of the agenda, to follow the Report of the Principal (see Minute 8.1 below).

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

- (iii) College International Committee Terms of Reference
- (iv) ABOC membership
- (v) Academic Board minutes style
- (vi) Academic Board agenda plan

8.2a Report of the College Education Committee (CEC) [AB-22-06-29-08.2a]

(i) TEF Update

The Academic Lead for TEF reported that the Office for Students (OfS) had decided to run the next TEF next academic year, following a consultation period that had ended in March. The TEF would focus on undergraduates, would be mandatory, and ratings would be gold, silver, bronze, which would all be degrees of excellence above the baseline quality. OfS had introduced a fourth rating: absence of excellence/needs improvement. King's currently holds a silver awarded in 2018.

The pilot subject level TEF had not been carried out and would not return. The measurement criteria for institutional level TEF would be: high quality courses; successful outcomes; and ongoing value of degrees. The OfS would also be looking at continuation rates and completion rates and progression to employment or postgraduate level. The student experience aspect was reflective of the National Student Survey. Assessors would have three different sources of information, and these would be retrospective over the last four years. Metrics would be split across course type. The key focus was a high quality experience for all students

King's would need to provide a 20 page narrative statement, and a ten page narrative would need to be provided by students – the university was working with KCLSU to help them get the information they would need.

The submission window would open in September and close early in 2023. Results would be published in mid-2023. The NSS had already been identified as an area of risk for King's as it scored materially below benchmark. A project plan had been developed and meetings were being held to discuss this across the College. The analytics team was considering the way in which it will analyse the data as it arrives in order to provide a powerful interface that will let us see issues quickly. Many members of the Academic Board would be asked to assist with the drafting and editing of the submission.

In discussion the following points were made:

- The previous submission had offset the NSS scores and it had been confirmed that numerical data would contribute no more than 50 percent of the assessment. The submission would make clear that NSS is not the only way to measure student experience.
- The new score reflecting the whole institution would be constructed then on the basis of 'market share' by student numbers in each subject area.
- The scores in academic support and personal tutoring appeared to be significant and this was not consistent across the university and whilst the diversity of programmes should be celebrated, there should be a baseline expectation in academic support for every student.

The following items removed from the UAC as requested:

- (ii) King's First Year Flex, King's First Year and the Credit Framework (Annex 1 to Item 8.2a)
- (iii) King's First Year: Gateway to King's (Annex 2 to Item 8.2a)

The Vice President (Education) reported that CEC had decided that an arrangement should be piloted whereby credit for the Gateway provision could be either absorbed into existing programme credit or be additional to that credit. This pilot would be run with a view to cross-College introduction in 2025. The proposal had been consulted on widely with all faculties

following experience in the current pilots which had revealed that absorbing 120 credits into existing programmes was causing difficulties. It was understood that the decision to make this compulsory was contentious in some areas. The notion of making it compulsory would be piloted in the second year of the pilot.

In response to several concerns that the decision to make the proposal compulsory had not been taken with appropriate consultation and that it would be difficult to implement in some programmes, it was clarified that it would become compulsory only if the pilot was successful. The key thing was to hear from the students after the pilot about what they think after they have taken the module. If feedback was received that this was not working it would be taken very seriously, but this pilot was being entered into with the express intention of eventually being compulsory.

Members requested clarity over the final decision as to whether it would be part of the 120 credits, as this would require major restructuring for some programs. The VP (Education) stated that there had not been a decision as yet to dictate whether it should be within or outside the 120 credits, which was one of the points to look at during the pilot.

Decision:

That the King's First Year Flex, King's First Year and the Credit Framework; and the King's First Year: Gateway to King's be approved.

8b(iv) Module & Teaching Evaluations (removed from the UAC as requested)

The Vice President (Education) presented the minor amendments proposed to the Module and Teaching Evaluation tool. The paper had been approved at the May CEC meeting based on a report received by a Working Group established by CEC to review the King's Module Evaluation questions.

A member from the Faculty of Arts and Humanities questioned the use of evaluations in PDRs and the Executive Dean of that Faculty noted these legitimate questions about the way in which the data would be used and would take them forward for discussion in the Faculty.

Decision:

That the proposed changes to questions to Module & Teaching Evaluation forms, be approved.

8.2b(xiii) Postgrad external examiners report

A member stated that the recommendations did not take into account all of the issues that the examiners had raised, noting issues of precarity in particular. The VP (Education) noted that issues of precarity were critical and embedded in the People & Culture Strategy, but that he was happy to take it up further with the relevant Executive Dean.

Decision:

That the Postgraduate External Examiners Overview Report 2020/21, be approved.

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

- (iv) Programme Enhancement Process 2022/23 **(approved)**
- (v) Policy and Working Group for Module & Teaching Evaluations – update **(approved)**
- (vi) The Inns of Court College of Advocacy (The ICCA) Academic Regulations for 2022/23 **(approved)**
- (vii) Academic Appeals Period 2 & 3 Examinations: Impact of War in Ukraine **(approved)**
- (viii) Misconduct Policy & Procedures **(approved)**
- (ix) Fitness to Study **(approved)**
- (x) Applicant Complaints Policy (Student Admissions) **(approved)**
- (xi) Fee Status Policy (Student Admissions) **(approved)**
- (xii) TEF Update
- (xiii) Student Deaths: Procedure, data and context
- (xiv) Postgraduate External Examiners Overview Report 2020/2021
- (xv) Programme Enhancement Plans 2020/21 – overview report
- (xvi) PGT Assessment Boards Annual Report 2020/21
- (xvii) Royal Academy of Dramatic Arts (RADA) Academic Regulations 2022/23

-
- (xviii) Programme Enhancement Process 2022/23
 - (xix) Policy and Working Group for Module & Teaching Evaluations – update
 - (xx) The Inns of Court College of Advocacy (The ICCA) Academic Regulations for 2022/23
 - (xxi) Academic Appeals Period 2 & 3 Examinations: Impact of War in Ukraine
 - (xxii) Misconduct Policy & Procedures
 - (xxiii) Fitness to Study
 - (xxiv) Applicant Complaints Policy (Student Admissions)
 - (xxv) Fee Status Policy (Student Admissions)
 - (xxvi) TEF Update
 - (xxvii) Student Deaths: Procedure, data and context
 - (xxviii) Postgraduate External Examiners Overview Report 2020/2021
 - (xxix) Programme Enhancement Plans 2020/21 – overview report
 - (xxx) PGT Assessment Boards Annual Report 2020/21 (**approved**)
 - (xxxi) Royal Academy of Dramatic Arts (RADA) Academic Regulations 2022/23 (**approved**)
-

8.2b Report of the Academic Standards Sub-Committee (ASSC) [AB-22-06-29-08.2b]

- (i) Delegation of authority to CEC to approve the academic regulations 2022/2023

Decision

That Academic Board approve delegation of authority to give final approval of the academic regulations 2022/23 to the College Education Committee.

8.3 Report of the College Research Committee (CRC) [AB-22-06-29-08.2]

- (i) REF Results and Preparation – noted.

Remaining Items noted on the Consent Agenda:

- (ii) King's Research Strategy Refresh
 - (iii) Update from Libraries and Collections
 - (iv) King's Inspired Science
 - (v) Public and Community Engagement
-

8.4 Report of the College International Committee (CIC) [AB-22-06-29-08.4]

Items noted on the Consent Agenda:

- (i) Review of the CIC ToR
 - (ii) Circle U
 - (iii) Staff Global Mobility
-

8.5 Report of the College Service Committee (CSC) [AB-22-06-29-08.5]

Items noted on the Consent Agenda:

- (i) Progress on Sanctuary Programme
 - (ii) King's Volunteering Launch
-

8.6 Report of the College London Committee (CLC) [AB-22-06-29-08.6]

Items noted on the Consent Agenda:

- (i) Chair's report
 - (ii) Entrepreneurship Institute: London update
 - (iii) One King's Impact Challenges: Update
 - (iv) King's London Highlights
-

9 Report of The Dean

9.1 Report of the Dean [AB-22-06-29-9.1]

The report of the Dean was noted as read.

Item **approved** on Consent

9.2 Election of Associates of King's College (AKC) [AB-22-06-29-9.2]

Decision:

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

10 Report from Council [AB-22-06-29-10]

The report from Council was noted as read.

[Item moved to the end of the Agenda]

6.1 Report of the Principal

The Principal presented his report, highlighting the following additional points:

- King's may not go to Clearing because of a decision to reduce the numbers admitted this year.
 - Visa processing was not keeping pace with King's desire to assist students and their families from Ukraine.
 - The success of a recent delegation to India which was becoming an increasingly important source of applicants.
 - The process going forward to resolve the issues experienced with GTA contracts. Members expressed concern that payments would be made by an external source and were assured that this external involvement was restricted to the generation of the pay slip and not the pay itself.
 - The freedom of speech bill continued to be a cause of concern and discussion within the Russell Group. King's was working with peer institutions to revise various elements that could, if enacted, actually inhibit freedom of speech and academic freedom.
-

[Item moved to the end of the Agenda]

8.1 ABOC - Disposition of Agenda Items

(ii)

ABOC set out its decision on the disposition of a requested agenda item received by the Principal on 18 May 2022. It noted the criteria for including member-suggested items on the agenda approved by Academic Board. The proposal had been submitted within the six-week time frame required and, with 10 signatories, met the requirement that it be supported by at least 10 percent of the membership of the Academic Board. However, as it concerned matters related to HR policies and procedures that are not within the terms of reference of the Board, the Principal had referred it to ABOC for resolution in accordance with the approved criteria.

The proposal sought to amend the College Ordinances such that the Academic Board would be required to approved academic staff dismissals for any reason, perhaps through a committee of the Board established for that purpose (full text of the proposed amendments is contained in the ABOC report).

ABOC noted that the academic misconduct and dismissal procedures were not within the current remit of the Board, but also agreed that they were critically important and so should be reviewed by the new Staff & Culture Strategy Committee created by Council.

ABOC also considered whether these matters *should* fall within the purview of Academic Board and recommended that Council be asked to include this in the next periodic governance review scheduled for 2023-24.

In discussion, the following views were noted:

- These questions should be considered more quickly than the timeline for the 2023-24 governance review
 - The Academic Board should have input into matters concerning academic staff and that to characterise these matters as purely HR was disingenuous
-

-
- The experience of staff members has impact on educational quality and whilst operational aspects would fall within the responsibilities of Council, there could be benefit in including aspects on the Academic Board agenda
 - Some peer institutions have structures and processes such as those proposed
 - It was important to understand the placement of responsibility for staff processes and the role of leaders and managers versus governors
 - There was a difference between oversight of policy and decisions on individual cases and Academic Board should not consider or make judgments on individual cases. Assurance of the robustness of procedures and report back to the Academic Board might be appropriate.
 - With an organisation of over 10,500 staff, decisions needed to be made on the basis of data re incidence of problems not on individual cases.

The Chair thanked colleagues for their input and proposed as a way forward that Academic Board receive data at its next meeting on the composition and progression of the Academic workforce, turnover and leavers, numbers of misconduct cases and any longitudinal trends, including benchmark data if obtainable, and the progress made on EDI characteristics as well as processes at different universities so that the discussion is driven by evidence rather than individual cases – as the latter is not within the remit of the Academic Board. The Chair offered to bring a paper back to the next AB under the Chair's Items.

11 Any Other Business

The meeting adjourned at 16:14.

Irene Birrell

College Secretary

June 2022

Academic Board

Meeting date 2 November 2022

Paper reference AB-22-11-02-03.2

Status Final

Access Public



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
29 June 2022	8.1	Academic Board Operations Committee – membership numbers	That a mechanism to address the differential between the FTEs of faculties and the capacity for these to change over time and the consequence for membership numbers on the Academic Board be considered in the next governance review in 2023-24	College Secretary	July 2024		Pending
29 June 2022	8.1	Academic Board Operations Committee - Disposition of Agenda Items	The Chair offered to bring a paper back to the next AB under the Chair's Items.	Principal	November 2022		On Agenda (item 6.2)

Irene Birrell, College Secretary
 Xan Kite, Director of Governance Services
 October 2022

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-22-11-02-03.3
Status	Final
Access	Public



Academic Board Rolling Agenda Plan

Action required

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

Executive summary

The Board is asked to note the updated Agenda Plan. Suggestions recently received for strategic discussion items will be discussed for inclusion at the next ABOC meeting.

Academic Board Rolling Agenda 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 (March) and proposed a different thematic focus, but consistency with the education and research focus year on year.

Strategies

It is anticipated that the following new strategies will be presented to the Board during 2022/2023 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 Framework (TEF) submission
- Research Excellence Framework (REF)

Policies and Regulations

Policies and regulations scheduled for review during 2021/2022 include¹:

- 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
- 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.

¹ CEC and ASSC keep track of policies for review and will update the Academic Board throughout the year

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year

Date	Item	Action	Responsible (Committee/writer)	Next Steps
2 Nov 2022	King's Global	Strategic Discussion	VP(IES)	
	Strategy Refresh	Strategic Discussion	Principal	
	EDI	discuss	EDI	Three EDI discussions per year (1 of 3)
	<i>Office for Students Conditions of Registration</i>	<i>Approve for recommendation to Council</i>	CEC	Council approval
	<i>Degree Outcomes Statement 2021-22</i>	<i>Approve</i>	CEC - ASSC	
	<i>Interruption of Study Policy and Guidance</i>	<i>Approve</i>	CEC - ASSC	
	<i>External Examiners report</i>	<i>Approve</i>	CEC - ASSC	Update as necessary
14 Dec 2022 (Strategic focus)	Education: TOPIC TBC	Strategic Discussion	ED (SED)	
	Marking Framework	Note	CEC	-
	<i>Office for Students TEF Return</i>	<i>Approve for recommendation to Council</i>	CEC	Council approval
	<i>Assessment Board Annual Report</i>	<i>Note</i>	CEC	-
	<i>Annual Report on Student Misconduct, Appeals & Complaints</i>	<i>Note</i>	CEC	-
	<i>Annual report on Student Operations (Examinations & Assessment)</i>	<i>Note</i>	CEC	
	<i>Assessment Boards UG Awards Data</i>	<i>Note</i>	CEC	
	<i>King's Education Awards</i>	<i>Note</i>	CEC	-
8 March 2023	Research Strategy Update - TBC	Discuss	VP (Research)	
				-
19 April 2023 (Strategic Focus)	Education: TOPIC TBC	Strategic Discussion	CEC/VP Education	
	EDI update	Discuss	EDI	Three EDI discussions p.a. (2 of 3)
	<i>Code of Practice for Intellectual Property, Commercial Exploitation & Financial Benefits</i>	<i>Approve</i>	CRC	Intranet
	<i>Research Facilities Fair Publication Policy</i>	<i>Approve</i>	CRC	Publish

28 June 2023	TBC	Strategic discussion	TBC	-
	<i>Student Terms & Conditions 2024-25</i>	<i>Approve</i>	<i>Executive Director of Students & Education</i>	Publish
	<i>Academic Regulations 2023-24</i>	<i>Approve</i>	<i>CEC - ASSC</i>	Link
	<i>External institution regulations that King's validates: RADA and ICCA</i>	<i>Approve</i>	<i>CEC</i>	-
	Flex, King's First Year: Credit Framework & Gateway to King's	Approve	CEC	-
	<i>External Examiners Report (PGT)</i>	<i>Approve</i>	<i>CEC - ASSC</i>	Update as necessary
	<i>Support for Study</i>	<i>Approve</i>	<i>CEC</i>	Publish
	<i>Assessment Boards PGT Awards Data</i>	<i>Approve</i>	<i>CEC</i>	Publish

These pages are redacted.

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-22-11-02-05.2
Status	Final

Strategy 2026

Action required

- ☐ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	To note the key strategic directions approved by Council on 23 September 2022.
What are the key points/issues?	<p>King's Strategy 2026 sets out how we intend to work over the next four years to build on our successes and continue to deliver the ambitions of <i>Vision 2029</i>.</p> <p>Four key goals:</p> <ul style="list-style-type: none"> • Enabling Student Success • A Thriving King's Staff Community • Sustainable Research and Innovation Excellence • Knowledge with Purpose: Service and Impact <p>Three key enablers:</p> <ul style="list-style-type: none"> • A Simple, Nimble, Effective King's • A Physical and Digital Estate which is Integrated and Accessible • Sustainable Finances <p>Principles in action:</p> <ul style="list-style-type: none"> • Inclusiveness • Challenge • Support • Connection • Sustainability
What is required from members?	To note the key strategic directions set out in this paper recognising that specific proposals will return to Academic Board, other Council committees and Council at the appropriate times for individual approval.

Paper Submitted by:

Professor Shitij Kapur, President and Principal

King's College London

Strategy 2026

Introduction and Summary

Vision 2029

Vision 2029 set out bold ambitions for the future of King's as we look towards our 200th anniversary: to make the world a better place through our excellence in teaching, research and our service to society.

Our teaching enables students to become rounded critical thinkers, set up for success and with the character and wisdom to strive for social change. Our enquiry-driven research delivers transformative insights and solutions that have the power to advance and accelerate global progress. Our commitment to serving the needs and aspirations of society drives tangible impact locally, nationally and internationally: through creating and sharing new knowledge and innovation; inventing ground-breaking new products, companies, and jobs; developing and improving existing public services and policy; and enhancing quality of life, environment and health.

Every day, King's students, staff, alumni and partners serve society through their critical thinking and action. We use our knowledge with purpose working within and crossing the boundaries of traditional disciplines of medicine, technology, social science, business and arts, connecting our knowledge and skills to address global challenges. Our commitment to service is exemplified through initiatives such as the Sanctuary Programme that has educated thousands of displaced people worldwide and provided safe and legal pathways for refugee resettlement in the UK.

King's Strategy 2026 sets out how we intend to work over the next four years to build on our successes and continue to deliver the ambitions of *Vision 2029*.

Bold Ambitions and Significant Progress

We have made significant progress on the transformational initiatives set out within Vision 2029.

Vision 2029 set out a number of transformative initiatives, aiming to broaden the base of King's, extend our reach, expand access and deliver an extraordinary student experience, and to strengthen how well we work together.

We have developed new areas of outstanding quality and built on our existing areas of real strength across Arts, Sciences and Engineering, and Health and Life Sciences. King's Business School, which launched as a faculty in 2017, has grown into one of the largest undergraduate business education providers in London and has built an outstanding reputation with a thriving postgraduate programme achieving accreditation by AACSB and EQUIS. In 2022 we will open a world-class, contemporary teaching and learning space for our Engineering undergraduate students within the Quad at the Strand Campus. Our Arts & Humanities departments continue to be amongst the strongest internationally, and are further strengthened by a strategic partnership with The Courtauld Institute of Art, signed in 2020. Our growing strength in policy development is exemplified by the success of the Policy Institute and International School for Government, as well as a range of governmental and NGO partnerships across academic departments. The Dickson Poon School of Law has built on its strengths to develop an innovative Professional Law Institute offering professional legal education and training, and continues to make a major difference to our local community through its Legal Clinic.

Our Psychology undergraduate programme is now sector-leading, with a cohort of over 1,000 students. Our achievements in Healthcare Engineering and Children and Young People's Mental Health are amplified through partnerships with industry and the NHS, and we are leading the development of advanced therapies with real

potential to transform future medical care. As well as being amongst the world's leading academic units in their field, the Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, and the Faculty of Dental, Oral & Craniofacial Sciences have built on their strengths through innovative international education and research partnerships in China, Singapore and through DentAlliance.

Our research and innovation performance has excelled since the launch of *Vision 2029*, evidenced in our recent Research Excellence Framework (REF 2021) results where we ranked 6th in the UK for research power, with 55% of the work submitted being rated 4* (world leading), an increase from 40% since 2014.

These are just a few examples of the many ways in which King's has grown and advanced its academic mission in the last five years. King's continues to go from strength to strength to deliver world-leading research, education and service to society with global impact.

Responding to a new Reality

Strategy 2026 builds on these strengths to chart the next stage of our journey towards delivering Vision 2029.

Recent years have seen major shifts in the contexts in which we work, teach and learn. Covid-19 has underlined the need for a new approach to population health in the UK and worldwide. There is a pressing need to increase the flow of innovative health technologies to improve effectiveness, equity and build resilience in healthcare provision. There is an urgent need to accelerate our developments in digital, AI and other advanced technologies and solidify their role in future economic systems. Our collective knowledge across science, health, geopolitics and policy can contribute to faster and more comprehensive responses to climate change; we can also harness our knowledge to address challenges of inequity, sustainable global development, and increased security in a time of increased geopolitical tensions. An increased emphasis in research and innovation investment on specific mission-focused priority areas such as these will require strong collaboration with industrial and academic partners and in some areas connect research and education in new ways.

Other changes have had profound effects on how we operate within King's. Our students' education has been significantly disrupted by Covid-19, placing wellbeing front and centre of student support and calling for new approaches to the experience we offer to enable student success. For our staff, the legacy of Covid-19 has had a profound impact on their working lives. Working patterns and our needs around the physical and digital estate have changed significantly and rapidly. Staff wellbeing, workload and development opportunities are significant concerns among our Professional Services and academic colleagues. Our commitment to nurturing our wider community at King's, building trust and ensuring King's is a place where our staff and students can thrive is a key priority now and for the years ahead.

Universities as a whole face a challenging financial context over the next few years. Our funding from home undergraduate tuition fees will be fixed at £9,250 per student for the foreseeable future. In parallel, inflation is driving up costs for all organisations. We must carefully manage our costs and generate additional income to support our activities going forward. All of this will require strengthening our efforts and prioritising specific areas of focus.

Strategy 2026: Our Focus for the Future

Our strategy seeks to consolidate and build on our academic strengths and successes, and to advance our distinctiveness, whilst reflecting the new context in which the university operates.

Our major focus will be to support and enable success amongst our increasingly diverse student body. We will do this by investing in the physical and digital learning experience, co-curated by both students and staff, to achieve a world-class learning and teaching experience. We will explore and develop stronger links between our leading-edge research and innovation and teaching, strengthening our professional and continuing education programmes in partnership with employers in health, business, government and beyond.

Closely allied to this goal, we will continue to build a thriving staff community at King's by supporting staff to develop their careers and fulfil their potential within a positive and inclusive culture. Central to enabling us to deliver these objectives are improvements in our systems and services. Students expect a seamless, digitally enabled, end-to-end user experience in their interactions with us. Staff want and need simpler and more reliable ways of working at King's, spending less time on transactional activities and focussing on higher value work to enable excellence in teaching and research.

We will build on our sustained excellence in research and innovation by consolidating and developing the substantial investments we have in train whilst accelerating growth in multidisciplinary collaborations. Initiatives already in development will be guided to fruition, including the London Institute for Healthcare Engineering, the Pears Maudsley Centre for Children and Young People and the Quad building for Engineering. We will build our research and education capabilities and business partnerships in natural sciences, AI, data and digital. Through these we will address global challenges and leverage opportunities, contribute to economic development and expertise, and build multidisciplinary links to create new insights and discoveries that connect disciplines and work across boundaries.

As part of our commitment to service within *Vision 2029* we will draw on our collective expertise, taking a whole university approach where we can, to address some of our most pressing global challenges. We will consolidate areas of existing strength in our contribution to the world focussing on distinctive ways we can build a fairer society to make the world a better place. These will focus on climate action and sustainability, promoting good mental and physical health, promoting and enabling justice and driving forward social mobility. King's will be a leader in research and education for a just transition to net zero and we will aim to become a net zero institution ourselves by 2030. Whether it's employing disruptive technologies to address healthcare challenges or using our subject expertise to influence broader public policy, we will put King's at the centre of global discussion and debates.

In our challenging economic environment, we need to build resilience in our finances to enable us to invest in achieving our goals and respond to coming uncertainties. We will diversify and grow our sources of income, particularly through diversifying our portfolio of online programmes, and increasing our activity in professional and continuing education. We will manage our resources effectively to ensure we continue to deliver value for money.

Strategy 2026: Plan on a Page

Our Vision	To make the world a better place through our excellence in teaching and research, and through our service to society			
Four Key Goals	Enabling Student Success	A Thriving King's Staff Community	Sustainable Research and Innovation Excellence	Knowledge with Purpose: Service and Impact
	We will enable success for an increasingly diverse student body through world-class education – designing this future with our students and staff	We will continue to build a thriving staff community at King's, particularly through supporting our staff to develop their potential within a positive and inclusive culture	We will build on our strong foundations to ensure sustainable excellence in research and innovation	We will use our assets and capabilities to make a positive difference in the world, including making a step change in our approach to sustainability and climate change

Supported by

Three Key Enablers	A Simple, Nimble, Effective King's	A Physical and Digital Estate which is Integrated and Accessible	Sustainable Finances
	We will deliver operational excellence through processes, systems and services which are simple, nimble, effective, and responsive to the needs of our students and staff	We will evolve our physical and digital estate to meet the changing needs of our students, staff, and community and ensure it is accessible to all.	We will generate sufficient financial flexibility to allow us to invest in this strategy and the future success of King's, its staff, and its students

Underpinned by

Our Principles in Action	Inclusiveness	Challenge	Support	Connection	Sustainability
---------------------------------	----------------------	------------------	----------------	-------------------	-----------------------

Four Key Goals

Goal 1. Enabling Student Success

We will enable success for an increasingly diverse student body through world-class education – designing this future with our students and staff

1.1. We will equip students for academic and lifelong success through a focus on data-informed, inclusive and personalised student journeys and support.

1.2. We will enable and support our academic staff to design and deliver an education that is world-class.

1.3. We will widen King's educational reach to new and increasingly diverse groups of learners through online and other technologies.

1.4. We will become a sector leader in supporting student mental health and wellbeing.

Vision 2029 sets out our ambition to deliver a transformative King's education to talented students from around the world, supporting them to fulfil their potential and preparing them for future success. Our previous Education Strategy 2017-22 set out how we would respond to this challenge, including through developing our curriculum to provide interdisciplinary and international learning opportunities, research-enhanced education, supporting positive wellbeing and embedding cultural competency and civic engagement across King's.

Our ambition remains for every King's student to be able to achieve their potential, enabled by world-class, inclusive, research-enhanced teaching, supported by outstanding and accessible physical and digital learning environments, and personalised student journeys. We have made very tangible progress towards these ambitions. We have reviewed our curriculum to avoid duplication and created space for future developments. We have significantly shifted the proportion of our student population we draw from widening participation backgrounds (from 32% in 2016/17 to 48% in 2021/22 on one measure), diversified the ethnic composition of our student body and done much to address attainment gaps, and student mental health and wellbeing.

Despite these developments our student experience as measured by NSS continues to present challenges. On issues such as Organisation and Management and Assessment and Feedback we lag behind compared to our peers. So, while we have made significant strides, there is still much more to do. Co-production of solutions with our students via mechanisms such as the King's 100 student panel and local faculty fora, and continuing to work in partnership with KCLSU, will be critical to our approach.

A *world class* King's education is one that both challenges and supports students, removing barriers to their success and developing their perseverance and personal wellbeing, whilst championing inclusion and respect as institutional and personal values. It is about more than achieving a good degree classification: it enables students to develop their intellectual curiosity and passion for learning and contribute to real-world social, environmental and economic impacts. A King's education prepares students to effectively navigate their lives and careers after university, as highly employable and sought-after graduates.

A King's education will be personalised, bespoke and flexible, supporting our students' journeys and their success into, through and beyond King's. The King's First Year will provide a comprehensive induction to learning. We will continue to develop the King's Flexible Curriculum, which will be research informed, regularly reviewed and refreshed, and inclusive in terms of knowledge and perspectives. King's Edge will prepare students for their next steps in life, building upon opportunities to develop the attributes, knowledge, skills and experiences for their future careers embedded throughout students' time with us.

We will ensure that King's is an inclusive environment where all students can engage, progress and succeed. We will continue to use data to identify opportunities for focused activity, such as our work to close attainment gaps for black and minority ethnic students and students with disabilities. We will support staff to develop inclusive education practice, including assessment, and share best practice through the Inclusive Education Network. We will ensure that teaching spaces, resources, assessment and curriculum content are fully accessible to all students. We will work with our students and staff to co-create a community that all can identify with and feel a sense of belonging to, whether on campus or online.

Likewise, we will support the success of our staff by transforming King's Academy through engagement with staff and students, to ensure it is an effective resource for staff developing world-class teaching practices.

Improving our basic systems and investing in data to personalise the educational journey will be a major focus. At the same time, we will use the new opportunities of online education to attract a broader demographic in the UK and internationally. We will continue our important work to widen participation amongst underrepresented learners, and extend our educational reach to students beyond degree study, bringing a King's education to talented students across the world.

At the same time with all the growing external pressures, we recognise the heightening stress for our students and a special concern about mental health. Here we will lead. Building on our existing strengths and the expertise of our faculties, including our Institute of Psychiatry, Psychology & Neuroscience, we will be an exemplar university, ensuring that our support is research-led and evidence-informed. We will support students effectively at all levels of need, from prevention to referring students to specialist external services in cases of crisis. This will include piloting innovative approaches to community and belonging, for both students and staff, and curriculum-embedded wellbeing. Importantly, we will ensure student led co-creation of our approaches, establishing a Student Advisory Board and continuing our partnership model of peer support and engagement with KCLSU.

Goal 2. A Thriving King's Staff Community

We will continue to build a thriving staff community at King's, particularly through supporting our staff to develop their potential within a positive and inclusive culture

2.1. We will build a thriving, diverse and inclusive community where all feel that they are respected and belong.

2.2. We will measure and improve our support for staff wellbeing, and our staff engagement.

2.3. We will develop and empower our staff to build their chosen careers at King's and beyond.

Vision 2029 promised to build a high-performance culture at King's by fostering individual and team success and to invest in success through leadership and staff development programmes. We have put in place many of the building blocks to realise this ambition, introducing our *Principles in Action*, creating Research leadership programmes, an Academic Education career pathway, staff networks and a university-wide commitment to inclusion, along with efforts and initiatives to improve and protect wellbeing.

Our staff have told us that they are proud of working at King's and have a strong sense of purpose and mission, caring about their students, their work and their colleagues. At the same time, we know that many of our staff are concerned about workloads, pay and pensions, equality, diversity and inclusion and opportunities for career development. The Covid-19 pandemic has also had varied consequences for staff to which we must respond. We are committed to working with our staff and unions on these and other issues, to continue to support our people and to continue to develop a strong, inclusive culture.

Since we launched *Vision 2029* we have made some significant strides in equality, diversity & inclusion. Our gender pay gap has fallen consistently and, following the in-sourcing of our cleaning and security staff in 2019, we are working to reduce our ethnicity pay gap. We have ambitious plans for gender equality through our Athena SWAN proposals and for race equality through our Race Equality Charter. Our commitment to workplace inclusion for LGBTQ+ staff has been recognised with a Workplace Equality Index Gold Award. We know that there is still a considerable way to go. Our gender pay gap is still too high, and our ethnicity pay gap has gone down only by a small percentage. We have much more work to do to address racial disparities and to develop our next steps for LGBTQ+ inclusion.

We will have a renewed focus on inclusion and support for disabled staff, those with long-term health conditions and mental ill-health, and the experiences of neurodiverse staff. We will work to ensure staff are able to access workplace adjustments when required, with clearer communication about new and existing resources and training for managers.

Our community thrives when staff are supported to perform at their best by policies and management practices that recognise their whole selves, for example their commitments as parents and carers. We will continue to support flexible working for all staff wherever we can, along with a commitment to flexibility and understanding in management, for example through embedding our policies on menstruation and menopause, and new guidance on pregnancy loss.

We will develop systematic ways of measuring, reporting and improving staff engagement and satisfaction at all levels. As we continue to embed new ways of working for many of our staff, with hybrid alongside fully on-campus working, and the possibility of remote working for defined periods, it is more important than ever to ensure that we find ways of fostering belonging, encouraging engagement and connectedness across our King's community.

We will implement the recommendations of the 2022 Staff Wellbeing Review. Amongst other actions, we will develop effective governance for staff wellbeing and the staff experience at the organisational level with

the formation of the Staff & Culture Strategy Committee and will ensure staff have access to tools, resources and information to manage and protect their own health and wellbeing. We know that staff are struggling with increasing workloads and demands. We will undertake a programme of work across the university to understand the drivers of high workload in individual areas and work with teams to identify appropriate interventions.

Line management and senior leadership is critical, to support staff and to role-model positive, inclusive behaviours. We will build the capability of our managers and leaders, by continuing to invest in leadership programmes that ensure we create strong communities at every level. We will ensure that expectations for appropriate, inclusive behaviours are clear to all, with a recommitment to our *Principles in Action*.

King's has strong career pathways for permanent academic staff, but we need to rethink our approach where the progression pathway is less clear, particularly for those research and teaching colleagues on short-term contracts and for Professional Services colleagues. This will require us to develop a series of career development and training streams that are suited to our diverse community of employees and role-types, including opportunities for greater internal mobility.

While there will be many approaches to developing our people and culture, ensuring all our staff thrive, feel they belong and that they have every opportunity to contribute to King's effectively, as well as develop their own personal careers, will be essential to our overall achievements in delivering on the promise of *Vision 2029*.

Goal 3. Sustainable Research and Innovation Excellence

We will build on our strong foundations to ensure sustainable excellence in research and innovation

3.1 We will build research and education excellence at scale in Natural, Mathematical & Engineering Sciences.	3.2 We will extend our strengths in health research to drive impact, investing in leveraging this leadership in major external competitions.	3.3 We will accelerate growth in digital, AI and data-driven research across the university.	3.4 We will strengthen support for research impact – including strengthening support for applied research and commercial partnerships.	3.5. We will enhance our research culture, focusing on research careers and on supporting ethical, open research and highlighting our research-enhanced education.
---	--	--	--	--

Our research and innovation performance has made real strides since the launch of *Vision 2029*. This was evident in our 2021 Research Excellence Framework results where we were ranked 6th in the UK for research power and intensity – with our Arts and Humanities research (Main Panel D) ranked fourth, our Health research (Main Panel A) ranked fifth, and our Social Science (Main Panel C) ranked seventh. 55% of the work submitted was rated 4* (world leading), up from 40% in 2014. We will protect and enhance our lead in Arts and Humanities, Health Sciences and Social Science research.

Our research grant income grew by 40% in real terms between 2015/16 and 2020/21. We have invested in developing our people through the Centre for Research Staff Development, and the Leading Researchers Programme, and made substantial investments in core facilities, eResearch and research management systems. We leveraged major investments from industry, government and charities to develop health innovation hubs in Advanced Therapies, Artificial Intelligence and engineering and Mental Health.

Despite success in many areas, our capabilities and expertise in natural sciences and engineering have not grown at sufficient pace. Our national ranking of 5th in chemistry in the REF shows what can be achieved, but overall, our natural sciences offering remains small comparative to other institutions. Without both *breadth* and *depth* of excellence in these science disciplines we will lose our competitive edge in the era of large interdisciplinary challenge funding. Therefore, we will make focussed, strategic investments in natural sciences and engineering, with particular emphasis on Artificial Intelligence and digital technology, physical sciences of life and net zero technologies to amplify our current strengths and interdisciplinary connections.

The opportunity in Health is to build on our scale and excellence, especially where King's Health Partners and wider collaborations give us a unique competitive advantage, to leverage significant external investment as Government research funding in health grows by over 40% in some areas. Precisely where we will invest will become clearer as the Government outlines its strategy in 2022-23. We will also ensure that health develops as a cross-King's mission, strengthening contributions from basic sciences, social sciences and humanities, and developing broad multidisciplinary approaches to public health across our faculties, to benefit the UK and beyond.

Digital technologies and Artificial Intelligence will have major societal impact and will also change how we generate and apply new knowledge in all areas of research. We will widen the opportunities for all researchers and research students to gain state-of-the-art digital skills, not limited to their project areas, to equip them for career success, and will accelerate the introduction of new research models, methods and

underpinning infrastructure in King's. Our Arts & Humanities faculty will lead a new Digital Futures Institute to better understand how we can live well with technology.

The research challenges of environmental sustainability, including the pressing challenges of climate change mitigation and adaptation, will become an important research theme across faculties and in our partnerships and impact, and is a key element in Goal 4 of *Strategy 2026*. King's has exceptional strengths in social sciences, economics, law and business that will be leveraged in new sustainability centres of excellence that connect across the College.

Research excellence comes from excellent teams and individuals, who in turn need: attractive jobs and development opportunities; professional technology platforms and services; and an inclusive research culture based on inquiry, respect, integrity and openness. We will strengthen each of these areas, in some areas adopting best practice, in other areas leading the way. We will improve the experience of our postdoctoral and early-career researchers, including how we can address contract precarity. We will support these staff in developing their capabilities, and in exploring opportunities for career progression within and beyond King's.

In all areas, we aim to increase the impact our research has; enhancing the social, economic and health value of our research and reducing the time needed to realise this impact. In our research we will ensure we have the scale, disciplinary breadth, dissemination and reproducibility needed, and will complement this with stronger support for impact and partnerships. Unified support and planning across translational and applied research and commercial partnerships will accelerate commercialisation and increase the visibility of *Innovation@King's*. Based on experience of what works most effectively we will increase training and guidance for researchers and provide focussed support for digital, creative and community engagement approaches to impact.

Goal 4. Knowledge with Purpose: Service and Impact

We will use our assets and capabilities to make a positive difference in the world, including making a step change in our approach to sustainability and climate change

4.1 We will be a leader in education and research for a just transition to net zero and will build sustainability into all our actions, aiming to become a net zero institution by 2030.

4.2. We will continue to deploy our knowledge in service to society and to engage the communities we serve in London, the UK and globally through equitable partnerships.

4.3. We will be impact driven in all that we do, adopting a whole-university approach and collaborating with our partners to solve global challenges where our work can make the biggest difference together.

Vision 2029 builds on our long tradition of active engagement with the world and its most challenging problems. The concept of King's as an international community that serves the world is integral to our mission *to make the world a better place* and we remain committed to making real and meaningful contributions to society, government and business. By 2026 we aim to increase the positive impact of our research, education, global and civic engagement by continuing to go above and beyond what might be expected of a university. To achieve this, we will continue to convene expertise from across King's and work together with other purpose-driven and change-making organisations and individuals in the UK and around the world to create positive impact.

King's ethos has always been one of service to society and in 2018 we launched our distinctive Service Strategy which is now embedded within university activities. Areas in which we have demonstrated impact to date include health inequalities, the ethical use of artificial intelligence, mental health provision for children and young people, the preservation of threatened cultural heritage and memories, and the interventions needed for global and regional peace and security. The Sanctuary Programme, launched in 2015, has been successful in providing positive opportunities for young people affected by forced displacement.

Strategy 2026 will bring even sharper focus to these efforts, enabling King's to bring together its many assets and capabilities, including its network of relationships and digital reach, to achieve greater impact on the most pressing global issues. We have evidence of the areas where King's is already making a demonstrable difference, and are committing to working more holistically between disciplines, functions, organisational and national boundaries to increase the potential benefits of our combined impact going forward. A university-wide consultation held in 2022 highlighted the most acute global challenges where King's is well-positioned to make a meaningful difference, with our communities emphasising how important it is that King's contributes to achieving fairer outcomes for all. We will hone these challenges further over the next few months as part of One King's Impact Challenges.

Our work to understand and make the profound changes needed in response to the climate crisis, including addressing issues related to a just and fair transition to net zero, requires that we lead the way by making changes in our ways of working within King's. Adopting a whole university approach which integrates interdisciplinary engagement across research and education, and co-creation with external partners are important markers. We are intensifying our sustainability research across all faculties with a focus on practice-linked, multidisciplinary approaches and embedding sustainability into the curriculum. We aim to scale up our environment and sustainability research significantly by 2029 with corresponding impact growth, by developing new centres of excellence addressing economic, political and social change, net zero technologies and sustainable business. We will continue to make a difference through our supply chain and our investments, by engaging our community in behaviour change, and, above all, through the work that we are collectively doing to achieve our ambition to be a

net zero institution by 2030, recognising that we need to radically reduce our scope 1 and 2 emissions to avoid the use of carbon offsets to meet this target. We will at the same time reduce our significant scope 3 emissions, co-creating solutions with our partners and wider community to address this critical societal challenge.

We also remain committed to improving mental health and wellbeing, with a focus on young people in particular, starting with our students, and will continue to draw on our research, education and engagement in both physical and mental health to inform change not only in our own community, but in communities and populations across the UK and at global scale. We will also address issues relating to security, peace and justice including polarisation, conflict and displacement, more effectively by bringing the insights and influence of knowledge, education and engagement together. And we will also concentrate efforts to tackle the inequalities that underlie some of these issues, with a focus on social mobility and educational attainment, at King's and around the world.

To increase our impact, we will build on successful models that integrate research, education, service and engagement to tackle concise and distinctive aspects of these issues, co-creating with our communities and stakeholders a vision of the specific change we are seeking as a result of our interventions. We will encourage the co-creation of integrated solutions to these problems that will prioritise building trust, ensuring participation, opening up knowledge, facilitating cooperation and focusing on benefits within and beyond King's. We will also develop and implement a whole-university approach to impact measurement, tracking progress and communicating outcomes.

Our partnerships at the local, national and global level are essential to delivering on these commitments, as these relationships are built on collaboration, learning and co-creation to facilitate positive change. We bring together three leading NHS Foundation Trusts – Guy's and St. Thomas' now incorporating Royal Brompton and Harefield, King's College Hospital and South London and the Maudsley – through King's Health Partners, and we work closely with local communities and Councils in our London home boroughs of Lambeth, Southwark and Westminster. We have important and strong partnerships with a range of bodies across the UK including cultural institutions, schools, government departments, charities and NGOs like Citizens UK.

Our international relationships include deep and long-standing collaborations with peer academic institutions, policy makers, philanthropic foundations, and regional and global NGOs. We will build on these relationships while also establishing new networks and business models to increase access to world-class, impact-driven education, especially in the UK and the Global South. We will also continue to collaborate with partners to build sustainable research ecosystems in environments most in need of knowledge production to solve some of the world's most acute problems.

At King's, we believe that 'It is our deeds that define us'.

Three Key Enablers

Enabler A. A Simple, Nimble, Effective King's

We will deliver operational excellence through processes, systems and services which are simple, nimble, effective, and responsive to the needs of our students and staff

A1. Service Excellence: We will strengthen the quality & consistency of professional services across King's, fixing the basics and driving down unit costs over time.

A2. Transformation Priorities: We will go further in transforming Student/Education support, Research support and HR to support student success, sustainable research excellence, and staff.

A3. Professional Services Ways of Working: Post-Covid we will optimise professional services by aligning people, space, technology, and culture while embracing hybrid working.

In 2022, King's 4,200 Professional Services staff enable the studies of 41,000 students and support 6,300 academic, teaching, research and clinical staff, and an estate worth over £2 billion. In 2021-22 our focus was on maintaining services for a record, larger-than-planned, student population and responding to external volatility (the impact of the pandemic, regulatory change, industrial action, war in Ukraine). Despite focussing on the operation, we also introduced significant change and set the stage for a more ambitious strategy. Key changes thus far include:

- The Students & Education Directorate was re-organised to create clearer accountabilities around the student lifecycle, and several important IT projects were implemented, including moving KEATS and SITS to the cloud and associated SITS upgrades.
- Core services in the Research Management & Innovation Directorate were significantly strengthened through the deployment of Worktribe, bringing greater control and cost recovery to core pre-and post-award administration.
- The leadership of Professional Services was re-structured with two new executive roles created, a DVP Operations with accountability for bringing together all faculty-based professional services, and a Portfolio Director to bring additional control over the delivery of a very significant portfolio of change project investments, and to bring more rigour to realisation of benefits.

In developing the Simple, Nimble, Effective goal, we are responding to the following drivers:

- The requirements of students for a seamless, digitally enabled, end-to-end user experience
- The requirements of staff for simpler and more reliable ways of doing things, and to spend less time on transactional activities
- The academic strategy for targeted growth, improved student and staff experience and outcomes, and greater inter-disciplinary education and research
- The financial requirement to reduce unit costs and the proportion of university income that is spent on support services

- The opportunity that Covid-19 and technology has created to redefine our ways of working

Simple, Nimble, Effective breaks into three major streams: *Service Excellence* to deliver the basics well, *Transformation* of a small number of priority functions, and optimising *how we work* to embrace new opportunities following the Covid-19 pandemic and provided by technology.

Improving the basics and implementing transformation in education, research and HR will be much easier and successful if we can simplify and increase consistency in the way we do things. Using a One-Team approach, with co-development from central directorates and faculties, and input from students and academic staff, we will harmonise policies and redesign systems and processes with fewer steps and better connections from end-to-end. Process simplification, continuous improvement practices and change management will be embedded in larger strategic projects and smaller continuous improvement initiatives.

Service Excellence will be achieved through much stronger Service Management processes – all services will be properly defined, with targets for quality, cost and customer satisfaction established. A full reporting regime will be established, and a culture of continuous improvement initiatives will be fostered.

More significant transformation will be concentrated in three priority functions:

- HR —The top priorities for year one are an improved recruitment service, simplifying and streamlining it, and restoring confidence in the system as well as streamlining the GTA recruitment and payment process. In further years, attention will turn to implementing an online academic promotions process; expanding the capacity of Organisational Development to increase digital skills and leadership; review and renew remuneration practices; and releasing further functionality from PeopleXD.
- Student Success Transformation programme — This aims to equip students for academic and lifelong success through the creation of personalised digitally-enabled and data-informed student experiences that respond to user needs, support mental health and wellbeing, and foster a sense of belonging and inclusivity. The first areas of focus are designing and rolling out a student app and a personal tutor dashboard.
- Research Management and Innovation — The final stages of the transformation plan will cement operational excellence; ensure our research platforms are fit for purpose, enhance knowledge exchange and impact making capacity; optimise overhead recovery, improve cost effectiveness, and grant spend efficiency.

Professional Services at King's has already adjusted significantly to a para-Covid world. Seventy percent of staff are now hybrid workers, with significant implications for working practice, culture, personal productivity, and space. Like most organisations, we are continuing to learn and adapt, but we have already delivered significant savings in office space. We will continue to optimise new Ways of Working for people, space, and culture.

Enabler B. A Physical and Digital Estate which is Integrated and Accessible

We will evolve our physical and digital estate to meet the changing needs of our students, staff and community and ensure it is accessible to all.

B1. We will develop a physical and digital estate that supports our aspirations for teaching and learning and is accessible to all students and staff.

B2. We will support research excellence by developing the infrastructure and skills to make a step-change in digital research capabilities and will provide high-quality, sustainable and efficient physical research environments.

B3. We will support evolving ways of working, providing high-quality and accessible physical and digital environments.

Much of our physical and digital infrastructure has grown organically as King's has expanded, resulting in significant process variation and ways of working that are no longer fit-for-purpose for the scale and complexity of King's in 2022. We are planning an ambitious programme of transformation in education to enable our student success agenda. We are continuing the transformation started in research in 2019 and enhancing this with a focus on developing digital research capabilities, both for staff and supporting infrastructure.

Going forward, achieving our ambitions for student success will need seamless and accessible digital services from application to graduation, hybrid learning classrooms, modified libraries and learning spaces that support remote learning, and environments which not only entice students to campus but also support their social as well as learning needs. To complement the transformation in systems and processes, we will use digital technologies to enhance teaching and learning in our physical spaces. We will encourage faculties to retain the best of the digitally enhanced approaches to education that they have adopted since 2020, whilst considering how they can use on-campus spaces in innovative ways to enhance teaching and learning, and we will conduct an audit of our teaching spaces.

We will develop an estates master plan, which will outline how we can use the spaces we have in different ways, whilst defining how we want to change the estate for the future. Remaining competitive and maintaining quality in research will need new platforms and facilities – customised to the needs of the growth in natural sciences, engineering and health. Our ambition is to make a step change in digital literacy for King's researchers so that they are recognised for their critical digital research and data capabilities in academia and digitally-savvy in wider employment in whatever career they choose.

Financial pressures and environmental imperatives require us to rethink how we use our estate, which is high-cost, relatively under-utilised and does not fully support the breadth of needs of our large and diverse community. We will review the use of our physical estate for a hybrid-blended world, developing an estates plan that optimises digital technologies, accessibility and sustainability. We will maximise the opportunities afforded by the pedestrianisation of the Strand. Five-years from now we expect to have fewer cellular offices, more social spaces for interaction, and better digital means of communication and interaction.

Changes to our estate will be informed by evidence and engagement with our student and staff community. They will need to take place in a context of more flexibility, new routines and improved online communication.

Enabler C. Sustainable Finances

We will generate sufficient financial flexibility to allow us to invest in this strategy and the future success of King's, its staff, and its students

C1. We will grow and diversify our income including developing new income streams in executive education, online programmes and through philanthropy.	C2. We will reduce the relative cost of our space whilst improving satisfaction by being more efficient and targeted in our usage of campus spaces.	C3. We will continue to improve the value for money of our services whilst ensuring appropriate resourcing and investment.	C4. Executive Deans will manage their faculties within clear financial envelopes and will have the information, tools and incentives to do so.
---	---	--	--

Like all organisations, King's needs to invest to remain attractive, efficient and effective for our staff and students. For a number of years King's has targeted an operating surplus of 6% to maintain our existing operations, deal with risks and provide funds for investment in our plans. This remains our target for this strategy. We will grow sustainably, diversify and de-risk our revenue, control costs, and invest in new opportunities where they provide future growth, particularly in the areas of online programmes and executive education. We will continue to grow our philanthropic income through our fundraising appeals and regular giving to support strategic priorities.

We will review opportunities for managed growth in our education income by working with faculties and directorates to decide the size and shape of our student body going forward – ensuring that these decisions are aligned with our academic strategy and ambitions to improve the quality of the student and staff experience. Improving utilisation and reducing cost of our space, whilst ensuring we provide a quality and flexible environment will be key to our master-planning. We will reconceive the planning process to ensure better strategic alignment and to enable greater delegated authority to our faculties to deliver the best outcomes.

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-22-11-02-06.1
Status	Final
Access	Public



Principal's report

Paper Explanation for Members

Why is this paper being presented?	Report from President & Principal highlighting current issues and events and developments since the last meeting of Academic Board.
What are the key points/issues?	Strategy refresh, sustainability, enrolment, KEF, staff changes
What is required from members?	To note

Paper Submitted by:

President & Principal Shitij Kapur principal@kcl.ac.uk

Principal's report

Section A - Current topics

1. Strategy refresh

Following extensive consultation over the last year, Strategy 2026, which sets out how we intend to work over the next four years to build on our successes and continue to deliver the ambitions of Vision 2029, was approved by Council in September. Strategy 2026 seeks to consolidate and build on our academic strengths, and advance our distinctiveness and impact, while focusing on student success and supporting staff to achieve their potential within an inclusive community. The Strategy outlines four fundamental priorities:

- Enabling student success - We will enable success for an increasingly diverse student body through world-class education
- A thriving King's staff community - We will support our staff to develop their potential within a positive and inclusive culture
- Sustainable research and innovation excellence - We will build on our strong foundations to ensure sustainable excellence in research and innovation
- Knowledge with purpose: service and impact - We will use our assets and capabilities to make a positive difference in the world.

Underpinned by three enablers to help deliver the best experience for students and staff:

- A simple, nimble, effective King's
Improving consistency, addressing complex processes and enhancing our systems and services
- A physical and digital estate which is integrated and accessible
Meeting the changing needs of our students, staff and community
- Sustainable finances
Generating sufficient financial flexibility to allow us to invest in our future success

I encourage all Faculties to discuss how they will contribute to the strategy.

2. Sustainability

One of the goals in Strategy 2026 is to be “a leader in education and research for a just transition to net zero and will build sustainability into all our actions, aiming to become a net zero institution by 2030” and to scale up our research, education, UK and global partnerships, philanthropy and impact to address this goal. We are developing a proposal to reposition King's as a university with strong and visible responses to the challenges of sustainability and the consequences of the climate emergency – topics that will be central in King's academic standing in education and research, and our public reputation, for decades to come. The proposal has 5 strategic objectives:

- to grow substantially the volume and quality of environment and sustainability research and our research impact
- to provide environment, climate and sustainability education for *all* King's undergraduates, taught and extra-curricular and to expand research-enhanced PGT (including online programmes), CPD and Exec Education

- to continue making plans and investments to accelerate King's progress towards its 2030 emissions targets (Scope 1, 2, 3 emissions reductions of 50%) and Net Zero target engaging our academic expertise and students to achieve these goals
- to reposition and build King's academic and public profile to include excellence and contributions to UK and global sustainability problem-solving in policy, business, and civil society
- to attract substantial philanthropic funding for new environment, climate and sustainability education, research, and impact

3. Enrolment update

Coming out of the admissions cycle, the projections indicated that the UG recruitment targets would be exceeded by c. 400 FTE and PGT recruitment targets would be almost exactly met. The enrolment process for the current year is substantially different to the two previous years, as there is a reliance on students being on campus to complete the process. Inevitably this means that it is taking longer for enrolment numbers to be finalized so we won't have the full picture until the end of the month. The interim position shows:

- UG and PGT 14,057 FTE- slightly below the intake targets of 14,304 FTE
 - Home UG are exactly where they were expected to be around 100 above target
 - Overseas UG are slightly above target
 - Home UG are around 350 FTE below target
 - Overseas PGT target has almost been reached
- (N.B. Targets are for the full year and there are some January intake points for PGT courses.)

A full report will be given to the next meeting.

4. KEF

King's has ranked amongst the top universities in the country for knowledge exchange in this year's Knowledge Exchange Framework (KEF) results. KEF is an annual assessment of higher education institutions (HEIs) on how well we transfer our 'knowledge' in terms of research, education, skills and facilities to benefit society and the economy. The assessment groups similar peer institutions into clusters, with King's being placed in Cluster V for very large, very high research intensive and broad discipline universities. KEF is split into seven 'perspectives' to capture the broad range of knowledge exchange activity that HEIs conduct and currently covers engagement with business, public and the third sector, public and community engagement, local growth and regeneration, IP and commercialisation, research partnerships with non-academic organisations, and skills and entrepreneurship.

King's has achieved a 'Very high level of engagement' placing us in the top quintile for a total of five perspectives (Research partnerships, Working with the public and third sector, CPD and graduate startups, and IP & commercialisation).

5. New Shakespeare Centre

A&H has announced the launch of a new research partnership with Shakespeare's Globe theatre. Building on the strength of 20 years of collaboration between two world-renowned institutions, we have established the Shakespeare Centre London. The Centre will be a place of excellence for Shakespeare studies, dedicated to exploring Shakespeare and early modern drama and literature, with a focus on literary scholarship, performance and social justice. The Shakespeare Centre London will celebrate this venture by jointly hosting the Shakespeare and Race Festival 2022, from 28th Oct to 5th Nov 2022. The festival explores the theme 'Shakespeare and Race: Spoken Word(s)' over a week of debate, performance and scholarly discussion, curated by colleagues across King's and

Shakespeare's Globe. The launch of the Centre will open the festival, and bring together partners and collaborators from King's, the Globe and the wider Shakespeare community.

6. Philanthropic Gifts

Our Fundraising & Supporter Development team have secured two major gifts in the last few weeks:

- £3m philanthropic gift to help us advance cancer care by supporting two new initiatives: The Dr Recordati Surgical Data Science Programme and a ground-breaking immunotherapy clinical trial. It will enable a unique collaboration between San Raffaele University Hospital in Milan and King's which will bring new benefits to oncology clinicians and researchers in the UK and Italy with positive outcomes for cancer patients worldwide.
- £12.5m gift to create the Joan Reece Chair in Cancer Immuno-oncology. It will support the recruitment of an outstanding, internationally renowned scientist who will accelerate and expand our work in cancer immunology, speed up the development of new therapies, and drive up the success rates of therapies in patients in collaboration with Guy's Cancer.

7. Staff Changes

- Professor Bashir Al-Hashimi has been appointed Vice President (Research & Innovation) and will succeed Professor Reza Razavi who will be stepping down after five years in the role. Currently Executive Dean of Faculty of Natural, Mathematical & Engineering Sciences (NMES), a position he has held since 2019, Bashir brings a wealth of experience, including a 30-year career across academia and industry and recognition as one of the world's most distinguished computer engineers. Recruitment for an Interim Executive Dean for the Faculty of Natural, Mathematical & Engineering Sciences will commence shortly.
- Keith Zimmerman has been appointed to a new role as Executive Director of Transformation of Education and Student Outcomes. The transformation of the student experience is an essential next step in delivering student success at King's, one of our strategic goals set out in Strategy 2026. While we have made significant progress in our student success journey, there is still much more to do to meet the needs of our increasingly diverse student body. Keith joins us from the University of Bath, where he is Chief Operating Officer and brings a wealth of knowledge of the Higher Education sector and record of success for the outcomes he has achieved in transforming the student experience.

Section B - Active Considerations by Management

- Pay and Pensions
- Industrial Action
- Budget 2022-25
- Cost of Living support for staff and students

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-22-11-02-06.2
Status	Final
Access	Public



Academic Workforce Report

Action required

- ☐ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☒ For discussion
☐ To note

Paper Explanation for Members

Why is this paper being presented?	In response to discussions at the previous meeting.
What questions does it answer?	Provides data with respect to the academic workforce
What is required from members?	Discuss

Paper Submitted by:

President & Principal Shitij Kapur, principal@kcl.ac.uk

Academic Workforce Report (August 2021 – July 2022)

Introduction

1. The academic staff body comprises some 2300 colleagues who deliver most of our education and research activities and are a critical component of King's workforce. As discussed at the June Academic Board meeting, this report provides an overview of the academic workforce, its turnover rate, progress along gender and ethnicity equity, the latest data on the pay gap as well as other data on progressive initiatives and disciplinary matters. Where possible benchmarking data has been sought and reported. This report is for the period 1 August 2021 to 31 July 2022. We have provided comparisons from HESA data for the year 2020/21 as that is the latest data available – as new data become available, they will be incorporated into subsequent reports.
2. It should be noted that other staff groups beyond those formally designated as academic staff are also involved in the delivery of academic activity. These include our GTA community, and many staff funded through research grants on fixed term professional services contracts. Furthermore, the report provides only a snapshot of the organisation at College level. It is envisaged that the report will evolve further as more granular data becomes available and will include equivalent data on all staff groups at King's.

Academic Workforce Data

Academic Turnover - Headcount							
Academic Headcount							
Tier 1	01-Aug-21	31-Jul-22	Difference	Average Headcount	Leavers	Turnover %	
Dentistry, Oral & Craniofacial Sciences	86	84	-2	85	5	5.88	
Faculty of Arts & Humanities	333	356	23	344.5	25	7.26	
Faculty of Life Sciences & Medicine	479	492	13	485.5	30	6.18	
Health Faculty Central	1		-1	0.5			
Institutes	5	5	0	5			
IoPPN	306	333	27	319.5	13	4.07	
King's Business School	124	152	28	138	6	4.35	
Modern Language Centre	2		-2	1			
Natural, Mathematical & Engineering Sci	206	237	31	221.5	15	6.77	
Nursing, Midwifery & Palliative Care	89	107	18	98	8	8.16	
Professional & Continuing Education		7	7	3.5			
Social Science & Public Policy	402	459	57	430.5	20	4.65	
The Dickson Poon School of Law	107	113	6	110	5	4.55	
Grand Total	2140	2345	205	2242.5	127	5.66	

3. During the reporting period the academic workforce headcount increased by 205 (+9.6%) with turnover for the academic workforce being 5.66% with little discernible difference between men and women. The turnover for comparable Russell Group institutions with income of over £400m for the previous reporting period was 9%, all higher education institutions was 8.9% and the current UK average turnover is 15%. King's turnover is lower than average and would suggest greater longevity of careers at King's.

Academics by Gender											
Tier 1	Academic Headcount							Leavers			
	01-Aug-21			31-Jul-22			Total	1 Aug 2021 - 31 Jul 2022			Total
	Female	Male	Total	Female	Male	Total		Female	Male	Total	
Dentistry, Oral & Craniofacial Sciences	30	56	86	30	54	84		3	2	5	
Faculty of Arts & Humanities	149	184	333	171	185	356		7	18	25	
Faculty of Life Sciences & Medicine	200	279	479	203	289	492		15	15	30	
Health Faculty Central		1	1			0					
Institutes	2	3	5	2	3	5					
IoPPN	142	164	306	160	173	333		6	7	13	
King's Business School	47	77	124	62	90	152		2	4	6	
Modern Language Centre	2		2			0					
Natural, Mathematical & Engineering Sciences	55	151	206	69	168	237		4	11	15	
Nursing, Midwifery & Palliative Care	78	11	89	91	16	107		7	1	8	
Professional & Continuing Education			0	4	3	7					
Social Science & Public Policy	159	243	402	198	261	459		6	14	20	
The Dickson Poon School of Law	50	57	107	53	60	113		3	2	5	
Grand Total	914	1226	2140	1043	1302	2345		53	74	127	

4. At the beginning of the reporting period women comprised 42.7% of the academic workforce and at the end of the period 44.5% reflecting a growth in headcount of 129, or 14.1%.

Academics by Ethnicity Group												
	Academic Headcount								Leavers			
	01-Aug-21				31-Jul-22				1 Aug 2021 - 31 Jul 2022			
	BAME	White	Not Known/ Prefer Not To Say	Total	BAME	White	Not Known/ Prefer Not To Say	Total	BAME	White	Not Known/ Prefer Not To Say	Total
Tier 1												
Dentistry, Oral & Craniofacial Sciences	14	67	5	86	14	65	5	84	1	3	1	5
Faculty of Arts & Humanities	36	269	28	333	47	284	25	356	1	20	4	25
Faculty of Life Sciences & Medicine	81	383	15	479	88	382	22	492	3	27		30
Health Faculty Central		1		1				0				
Institutes	1	4		5	1	4		5				
IoPPN	37	253	16	306	39	275	19	333	3	10		13
King's Business School	24	91	9	124	29	111	12	152	1	4	1	6
Modern Language Centre		2		2				0				
Natural, Mathematical & Engineering Sciences	33	153	20	206	45	167	25	237	3	11	1	15
Nursing, Midwifery & Palliative Care	10	73	6	89	16	84	7	107	1	5	2	8
Professional & Continuing Education				0	1	6		7				
Social Science & Public Policy	60	316	26	402	81	348	30	459	4	14	2	20
The Dickson Poon School of Law	17	78	12	107	16	85	12	113	1	4		5
Grand Total	313	1690	137	2140	377	1811	157	2345	18	98	11	127

5. At the beginning of the reporting period BAME colleagues comprised 14.6% (15.6% if 'Not Known' are excluded) of the academic workforce and at the end of the period 16% (17.2% if Not Known are excluded) reflecting a growth in headcount of 64. We will continue our efforts to increase representation of underrepresented groups in accordance with our plans as set out in our Race Equality Chartermark submission.

Academics by Contract Status - Fixed Term / Permanent				
Tier 1	Academic Headcount			
	01-Aug-21		31-Jul-22	
	Employee - Fixed Term	Employee - Indefinite	Employee - Fixed Term	Employee - Indefinite
Dentistry, Oral & Craniofacial Sciences	12	74	19	65
Faculty of Arts & Humanities	29	304	51	305
Faculty of Life Sciences & Medicine	53	426	67	425
IoPPN	43	263	55	278
King's Business School	3	121	14	138
Natural, Mathematical & Engineering Sciences	8	198	14	223
Nursing, Midwifery & Palliative Care	0	89	7	100
Social Science & Public Policy	44	358	66	393
The Dickson Poon School of Law	3	104	5	108
Grand Total	195	1937	298	2035

6. At the beginning of the reporting period FTC's comprised 9.2% of the academic workforce and at the end of the period 12.7% reflecting a growth in headcount of 103. The primary reasons for the increase were as follows:
- The unplanned rise in student admissions
 - Maternity cover
 - Cover for resignations
 - Backfill of staff released for other initiatives
 - Clinical training posts
 - Retire & return
7. We only use fixed term contracts where appropriate and will continue to monitor their use. As a research intensive university, the number of FTC's is likely to fluctuate depending on the number of grants we hold at any point. FTCs in FOLSM & IOPPN will include clinicians in training who by the nature of their role will be on an FTC which concludes after successful completion of their training.

Leavers

Reason for Leaving Summary	Headcount
Deceased	3
Did Not Join	1
Dismissal	1
Early Retirement	1
Expiry of Fixed-Term Contract	9
Expiry of FTC With Severance	9
Ill Health Retirement	1
Mutually Agreed Contract Termination	1
Other Reason	1
Redundancy	1
Resignation	80
Retirement	17
Grand Total	125

Misconduct Proceedings

8. The Academic Staff Disciplinary Regulation was used in 5 instances during the reporting period with the following outcomes, 1 person was dismissed, 1 person was issued with a written warning and two cases are still progressing. An appeal against a dismissal in the previous period was heard and the person was re-instated.

Role of Academic Board

9. Considering discussions at the meeting of Academic Board on 29 June 2022, a number of institutions with similar governance arrangements to King's were approached to ascertain the role their "academic board" played if any in the individual misconduct proceedings and procedures resulting in dismissals. The institutions approached were as follows:

Edinburgh
Liverpool
Nottingham
Warwick
Queen Mary
Manchester
Imperial

10. These institutions have misconduct procedures that are similar to ours, with checks and balances and opportunities to appeal. None of them indicated that their "academic board" plays a role in individual misconduct proceedings or dismissals for members of the academic staff.
11. Cambridge, Oxford and UCL have governance arrangements which are different from King's and most universities in the sector. The statutes of these institutions prescribe some requirements pertaining to misconduct and dismissals. Many universities, including King's, adopted the new model statute which removed any prescriptive requirements. It should be noted that our policies and procedures are fully compliant with employment legislation requirements.

Gender Pay Gap – Academic Workforce

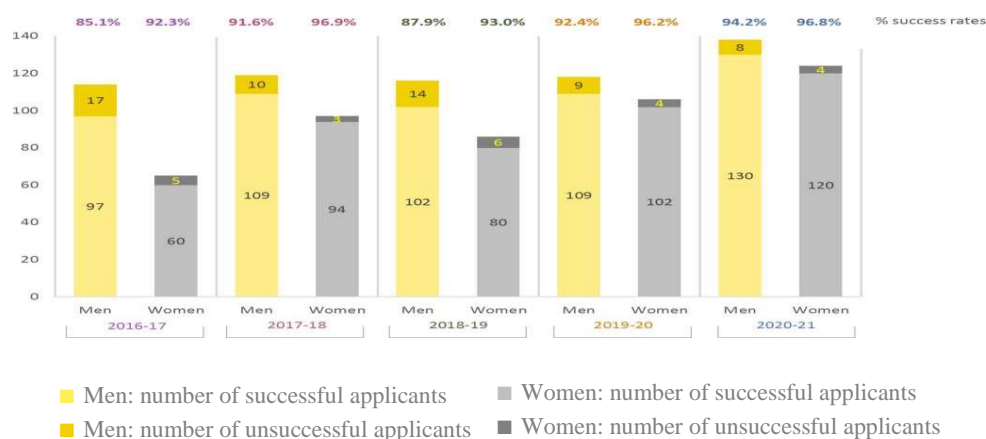
12. The gender pay gap is an equality measure that shows the difference in average earnings between women and men. It is important to note that the gender pay gap concept is different from equal pay. Equal pay is about comparing the pay of men and women who carry out the same/similar jobs, or work of equal value. The UK gender pay gap as reported by the Government is at its lowest level ever – just over 18%.

Year	Mean	Median
2018	11.3	8.1
2019	9.5	6.5
2020	9.9	5.4
2021	9.4	5.3

13. The table clearly indicates that King's has taken its commitment to addressing the gender pay gap seriously. It should be noted that if we seek to recruit more women at the entry level for academics or lecturer to create a talent pipeline this will impact negatively on the gender pay gap. We need to ensure that we continue to take action that is appropriate for our longer-term equality ambitions even if it has a negative impact on the figures in the short term.
14. The following initiatives have contributed to an improvement in the gender pay gap for academic staff.

15. **Promotions Process** – we continue to make improvements in this area such as the introduction of the Academic Education Pathway and encouraging members of selection panels to undertake Diversity Matters training.

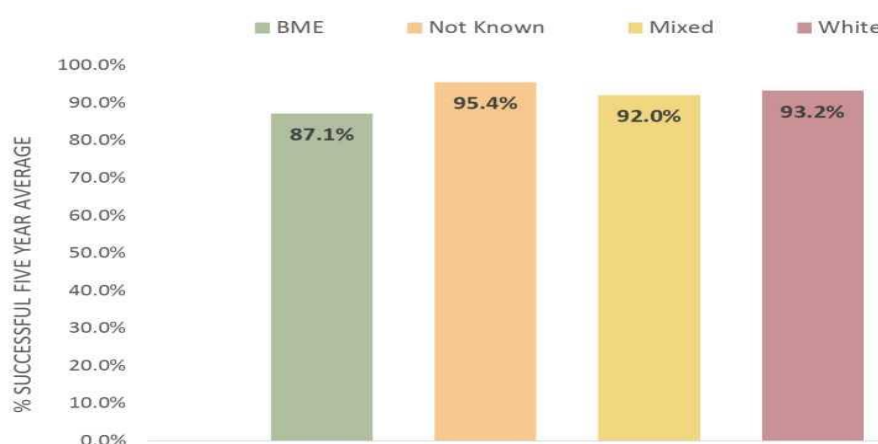
Success rates by gender (past 5 years)



Key trends:

- A greater number of men than women applied for promotion every year, although this may be because the cohort of individuals eligible to apply for promotion was larger for men.
- In each of the five years, women had a higher success rate than men.
- Over the five years, a total of 95.4% of women were successful compared to 90.4% of men.

Success Rates - five year average



Key trends:

- The White cohort was the largest each year, comprising an average of 77.5% of applicants in each round. In comparison, BME applicants comprised an average of 12.2% of each year's applications.
- On average, White applicants were more likely to be successful than their BME colleagues by 6.1 percentage points on average over the five years.
- The success rate for BME staff was the least consistent of all groups, with a 20.8 percentage point variation between the lowest and highest success rates over the five years.
- The lower absolute numbers of BME staff in the overall academic staff community may have been a contributory factor to the apparent lower promotion success rate of BME staff and to

the extensive year on year variations. However, we fully recognise that further work is required to improve both applications and the success rate of BME colleagues.

16. Race Equality Charter Mark – we participate in the Race Equality Charter (REC) and currently hold a Silver award. This has a substantial action plan, the combined effects of which are intended to improve representation and inclusion for Black, Asian and minority ethnic staff across all parts of King's and so help tackle the ethnicity pay gap.
17. Athena SWAN – the charter provides a robust self-assessment framework for gender equality at King's. We have identified our priority areas, created a strategic action plan and in November 2020 we submitted our application for an institutional silver award, the results of which we hope to receive in 2021.
18. Staff and Management training – we continue to embed key elements of Diversity & Inclusion in all our leadership programmes, open courses, webinars and toolkits, most recently the new Academic Heads of Department had a dedicated section on inclusive leadership. OD have reviewed their Service Level Agreements to include Our Principles in Action – a framework fostered around inclusivity. The learning ethos is shared at each session to create a safe space for colleagues to input and ask questions.
19. Aurora Programme - Kings participates in the Aurora programme for women, which is a programme designed to explore four key areas associated with leadership success: Identity, Impact & Voice, Core Leadership, Politics & Influence and Adaptive Leadership Skills. It is for senior lecturer level or the professional services equivalent.
20. The Wellbeing Review - Kings carried out a wellbeing review in May 2022 and an action plan is under development, which includes offering two wellbeing days annually, actions to build an organisational mental health wellbeing action plan and to agree governance for this work. The plan will strengthen policy and guidance and connections across the staff and student experience.
21. Mentoring, Mutual Mentoring & Professional Development – King's launched a Mutual Mentoring scheme in December 2020 to further build emotional intelligence and understanding of equality barriers across King's and the More than Mentoring scheme launched September 2018 continues with the aim of providing mentoring support for various groups in the institution.
22. Community Networks – we have launched a number of network support groups such as the King's Gender Equality Network (Elevate), Race Equality Network and Parents & Carers' Network.
23. Inclusion Survey – We conducted an Inclusion Survey to help us understand staff sentiment in relation to inclusion and belonging and the results formed part of our Athena SWAN submission.
24. Research into Gender Pay Gap drivers – we have commissioned some internal research to better understand some of the factors influencing the Gender Pay Gap at King's.

Professorial Pay Framework

25. The introduction of the PPF scale has achieved the stated goals of a positive impact on both competitiveness and gender pay equality overall.
26. The median salary paid to men and women on the PPF after two cycles of spine point increases in 2019 and 2021 is now equal.
27. The median pay level for all professors is at the highest spine point in band 1 and 2. The table illustrates how the gap closed.

Professor Pay - non clinical academic

	After two years of progression				After year one progression			Prior to PPF implementation		
	2021	Total with LWA	Total increase	Total increase %	2019/20	LWA	Total with LWA	2018	LWA	Total
Median pay men	87,306	90,806	5,694	6.30%	84,218	3500	87,718	82,189	2,923	85,112
Median pay women	87,306	90,806	10,191	11.20%	82,422	3500	85,922	77,692	2,923	80,615
Women's pay % of men at median	100%				98%			95%		

28. There were 493 non-clinical professors in 2017/18 prior to assimilation. We now have 692, including 33 promotions to professor in the last round.
29. In bands 2 and 3 a small proportion of professors are paid in higher quantile ranges, supported by the 2018 evidence based PPF assimilation process and maintained via equal pay assessments during recruitment and band advancement.
30. The PPF benchmarking is reviewed every three years. A benchmarking review in 2021 demonstrated that the scale remains consistent with the College's target position.
31. Faculties started to update Equal Pay audits in late 2021 and ongoing annual reviews in the Autumn are now taking place within faculties to ensure pay is still fair when compared to internal peers.

Summary

32. The data show that Kings has a large body of academic staff with low turnover, lower than most of our competitors. We have made significant progress in terms of gender representation and improved our representation of BAME faculty putting us in the upper quartile of the Russell Group. There was a noted increase in FT contracts in 2021/22, which was a response to Covid, which provided a mix of uncertain student numbers and finances.
33. A call to ascertain the role of the Academic Board in the management of individual cases for dismissal shows that most of our peers use similar procedures, with Oxford, Cambridge and UCL having different procedures. Our gender pay gap has narrowed significantly, putting us near the top of the Russell Group and the Professorial Pay Framework has decisively closed the median gap at that level. The promotion process is leading to more women professors, we might be the first RG to have promoted more women than men professors within a given year, it is certainly the first time in our history and the trend to parity seems to be on a sound footing. Work on greater BAME representation will need more attention and support even though we are towards the top of the Russell Group in this representation. There are several positive and progressive

initiatives under way that need to be strengthened. Other than some specific initiatives [e.g., Professorial Pay Framework] most of the work to be done to enhance the work experience at King's needs to be done across the board and equitably.

34. The new Strategy has made a Thriving Staff community a priority. We will be developing a new set of initiatives which will regularly measure staff satisfaction and engagement, respond to the feedback, embed equality, diversity and inclusion initiatives and ensure there are more opportunities for learning and career development for those to whom the usual promotion pathways are not available.

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-2022-11-02-07
Status	Final
Access	Public



KCLSU President's Report

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Academic Board receives a report from the King's College London Students' Union (KCLSU) President at each of its meetings; this is the first report of the year.
What are the key points/issues:	<ul style="list-style-type: none"> • Who are the KCLSU sabbatical officers 2022/23? • What are the KCLSU officers' key objectives for 2022/23 of relevance to Academic Board business and members? • What else should Academic Board know about KCLSU activities, campaigns, and student insights?
What is required from members?	Officers would appreciate support in connecting with stakeholders and groups relevant to our objectives for further discussion.







Paper Submitted by:

Mohd Yasir Khan, President, KCLSU president@kclsu.org

KCLSU President's Report

1. Introduction to KCLSU officers 2022/23

The new KCLSU officers for 2022/23 started in July. We are excited to be meeting new people across KCL and are keen to start working with you all on making positive change for students. The table below includes a brief introduction to each officer and our priorities, as well as the best email address to use for contacting us.

	<p>President – Mohd Yasir Khan president@kclsu.org I am an international student from India, reading International Relations in an undergraduate programme at King's. My priorities for the year include addressing the cost-of-living crisis and the re-introduction of alumni cards.</p>
	<p>VP Postgraduate – Shagun Bhandari vpp@kclsu.org I am a qualified lawyer in India and have recently graduated KCL with a Masters in Transnational Law. My priorities for the year are improving complaint mechanisms in cases of sexual harassment and ensuring information about support and opportunities is easily accessible for postgraduate students.</p>
	<p>VP Education (Arts & Sciences) – Sara Osman Saeed vpeas@kclsu.org I am a home student from London and studied English for three years. My main priorities for this year are transparency, reforming Mitigating Circumstances Forms and decolonising the curriculum.</p>
	<p>VP Education (Health) – Julia Kosowska vpeh@kclsu.org I am an MSci Neuroscience student, having completed my third year before taking this role. My main priorities are to improve assessment and feedback, timetabling, and transparency and communication with students.</p>
	<p>VP Activities & Development – Tejveer Nag vpad@kclsu.org I am an international student and have been studying Computer Science at King's for the past 3 years. My main priorities are to work with King's Careers and help improve the mental health and wellbeing services at KCL.</p>
	<p>VP Welfare & Community – Martina Chen vpwc@kclsu.org I am a community organiser from Italy, and I studied European Politics at King's. My priorities for the year are decolonising the university and inclusivity with a focus on trans inclusion and accessibility.</p>

2. Officer objectives of interest to Academic Board

We have identified a few objectives that are particularly relevant to Academic Board business, which we discuss below in more detail. As well as keeping Academic Board updated on how our plans develop, we are keen to hear any input from Academic Board members on how we can effectively collaborate with you and align with work that is already taking place within KCL and its faculties.

- 2.1 **Cost of living (Yasir)** – With the steep rise in the cost of living this year it is essential for KCLSU to address students' financial concerns, so students' ability to develop and flourish at King's is not impacted by concerns about affording the basic costs of student life. I am co-leading All We Need, a student campaign for better financial support in response to the cost-of-living crisis. The campaign will bring together students at King's to call on the government and university to put in place emergency measures and long-term structural changes to increase the financial resources available to students. In addition to representing the student voice in King's Cost of Living working group, the campaign will be participating in NUS's national campaign calling on government to introduce a national cost of living plan for students, including measures to increase maintenance loans in line with inflation, provide additional hardship funding, and cap energy bills and rent in student accommodation.
- 2.2 **Improving standards of student academic experience across KCL (Sara, Julia, and Shagun)** – Inconsistencies in student satisfaction across KCL are apparent through NSS scores, with clear areas of good practice as well as others where issues need to be addressed. We are keen to collaborate to explore institution-wide policies and frameworks aimed at improving and aligning students' experiences of fundamental academic processes across all Faculties, such as communication with students about academic timetabling; clear guidance for and transparent decision-making about assessments and assessment results; and provision of timely and high-quality feedback, among others.
- 2.3 **Mitigating circumstances (Sara)** – Across KCL there has been an increase in students applying for mitigating circumstances, which is also evident in the increased number of students seeking support with the process from the KCLSU Advice Service. While efforts can be made in inclusive assessment design to reduce the need for students to apply for mitigating circumstances, there is a clear need to understand why students are applying and ensure that the process is accessible and culturally sensitive. I would like to explore opportunities for student self-certification, as well as streamlined mechanisms to process recurring difficult circumstances. This would reduce the administrative and emotional burden on students who are frequently in need of the support that mitigating circumstances offer, such as student parents, full-time working students, students observing religious obligations, or students with mental health conditions.
- 2.4 **Student support (Julia, Tejveer, and Shagun)** – While King's offers a variety of services to support students' wellbeing and development, many students still report difficulty in accessing the services they need. We would like to work with King's Student Mental Health and Wellbeing, Student Services, and management of the personal tutoring systems to make it easier for students to know which services are available and how to access them – particularly improving access to and availability of support such as counselling and hardship funding, where students are already experiencing adversities and delays can have a profound negative impact on their wellbeing and education. It is particularly important that information is made easily accessible for students on short one-year courses, such as many postgraduate taught students, as they have a very limited time to become familiar with King's structures.
- 2.5 **Decolonising the university (Sara and Martina)** – Like many KCL students who have already vocalised this need, we echo the call to dismantle the legacy of colonialism and address structural racism at King's. We are leading a campaign aimed at ensuring King's fully understands and is committed to working in collaboration with researchers and student groups to decolonise the curriculum, from course content to fundamental teaching and learning practices.

3. KCLSU organisational updates

- 3.1 **TEF student submission** – KCLSU is currently working to complete the TEF student submission. This project is being led by KCLSU's VP Education (Health), Julia Kosowska, who is the TEF Student Contact. We have completed the initial evidence-gathering stage and are currently setting up a student executive panel with representatives from each of KCL's faculties to oversee the submission. Although the student submission is independent and as such, we are not required to report to KCL, we have been meeting regularly with the KCL TEF project team and appreciate the positive, collaborative working relationship moving forward with the submission.
- 3.2 **KCLSU representation at KCL committees** – Following discussions with Strategic Director for Education and Students Joy Whyte, we agreed on some actions to improve the support for sabbatical officers and other KCLSU student representatives to KCL committees. As an initial step, the Students and Education Directorate (SED) compiled an up-to-date list of committees and working groups with student representation for the 2022/23 academic year, which has been immensely helpful. If Academic Board members are aware of a group that should have student representation, or a new group forming during the year, please contact representation@kclsu.org to ensure KCLSU can provide appropriate support and oversight.
- 3.3 **Changes to academic rep elections & training** – In partnership with King's, KCLSU is looking to transform the way we recruit, select, and elect over 800 local student representatives. Our new methods look to prioritise both engagement and democratic legitimacy, whilst adapting to local needs – developing bespoke faculty solutions within a shared framework. All KCL faculties have been involved in consultations throughout the development process, and KCLSU is pleased to be collaborating with student experience teams in all faculties to recruit academic reps for the 2022/23 academic year. In addition to new recruitment methods for academic reps, KCLSU has been working together with Student Experience Teams in redesigning training for academic reps. This has taken the shape of two Representation Conferences: one for undergraduate representatives and one for PGT and PGR representatives, which will complement our continuing online offer in October 2022.
- 3.4 **Autumn elections** – In addition to supporting faculties with academic rep elections, KCLSU is running elections for student faculty representatives to Academic Board and student KCLSU trustees for the 2022/23 academic year. Nominations for these elections were open from 3rd-10th October, while polling will be open from 17th-19th October.
- 3.5 **Student campaigns** – In addition to the broader cost of living campaign mentioned previously, King's Doctoral Students' Association (KDSA) are leading a campaign to address the cost of living for postgraduate research (PGR) students specifically. They have already met with Vice President (Research) Prof Reza Razavi and Senior Vice President (Academic) Prof Mike Curtis to address the PGR stipend level, following which KCL agreed to increase the minimum stipend for students funded directly by King's in line with the 10% increase announced by UKRI; this affects around 36% of PGRs. KDSA continue to campaign on securing a one-off payment for all PGRs and fair pay for non-GTAs who undertake teaching work, to address the broader issues of cost of living and working conditions for all PGRs.
- 3.6 **Student liberation networks** – KCLSU has been collaborating with the KCLSU Black Students Network, the KCL African and Caribbean Society, and the KCL Queer, Trans, and Intersex People of Colour (QTIPoC) Society to host a program of activities for Black History Month. As well as events throughout October, some will also be taking place in November, and some are open to both students and staff; you can find more information here: <https://www.kclsu.org/bhm/>

- 3.7 **KCLSU Advice Service update** – The KCLSU Advice Service provides free, confidential, and impartial academic advice to students with issues affecting their studies. 2021/22 saw a 30% increase in Advice cases from the previous academic year, while so far in 2022/23 there has been a 49% increase in cases for August and a 52% increase in cases for September compared with 2021/22. A table showing case numbers for these periods, divided by type, is included below. Following investment into restructuring the Advice team, this year we are hoping to focus on improving the following key policy issues we have identified from trends in Advice cases: Fitness to Study or Support to Study processes; academic misconduct; and the experiences of Nursing students, especially on placement. We are also tracking the impact of the cost of living on students using the Advice Service, and feeding recommendations based on students' experiences into the relevant KCLSU campaigns.

Category	2021/22	Aug-22	Sep-22
<i>Academic Appeal</i>	779	75	220
<i>Academic Misconduct</i>	225	15	12
<i>B2 Suspension</i>	3	0	0
<i>Changing or Leaving Course</i>	23	1	4
<i>Complaints</i>	322	14	24
<i>Fitness to Practice</i>	37	5	6
<i>Fitness to Study</i>	7	1	0
<i>Interruption of Studies</i>	23	3	3
<i>Mitigating Circumstances</i>	487	48	14
<i>Non Academic Misconduct</i>	47	1	0
<i>Other</i>	64	4	16
<i>PGR</i>	16	4	5
Total case numbers	2033	171	304

Mohd Yasir Khan
 President, King's College London Students' Union (KCLSU)
 12/10/2022

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-22-11-02-08.1
Status	Final
Access	Public



ABOC Report – Amendments to CEC Terms of Reference

Action required

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

Motion: That the Academic Board approve the proposed minor amendments proposed to the terms of reference College Education Committee for onward recommendation to Council.

Paper Explanation for Members

Why is this paper being presented?	The CEC Terms of Reference form part of the College Ordinances and amendments to them must be approved by Council. Council seeks the recommendation of Academic Board on these matters, which in turn seeks the guidance and recommendation of ABOC.
What are the key points/issues?	There is one new term of reference - "11- Receive reports on projects and spend as part of the College Teaching Fund" and there are some amendments to the officers included in the composition reflecting changes in responsible roles and titles.
What is required from members?	To recommend approval to Council.

Paper History [Delete this section if not relevant]

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
Proposed changes to be reviewed by CEC	CEC	12 October 2022
Proposed changes to be reviewed by ABOC	ABOC	12 October 2022 (by email circulation)

Paper Submitted by:

Xan Kite, College Secretariat

Ordinance **Appendix B: Terms of Reference of Council Standing Committees and Subcommittees**

College Education Committee, Committee of Academic Board

Terms of Reference

1. Authority

The College Education Committee will provide strategic leadership of education for the College. It will ensure that the College's academic taught provision aligns with national expectations for quality and academic standards and enhances students' learning experience. The Committee will promote:

- risk-management approaches in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, advising Academic Board of any issues and areas of good practice
- enhancement in learning, teaching, and assessment
- an ethos of students as co-creators of the education experience

2. Duties

On behalf of Academic Board, the College Education Committee will:

- 2.1 Monitor and review the implementation of the College's Education Strategy 2017 - 2022
- 2.2 Oversee the implementation of Faculty education strategies and the monitoring of performance indicators
- 2.3 Develop and maintain oversight of the College's strategies and policies relating to the full life-cycle of students' education (recruitment, retention, progression, and degree outcomes) and ensuring institutional compliance with external requirements
- 2.4 Monitor and report on the quality assurance and quality enhancement framework, taking into account both the internal and external context as they apply to taught education provision, including collaborative, flexible and distributed and distance learning provision
- 2.5 Maintain oversight of the programme and module approval, amendment and withdrawal procedures, and receive reports on proposals for new programmes and/or withdrawal of existing programmes (and short courses) from the Programme Development and Approval Sub-Committee
- 2.6 Promote enhancement in learning, teaching, assessment, and the student experience through the identification and dissemination of good practice
- 2.7 Have oversight of the quality of students' learning opportunities and learning experiences, advising Academic Board of any rising issues or areas of good practice
- 2.8 Have oversight and responsibility for the College's approach to the Teaching Excellence and Student Outcomes Framework (TEF) and monitoring the on-going conditions of registration with the Office for Students.

- 2.9 Receive reports from the Academic Standards Sub-Committee on the:
- monitoring and evaluation of processes to assure the Committee of the academic standards of taught programmes
 - analysis of relevant performance indicators in relation to student performance and achievement
- 2.10 Receive regular reports from the following areas:
- Collaborative Provision Sub Committee (CPSC) – to provide updates on the conduct of the College’s collaborative arrangements with partner institutions and for the strategic development of policies relating to collaborative provision
 - Education & Students Transformation Board – to provide updates on the status of transformation projects and their impact
 - King’s Academy Advisory Board – to provide updates on the work and activities of the King’s Academy
 - King’s College London Student Union (KCLSU) – to provide updates on the work and activities of the KCLSU Officers

2.11 Receive reports on projects and spend as part of the College Teaching Fund.

2.12 Champion inclusive education and monitor the equality and diversity dimensions of learning and teaching provision

2.13 Oversee Faculty governance structures for education, receiving regular reports from Faculty Education Committee on their areas of business and any issues that need to be raised at CEC

2.14 Receive annual overview reports of:

- UG/PGT external examiners reports
- Activities within the Education and Students Function
- Faculty Education Committee governance

2.14 In support of these duties, the Committee will:

- 2.14.1 form subcommittees, working groups and task and finish groups as needed, including:
- Academic Standards Sub-Committee
 - Collaborative Provision Sub-Committee
 - Programme Development and Approval Sub-Committee
- 2.14.2 review the relevance and value of its work on an annual basis
- 2.14.3 review its terms of reference on an annual basis.

3. Composition

3.1 The College Education Committee shall be appointed by Academic Board and shall comprise:

- 3.1.1 Vice President & Vice-Principal (Education & Student Success) (in the Chair)
- 3.1.2 One Faculty Member and one alternate per faculty.
- 3.1.3 One Member and one alternate from ~~the King’s School of~~ Professional & Continuing Education (PACE)
- 3.1.4 Senior Vice President (Academic)
- 3.1.5 Vice President & Vice-Principal (Global International, Engagement & Service)

- 3.1.6 Vice President and Vice-Principal (Research)
- 3.1.7 Digital Education Academic Lead
- ~~3.1.8~~ Postgraduate Taught Lead
- ~~3.1.9~~ Associate Director, King's Academy
- ~~3.1.83.1.10~~ Academic Lead: Assessment & Feedback
- ~~3.1.93.1.11~~ Chair of the Academic Standards Sub-Committee (ASSC)
- ~~3.1.103.1.12~~ Chair of the Collaborative Provision Sub-Committee (CPSC)
- ~~3.1.113.1.13~~ Chair of the Programme Development and Approval Sub-Committee (PDASC)
- ~~3.1.123.1.14~~ Executive Director of Students and Education
- ~~3.1.133.1.15~~ Director, Library and Collections
- ~~3.1.143.1.16~~ Strategic Programmes Director, Education & Students Directorate
- ~~3.1.153.1.17~~ Strategic Directors, Education & Students Directorate
- ~~3.1.163.1.18~~ Associate Director, King's Academy
- ~~3.1.173.1.19~~ KCLSU President or nominee (for unreserved business only)
- ~~3.1.183.1.20~~ KCLSU Vice-Presidents for Education (for unreserved business only)
- ~~3.1.21~~ KCLSU Vice-President for Postgraduate (for unreserved business only)
- ~~3.1.193.1.22~~ KCLSU Representations & Campaigns Manager

3.2 There shall be a Deputy Chair, nominated by the Vice President and Vice-Principal (Education & Student Success) from amongst the members of the Committee

3.3 The following shall have the right to attend meetings of the Committee, but are not members of the Committee:

- 3.3.1 Associate Director, ~~Academic Regulations and Policy Compliance~~(Strategic Programmes)
- 3.3.2 Associate Director, ~~(Education Transformation)~~
- ~~3.3.33.1.1~~ Associate Director, King's Academy
- ~~3.3.43.3~~ Head of CTCL/Education Solutions
- ~~3.3.53.3.4~~ Executive Director, King's Online
- ~~3.3.5~~ Director of Brand and Marketing
- ~~3.3.6~~ Director of Sustainability
- ~~3.3.7~~ College Secretary
- ~~3.3.8~~ Head of IT Communications & Engagement/Communications & Engagement Manager – Corporate Communications
- ~~3.3.73.3.9~~ Dean of King's College London
- ~~3.3.8~~ Communications Business Partner
- ~~3.3.93.3.10~~ ~~Two-Three~~ Associate Directors (Education) – one from the arts and sciences faculties, ~~and~~ one from the health faculties ~~and One from PACE~~
- ~~3.3.103.3.11~~ Other officers of the College may also be permitted by the Chair to attend the College Education Committee either permanently or for particular meetings, ~~along with those presenting papers to the Committee at specific meetings..~~

3.4 The College Secretary or his/her designate shall act as Secretary to the College Education Committee.

4. Frequency of Meetings

The College Education Committee will meet at least six times in each year.

5. Reporting Procedures

The College Education Committee will report to the Academic Board at least annually.

Academic Board

Meeting date 2 November 2022

Paper reference AB-21-11-02-08.2

Status Final

Access Public

Report of the College Education Committee (July & October 2022)

Contents	Meeting at which considered	Main or Consent agenda	AB Action	Reserved item?
1. OfS Conditions of Registration 2022/23 [Annex 1]	6 July & 12 October	Consent	Approve	No
2. Professional, Statutory & Regulatory Body policy [Annex 2]	6 July & 12 October	Consent	Approve	No
3. CEC Terms of Reference & Membership 2022/23 [Annex 3]	12 October	Consent	Approve	No
4. CEC Schedule of Business 2022/23 [Annex 4]	12 October	Consent	Approve	No
5. Degree Outcomes Statement 2022 [Annex 5]	12 October	Consent	Approve	No
6. King's International Foundation condonement [Annex 6]	12 October	Consent	Approve	No
7. Degree Outcomes Statement 2020/21	6 July	Consent	Note	No
8. Academic Regulations 2022/23	6 July	Consent	Note	No
9. Periodic Programme Review – revised process	6 July	Consent	Note	No
10. Macadam level 3 Project 2022/23	6 July	Consent	Note	No
11. College Teaching Fund – final year report 2021/22	6 July	Consent	Note	No
12. Preventing & addressing harassment & sexual misconduct	6 July	Consent	Note	No
13. Review of practice in the light of the Abrahart (Bristol) case	6 July	Consent	Note	No
14. Examinations & Assessment delivery update 2021/22	6 July	Consent	Note	No
15. Academic Misconduct – paper for Faculty discussion	6 July	Consent	Note	No
16. College Education Committee: Schedule of Business 2021/22	6 July	Consent	Note	No
17. Module Evaluation overview of 2021/22 response rates	6 July	Consent	Note	No
18. PGT Assessment Board Annual Report 2020/21 - updated	6 July	Consent	Note	No
19. a) ASSC Schedule of Business 2021/22 – update b) Draft Schedule of Business for ASSC 2022/23 c) Terms of Reference & Membership for ASSC 2022/23	6 July	Consent	Note	No
20. Programme Development and Approval Sub-Committee	6 July	Consent	Note	No
21. Collaborative Provision Sub-Committee	6 July	Consent	Note	No
22. NSS Overview/Update	6 July	Consent	Note	No
23. TEF Provider Submission: Structure, outline and key updates	12 October	Consent	Note	No
24. Equality, Diversity & Inclusion update	12 October	Consent	Note	No
25. King's College London Strategy 2026	12 October	Consent	Note	No
26. Update on the start of the Academic year 22/23	12 October	Consent	Note	No
27. Learning Environments Working Group	12 October	Consent	Note	No
28. Professional Statutory and Regulatory Body activity	12 October	Consent	Note	No
29. Fair Admissions Policy Statement	12 October	Consent	Note	No
30. King's Business School: Executive MBA – Terms & Conditions	12 October	Consent	Approve	No
31. Statement for Exams Period 1, 2 and 3	12 October	Consent	Note	No

Approval

1. Annual report to Council: Ongoing conditions of registration for Office for Students 2022/23 [Annex 1]

Motion: That the Academic Board recommend to Council that the Annual Report on Ongoing Conditions of Registration for Office of Students for 2022/23 be approved and accepted as assurance that the College continues to meet the OfS ongoing conditions of registration.

Background: The OfS monitors higher education providers, and as part of this expects providers to continue to meet ongoing conditions of registration, including any new conditions introduced since the initial registration process.

Governing bodies of universities also have a requirement to receive assurance that the College is meeting the conditions set out by regulatory and funding bodies. The CUC Code states: *'The governing body needs assurance that the institution is meeting the conditions of funding as set by regulatory and funding bodies and other major institutional funders'*.

From 1st May 2022 the OfS have operated new/revised Condition B: Quality and Standards conditions of registration. A mapping of King's practice and identification of any gaps/action was presented to College Education Committee at its meeting on 6 July 2022 before the report was brought for CEC approval on 12 October. Following CEC consideration, the report was updated further with the OfS release of the data dashboard relating to Student Outcomes (Condition of Registration B3).

2. Revision to the Professional, Statutory & Regulatory Body (PSRB) policy (Consent) [Annex 2]

Motion: That the Academic Board approve the key changes to the Professional, Statutory and Regulatory Body (PSRB) policy as follows:

- To remove reference to Chapter B10 of the QAA Quality Code and the Higher Education Funding Council for England.
- To reference our current regulatory obligations to the Office for Students (OfS) and the reporting of PSRB activity to the Higher Education Statistics Agency (HESA).
- To reference our obligations to students under CMA compliance.
- To provide clarity of the definitions that underpin the College's PSRB activity.
- To provide clarity on the processes for the reporting of PSRB activity through our quality assurance mechanisms for the approval, monitoring and review of programmes and modules offered by the College.
- To provide clarity on the policy review and reporting processes.

Background: The policy has been reviewed by the ARQS Office in consultation with PSRB leads at the College and Faculty Education teams. The Policy was last approved by the College Assessment and Standards Committee on the 6th May 2015 and has been reviewed/updated to align the policy with the current regulatory sector and the College's governance structure and academic standards and quality framework.

At its meeting of 6 October, the Committee noted two PSRB reports following re-accreditation activity:

- Institute of Physics
- The Chartered Institute of Forensic Sciences

Both accreditation reports provided assurance of reaccreditation with the PSRB involved.

3. College Education Committee – Terms of Reference & Membership 2022/23 (Consent) [Annex 3]

Motion: That the Academic Board approve and recommend to Council amendments to the College Education Committee Terms of Reference & Membership for 2022/23.

Background: ABOC have been notified that there are minor changes to the Terms of Reference for 2022/23 related to the addition of an area of oversight and changes to the membership for the committee. Approval of this item will be dealt with under the ABOC report.

4. College Education Committee – Schedule of Business 2022/23 [Annex 4]

Motion: That the Academic Board approve the College Education Committee Schedule of Business for 2022/23.

Background: The CEC Schedule of Business has been updated for 2022/23. The Committee will review progress toward objectives identified in the schedule later in the year.

5. Degree Outcomes Statement 2022 (Consent) [Annex 5]

Motion: That the Academic Board approve the Degree Outcomes Statement for 2022.

Background: The Degree Outcomes Statement is updated annually to report on data relating to the College's award of Good Honours. A draft statement was previously recommended by ASSC in June 2022, however the statement has subsequently been updated following a [request](#) made by Universities UK in July 2022 for members to produce revised statements. The paper was an updated statement for publication in December 2022.

6. Condonement on the Level 3 King's International Foundation programmes [Annex 6]

Motion: That the Academic Board approve current and past practice relating to condonement on the King's International Foundation programmes at Level 3, to allow it to continue until a new RQFL3 regulatory framework is approved, relating to:

- Condonement of L3 modules where this has been set out in the PAF.
- Enabling of students to resit condonable modules in some circumstances.
- Recognition of the awarding issues created by the absence of a L3 framework and a commitment to resolve in time for 2022/23 awarding.

Background: The College's Academic Regulations do not currently cover Level 3 awards, but these are offered on the King's International Foundation (KIF) and the Extended King's International Foundation (EKIF) programmes. Work is planned during 2022/23 to incorporate Level 3 awards and credit.

For note

8. Degree Outcomes Statement 2020/21

The Committee discussed the paper relating to the College's award of Good Honours for 2020/21. In 2020/21 the number of students achieving good honours remained the same as the previous year but there was an increase of 3% in 1st class honours. In the previous four years, the percentage of students achieving a good honours degree was consistent and remained within 4% although the number of 1st class honours increased by 9% between 2018/19 and 2019/20. There was a sharp rise in the 1sts awarded to Black British students, from 16% in 2018/19 to 33% in 2019/20 but in 2020/21 this decreased to 29%. The College is undertaking further work to close the attainment gap. The rates of 1st and 2:1 degrees awarded will be kept under close review so that the College can continue to ensure the standards of its awards.

9. Academic Regulations 2022/23

The Committee noted that a review of the Academic Regulations had taken place over the last academic year, and were recommended at ASSC. Academic Board granted delegated authority to CEC to approve the regulations at the July meeting. In particular, the following were noted:

- Additions to the Academic Regulations for 2022/23. To note: Regulation 5.7 (Compensating Credits for first year students) to be approved, with cohort exemptions in place where necessary and further work would be carried out to find a longer-term solution.
- Removals from the Academic Regulations for 2022/23 and documents from the Governance Zone.
- Appendix A - revisions to content from G51, G52, G55, G57 and additional content on College/Faculty Chief External Examiner responsibilities.

10. Periodic Programme Review – revised process

The Committee noted that at the 2/6/21 CEC meeting, there was approval for a working group to be established to determine how the College should undertake periodic programme reviews from 2022/23. The paper proposed

a process for piloting in 2022/23. It was noted that the decisions from the Student Outcomes Survey were awaited and that annual reviews would indicate which programmes were potentially at risk at an early stage, and where interventions might be needed.

CEC approved the revised process, but noted that the review period should be modified in principle from five years to six, and that this should be reviewed once the review schedule was in place.

11. The Macadam level 3 Project 2022/23: Reimagining learning & teaching spaces

The Committee discussed the Macadam level 3 project and the progress made in developing new pilot teaching spaces, intended to be used as a novel, state-of-the-art space – with the pursuit of sound pedagogy, teaching at King's in line with Strategy 2026 and a commitment to student success at the heart of the project. It was noted that the project aimed to enhance a sense of wellbeing with students and staff in the classroom, and build a sense of identity and community with King's, and that the work fed into the main plan for the Strand. It was noted that the approach would be to work with one Faculty at a time, to establish the requirements, note where there were commonalities, monitor and evaluate and apply these to the next area. The Committee approved the establishment of a new short-life Learning Environment working group (to include students), to help steer and oversee the development and implementation of the project and pilot different learning environments and technologies.

12. College Teaching Fund – final year report 2021/22

The Committee discussed the projects undertaken as part of the College Teaching Fund for 2021/22. It was noted that there had been 47 projects developed during the year - an increase of 34% from 2020/21, and that £134,311 had been spent from the budget of £155,000, compared to £102,676 in the previous year. It was noted that many projects had centred around innovative assessments, EDI, decolonisation, student engagement post Covid and supporting students including ways to upskill etc.

In addition to the main fund, it was noted that in 2021/22, additional funding had been made available to manage the potential lack of capacity to engage in academic change due to the additional workload brought about by Covid. 6 projects were put forward totalling £33,293, and all of this funding had been spent.

It was noted that the move out of Covid, and more support in place around guidance, mid-year reporting, SharePoint site and standardised processes had provided a more strategic focus, and more engagement with the project.

13. Preventing & addressing harassment & sexual misconduct – update on progress in addressing the Office for Students' Statement of Expectations

The Committee noted an overview of the progress made in addressing the OfS Statement of Expectations around preventing and addressing harassment and sexual misconduct. It was noted that this would go to the Senior Leadership Forum on 30 June, and highlights matters for further consideration in other settings, eg CEC, and that a further paper would be submitted to the autumn CEC meeting.

It was noted that work around engagement with Consent training would be brought to CEC in the Autumn, with a possible view to making this mandatory in the longer term (2023/24) and strongly encouraged in the interim, and what that might mean in practice, particularly for students, and in terms of scheduling, opt-outs etc. It was noted that there would be improved data resulting from these initiatives, which would be reported to College Council and CEC.

14. Review of practice in the light of the judgment in the Natasha Abrahart (Bristol) case

The Committee noted an overview of considerations following the judgment in the case brought against Bristol University by Natasha Abrahart's parents. The paper summarised the plans being taken to review practice and procedure. CEC were asked to discuss the summary, and highlight any issues on which they wished to have further detail. The paper was positively received and support given for the approach on further work on assessment to be considered by the Assessment Working Group, and to be brought to ASSC and CEC for recommendation in the Autumn term.

15. Interim Update on Examinations & Assessment delivery 2021/22

The Committee noted an interim update on delivery of Examinations & Assessment in Academic Year 2021/22. It was noted that the examinations and assessment team (EAT) were working closely with Faculties via the Exams Assessment Administration Network (EAAN) to review the delivery of P1 and P2 to capture feedback from all

colleagues involved in the delivery of this years examinations and assessment service. Overall, the feedback from all colleagues involved in P1 and P2 this year had been positive with a small number of isolated incidents noted. It was noted that the EAT team were in the process of gathering all feedback which will be reviewed in EAAN and then fed into two papers to be presented at the September meeting of ASSC. There will also be a paper reporting on the delivery of exams utilising TEAM Co.

16. Academic Misconduct – paper for Faculty discussion

The Committee noted that in November 2021, ASSC identified the need to further explore the data provided in the Student Misconduct, Appeals and Complaints' Annual Report 2020/21. A T&F agreed to:

- Engage faculties via this paper to discuss and explore best practice regarding the prevention, detection, and handling of academic misconduct at their next UG/PG Faculty Assessment Board(s).
- Ask faculties to report their findings to ASSC at the beginning of 2022-23, with a view to identify faculty/department training needs, suggestions for other stake holders (Student Conduct and Appeals, MCF, etc.) as well as to share good practice.
- Evaluate and act upon those findings during AY 2022-23.

17. College Education Committee: Schedule of Business report 2021/22

The Committee noted a review of progress against the objectives identified in the 2021/22 Schedule of Business, ahead of the new Schedule of Business being approved by CEC for 2022/23.

18. Module Evaluation overview of 2021/22 response rates

The Committee noted an overview of faculty response rates to the module evaluations completed during Semester One, Semester Two and Semester Three 2018/19, 2019/20, 2020/21 and 2021/22. The report highlighted current issues and suggested action to be taken during 2022/23 in order to improve response rates and closing the loop rates.

19. PGT Assessment Board Annual Report 2020/21 – updated

The Committee noted that this was an updated report which was on the previous CEC agenda (CEC: 21/22: 98).

20. ASSC (Consent)

- a) ASSC Schedule of Business 2021/22 – update
- b) Draft Schedule of Business for ASSC 2022/23
- c) Terms of Reference & Membership for ASSC 2022/23

The Committee noted the Schedule of Business update for 2021/22 on how ASSC had actioned the schedule of business, to give assurance to CEC that the schedule of business has been completed. The Committee also noted the draft Schedule of Business for 2022/23.

The Committee approved the Terms of Reference and Membership for 2022/23.

21. Programme Development and Approval Sub-Committee (PDASC)

The Committee approved the updated Terms of Reference and procedures for 2022/23 for PDASC.

22. Collaborative Provision Sub-Committee (CPSC)

The Committee approved the following for CPSC:

- The Terms of Reference and membership for the Collaborative Provision Sub-Committee for use from the 2022/23 academic year.
- The amendments to the College's 'Procedures for the approval and monitoring of collaborative provision' for use from the 2022/23 academic year.
- The amendments to the College's 'Procedures for validated provision' for use from the 2022/23 academic year.

23. NSS Overview/Update

The Committee noted an overview on the recently released NSS 2022 data.

24. TEF Provider Submission: Structure, outline and key updates

The Committee noted an outline of the KCL TEF submission, following comments from the TEF Steering Committee, and discussed how Educational Gain should be included.

It has been agreed that Council will be asked at its November meeting to agree that it will approve the final TEF submission by email circulation after the December meeting of Academic Board due to the timings of meetings and the submission deadline.

25. Equality, Diversity & Inclusion (EDI) update

The Committee noted an update on EDI activity, including changes to governance, a review of EDI at King's, the development of a race equality maturity model, Report & Support and disability inclusion work. The committee were asked to discuss any implications on their areas of work, and to review the race equality maturity model and provide feedback.

26. King's College London Strategy 2026

The Committee noted the report on King's College London Strategy 2026, and the next steps for implementation.

27. Update on the start of the Academic Year 2022/23

The Committee noted the update on the start of the Academic Year on services delivered to Applicants and Students, and the key activities delivered over the past few months, and opportunities for improvements going forward.

28. Learning Environments Working Group

The Committee approved the terms of reference and membership of the Learning Environments working group. This was a follow on from paper CEC: 21/22: 108 *The Macadam Level 3 Project 2022/23: Reimagining learning and teaching spaces*, which was discussed at the July 2022 meeting of CEC. The group will inform discussions on what a King's Education experience should look like in the future, in line with the revised Strategy Roadmap 2026 (and Vision 2029). The group will also inform the estates master planning discussions and ultimately help to ensure King's physical (with reference to digital) spaces meet King's learning needs, support student success and are fully utilised to enrich the experience of students and staff.

29. Fair Admissions Policy Statement

The Committee approved that the published Fair Admissions Policy, which was very out of date and no longer aligned with current practices and processes, be replaced with a Policy Statement while the Fair Admissions Policy is thoroughly reviewed in the year ahead.

30. King's Business School: Executive MBA – Terms and Conditions

The Committee noted the variation to T&Cs, which was related to refunds for students on this new small programme, which is high fee and has a very interactive teaching and learning style. Applications will open in mid-October, and the King's Business School would like to use the T&Cs immediately on launch to avoid any issues or confusion for offer holders.

31. Statement for Exams Period 1, 2 and 3

The Committee noted information regarding exam provisions for all three assessment periods 2022-23. This included information that exams may be held remotely (online) or invigilated in an exam venue in London with the format:

- Online, remote assessments (open or closed book)
- Invigilated exams in an exam venue may be online (written and submitted on the computer) or paper based.

Annual report to Council: ongoing conditions of registration for Office for Students 2022/23

To note: Following CEC consideration, the report has been updated following the OfS release of the data dashboard.

Introduction

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

Governing bodies of universities also have a requirement to receive assurance that the College is meeting the conditions set out by regulatory and funding bodies. The CUC² Code states: ‘The governing body needs assurance that the institution is meeting the conditions of funding as set by regulatory and funding bodies and other major institutional funders’.

The intention of this report is therefore to provide:

- King’s College Council with assurance that OfS ongoing conditions of registration are being met.
- King’s College Council with assurance that appropriate quality assurance processes have been conducted in the academic year 2021/22 (see appendix 2). Where applicable updates on previously reported KPI’s³ are included in the report.
- An update on any changes to conditions of initial registration, introduced by OfS during 2021/22.

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

Currently, failure to comply with these ongoing conditions of registration will result in the OfS contacting the institution directly or asking the QAA⁴ to conduct a Quality and Standards Review⁵. This review is the process QAA will use to provide evidence to the OfS about whether providers referred by the OfS are meeting one or more of the Core Practices of the UK Quality Code for Higher Education (the Quality Code). Additionally, the OfS may also impose a monetary penalty to a provider if it appears to the OfS that they are in breach of the ongoing conditions of registration. Depending on the severity of the breach, the OfS may also determine to suspend or deregister a provider⁶.

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

² Committee of University Chairs: <https://www.universitychairs.ac.uk/wp-content/files/2018/06/CUC-HE-Code-of-Governance-publication-final.pdf>

³ Key Performance Indicators

⁴ Quality Assurance Agency in Higher Education

⁵ From March 2023 the QAA steps down from the Designated Quality Body. We have yet to hear who will replace the QAA in this role and what the mechanism may be.

⁶ <https://www.officeforstudents.org.uk/publications/regulatory-advice-19-the-ofs-s-approach-to-determining-the-amount-of-a-monetary-penalty/>

OfS Oversight Committee

The College's OfS Oversight Committee continues to have oversight of OfS activity. The Committee has reviewed and where it was deemed appropriate⁷ inputted into the following consultations during the year:

- Revised and new⁸ B conditions Quality and Standards (excluding B3: Student Outcomes) (final outcome from the consultation was published March 2022 for implementation 1st May 2022, see Appendix 2 for further information)
- A new approach to regulating student outcomes (B3 Condition: Student Outcomes)
- Teaching Excellence Framework (TEF)
- Constructing student outcome and experience indicators
- Suitability of Jisc as the designated data body
- Data futures and data collection
- OfS Strategy for 2022-25
- Changes to the National Student Survey

⁷ For some consultations, following a review and potential responses to the consultation, agreement was had on responding via the Russell Group response, rather than submit a separate response from King's College London.

⁸ The new conditions relate to new providers registering with OfS, and are therefore not relevant to King's College London

Annual report to Council: ongoing conditions of registration for Office for Students 2022/23

Section A: Office for Students Ongoing Conditions of Registration

The OfS regulatory framework¹ notes the following:

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

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

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Appendix noting pertinent updates
A: Access and participation for students from all backgrounds			
Condition A1: Access and participation plan	An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must: <ol style="list-style-type: none"> Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA). Take all reasonable steps to comply with the provisions of the plan. 	Y	See appendix 1 to update on 2021/22 monitoring and APP renewal.
Condition A2: Access and participation statement	An Approved (fee cap) provider charging fees up to the basic amount to qualifying persons on qualifying courses must: <ol style="list-style-type: none"> Publish an access and participation statement. Update and re-publish this statement on an annual basis. 	Y	n/a
B: Quality, reliable standards and positive outcomes for all students			
Condition B1: Academic Experience [revised]	The provider must ensure that the students registered on each higher education course receive a high quality experience, ensuring the following: <ul style="list-style-type: none"> Each higher education course is up to date Each higher education course provides educational challenge 	Y	See appendix 2 for update on how this was managed during 2021/22

¹ Securing student success: Regulatory framework for higher education in England:
https://www.officeforstudents.org.uk/media/1406/ofs2018_01.pdf

	<ul style="list-style-type: none"> • Each higher education course is coherent • Each higher education course is effectively delivered and • Each higher education course, as appropriate the subject matter of the course, requires students to develop relevant skills. 		
Condition B2: Resources, support and student engagement [revised]	<p>The provider must take all reasonable steps to ensure:</p> <ul style="list-style-type: none"> • Each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring: <ul style="list-style-type: none"> i. A high quality academic experience for those students; and ii. Those students succeed in and beyond higher education; and • Effective engagement with each cohort of students which is sufficient for the purpose of ensuring: <ul style="list-style-type: none"> i. A high quality experience for those students; and ii. Those students succeed in and beyond higher education. 	Y	See appendix 2 for update on how this was managed during 2021/22
Condition B3: Student Outcome [revised]	The provider must deliver positive outcomes for students on its higher education courses.	Y	See appendix 2 for the summary of the new benchmarks.
Condition B4: Assessment and awards [revised]	<p>The provider must ensure that:</p> <ul style="list-style-type: none"> • Students are assessed effectively; • Each assessment is valid and reliable; • Academic regulations are designed to ensure that relevant awards are credible; • Academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course²; and • Relevant awards granted to students are credible at the point of being granted and when compared to those granted previously. 	Y	See appendix 2 for update on how this was managed during 2021/22
Condition B5; Sector-recognised standards [revised]	The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body);	Y	See appendix 2 for update on how this was managed during 2021/22

² Providers do not need to comply with this when a higher education course is assessing a language that is not English, or the provider is able to demonstrate to the OfS that the absence of assessing technical proficiency would amount to a form of discrimination for the purposes of the Equality Act 2010.

	<ul style="list-style-type: none"> Any standards set appropriately reflect any applicable sector-recognised standards; and Awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards. 		
Condition B6: Teaching Excellence and Student Outcomes Framework participation	The provider must participate in the Teaching Excellence Framework and Student Outcomes Framework.	Y	See appendix 2 for update on TEF
C: Protecting the interests of all students			
Condition C1: Guidance on consumer protection law	The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions, it has given due regard to relevant guidance about how to comply with consumer protection law.	Y	See appendix 3 for update on how this was managed during 2021/22
Condition C2: Student complaints scheme	<p>The provider must:</p> <ul style="list-style-type: none"> i. Co-operate with the requirements of the student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements. ii. Make students aware of their ability to use the scheme. 	Y	See appendix 3 for update on how this was managed during 2021/22
Condition C3: Student protection plan	<p>The provider must:</p> <ul style="list-style-type: none"> i. Have in force and publish a student protection plan which has been approved by the OfS as appropriate for its assessment of the regulatory risk presented by the provider and for the risk to continuation of study of all of its students. ii. Take all reasonable steps to implement the provisions of the plan if the events set out in the plan take place. <p>Inform the OfS of events, except for the closure of an individual course, that require the implementation of the provisions of the plan.</p>	Y	See appendix 3 for update on how this was managed during 2021/22
Condition C4: Student protection directions	<p>Student protection directions³</p> <p>The provider must comply with any Student Protection Direction in circumstances where the OfS reasonably considers that there is a material risk that the provider will, or will be required by the operation of law to, fully or substantially cease the provision of higher education in England (“Market Exit Risk”).</p>	Y	n/a

³ <https://www.officeforstudents.org.uk/media/2f006cca-162f-48a0-97c2-3e9fe8a4b255/regulatory-notice-6-student-protection-directions.pdf>

D: Financial sustainability			
Condition D: Financial viability and sustainability	The provider must: i. Be financially viable. ii. Be financially sustainable. iii. Have the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them. iv. Have the necessary financial resources to continue to comply with all conditions of its registration.	Y	n/a
E: Good governance			
Condition E1: Public interest governance	The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.	Y	n/a
Condition E2: Management and governance	The provider must have in place adequate and effective management and governance arrangements to: i. Operate in accordance with its governing documents. ii. Deliver, in practice, the public interest governance principles that are applicable to it. iii. Provide and fully deliver the higher education courses advertised. Continue to comply with all conditions of its registration.	Y	n/a
Condition E3: Accountability	The governing body of a provider must: i. Accept responsibility for the interactions between the provider and the OfS and its designated bodies. ii. Ensure the provider's compliance with all of its conditions of registration and with the OfS's accounts direction. Nominate to the OfS a senior officer as the 'accountable officer' who has the responsibilities set out by the OfS for an accountable officer from time to time.	Y	n/a
Condition E4: Notification of changes to the Register	The governing body of the provider must notify the OfS of any change of which it becomes aware which affects the accuracy of the information in the provider's entry in the Register.	Y	See appendix 4
Condition E5: Facilitation of electoral registration	The provider must comply with guidance published by the OfS to facilitate, in co-operation with electoral registration officers, the electoral registration of students.	Y	n/a
Condition F: Information for students			
Condition F1: Transparency information	The provider must provide to the OfS, and publish, in the manner and form specified by the OfS, the transparency information set out in Section 9 of HERA.	Y	See appendix 5

Condition F2: Student transfer arrangements	The provider must provide to the OfS, and publish, information about its arrangements for a student to transfer.	Y	n/a
Condition F3: Provision of information to the OfS	<p>For the purpose of assisting the OfS in performing any function, or exercising any power, conferred on the OfS under any legislation, the governing body of a provider must:</p> <ul style="list-style-type: none"> i. Provide the OfS, or a person nominated by the OfS, with such information as the OfS specifies at the time and in the manner and form specified. ii. Permit the OfS to verify, or arrange for the independent verification by a person nominated by the OfS of such information as the OfS specifies at the time and in the manner specified and must notify the OfS of the outcome of any independent verification at the time and in the manner and form specified. iii. Take such steps as the OfS reasonably requests to co-operate with any monitoring or investigation by the OfS, in particular, but not limited to, providing explanations or making available documents to the OfS or a person nominated by it or making available members of staff to meet with the OfS or a person nominated by it. <p>The requirements in paragraphs (ii) and (iii) do not affect the generality of the requirement in paragraph (i).</p>	Y	See appendix 5
Condition F4: Provision of information to the DDB	For the purposes of the designated data body (DDB)'s duties under sections 64(1) and 65(1) of HERA, the provider must provide the DDB with such information as the DDB specifies at the time and in the manner and form specified by the DDB.	Y	See appendix 5
G: Accountability for fees and funding			
Condition G1: Mandatory fee limit	A provider in the Approved (fee cap) category must charge qualifying persons on qualifying courses fees that do not exceed the relevant fee limit determined by the provider's quality rating and its access and participation plan.	Y	n/a
Condition G2: Compliance with terms and conditions of financial support	A provider must comply with any terms and conditions attached to financial support received from the OfS and UK Research and Innovation (UKRI) under sections 41(1) and/or 94(2) of HERA. A breach of such terms and conditions will be a breach of this condition of registration.	Y	n/a
Condition G3: Payment of	The provider must pay:	Y	See appendix 6

OfS and designated body fees	i. It's annual registration fee and other OfS fees in accordance with regulations made by the Secretary of State. The fees charged by the designated bodies.		
------------------------------	---	--	--

Conclusion

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

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

Annexes to the report

Annex 1 – Condition A update: Access and participation for students from all backgrounds

Annex 2 – Condition B update: Quality and Standards

Annex 3 – Condition C update: Protecting the interests of students

Annex 4 – Condition E update: Good governance

Annex 5 – Condition F update: Information for students

Annex 6 – Condition G update: Accountability for fees and funding

Annex 1 – Condition A update: Access and participation for students from all backgrounds

The OfS approved the 2020/21-2024/25 Access & Participation Plan, which is automatically rolled over each year subject to satisfactory progress. The 2020-2025 APP OfS approval initially came with an ‘enhanced monitoring’ requirement. This was satisfactorily concluded and removed in 2021. In spring 2022 the Director of Fair Access and Participation (OfS) wrote to the Principal as Accountable Officer to confirm that the approval of our Access & Participation Plan will roll over for the 2022/23 academic year given our satisfactory performance. Should circumstances change during the academic year and/or subject to the monitoring completed for 2021/22, then the OfS can revisit this decision. If their view of the risk of meeting commitments has changed then they may be unable to approve the plan for a further year and a new plan would be required.

Following the 2022/23 admissions cycle, we are on course to meet or exceed all of our APP targets relating to fair access and reducing the gaps in entry between students from the most and least disadvantaged areas of the country.

The OfS appointed a new Director of Fair Access in January 2022. The new Director set out four new priorities for universities to focus on in their APP. As such, all providers had to submit a ‘variation request’ to their agreed APPs to commence from 2023/24. These had to provide detail on the following areas, alongside a demonstrable commitment to evaluation:

1. Working more strategically with schools to improve pupil attainment.
2. Provision of alternative routes such as Degree Apprenticeships and vocational pathways.
3. Ensuring APP provision is linked more closely to quality assurance.
4. Simpler and more accessible APPs.

The APP variation was submitted to the OfS in July 2022 and we are awaiting the outcome. A paper was sent to Council noting our approach and how we satisfy each of these requirements at the July meeting. A completely new APP will be submitted to commence in 2024/25. We expect OfS guidance on this in winter 2022, with submission in spring 2023. This is a timely point, given the opportunity to align with Strategy 2026 and a new three-year Widening Participation strategy. We would anticipate reviewing our targets, areas of priority and greatest impact, and our provision of financial support to the most disadvantaged students. A new investment plan to achieve our stated aims may be required. This will be overseen by the Associate Director of Social Mobility & Widening Participation on behalf of the Vice Principal (Education & Student Success) and the President and Principal as Accountable Officer, engaging with relevant areas across King’s as required.

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

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

The Associate Director of Social Mobility & Widening Participation has oversight of the APP. Reporting is via the Social Mobility steering group and to the University Executive for activity relating to Vision 2029 delivery and to Council for activity relating to academic policies and practice.

Annex 2: Condition B update: Quality and Standards

This part of the ongoing conditions continues to be demonstrated by the OfS conducting desk-based research, using public information such as HESA data, OIA complaints data, and NSS results to assess whether we continue to meet their benchmarks.⁴ If the OfS determine we are not meeting their benchmarks, or there is a concern in our meeting the conditions of registration, then there are a series of measures that the OfS may use, including asking the Designated Quality Body (DQB) to undertake a review. While it is assumed that we will not be required to hold a review in the immediate future regarding non-compliance with OfS conditions of registration, we are expecting to hold a “readiness” check for the College’s new Integrated Degree Apprenticeship: MSc Clinical Pharmacology, where the College is due to be the End-Point-Assessment for the apprenticeship. This check is expected to be undertaken by the Quality Assurance Agency for Higher Education (QAA) and timescales are expected to be communicated to the College in the autumn term.

The QAA announced on 20th July 2022 that they would be stepping down from the DQB role after 31st March 2023, due to the QAA perceiving that the OfS current regulatory approach in England is not consistent with standard international practice for quality bodies, as reflected in the European Standards and Guidelines (ESG). The QAA had recently been temporarily suspended from the European Quality Assurance Register for Higher Education (EQAR), which is based on the ESG, citing areas of non-compliance in England. While the OfS work with sector bodies such as the Universities UK to determine who could undertake this DQB role from April 2023, there are concerns with the QAA decision and how this may impact our international relationships (current and prospective relationships) if our international partners (and the Countries Ministry of Education they reside in) determine that English providers are not following the ESG. The OfS have always claimed that they feel that English providers do fulfil the ESG requirements but with the QAA’s statement⁵ this may now be questioned by our current and future partners, particularly where we have jointly awarded programmes and whether the Country/partner will recognise the degree awarded in England. This is an area therefore that should be kept under review and conversations with QAA and OfS should continue to help inform our decisions of action to take after March 2023.

The OfS undertook a substantial consultation on revised and new conditions of registration for Quality and Standards, with Condition B3 (Student outcomes) and Condition B6: Teaching Excellence Framework (TEF) being separate to the consultation on the other conditions relating to quality⁶. For those conditions B1 – B5 the outcomes were published in March 2022, for implementation May 2022. A mapping exercise of how King’s continues to meet these revised conditions, identifying any gaps and/or actions to be completed was undertaken and reported to Academic Standards Sub-Committee (paper ref: ASSC: 21/22: 77) and College Education Committee (paper ref: CEC: 21/22: 110) in June and July respectively.

In light of these revised conditions, which now covers *all* awards of the College, this annual report to Council now covers: taught awards for programmes of King’s (UG and PGT); research awards; and awards of our validated partners (RADA and Inns of Court College of Advocacy (ICCA)). Work is progressing with our validated partners on mapping the new conditions of registration against their quality activities, but at the annual meetings with the partners, all of the revised conditions of registration are already discussed as part of our process for monitoring our validated provision.

Assurance can be given that King’s continues to review its quality assurance processes, ensuring compliance with external regulatory developments and the following work completed during 2021/22 demonstrates this commitment to continue to meet the conditions of Condition B: Quality and Standards for all students:

⁴ <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/King-s-College-London>

⁵ <https://www.qaa.ac.uk/news-events/news/qaa-demits-dqb-status-to-focus-on-sector-and-students-in-england>

⁶ The outcomes from these two consultations were published end of July 2022.

Condition B1: high academic experience

King's procedures, policies and regulations, alongside our services available to students, provide this high-quality academic experience for all our students, regardless of which level of study they undertake. For our validated provision, annual monitoring meetings and periodic programme reviews are held to review and confirm the quality and standards of the programme being managed by our partners, and we receive external examiners reports for all provision (including validated provision) providing us with additional assurance that our programmes continue to be up-to-date, provide an educational challenge, are coherent, effectively delivered and develop student's in their chosen subject.

The following aids the College in meeting this condition:

- King's Academy provide training to staff to enable them to design module and programmes that are of a high quality and that the achievement can be reliably assessed.
- Our procedure, policies and regulations provide a checking mechanism that our taught programmes (including apprenticeships) have this high-quality academic experience e.g. programme approval process with external input, annual monitoring, periodic programme review (with external input), external examiners. Programmes that are accredited by PSRBs will also have this checked via their re-accreditation visits/submissions.
- When programmes are developed, they have to develop their programmes in accordance to:
 - Framework for Higher Education Qualifications (FHEQ)
 - Subject Benchmark Statements
 - PSRB requirements (where applicable)
 - QAA Characteristic Statements
- New research programmes are approved via Postgraduate Research Students Sub-Committee, with relevant academic expertise approving the programme.
- For PGR students: research skills courses are available to students throughout their study: <https://www.kcl.ac.uk/research/support/professional-development> thus assurance can be given that "coherence" section for PGR students is appropriate.

The OfS have also introduced under this condition reference to ensure skills being assessed include "technical proficiency in the English language". King's manages this via both the current College marking criteria and new marking criteria, which refers to marking assessments considering English language, noting the following:

Generic/Transferable Skills including Professional Competencies Employs a range of enabling skills and competencies, including:

- effective communication in a range of multi-media formats (including structure, accuracy of grammar and awareness of audience/genre within discipline-specific outputs)

There is also a system in place to identify students with certain learning disabilities that may be impacted by this condition. Where students have been identified with these learning disabilities, markers will then take this into consideration when they mark.

Work continues on implementing the Education Strategy 2017 – 2022, which will provide our students with a high-academic experience and enable a student's achievement to be reliably assessed in future year. During 2021/22 the following updates were reported to College Education Committee and Academic Board (where appropriate):

- King's First Year: Gateway to King's progressed with the module gaining approval from Programme Development and Approval Sub-Committee in December 2021 (paper ref: PDASC: 21/22: 22). Programmes have been identified to pilot the module in 2022/23. The module was launched w/c 26th September 2022 and will be kept under review.

- Flexible curriculum: a proposal to incorporate King's First Year: Gateway to King's into the interdisciplinary minor was discussed and approved at College Education Committee in May 2022 (paper ref: CEC: 21/22: 86). Included in this proposal was the introduction of a key-stone module in year two that students would need to take if they wished to undertake an interdisciplinary themed minor, and a capstone module in year three. Work is now underway to develop these key-stone modules, ready for piloting 2024-25.
- Curriculum Commission met in March 2022 and continued to receive updates on how Faculties are progressing with their implementation of outcomes from Curriculum Commission.
- The UG Progression and Award Policy, previously approved by Academic Board in 2020, was incorporated into the academic regulations for 2022/23 and work has commenced on operationalizing the new regulations. Two faculties (King's Business School and Faculty of Life Science and Medicine) will undertake the 1st stage of delivering with the new regulations by automating progression from 2022/23. An external consultant company has been brought in to assist the College in setting up our systems to enable this automation to occur.
- The Academic Standards Sub-Committee approved in November 2021 a revised marking framework, and revised marking criteria (taking into consideration the QAA level 6 qualification outcome descriptors). Included in this framework is an introduction of stepped marking, and pilots will be run during 2022/23 with interested programmes.
- A pilot was run in Assessment Period 2 with a company called TEAMCO, where invigilated online assessments were held in an examination hall. Outcome from the pilot will be reported to Academic Standards Sub-Committee and College Education Committee at its first meetings in 2022/23.
- A proposal for a micro-credential stackable programme received final approval by Programme Development and Approval Sub-Committee at its meeting in July 2022 (paper ref: PDASC: 21/22: 80). This PGT programme is a CPD programme that enables students to undertake micro-credential modules during x period of time, and when they determine they wish to enrol onto a programme to gain an award in recognition of this study, the programme is ready for the student to enrol onto. A portfolio committee is being established in the School of Professional and Continuing Education to develop these micro-credentials further.

Measures that had previously been in place (for UG and PGT) to manage the Covid pandemic were discontinued and the College returned to pre-pandemic regulations, e.g., mitigating circumstances process returned to requiring evidence to be submitted alongside the claim; while some assessments continued to be held remotely many programmes returned to a fixed-time format, rather than continue with the 24-hour format; and progression rules returned to those as noted in the regulations.

For research degrees, during the Covid pandemic online viva examinations were introduced. The Research Degrees Examination Board (RDEB) agreed in June 2022 that the option of hybrid examinations should remain to offer as much flexibility as possible. Face-to-face examinations were on the rise and had increased by 10% between September 2021 and June 2022 and that fully remote examinations had decreased by 10% in that period. Hybrid examinations increased from 5% to 7%. To ensure compliance supervisors must complete the oral examination consent form.

Student's Academic Experience

Students' academic experience is monitored by King's via student surveys, including the National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey⁷. The following outlines the response we had with these student surveys that ran during 2022:

⁷ PRES did not run in 2022 as this is an bi-annual survey

Indicator	Result	Benchmark (average across Russell Group)	Benchmark against sector	RAG ratingⁱ
NSS 2022 overall satisfaction	71.1%	76%	76.3%	
PTES 2022 overall satisfaction	81%	81%	82%	

National Student Survey (NSS) 2022

Disappointingly the responses to the NSS showed a further decrease in satisfaction from last year, down 2.3%. This means in terms of OfS we are once again *significantly below the benchmark*⁸, which is likely to be a concern for the OfS as we are 5.2% below the sector benchmark. King's position in the Russell Group has dropped down two places, but still remains in a better position than 2020 when we were bottom of the group for overall satisfaction. It should be noted though that there are however significant similarities between the shift in results at King's and the sector more generally.

The breakdown of the survey results by various demographics show there are some areas where satisfaction rates have improved compared to last year, including amongst EU domiciled students and Mature students. However, there are some areas in which satisfaction gaps between different parts of the student population continue to grow which requires urgent further investigation and consideration.

The one section in NSS where we have seen a significant improvement in satisfaction relates to learning resources, increasing by 6.5% up to 80.1% (sector benchmark is 80.9%).

The following areas are where King's has received results that are "*not significantly different to the benchmark*" in terms of OfS findings⁹ (all other questions were "*significantly below the benchmark*"):

- All bar one question on "Teaching on my course category"
- All bar one question on "Learning opportunities"
- One question on "Academic Support" (the question related to contacting staff when needed to)
- All questions on "Learning Resources"
- One question on "Student voice" (the question related to having the right opportunities to provide feedback)

In terms of the overall University results, the highest scoring question come from the teaching section, with 84.3% of students agreeing that "*the course is intellectually stimulating*".

Questions in the Sections "Organisation & management" and "Assessment & feedback" are prominent amongst the questions with the lowest satisfaction rates. The question "*it is clear how students' feedback has been acted upon*" received the lowest satisfaction level with just 41% of respondents agreeing.

There is considerable variation in the results at Faculty, Subject and Course level. There are a number of areas where satisfaction levels have increased substantially compared to previous years. In some case it is in terms of specific sections of the survey but often the improvement has been seen right across the survey questions.

⁸ Last year, for the first time since this classification has been introduced, we were classed as "not significantly different to the benchmark"

⁹ <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/nss-data-provider-level/>

At faculty level, King's Business School and Institute of Psychiatry, Psychology and Neuroscience have seen significant increases in overall satisfaction compared to last year, up 9.6% and 6.8%. Law achieved an increase in satisfaction rates across every section of the survey. The remaining faculties have seen decreases of between 1% and 5%. The one exception is FoDOCS, which experienced a much more considerable drop in the latest results.

At a department and course level there are excellent results spread across the faculties. Areas with overall satisfaction at or above 85% include Accounting & Finance, Economics & Management, History & International Relations, Pharmacy, Politics, Psychology, Sport & Exercise Medical Sciences, and War Studies.

The University Executive have approved the following actions to be undertaken in light of these results:

- Initial review workshops to be held with each faculty in August/September to identify immediate actions, ensure that mechanisms for continuous improvement are in place, and to identify any departments/ programmes where a deeper dive review may be necessary.
- Undertake 5-6 deep dive/ focused reviews in prioritised programmes or departments. The methodology used for the recent review in the Faculty of Nursing, Midwifery and Palliative Care is an appropriate template, with a review panel with both internal and external membership focused on specific categories of NSS that had been stubbornly low.
- Update (Programme) Continuous Enhancement Plan guidance to make explicit the need to respond to highlighted areas in NSS outcomes.
- Continue to work with faculties and KCLSU on strengthening student representation, voice and engagement to create a culture of positive feedback loops, strengthening academic representation training, officer induction and faculty 'King's 100' style forums and explore the potential use of Unitu <https://unitu.co.uk/>. Introduce a PS lead role for 'student voice', with a particular responsibility for NSS and PTES.

Postgraduate Taught Students Survey (PTES) 2022

In comparison to the NSS results, PTES saw a significant rise in 2022, with overall satisfaction rising 10%. Results in every question theme saw an increase, and overall approval rates increased in almost all faculties. Notably, the Resources section of the survey saw a substantial increase this year, achieving an 89% agree rating, exceeding pre-pandemic results. The "Teaching and Learning" section of the survey received overall satisfaction response of 83%, an increase of 5% from 2021, indicating a return to pre-pandemic response, which in 2019 was 85%; while the "Skills Development" section of the survey saw an increase of 9%, up to 78%, which also indicates a return to pre-pandemic responses, which in 2019 was 78%.

The section receiving the lowest satisfaction scores is "Assessment and Feedback" at 73%, and indicates another return to pre-pandemic results, which in 2019 was 73%, with 2018 having 71% satisfaction. This is in comparison to NSS result of overall satisfaction in this area at 58%.

Unlike the NSS, the OfS does not currently benchmark PTES satisfaction, so it is difficult to determine how the OfS perceives PTES results in terms of meeting this condition of registration but based on the overall satisfaction result benchmarked against the sector, we can presume we would not fall under a category of "significantly below the benchmark" as we are only 1% below the sector benchmark. When looking at benchmark against universities in London we are on par with them, as well as being on par with the satisfaction benchmarked for universities in the Russell Group.

Postgraduate Research Experience Survey (PRES)

The PRES is a bi-annual survey and was last run in 2021. Despite the challenges of the pandemic, overall satisfaction amongst King's PGR students remained stable at 79%, equivalent to the 2019 outcome. This level of satisfaction is also equivalent to the London and Russell Group averages, with the Russell Group average having fallen slightly from 81% two years ago. As is typically the case, the London average is slightly below the sector average of 80%.

Faculties were asked to submit a PRES 2021 action plan with their annual report in January 2022 (which were discussed at Postgraduate Research Students Sub-committee (PRSS) in March 2022. Further updates on individual actions identified from faculties will be discussed at the October 2022 PRSS meeting.

We reported last year that overall satisfaction rates were lower in students from Black and ethnic minority backgrounds and students who declared a disability. This provided us further impetus, if it were really needed, for actions relating to PGR EDI issues.

Via the annual reports Faculties are required to report any PGR EDI issues and what they are doing to mitigate them, for example:

- Faculty of Arts and Humanities is committed to developing better mentorship structures and networks for students from underrepresented communities and to profiling their research achievements. It is working on implementing these goals in the context of ongoing work on the website and EDI support networks.
- Faculty of Natural, Mathematical & Engineering Sciences has created the EDI student forum which includes PGR students from all faculties, and they have a Gender Equality Student Fund available for PGR student initiatives and activities that support the promotion of gender equality in STEM fields.
- Faculty of Nursing, Midwifery & Palliative Care has appointed a new Equality, Diversity and Inclusion (EDI) officer from the PGR coordinator team to support PGR students, who have joint responsibility for representing EDI issues within one of our research divisions and for PGR.

To address issues raised by less able students the Centre for Doctoral studies took active steps to commission a PGR disability project. This project aims to action some of the recommendations made in the 2021 PGR Disability Review and Recommendations policy paper presented at an earlier PRSS meeting (PRSS2021.13) on behalf of the PGR Equality, Diversity and Inclusion Task and Finish Group.

Lienkie Diedericks has been appointed on a part time basis to take forward some of the recommendations from the review.

Key achievements from this project so far:

- Consulting and awareness-making around PGR and disability issues. An email was sent to all Faculty Associate Deans on behalf of Professor Richard Trembath, Chair of the Disability Inclusion Steering Group. Contact and insights gained from key stakeholders.
- Amended key guidance documents for students and supervisors including working on the progress reports to provide students with space to note any adjustments that they may need.
- Created an online PGR Disability Support Hub (https://emckclac.sharepoint.com/sites/PGRWH/SitePages/PGR_Disability_Support_Hub.aspx) within the Centre for Doctoral Studies' Wellbeing Hub.
- Communications campaign was successfully run from the 5th to the 9th of September 2022. This included:
 - Launch of the PGR Disability Hub with an online Open Forum Q&A with key stakeholders, disabled PGRs and interested faculty. Monday 5 September.
 - In person meet and greet for disabled PGRs, interested faculty and supervisors, Monday 5 September and Wednesday 7th of September
 - A series of online webinars, live every lunchtime (12h30-13h00) between Tuesday 6th and Friday the 9th of September.

Further work planned in this area include:

- Disabled PGR online focus group to gain in-depth qualitative data on disabled PGR experience. Ethics approval has been granted and it's estimated this work will proceed in February 2023.
- Finding and actioning an alternative to the King's Inclusion Plan which better suits the dynamic needs of the PGR student (as opposed to a taught student).
- Setting up a London university-wide Disabled PGR Network.
- Developing and providing disability-specific supervisory training.

Validated partners

When considering survey responses from our validated partners, we can report the following:

NSS 2022:

RADA have seen a fall in overall satisfaction since 2021 (down to 78.57% from 87.80%) and have moved from being "*significantly above benchmark*" to "*not significantly different to benchmark*". There has also been a significant drop in satisfaction relating to the question on "marking and assessment has been fair" – from 78.05% in 2021 to 66.67% in 2022, but the results continue to remain in the category of "*not significantly different to benchmark*". The question relating to "well organized and running smoothly" has significantly dropped to 25.93%, (2021 results were 43.90%) which is now "*significantly below the benchmark*".

Similar to King's the section on Learning Resources has seen some increases in satisfaction.

At the annual meeting to be held during 2022/23 we will discuss with RADA their NSS results and what action (if any) is being taken in light of recent NSS results, but it should be noted that RADA's cohort is relatively small so may have some impact on the changes being seen.

ICCA do not have any undergraduate programmes that King's validates so do not participate in the NSS.

PTES 2022

PTES is currently a voluntary survey so not all institutions participate in the survey, and this is the case for our validated partners: ICCA haven't as yet participated due to the timings of the surveys would have meant a small cohort would have been surveyed so the data would have been meaningless for them; and RADA have such small cohorts in their Masters programmes that they deem the data would be too small to be meaningful so do not participate in the survey.

At the annual meetings with both validated partners student feedback is an area discussed, and where the partner may not be participating in sector surveys, then other mechanisms for getting feedback are reviewed.

Condition B2: Resources, support and student engagement

Assurance can be given that King's adheres to this condition for all its programmes (taught and research), via the following mechanisms¹⁰:

- Personal tutors
- Supervisors
- Learning support via the library, disability team, including consideration of personalized examination arrangements

¹⁰ The OfS notes that counselling and well-being are not included in this condition as these account for non-academic support.

- Pre-sessional courses to aid with improving academic English language
- Careers and Employability
- Mitigating circumstances process
- Feedback policy
- For international students a student support service is available to them
- The widening participation team provides support to potential students who face barriers to enter higher education by equipping them with relevant skills
- IT resources
- Study spaces
- Centre for Doctoral Studies (PGR support)
- Research Skills Development team (PGR)
- Processes for managing student misconduct cases.

For those programmes with validated provision, resources and support available to students is considered as part of the approval of the validation, and then checked via annual meetings with the partner and via periodic programme review.

For those programmes delivered with other partners e.g. joint/dual awards, the resource and support available are considered during the approval process of the partner and checked via periodic programme review, and the process for renewal of Memorandum of Agreement with the partner (every 5-years).

Staff recruitment ensures that staff hold the appropriate qualifications to be academic staff, while also having a stringent promotions process considering experience and qualifications of staff too.

The revised OfS condition of registration has expanded its references on resources and support available to students and assurance can be given that King's covers the following examples cited by OfS:

- “academic misconduct” includes presenting work for assessment that is not work of the student being assessed and includes but is not limited to the use of services offered by an essay mill. This is covered by the [Academic Honesty and Integrity Policy](#) and by the [Community Charter](#) that considered the [QAA Academic Integrity Charter](#), which King's signed up to in November 2020.
- Staff are appropriately qualified – which forms part of the job descriptions and is discussed during PDR's.
- Appropriate physical and digital learning spaces e.g. laboratory space, technical resources for subjects such as engineering, and performance space for subjects such as music. Included in this is the appropriate hardware and software for students to undertake and complete their studies, and reliable access to the internet, with a “robust technical infrastructure”.
- Academic support for students including providing advice on future study choices on and providing support on placements.
- Support for students to avoid academic misconduct, along with advice about the consequences of academic misconduct. This is covered by the [Academic Honesty and Integrity Policy](#) and by the [Community Charter](#) that considered the [QAA Academic Integrity Charter](#), which King's signed up to in November 2020.
- Careers support for student including advice and guidance to help students identify their capabilities and the way in which these may be suited to particular careers.
- Research students have [training opportunities](#) to help develop their skills.

This condition also covers “engagement” and assurance can be given this is met via:

- Student reps are members of Faculty committees and they are representatives on Academic Board and Collaborative Provision Sub-Committee. KCLSU sabbatical officers represent all students on those sub-committees stemming off of Academic Board and sit on Council too.

- Student's feedback is collated via: SSLC meetings, student forums, Students 100 panel (and Faculty equivalent), module evaluations, and national student surveys (NSS, PTES and PRES).

Condition B3: Student Outcomes

As part of the revised condition of registration for Student Outcomes, the OfS has produced a set of indicators that providers are required to meet to demonstrate them meeting this specific condition of registration (the indicators relate to continuation, completion, and progression (that is students going into managerial and professional employment or higher-level study)¹¹. The OfS have made a judgement whether a provider has achieved positive outcomes for its students, and if the provider's outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds set by the OfS. If a provider's outcome data is not at or above the numerical thresholds, the OfS will consider whether the context in which the provider is operating nevertheless justifies the provider's outcomes, in that they nevertheless represent positive outcomes for its students.

Currently this condition of registration excludes transnational education (TNE) programmes, so our programmes with international partners are currently outside this condition, however OfS are working towards including these programmes in the near future.

King's metrics

The OfS produced a set of metrics and benchmarks that determine how King's is meeting this ongoing condition of registration. Based on the overview¹² data assurance can be given that King's meets the OfS thresholds in all areas bar the continuation category for Part-time, Other UG. This category however covers the free-standing modules run in the Faculty of Nursing, Midwifery and Palliative Care and are not classed as a programme of study. Conversations have been held with OfS regarding this inclusion as the modules are not technically leading to an award.

The following provides an overview of how the College is benchmarked against the OfS split indicators. While broadly in line with benchmarks there are some areas that are just below the benchmark (in a lot of cases below 1% of the benchmark), and the category of Undergraduate with PG Components are below the benchmark in the majority of categories¹³. This should be reviewed to gain an understanding of why this may be the case e.g., is it the way we report these programmes to HESA.

Full time programmes

- Continuation: for all the levels of study, bar the category of "undergraduate with postgraduate study", King's is above the OfS benchmark. For that one category we are below the benchmark by 0.4%.
- Continuation by subject area: breaking down to subject level the majority of subject areas (for a First Degree (BA/BSc) programme) are above the benchmark but there are a small minority of areas that are just below the benchmark (Design, and Creative and Performing Arts, Humanities and languages, Natural and Mathematical Sciences, and Nursing, allied health and psychology). Those programmes that are UG with a PG component are all below the benchmark, bar Computing, and Medicine and Dentistry. Those programmes below the benchmark should be kept under review in light of the data, including considering how these programmes are reported on.
- Continuation by characteristics: Age on entry: for First Degree (BA/BSc) programmes we are above the benchmark for students aged under 21 years and 21 – 30 years, however we are below the

¹¹ The release of the data was 30th September 2022

¹² <https://www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/data-dashboard/>

¹³ In comparison to the data received as part of the consultation exercise however there has been a slight improvement in the data.

benchmark by 0.7% for students aged 31 and above. For programmes that are UG with PG component we are below the benchmark for all categories.

- Continuation by characteristics: Disability reported: for First Degree (BA/BSc) programmes we are below the benchmark by 0.6%, however we are above the benchmark for programmes that are UG with PG Component. No disability reported category is however the reverse.
- Continuation by characteristics: BAME: for both First Degree (BA/BSc) and programmes that are UG with PG component we are below the benchmark bar BA/BSc programme under the White category and programmes that are UG with PG component the Black category. While we are under the benchmark, we are in fact not far off the benchmark (varies from 0.1 – 0.8 from the benchmark). However, this should be kept under review to ensure we don't decline further.
- Continuation by characteristics: Gender: while we are above the benchmark for the First Degree (BA/BSc) category, we are below the benchmark for both Male and Female in the category programmes that UG with PG component.
- Continuation by ABCS¹⁴ Quintile: for First Degree (BA/BSc) programmes we are above the benchmark for all categories bar Quintile 4 or Quintile 5; while for programmes that are UG with PG components we are below the benchmark bar for the category Quintile 2 or Quintile 3 only.
- Continuation by Deprivation Quintile: for First Degree (BA/BSc) programmes we are above the benchmark for all categories bar Quintile 3, 4 or Quintile 5, while for programmes that are UG with PG components we are below the benchmark for all the Quintiles.
- Continuation by Domicile: for both First Degree (BA/BSc) programmes and programmes that are UG with PG components we are below the benchmark for all categories (by 0.1% for BA/BSc and 0.5% for UG with PG components).
- Continuation by Free School meals: we are below the benchmark by 0.8% for First Degree (BA/BSc) programmes in the Not eligible category.
- Completion: for all the levels of study, bar the category of "undergraduate with postgraduate study", King's is above the OfS benchmark. For the one category we are below the benchmark by 0.8%.
- Completion by subject area: breaking down to subject area the majority of subject areas for First Degree (BA/BSc) are above the benchmark, but there a small minority of subject areas below the benchmark (in many cases, by a small margin) (Performing Arts, English studies; History and archaeology; Media, journalism and communication studies; Physics and astronomy; and Medical studies). Those programmes that are UG with a PG component are all, bar Engineering, below the benchmark.
- Completion by characteristics: Age on entry: for First Degree (BA/BSc) programmes we are above the benchmark for students aged under 21 years, and 21 – 30 years, however we are below the benchmark by 0.5% for students aged 31 and above. For programmes that are UG with PG component we are below the benchmark for all categories.
- Completion by characteristics: Disability reported: for First Degree (BA/BSc) programmes we are above the benchmark for both categories, however we are below the benchmark for programmes that are UG with PG Component for both categories¹⁵.
- Completion by characteristics: BAME: for First Degree (BA/BSc) we are above the benchmarks for all categories bar Asian and Other (and these are below the benchmark by less than 1%). For programmes that are UG with PG components we are below the target for all categories bar Mixed (again these are below the benchmark by less than 1%).
- Completion by characteristics: Gender: while we are above the benchmark for the Other UG and First Degree (BA/BSc) category, we are below the benchmark for both Male and Female in the category programmes that UG with PG component.

¹⁴ Associations between characteristics of students quintile

¹⁵ 5% below benchmark for Disability reported and 0.4% for No disability reported

- Completion by ABCS Quintile: where there is data for this category, for First Degree (BA/BSc) programmes we are above the benchmark bar Quintile 4 or Quintile 5, while for programmes that are UG with PG components we are below the benchmark for all categories.
- Completion by Deprivation Quintile: where there is data for this category, for First Degree (BA/BSc) programmes we are above the benchmark, while for programmes that are UG with PG components we are below the benchmark for all categories.
- Completion by Domicile: where there is data for this category, for First Degree (BA/BSc) programmes we are above the benchmark, while for programmes that are UG with PG components we are below the benchmark for all categories.
- Completion by Free School meals: we are below the benchmark by 0.4% for First Degree (BA/BSc) for those not eligible.
- Progression: for all the levels of study, bar the category of “undergraduate with postgraduate study”, King’s is above the OfS benchmark. For the one category we are below the benchmark by 2.3%.
- Progression by subject area: breaking down to subject area the majority of subject areas for First Degree (BA/BSc) we are above the benchmark, but there a small minority of subject areas below the benchmark (in many cases, by a small margin) (Media, journalism and communication studies; Geography, earth and environmental studies; Chemistry; Mathematical studies; Physics and astronomy; Allied health; Medical sciences, and Pharmacology, toxicology and pharmacy). Those programmes that are UG with a PG component have one subject area above the benchmark (Biosciences), but the following are below the benchmark: Medicine and dentistry (1.4% below the benchmark); Chemistry (5.5%), Mathematical Sciences (6.6%), Physics and astronomy (9.4% below the benchmark); and Pharmacology, toxicology and pharmacy (5.0% below the benchmark).
- Progression by characteristics: Age on entry: for First Degree (BA/BSc) programmes we are above the benchmark for all categories, however for programmes that are UG with PG component we are below the benchmark.
- Progression by characteristics: Disability reported: for First Degree (BA/BSc) programmes we are above the benchmark for both categories, however we are below the benchmark for programmes that are UG with PG Component for the category No disability reported (2.7%).
- Progression by characteristics: BAME: for First Degree (BA/BSc) we are above the benchmarks for all categories bar Black (0.1% below). For programmes that are UG with PG components we are below the target for all categories (with Asian category being 3.0% below the benchmark, versus Other and White below benchmark by 0.4%).
- Progression by characteristics: Gender: while we are above the benchmark for the First Degree (BA/BSc) category, we are below the benchmark for both Male and Female in the category programmes that are UG with PG component.
- Progression by ABCS Quintile: for First Degree (BA/BSc) programmes we are above the benchmark for all categories, while for programmes that are UG with PG components we are below the benchmark for all categories.
- Progression by Deprivation Quintile: for First Degree (BA/BSc) programmes we are above the benchmark for all categories, while for programmes that are UG with PG components we are below the benchmark for all categories.
- Progression by Domicile: where there is data for this category, for First Degree (BA/BSc) programmes we are above the benchmark, while for programmes that are UG with PG components we are below the benchmark (by 2.3%).
- Progression by Free School meals: we are below the benchmark by 0.2% for First Degree (BA/BSc) for those not eligible.

Part-time study (nursing modules)

- Continuation: for those First Degrees (BA/BSc) we are above the OfS benchmark, but for the category “other undergraduate” we are below the benchmark (by 39.3%).

- Continuation by characteristics: Age on entry: we are significantly below the benchmark bar¹⁶ the category on First Degree (BA/BSc) for 21 to 30 years.
- Continuation by characteristics: Disability reported: we are below the benchmark for all categories ranging from 0.6 to 39.2% depending on category.
- Continuation by characteristics: BAME: for Other UG category we are below the benchmark for all areas ranging from 29.4% (Asian) to 43.4% (White), however for First Degree (BA/BSc) category, where there is data (bearing in mind these are low numbers so may not be reportable), we are above the benchmarks.
- Continuation by characteristics: Gender: for the category Other UG we are below the benchmark for both Male and Female (39.3 – 38.8% below benchmark), however for First Degree (BA/BSc) category we are above the benchmarks.
- Continuation by ABCS Quintile: we are below the benchmark for all categories reported against bar First Degree (BA/BSc) Quintile 4 or Quintile 5.
- Continuation by Deprivation Quintile: we are below the benchmark for all categories reported against bar First Degree (BA/BSc) Quintile 3, 4 or Quintile 5.
- Continuation by Domicile: where data is reported, we are below the benchmark for Other UG category (UK) but above the benchmark for First Degree (BA/BSc).
- Continuation by Free School meals: there is no data reported.
- Completion: for Other UG we are below the benchmark, but for First Degree (BA/BSc) we are above the benchmark.
- Completion by characteristics: Age on entry: we are below the benchmark bar for all categories relating to Other UG category, however for the category on First Degree (BA/BSc) we are above benchmark for ages Under 21 and 31 years and above.
- Completion by characteristics: Disability reported: we are below the benchmark for all categories bar the First Degree (BA/BSc) No disability reported, ranging from 6.1 to 7.3% depending on category.
- Completion by characteristics: BAME: for Other UG category we are below the benchmark for all areas ranging from 13.7% (Mixed) to 1.3% (Other), however for First Degree (BA/BSc) category, where there is data (bearing in mind these are low numbers so may not be reportable), we are above the benchmarks, bar the Black category.
- Completion by characteristics: Gender: for the category Other UG we are below the benchmark for both Male and Female (6.2 – 8.7% below benchmark), however for the First Degree (BA/BSc) category we are above the benchmark for Female (5.4%) but below for Male (12.4%).
- Completion by ABCS Quintile: we are below the benchmark for all categories reported against bar First Degree (BA/BSc) Quintile 4 or Quintile 5.
- Completion by Deprivation Quintile: we are below the benchmark for all categories reported against bar First Degree (BA/BSc) Quintile 3, 4 or Quintile 5.
- Completion by Domicile: where data is reported, we are below the benchmark for Other UG category (UK and Non-UK) but above the benchmark for First Degree (BA/BSc).
- Completion by Free School meals: there is no data reported.
- Progression: data is not available¹⁷

For Postgraduate taught programmes we have an indicator result of 93.9%, with no benchmark or split metrics recorded against. For Postgraduate research programmes we have an indicator result of 96.6%, but again with no benchmark or split metrics recorded against (though we are above the numerical threshold for both PGT and PG programmes).

¹⁶ Range from 1.3 to 39.8% below the benchmark depending on the category.

¹⁷ Term used on the spreadsheet is DPH: data has been suppressed for data protection reasons, due to a numerator that is greater than 2 but is within 2 of the denominator

Link to periodic programme reviews

In 2022/23 the College is introducing a revised process for periodic programme reviews. While reviews will continue to be run on a 6-year cycle, a mechanism for early intervention has been introduced. This involves an annual meeting being held to review the OfS data with the indicators that the OfS will provide us, and where there may be concerns where the data is indicating performance below the benchmark, consideration will be had on whether an earlier programme review is required to take action in improving the metrics. Annual monitoring reports¹⁸ will be considered alongside the OfS metrics to determine whether appropriate action has already been identified but impact from the action is not expected to be seen just yet. Where it is deemed early intervention is required, the faculty will be advised that they are required to complete a programme review in that academic year.

Graduate outcomes survey

We now have the results for the Graduate Outcomes Survey (GOS) for the 2019/20 leavers:

- 53.8% response rate (in comparison to 46% response rate in 2018/19). This survey continues to be operated centrally by HESA, so we are unable to engage with graduates directly when the survey starts, and therefore are unable to assist with encouraging engagement with the survey.

Of the approx. 6500 student who completed the survey:

- 69.5% were in highly skilled employment
- 80% believe the work they are doing is meaningful
- 67% believe they are using the skills they gained from their degrees in their work
- 76% believe they are on track with their future plans

Condition B4: Assessment and awards

Following the revisions, the OfS made to this condition of registration, and based on the examples provided by the OfS (that are not exhaustive) assurance can be given that King's meets the condition of registration as follows:

- "Academic misconduct" includes presenting work for assessment that is not the work of the student being assessed and includes, but not limited to, essay mills": student conduct and appeals have processes and regulations to cover this.
- "Assessed effectively": a course that is accredited by an PSRB and does not meet the requirements for assessment set by that body – PSRB accreditation reports provide this assurance, as do our External Examiner reports for all our taught programmes, including our validated partners.
- "Assessed effectively": the standardised marking criteria ensures that all students are marked according to the same criteria, and External Examiners are utilised to check that there is no differentiation in how students work is assessed.
- Assessments are not designed in a way that allows students to gain marks for work that is not their own.
- Our selection of External Examiners for research degrees preserves our academic rigour.
- Assessments cover the things it is meant to assess e.g., they assess the modules learning aims and outcomes and do not concentrate on just the material covered at the end of the module.
- Our marking practices do not differentiate students work where the same achievement is evidenced.
- Academic regulations are in place to ensure our awards are fair and equitable for all students. Rarely are the regulations radically changed that would result in students being awarded a higher classification. Where a major change to the regulations is proposed, most notably the degree

¹⁸ Called Continuous Enhancement Review

algorithm, then a mapping exercise is undertaken to confirm that the change will not result in advantaging or disadvantaging students (either past/current/future), and the new algorithm is kept under review to ensure there is no unseen consequence of the change – this is monitored via Academic Standards Sub-Committee.

- Our current and new marking framework note how to take into consideration when marking students' English language proficiency.

Awards review

King's keeps an overview of degree outcomes via its Academic Standards Sub-committee and an annual report on good honours degrees, and PGT awards, is submitted to the Committee for consideration.

UG:

For 2020/21, the following table demonstrates how King's compares against the Russell Group:

Indicator	Result	Benchmark (average across Russell Group)	RAG ratingⁱⁱ
Percentage of good degrees 2019/20	91%	89.8%	
Percentage of good degrees 2020/21	90.9%	91.0%	

While we have experienced a very small drop in awarding of good honours (0.1%), the benchmark against the Russell Group has seen a very small increase (1.2%), but this has balanced our awards, so we are now on par with the benchmark, where back in 2019/20 we were just slightly above the benchmark.

There is however some concern with our awarding of good honours over time, as we have significantly increased our awarding of 1st/2:1's in recent years (back in 2018/19 we awarded 86% of good honours, compared to the ca91% in 2020/21, and currently we are awarding ca45% of 1st, in comparison to 37.7% awarded in the sector). Though this concern is across the sector, we are keeping this under review and discussions have been held at Academic Standards Sub-Committee (November 2021 meeting and June 2022 meeting), and College Education Committee (July 2022 meeting), and the summary reports of External Examiner reports has also referenced the concerns raised by our External Examiners (see *External Examiners* section for more information). Some of the increase in the last two years can be attributed to mitigations put in place for Covid, including readjusting assessment to an online format (with many being open-book 24-hour exams), but as we have been steadily increasing our awards year on year a further in-depth review is being undertaken as part of our work with publishing a new Degree Outcome Statement by December 2022.

A small minority of programmes in 2021/2 piloted invigilated online examinations with a company called TEAMCO. This was in part to resolve the rise in misconduct cases seen in some subject areas when their assessments moved to remote online assessments, which also were raised as concerns in External Examiner reports. It is hoped that for those programmes the student profile may move back to pre-pandemic results.

PGT:

For 2020/21, the following table demonstrates PGT awards:

Indicator	Merit and Distinction Awards¹⁹
Percentage of awards 2020/21	91.1%
Percentage of 2017/18 – 2019/20	83.2%

¹⁹ Awards that were "passed" have not been included

While there is no benchmark comparison with the Russell group, the table above does show that there has been an increase of 7.9% in awarding of merit/distinctions in recent years. Some of this can be attributed to the mitigations put in place for covid, including re-introducing the 2% borderline rule (which had been discontinued by the College back in 2013/14), and the readjusted assessment format to online (similar to UG programmes). A paper went to the Academic Standards Sub-Committee (ASSC: 21/22: 42) on the impact the 2% borderline rule had with the awards, and showed that there was a clear link to grade inflation with this rule, particularly with Distinctions and the report to the Committee noted “during both period, there was an increase in the number of Distinctions awarded when the 2% boundary rule was applied, with an average difference of 7.5% in the pre-Covid period and 13.4% during the Covid period)”. The conclusion from this report, which gained approval from the Committee, was to remove the 2% boundary rule and return to the rules pre-pandemic, as there had clearly been evidence of grade inflation seen with this introduction.

PGR

For 2019/20 and 2020/21, the following table demonstrates PGR awards:

	2019/20	2020/21
Final Awards (1st of the month)	612	568
First Time Passes	137	129
One Month Corrections	17	13
Minor Corrections (3 months)	343	337
Major Corrections (6 months)	87	70
Re-examination (18 months)	22	17
MPhil Recommended	5	1
Academic Fails	0	1

While there is no benchmark comparison with the Russell group, we are happy to report that we have had increase on both first time passes and minor corrections, these are considered best results.

As a result of continued review and policies and practices for admissions, student progression and monitoring during the registration both at University and Faculty level we are seeing a decrease on Major corrections (-1.89%), Re-examinations (-0.6), and MPhil only (-0.64) recommendations from 2019/20 awards.

Validated partners

The following outlines the awards King’s has granted under our validated provision (noting that both validated partners have their own set of regulations, including degree algorithms, that King’s approves on an annual basis, but are therefore a different set of regulations to King’s so there can be no comparison to King’s own programmes):

RADA

CRSN	Award AYR	CLASS	Year Of Study						Grand Total
			2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	
Theatre Costume	2017/8	PD ²⁰		3					3
		PM		1					1
	2018/9	PD			3				3

²⁰ Key: PM = Pass with Merit; PD = Pass with Distinction; P =Pass

CRSN	Award AYR	CLASS	Year Of Study						Grand Total
			2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	
		PM			1				1
	2020/1	PD				4	3		7
		PM					1		1
Theatre Costume Total				4	4	4	4		16
Theatre LAB	2017/8	P		13					13
	2018/9	P			16				16
	2019/0	P		1		16			17
	2020/1	P			1		16		17
	(blank)	(blank)			1	1			2
Theatre LAB Total				14	18	17	16		65
ACTING²¹	2017/8	P	26						26
	2018/9	P	1	24					25
	2019/0	P		3	24				27
	(blank)	(blank)			2	2	26	15	45
ACTING Total			27	27	26	2	26	15	123
Technical Theatre and Stage Management	2017/8	P		2					2
		PD		8					8
		PM		21					21
	2018/9	P		1	4				5
		PD			10				10
		PM			18				18
	2019/0	P		1		4			5
		PD				13			13
		PM				16			16
	2020/1	P				1	3		4
		PD					1		1
		PM					23		23
	(blank)	(blank)			4	1	3	23	31
Technical Theatre and Stage Management Total				33	36	35	30	23	157
Grand total			27	78	84	58	76	38	361

As this is the first time of reporting validated awards to Council, we have submitted the last 6-years of data, so a comparison can be viewed.

²¹ This is the only UG award of RADA and is only Pass/Fail – no classifications are awarded

From the above you can see, where the awards are available, the majority of students are awarded a Pass with Merit or Pass with Distinction, with a smattering of students receiving just a Pass. Bearing in mind these are specialists programmes, with small cohorts of students, the awards are as expected, and External Examiner reports provide this assurance as well.

ICCA

This validated provision only commenced in 2020/21 and therefore there is only the one-years of awards we can note, but the provision does have two entries:

Start Month	Enrolled students	Withdrawn students	Grand Total
April	39		39
Pass Distinction	4		4
Pass Merit	11		11
#N/A	24		24
Sep	44	2	46
Pass	4		4
Pass Distinction	3		3
Pass Merit	31		31
#N/A	6	2	8
Grand Total	83	2	85

A similar picture can be found with these awards, with the majority of students receiving a Pass with Merit or Pass with Distinction. This programme is also a specialist programmes, with currently small cohorts of students, so the awards are as expected. The partner has advised us that they are expecting a higher number of students undertaking the programme moving forward so the award profile will be kept under review.

Assessment Working Group

In 2022, an Assessment Working Group was restructured under the new leadership of Dr Jayne Pearson, Academic Lead for Assessment, and Senior Lecturer in Education (King's Academy). Under this working group two further groups have been established to help take forward discussions and actions relating to assessment:

- Assessment Strategy Implementation Board (with faculty representatives) and
- Assessment Projects Oversight Board (with SED and other College stakeholders for business systems and processes)

In 2022/23 the working group are doing the following (though not particularly to try and resolve any perceived grade inflation, but in some cases, it is thought they may have an impact):

- A revised [marking framework](#) was approved in 2021/22, including introduction of stepped-marking, rather than using the current 0-100 marking scale. Pilots will be run in 2022/23 for stepped-marking and will be kept under review to see if this method of marking has any impact on mark profiles. Guidance will be provided to all those undertaking the pilots, and reporting of findings will be fed into Assessment Boards and Academic Standards Sub-Committee.
- Undertaking further work on procuring online invigilation examinations.
- Reviewing assessment feedback policies and suggesting some regulations/revisions to policy as deemed appropriate.
- Reviewing assessment practices, particularly inclusive assessment, in light of recent sector cases with students with mental health.

- Reviewing academic integrity, in liaison with work being undertaken by the Academic Standards Sub-Committee.

External examiners

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

External Examiner reports 2020/21		RAG rating
Undergraduate		
Percentage of External Examiner reports received ⁱⁱⁱ	91% ²²	
Percentage of External Examiners who had received an induction ^{iv}	97% ²³	
Confirmation of assurance that academic standards are met ^v	88% ²⁴	
Percentage of external examiner reports which include a concern on academic standards ^{vi}	12%	
Percentage of confirmation that Faculty made appropriate response to critical comments, approved by Chair of ASSC ^{vii}	86% ²⁵	
Postgraduate		
Percentage of external examiner reports received ^{viii}	88% ²⁶	
Percentage of external examiners who had received an induction ^{ix}	88% ²⁷	
Confirmation of assurance that academic standards are met ^x	80% ²⁸	

²² Although slightly lower than usual, this is partially due to the staff in ARQS who would normally monitor this, left the team at a key part of the year, and while we recruited to the posts, there was some aspects of the external examiner process that we could not cover

²³ Two external examiners have not received induction due to admin staff shortages/changes due to Covid disruptions

²⁴ Those External Examiners who had raised concerns related to marking practices (reliance on external markers, for example), quality of feedback noting inconsistencies, too many markers per module etc. A new marking framework is being introduced in 2022/23 that may resolve some of these concerns, but this will be kept under review

²⁵ Although slightly lower than usual, this is partially due to the staff in ARQS who would normally monitor this, left the team at a key part of the year, and while we recruited to the posts, there was some aspects of the external examiner process that we could not cover

²⁶ Although lower than usual, those missing reports are due to external examiners undertaking strike action at a time when the reports were due to be submitted.

²⁷ Some reports are still outstanding from those new external examiners to determine if they had received appropriate induction

²⁸ Those External Examiners who had raised concerns related to marking practices (reliance on external markers, for example), quality of feedback noting inconsistencies, too many markers per module etc. A new marking framework is being introduced in 2022/23 that may resolve some of these concerns, but this will be kept under review

Percentage of external examiner reports which include a concern on academic standards ^{xi}	20% ²⁹	
Percentage of confirmation that Faculty made appropriate response to critical comments, approved by Chair of ASSC ^{xii}	83 ³⁰	

Though the data above is not as assuring as in previous years, much of the RAG rating is due to (a) some reports are still outstanding, and (b) concerns have been raised about marking practices that have not been reported on previously.

Assurance can be given though that External Examiners continue to endorse King's academic standards as equivalent to as or higher than comparable programmes in other Russell Group Universities and confirm that they are in line with QAA's *Framework for Higher Education Qualifications*.

Of those external examiners whose 2020/21 reports noted comments impacting academic standards, even though there are more reports noting concerns on academic standards than in previous years, no one required a separate letter to the external examiner from the Chair of Academic Standards Sub-Committee (ASSC). As with all reports that have raised a concern on academic standards, the Chair of ASSC reviews the comment and provides a response within the report that is then returned to the external examiner with the remaining comments from the programme team.³¹

General themes across 2020/21 external examiner reports were:

- Diversification of assessment types, so there is less reliance on examinations and essays.
- Concern of open-book, online assessments impacting academic standards (specific subject areas, not across all subjects).
- Marking practices: marking criteria and more consistent feedback required.
- Concern of some grade inflation being seen in some subject areas – should be monitored and kept under review.
- Need to enhance communication with External Examiners, particularly being timelier in correspondence.
- More resource required for professional services staff.
- Note of increased volume of mitigating circumstance requests and appeals (with some areas noting this was a trend being seen before the pandemic, but there has been a significant increase in 2020/21).

While reports were complimentary, there still remains concerns raised relating to award of high marks, with many External Examiners continuing to link the high marks to the type of online assessment introduced to mitigate against the pandemic, while also noting that grade inflation remains a concern for

²⁹ Those External Examiners who had raised concerns related to marking practices (reliance on external markers, for example), quality of feedback noting inconsistencies, too many markers per module etc. A new marking framework is being introduced in 2022/23 that may resolve some of these concerns, but this will be kept under review. It should be noted however that not all reports that identified an academic standard concern were felt by the College as being a concern e.g., one report noted as a concern the EE only being able to attend online because of their location at the time of the meeting.

³⁰ Although lower than last year, this is partially due to the staff in ARQS who would normally monitor this, left the team at a key part of the year, and while we recruited to the posts, there was some aspects of the external examiner process that we could not cover. It should be noted though that this is still higher than previous years, where only 50% of reports reported this.

³¹ As noted in overview reports submitted to Academic Board in November 2021 (AB-21-11-03-07.1b) and June 2022 (AB-22-04-20-08.2a)

the sector so this issue is not exclusive to King's and is felt will be alleviated to some degree when there is a return to in-person assessment methods.

From 2022/23 the College has introduced new External Examiners roles: a College Chief External Examiner role, who will attend Academic Standards Sub-Committee; and Faculty Chief External Examiners, who will sit on Faculty Assessment Boards. Both new roles are aimed to assist the College and Faculties in holding strategic discussions about assessment and our grade profile, particularly in comparison to sector results, with the Chief External Examiner also being a critical friend in reviewing our Degree Outcome Statement.

Condition B5: Sector-recognised standards

All King's programmes adhere to the *Framework for Higher Education Qualifications* (FHEQ), QAA Subject Benchmark statements etc, and this adherence is checked by Faculties via the use of external subject experts at the time the programme is given final approval, and via programme review. Guidance on this can be found in the Quality Assurance Handbook³². Additionally, External Examiners confirm in their annual reports that the programme under review adheres to these sector-recognised standards.

On reviewing and revising the College marking criteria consideration was had on the [QAA level 6 qualification descriptors](#), to ensure that we align, if not exceed, the expectations of the descriptors. External Examiner reports will provide assurance of programme teams adhering to these revised criteria.

For research students, approval of new research degrees goes through Postgraduate Research Students Sub-Committee and again takes into account sector-recognised standards such as the FHEQ. External Examiners are appointed at the point of the thesis submission and viva, providing assurance to the College that the award being granted is of an appropriate standard.

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

King's submitted a TEF provider submission in 2016 and was awarded a Silver. All institutions were advised by the OfS on 10th June 2021³³ that all current awards were extended "until publication of the outcomes of the next TEF exercise".

During 2021/22 the OfS consulted on the future iteration of the Teaching Excellence Framework³⁴ (TEF). King's is now working on a new provider submission, due for submission mid-January 2023. To date, stakeholder meetings have been held, along with a review of the dataset that the TEF assessor panels will be considering alongside the provider submission and evidence. Updates on the TEF have been reported to College Education Committee and Academic Board.

³² <https://www.kcl.ac.uk/governancezone/governancelegal/quality-assurance-handbook>

³³ <https://www.officeforstudents.org.uk/publications/letter-to-providers-tef-update/>

³⁴ Revised named as outcome from consultation.

Annex 3: Condition C update: Protecting the interests of students

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

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

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

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

The General Terms and Conditions are reviewed annually with the General Counsel. The revised Terms and Conditions were approved by Academic Board at its meeting in June 2022 (AB-22-06-29-06.3).

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

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

Complaints: Complaints at King's are managed through the Student Conduct and Appeals Office. Any CMA-related complaints are brought to the attention of the CMA Working Group by the Associate Director (Student Conduct and Appeals). All timeframes, practices and principles recommended by the OIA are embedded within King's procedures and detailed in the academic regulations.

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

CMA Working Group

Following a reconfiguration of SED during 2021/22 the remit of CMA fell under the Associate Director (Academic Regulations, Quality and Standards). A review of the working group was undertaken and a proposal to enhance the remit of the working group and bring the group to a formal reporting line to the Programme Development and Approval Sub-Committee (PDASC) was approved in June 2022 (PDASC: 2021-22:66). The working group in 2022/23 will now become the Student Consumer and Protection Board and will formalize reporting to PDASC during the academic year.

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

Complaints and Appeals 2020/21	RAG rating
Compliance with the OIA's good practice framework: handling student complaints and academic appeals	
Average time taken to turnaround complaints and appeals ^{xiii}	35
Number of complaints escalated to the OIA	36
Number of complaints escalated to OIA that were not justified (benchmarked against the sector)	37

The turnaround time for complaints and appeals is outside recommended deadlines for both academic appeals and complaints. The turnaround time for both has been impacted by an unprecedented number of cases.

Academic Appeals

The numbers of Stage 1 Appeals increased to 1676 cases compared to 992 last year. It is believed that the increase this year is likely due to covid related issues such as return to face-to-face examinations after 2 years of online examinations for some students and increased mental health issues following the pandemic. It is recommended that a review of the increase in the numbers of cases is conducted to explore how we can better support the student experience going forward.

These large numbers are impacting on Faculty professional services teams as well as Faculty Assessment Boards and Student Conduct & Appeals. Currently the process involves a number of resource intensive steps. It is recommended that the Stage 1 Appeals adopt a similar automated workflow system to the mitigating circumstances process as soon as possible to help alleviate some of the pressure and this is currently being explored under SCAMP (Specialist Case and Appointment Management Project). Short term improvements are also being introduced to improve efficiency in the process.

Complaints

The delays in turnaround times for complaints are likely to be due to the large numbers of industrial action complaints we have received (2214 compared with 757 in 2020) as well as the number of complex cases which require a lengthier investigation. The process for dealing with industrial action complaints was adapted to accommodate the large numbers which improved the rate at which outcomes were sent but turnaround time for them is still higher than for other types of complaints (86 days compared to 49 days). For Stage 3 Complaints the delays are again due to the complexity of the cases which has resulted in lengthier investigations.

Office of the Independent Adjudicator (OIA)

There has been a decrease in the number of cases sent to the OIA this year compared to last year (30 compared to 32) and it is now below the median for universities of a similar size.

³⁵ Academic Appeals. Regulatory timeframe for Stage 1: 42 days, average case turnaround time for Stage 1 (1676 cases): 51 days. Regulatory turnaround time for Stage 2: 42 days, average case turnaround time for Stage 2 (45 cases): 84 days. Complaints. Regulatory timeframe for Stage 2: 35 days, average case turnaround time for Stage 2 (2381 cases - including 30 Covid related complaints, 2214 industrial action related complaints and 137 other complaints): 84 days. Regulatory timeframe for Stage 3: 28 days, average case turnaround time for Stage 3 (28 cases): 35 days

³⁶ 30 cases were reported to the OIA in 2021/22. This is below the median for the number of complaints expected for Kings by the OIA which was 33 last year.

³⁷ The benchmark for the sector is 14 and Kings is 12.

The number of complaints that were not justified was a smaller number than the median for the sector. However, we had no cases in which the OIA found complaints were justified.

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

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

In line with OfS requirements, the Student Protection Plan is available online at:

<https://www.kcl.ac.uk/governancezone/students/student-protection-plan>

Annex 4: Condition E update: Good governance

Throughout 2021/22 there have been no updates to provide in relation to E1, E2, E3 and E5 (see above table for further information).

In relation to E4, there were no reportable events reported to OfS during 2021/22.

Annex 5: Condition F update: Information for students

Condition F1: Transparency information

The deadline for publishing our transparency information is 25th October 2022. This year's transparency information related to the number of students who attained a particular degree or other academic award, or a particular level of such an award, on completion of their course with us.

King's published this information on 14th September 2022, and can be found here:

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

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

Throughout the year there are numerous occasions where the College is required to submit information to the OfS (e.g annual financial information, Graduate Outcomes Survey contact details for students etc).

Assurance can be given that we meet these timescales, with the following some examples to support this claim:

- Audited annual financial statements submission vis OfS portal (deadline was 1/3/2022):

Process submitted 13 December 2021 16:16:36	
Completed	13 December 2021 16:20:07
Outcome	Success
Comments	The audited financial statements has been submitted successfully. The processed file 'AFR21_FinancialStatements_10003645_1_13DEC2021_1618.pdf' can be obtained from the successfully submitted files download.
Files	Statements.pdf

- Audited financial workbook submission via OfS portal (deadline was 01/02/2022):

Process submitted 26 January 2022 15:39:18	
Completed	26 January 2022 15:43:49
Outcome	Success
Comments	The workbook has been submitted successfully. The processed file 'AFR21_Workbook_10003645_1_26JAN2022_1540.xlsx' can be obtained from the successfully submitted files download.
Files	Workbook.xlsx

- Annual financial data commentary submission via OfS portal (deadline was 01/03/2022):

Process submitted 09 February 2022 16:50:05	
Completed	09 February 2022 16:52:51
Outcome	Success
Comments	The commentary has been submitted successfully. The processed file 'AFR21_Commentary_10003645_1_09FEB2022_1651.docx' can be obtained from the successfully submitted files download.
Files	Commentary.docx

- Management letter from the external auditors submission via OfS portal (deadline was 01/03/2022):

Process submitted 09 February 2022 16:57:08	
Completed	09 February 2022 16:59:32
Outcome	Success
Comments	The external auditor's management letter has been submitted successfully. The processed file 'AFR21_ExternalAuditorsLetter_10003645_1_09FEB2022_1658.pdf' can be obtained from the successfully submitted files download.
Files	ExternalLetter.pdf

- Return sign-off by Accountable Officer (the Principal) submission via OfS portal (deadline was 15/03/2022):

Process submitted 03 March 2022 16:34:38	
Completed	03 March 2022 16:36:59
Outcome	Success
Comments	The sign off form has been submitted successfully. The processed file 'AFR21_SignOff_10003645_1_03MAR2022_1636.xlsx' can be obtained from the successfully submitted files download.
Files	SignOff.xlsx

Annex 6: Condition G update: Accountability for fees and funding

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

Annual registration fees

The annual registration fees for OfS, HESA (Designated Data Body) and the QAA (Designated Quality Body) were paid when requested: OfS was paid 18th July 2022 (the deadline was 1st August 2022); HESA was paid 4th February 2022 (for 2nd March 2022 deadline) and 17th July 2022 (for 31st August 2022 deadline); and QAA were paid 20th May (deadline was 30th June 2022).

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

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

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

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

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

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

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

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

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

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

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

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

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

Revision to the Professional, Statutory and Regulatory Body (PSRB) Policy

The Policy on Professional, Statutory and Regulatory Body Recognition was last approved by the College Assessment and Standards Committee on the 6th May 2015 and has been reviewed and updated to align the policy with the current regulatory sector and the College's governance structure and academic standards and quality framework.

The key changes to the policy are:

- To remove reference to Chapter B10 of the QAA Quality Code and the Higher Education Funding Council for England.
- To reference our current regulatory obligations to the Office for Students (OfS) and the reporting of PSRB activity to the Higher Education Statistics Agency (HESA).
- To reference our obligations to students under CMA compliance.
- To provide clarity of the definitions that underpin the College's PSRB activity.
- To provide clarity on the processes for the reporting of PSRB activity through our quality assurance mechanisms for the approval, monitoring and review of programmes and modules offered by the College.
- To provide clarity on the policy review and reporting processes.

Policy 1.0: Professional, Statutory and Regulatory Body (PSRB) Policy

Policy Category:	Academic
Subject:	Policy to outline the principles and review processes in respect of Professional, Statutory and Regulatory Bodies (PSRBs)
Approving Authority:	Academic Board, via College Education Committee
Responsible Officer:	Vice President (Education & Student Success)
Responsible Office:	Admissions and Academic Regulations, Quality and Standards, Students and Education Directorate
Related Procedures:	Procedures for programme and module approval Procedures for programme and module monitoring and review
Related College Policies:	Sunset Clause for New Taught Programmes Policy
Effective Date:	1 September 2023
Supersedes:	Policy on Professional, Statutory and Regulatory Body Recognition approved by College Education Committee in 2014/15 academic year
Next Review:	2025/26

I. Purpose & Scope

The purpose of this policy is to outline the general principles and processes relating to the College's engagement with Professional, Statutory and Regulatory Bodies (PSRBs) in the approval and monitoring of its programme activity, ensuring compliance with any regulatory quality and standards requirements.

The policy will enable the College to populate section 5.2 of the Higher Education Achievement Record relating to professional status where the completion of the programme of study leads to eligibility for registration with a professional body. This will enable students to demonstrate any rights they have to practice or any professional status that is then accorded to them.

The policy will ensure that the College is able to meet its obligations for continuing registration with the Office for Students (OfS) by ensuring the accuracy of data relating to PSRBs through the Unistats return to Higher Education Statistics Agency (HESA) on an annual basis.

II. Definitions

Professional Statutory and Regulatory Body (PSRB): a generic term used to describe the diverse group of professional and employer bodies, regulators, and those with statutory authority over a profession or group of professionals who engage with higher education providers through the accreditation, approval and recognition of HE programmes. They provide membership services and promote the interests of people working in professions; accredit or endorse programmes and courses that meet professional standards, provide a route through to the professions or are recognised by employers.

III. Policy

1. General

- 1.01 King's considers engagement with PSRBs to be instrumental in the design, approval, monitoring and review of programmes to ensure these meet the needs of the business and the professions to which they apply and the expectation of students.
- 1.02 King's requires Faculties to seek and retain PSRB authorisation for programmes that qualify for such accreditation, approval, and recognition.
- 1.03 A request to establish a new formal relationship with a PSRB must be approved by the relevant Faculty Education Committee (FEC) (or equivalent) and College Education Committee (CEC) prior to applying to the PSRB.
- 1.04 Information provided to students on programmes that have PSRB requirements should be included in the relevant programme specification and advised to applicants as part of the course information material (currently provided through a Programme Information Sheet). The information provided must be current and compliant with the Competition and Market Authority (CMA) guidance provided to universities on their obligations to students in terms of consumer regulations to ensure that the reputation of the College is protected.
- 1.05 PSRB activity must be included in the College's PSRB register and accurately reflected on SITS via the programme approval and modification process as this will inform the HESA statutory Unistats data returns and fulfil the College's obligations to the OfS.
- 1.06 The relevant Faculty will be responsible for the oversight of the PSRB activity, ensuring that any changes to PSRB activity attached to a programme are notified to the Academic Regulations, Quality and Standards Office in a timely manner.
- 1.07 Reports received from PSRBs will be subject to monitoring through the College Education Committee reporting to Academic Board and should be considered as part of the annual monitoring and Periodic Programme Review processes.

2. Professional Statutory and Regulatory Body (PSRB) Process

- 2.01 Due to the diverse nature of PSRBs their approach may vary in the mechanisms used for accrediting, recognising, or approving a programme of study offered by the College and it is the responsibility of the relevant Faculty Education Committee or equivalent to notify the Academic Regulations, Quality and Standards Office of the approval mechanisms at the outset.
- 2.02 Where a programme is being delivered in collaboration with another HEI, a decision should be taken as to which PSRB requirements will need to apply with the relevant PSRB being informed that the programme is being delivered with a Partner as this may impact or influence their final decision. Collaborative programmes that have an overseas PSRB attached are subject to initial consideration from the College's Collaborative Provision Sub-Committee (CPSC) as part of the standard risk assessment and due diligence processes, with CPSC reporting any findings into CEC.
- 2.03 PSRB requirements should be addressed as part of the programme approval process with details included in the relevant Programme Approval Form (PAF) and Programme Information Sheets (for CMA compliance).
- 2.04 The currency of PSRB requirements should be monitored and managed by the relevant Faculty Education Committee (or equivalent). Where the PSRB requirements are subject to renewal and the PSRB has notified the Faculty to this effect, the Faculty in turn is required to inform the Associate Director, Academic Regulations, Quality and Standards of the relevant details who will notify all other relevant parties, including reporting to CEC.
- 2.05 Where possible the PSRB visit should be combined with the College's periodic review process as set out in the College's 'Procedures for programme and module monitoring and review' and should be undertaken by the relevant Faculty and involve all necessary staff as requested by the PSRB. Where this is not possible, sign off for the documentation and subsequent response to the report must be undertaken at the level of the Executive Dean of Faculty prior to this being returned to the relevant PSRB, although some PSRBs may choose to deal directly with the President & Principal or one of the College's Senior Officers.
- 2.06 Following the initial and subsequent successful application to the PSRB, a copy of the outcomes report or formal notification, via a letter, providing confirmation of their decision with any conditions attached, should be sent to the Executive Dean of Faculty. For programmes accredited by the National Health Service, Department of Health, or Royal College of Dental Surgeons the review report should also be submitted to the Senior Vice President (Health & Life Sciences) and advised to the relevant FEC (or equivalent) and CEC.
- 2.07 The response to the outcomes report or letter should be signed off by the relevant Executive Dean of Faculty and sent to the PSRB. The outcome report or letter and response (including any recommendations and actions required by the PSRB) should be considered by the relevant FEC or equivalent and forwarded to CEC. A copy of the outcomes report or letter should be uploaded onto the College's PSRB SharePoint site¹.
- 2.08 Progress against the recommendations and actions outlined in the outcome report or letter should be reflected in the annual monitoring report (currently called Continuous Enhancement Review for Programmes, *curriculum enhancement* section) that will then be reported on to CEC.
- 2.09 The relevant Faculty Education Committee or equivalent and CEC should be advised immediately where there is an intention to terminate an association with a PSRB for a King's programme. The relevant programme team should seek advice from the Academic Regulations, Quality and Standards Office on the implications in respect of CMA compliance and reporting to the OfS. The programme team will be

¹ [PSRB - Home \(sharepoint.com\)](#)

required to modify the programme using the process set out in the College's '*Procedures for programme and module monitoring and review*'.

- 2.10 The College's PSRB register² must be updated to include information on new or updated PSRB activity attached to relevant programmes and/or modules following any approval or review processes.

² [PSRB - Home \(sharepoint.com\)](#)

3. Policy amendment or Revocation

- 3.01 This policy may be amended or revoked with the approval of the College Education Committee reporting to Academic Board.

4. Review

- 4.01 This policy shall be reviewed at least every three years by the College Education Committee.

5. Reporting

- 5.01 The Responsible Officer will provide updates of the policy principles and review processes in respect of Professional, Statutory and Regulatory Bodies (PSRBs) to College Education Committee, who has delegated authority from Academic Board for this work.

College Education Committee – Terms of Reference & Membership 2022/23

The College Education Committee receives, at the start of each academic year, a paper which outlines its Terms of Reference and Membership for that year.

This is the Terms of Reference and membership for 2022/23, which includes an update to these areas of business.

Purpose:

The College Education Committee will provide strategic leadership of education for the College. It will ensure that the College's academic taught provision aligns with national expectations for quality and academic standards and enhances students' learning experience. The Committee will promote:

- Risk-management approaches in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, advising Academic Board of any issues and areas of good practice.
- Enhancement in learning, teaching, and assessment.
- An ethos of students as co-creators of the education experience.

Terms of Reference: On behalf of Academic Board, the College Education Committee will:

1. Monitor and review the implementation of the King's Strategic Vision 2026-29 and Education Strategy 2022 -26.
2. Oversee the implementation of Faculty education strategies and the monitoring of performance indicators.
3. Develop and maintain oversight of the College's strategies and policies relating to the full life cycle of students' education (recruitment, retention, progression, and degree outcomes) and ensuring institutional compliance with external requirements.
4. Monitor and report on the quality assurance and quality enhancement framework, taking into account both the internal and external context as they apply to taught education provision, including collaborative, flexible and distributed and distance learning provision.
5. Maintain oversight of the programme and module approval, amendment and withdrawal procedures, and receive reports on proposals for new programmes and/or withdrawal of existing programmes (and short courses) from the Programme Development and Approval Sub-Committee (PDASC).
6. Promote enhancement in learning, teaching, assessment, and the student experience through the identification and dissemination of good practice.
7. Have oversight of the quality of students' learning opportunities and learning experiences, advising Academic Board of any rising issues or areas of good practice.
8. Have oversight and responsibility for the College's approach to the Teaching Excellence Framework (TEF) and monitoring the on-going conditions of registration with the Office for Students.
9. Receive reports from the Academic Standards Sub-Committee (ASSC) on the:
 - Monitoring and evaluation of processes to assure the Committee of the academic standards of taught programmes.
 - The analysis of relevant performance indicators in relation to student performance and achievement.
10. Receive regular reports from the following areas:
 - Collaborative Provision Sub Committee (CPSC) – to provide updates on the conduct of the

College's collaborative arrangements with partner institutions and for the strategic development of policies relating to collaborative provision.

- Education & Students Transformation Board – to provide updates on the status of transformation projects and their impact.
 - King's Academy Advisory Board – to provide updates on the work and activities of the King's Academy.
 - King's College London Student Union (KCLSU) – to provide updates on the work and activities of the KCLSU Officers.
11. Receive reports on projects and spend as part of the College Teaching Fund.
 12. Champion inclusive education, and monitor the equality and diversity dimensions of learning and teaching provision.
 13. Oversee Faculty governance structures, receiving regular reports from Faculty Education Committees on their areas of business, and any issues which need to be raised at CEC.
 14. Receive annual overviews of:
 - UG/PGT programme enhancement reports
 - Activities within the Education and Students Function
 - Faculty Education Committee governance.

Terms of Operation: The College Education Committee will:

- Meet at least six times in each year.
- Form sub-committees, working groups and task & finish groups as needed.
- Report to the Academic Board at least annually.
- Review the relevance and value of its work and the terms of reference on an annual basis.

Sub-Committees: The following sub-committees report to the College Education Committee:

- Academic Standards Sub-Committee (ASSC).
- Collaborative Provision Sub-Committee (CPSC).
- Programme Development and Approval Sub-Committee (PDASC).

Composition & Membership:

Composition		Membership 2022/23
Chair: Vice President (Education & Student Success)		Professor Adam Fagan
Deputy/Co Chair: Nominated by the Vice President (Education & Student Success) from amongst the members of the Committee		Professor Sam Smidt
Faculty Membership: (one Faculty Member and one alternate per Faculty)		
Arts & Humanities	Member: Professor Helen Brookman	Alternate:
Dental, Oral & Craniofacial Sciences	Member: Professor Kim Piper	Alternate:
Dickson Poon School of Law	Member: Professor Paul J Cardwell	Alternate: Dr Isidora Maletic
King's Business School	Member: Professor Sally Everett	Alternate: Dr Claire Wardell
Life Sciences & Medicine: Bioscience Education	Member: Professor Helen Collins	Alternate: Dr Deena Gibbons
Life Sciences & Medicine: Medical Education	Member: Professor Nicki Cohen	Alternate: Sam Thenabadu
Natural, Mathematical & Engineering Sciences	Member: Professor Michael Kölling	Alternate: Professor Samjid Mannan
Nursing, Midwifery & Palliative Care	Member: Professor Mary Malone	Alternate: Dr Sam Bassett
Institute of Psychiatry,	Member: Professor Juliet Foster	Alternate: Professor Cathy

Psychology & Neuroscience		Fernandes
Social Science & Public Policy	Member: Professor Robert Francis (interim)	Alternate:
Professional & Continuing Education	Member: Nina McDermott	Alternates: Dr Ana Sousa Aguiar de Medeiros & Chris Green
Non-Faculty Membership:		
Executive Director, Students & Education Directorate		Darren Wallis
Executive Director, Transformation		TBC
Strategic Programmes Director, Education & Students		Sarah Jillings
Strategic Director, Education & Students		Joy Whyte
Strategic Director, Education & Students		Liv Roberts
Director, Library & Collections		Elisabeth Hannon Alternate: Ruth Murphy
Academic Director, King's Academy		Professor Sam Smidt
Digital Education Academic Lead		Professor Kyle Dyer
Academic Lead: Assessment & Feedback		Dr Jayne Pearson
Postgraduate Taught Lead		TBC
Chair: Academic Standards Sub-Committee (ASSC)		Anette Schroeder-Rossell
Chair: Programme Development & Approval Sub-Committee (PDASC)		Professor Adam Fagan
Chair: Collaborative Provision Sub-Committee (CPSC)		Lynne Barker
KCLSU: (unreserved business only)		
KCLSU Representation & Campaigns Manager		Nicole Robinson
KCLSU President or nominee		Mohd Yasir Khan
KCLSU Vice-President for Education (Arts & Sciences)		Sara Osman Saeed
KCLSU Vice-President for Education (Health Schools)		Julia Kosowska
KCLSU Vice-President for Postgraduate		Shagun Bhandari
In attendance:		
Director, King's Online		Nick Worthington
Director of Brand & Marketing		Helen Litvak
Director of Sustainability		Kat Thorne
Associate Director (Strategic Programmes)		Kathryn Connor
Associate Director (Education Transformation)		Dr Rebecca Browett – secondment cover Syreeta Allen
College Secretary		Irene Birrell
CTEL Academic Lead		Dr Eleanor Dommett
Head of King's Sport		Anthony Currie
Head of IT Communications & Engagement/Communications & Engagement Manager - Corporate Communications		Christine Shukis-Brown/Louise Owen
Dean of King's College London		The Revd Dr Ellen Clark-King
Three Associate Directors (Education) - one from Arts & Sciences, one from the Health Faculties & PACE (Gillian Urquhart, Louise Merritt & Jordan James Kirkwood)		
Other officers of the College may also be permitted by the Chair to attend the College Education Committee either permanently or for particular meetings, along with those presenting papers to the Committee at specific meetings.		
Membership receiving papers/minutes only for information (non-attendees):		
Senior Vice President (Global Engagement) (Academic)		Professor Rachel Mills
Vice President (International Engagement & Service)		Professor 'Funmi Olonisakin
Vice President (Research)		Professor Reza Razavi
Associate Director (King's Academy)		Lauren Cracknell
Officer:		
Project Manager (SPO)		Eirona Morgan

College Education Committee – Schedule of Business 2022/23

The College Education Committee receives, at the start of each academic year, a paper which outlines its schedule of business for that year.

This is the schedule of business for 2022/23. It does not include work to be undertaken by sub-committees, who will produce their own schedules.

The committee will review progress toward objectives identified in the schedule later in the year.

Area of Focus	Detail	Responsible	Timing
Strategic Education Initiatives	The committee will continue to focus on the implementation of King's Education Strategy. To include:		
	An overview of Education Strategy 2022-26 plans : <ul style="list-style-type: none"> Equipping students for academic and lifelong success through a focus on data-informed and personalised student journeys and support. Enabling and supporting academic staff to design and deliver an education that is world-class. Widening King's educational reach to new and increasingly diverse groups of learners. To become a sector leader in supporting student mental health and wellbeing. 	Vice President (Education & Student Success) & Associate Director (Strategic Programmes)	
	Updates from sub-groups including:		
	Curriculum 2029 including: <ul style="list-style-type: none"> King's First Year Flexible Curriculum King's Edge 	<ul style="list-style-type: none"> Associate Director (Education Transformation) Academic Lead: King's First Year Flex Academic & Professional Services Leads and Associate Director (Education Transformation) 	
	Inclusive Education	Vice Dean (Education), KBS, Associate Director (Disability Support & Inclusion), Associate Director (Student Success), Lecturer & Inclusive Education Lead (FoLSM)	
	Assessment Working Group	Academic Lead: Assessment & Feedback	
	Digital Education	Head of Education Products, Capabilities and Innovation	
	Student Mental Health & Wellbeing Strategy	Strategic Director (E&S), Dean (Education) IoPPN & Head of Student Mental Health & Wellbeing Strategy	
Education & Students Transformation	Regular updates on Portfolio Simplification and other key themes and issues	Associate Director (Academic Regulations, Quality & Standards)	
	The committee will be kept updated on activity and progress of:		
	Updates on the Student Success Transformation Programme: <ul style="list-style-type: none"> Student Academic Administration Lifecycle Teaching, Learning & Assessment Student Relationships, Knowledge & Communications Data and Analytics 	Strategic Programmes Director, Education & Students	

	The Education & Students Transformation (EAST) portfolio board/Transformation board	Strategic Programmes Director, Education & Students	
Equality, Diversity & Inclusion	Update on Equality, Diversity & Inclusion strategy and activity to be received twice a year, with specific reports being brought to meetings as appropriate	Director of Organisational Development and Equality, Diversity & Inclusion	October 2022
	The College Education Committee has oversight and responsibility for the 10 actions within chapter eight of the College's Race Equality Charter Mark.		
	Race Equality & Inclusive Education Fund 2022/23.	Head of Student Outcomes, Student Transition & Outcomes (Student Success)	February 2023
Teaching Excellence Framework	The committee will be kept updated on the TEF provider submission and planning going forward.	Academic Lead: TEF	
Student Attainment	<ul style="list-style-type: none"> The committee will receive updates from the Inclusive Education Steering Group regarding embedding inclusion within the planning, implementation and evaluation of the Education Strategy and the taking of an intersectional approach to closing differences in attainment, transition and the student experience. Eliminating the attainment gap between BME and white UK domiciled students is a priority for King's and there is a key performance indicator dedicated to measuring the attainment gap in the university balanced scorecard. The scorecard indicator measures the difference between the percentage of white students who achieve a First-class degree and the percentage of BME students who achieve a First-class degree. 	Vice Dean (Education), KBS, Associate Director (Disability Support and Inclusion), Academic Lead: Inclusive Education, Associate Director (Student Transition & Outcomes)	
Periodic Programme Reports 2022/23	Reviews are being scheduled for 2022/23.	Director, King's Academy & Associate Director (Academic Regulations, Quality & Standards)	
Continuous Enhancement Review 2023/24	Continuous Enhancement Review 2023/24. This was formerly the Programme Enhancement Programme. The process for 2023/24 will remain unchanged.	Associate Director (Academic Regulations, Quality & Standards)	
Academic Regulations Review	The committee will be kept updated on activity regarding the revision of the Academic Regulations 2023/24 and associated Education & Students policies.	Head of Academic Policy (Academic Regulations, Quality & Standards)	
Annual Reports	Report to Council: Ongoing Conditions for OfS	Associate Director (Academic Regulations, Quality & Standards)	October 2022
	King's Education Awards	Head of Service Operations (King's Academy)	November 2022
	Welcome Events Report	Head of Student Engagement	November 2022
	Programme Enhancement Overview Report Moving to Continuous Enhancement Review	Associate Director (Academic Regulations, Quality & Standards)	June 2023

	Report on 2022/23 Module Evaluations	Quality, Standards and Enhancement Manager (Curriculum) (Academic Regulations, Quality & Standards)	July 2023
	Higher Education Academy Recognition Scheme update	Director, King's Academy	October 2022
	Higher Education Academy Recognition Scheme	Director, King's Academy	July 2023
	College Teaching Fund Annual Report	Project Manager SPO	July 2023
	College Teaching Fund – mid-year report	Project Manager SPO	March 2023
	College Teaching Fund: Additional funding update Dependant on additional funding being allocated for 2022/23	Project Manager SPO	
	CEC ToR/Membership 2023/24	Project Manager SPO	June 2023
	CEC Schedule of Business 2023/24	Project Manager SPO	June 2023
	CEC Schedule of Business Report 2022/23	Project Manager SPO	July 2023
	ASSC Schedule of Business 2022/23 update	Chair/Officer ASSC	July 2023
	Draft Schedule of Business for ASSC 2022/23	Chair/Officer ASSC	July 2023
	Assessment Boards Annual Report	Head of Assessment Boards & Awards	November 2022
	PGT Assessment Board report	Head of Quality Assurance (Assessment)	May 2023
	ICCA Academic Regulations 2023/24	Quality Assurance Manager, DPSL/Head of Collaborative Provision (Academic Regulations, Quality & Standards)	May 2023
	Exams Annual Report	Head of Assessment & Examinations	February 2023
	Postgraduate External Examiners Overview Report 2022/23	Head of Quality Assurance (External Moderation)	May 2023
	RADA academic regulations 2023/24	Head of Collaborative Provision (Academic Regulations, Quality & Standards)	May 2023
	Student Misconduct, Appeals & Complaints Annual Report 2021/22	Associate Director (Student Conduct & Appeals)	November 2022

EEMM

CEC Schedule of Business 2022/23.doc

7/10/22

Degree Outcomes Statement 2022

The Degree Outcomes Statement is updated annually to report on data relating to the College's award of Good Honours. A draft statement was previously recommended by ASSC in June 2022, however the statement has subsequently been updated following [a request](#) made by Universities UK in July 2022 for members to produce revised statements. This is the updated statement for publication in December 2022. The statement considers how Covid-19 mitigation measures have impacted student attainment and degree classification and, more generally, highlights other areas which may have had a discernible effect on awards.

In the process of completing the statement, the following areas have been identified as larger pieces of work that we will explore in 2022/23 to help with future iterations of the statement:

1. Late submission

Data on how many students submit assignments late and subsequently receive a penalty, and whether the new late submission policy introduced in 2021/22 had an impact on this;

2. Appeals

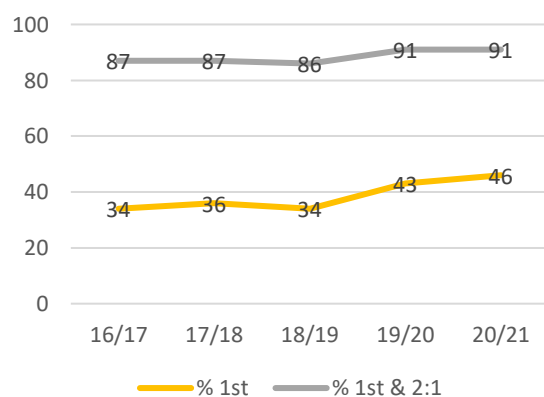
Data on the number of appeals that resulted in a student re-joining a programme to complete their award, or where an appeal was upheld and a student was awarded a higher classification due to no penalty being applied.

The information required is not available centrally and would require faculties to report on these matters.

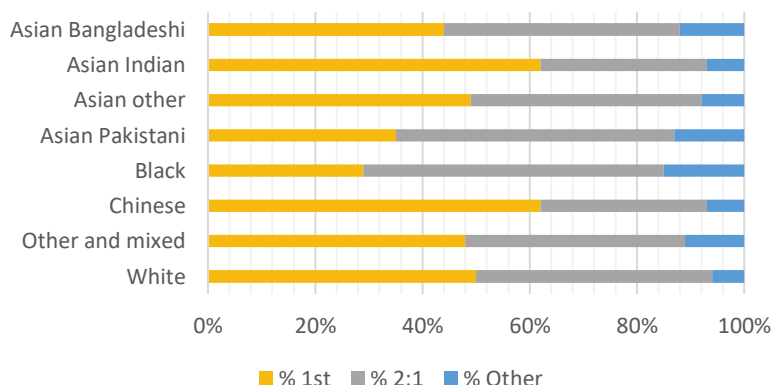
Undergraduate student numbers at King's have increased from 17,700 in 2015/16 to 20,442 in 2020/21.

Institution Degree Classification Profiles

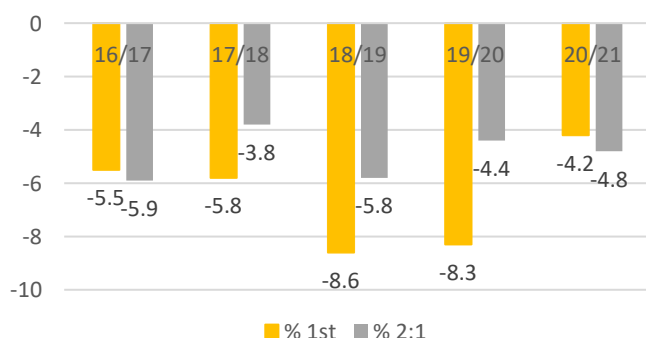
Undergraduate attainment



Awards - ethnicity (20/21)

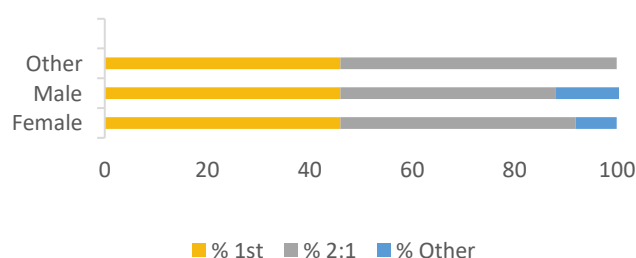


BME attainment gap by academic year



In 2020/21 the number of students achieving good honours

Awards - male/female/other (20/21)



remained the same as the previous year but there was an increase of 3% in 1st class honours. In the previous four years, the percentage of students achieving a good honours degree was consistent and remained within 4% although the number of 1st class

honours increased by 9% between 2018/19 and 2019/20 and by a further 3% in 2020/21.

The College has been working on closing the attainment gap, and there was a sharp rise in the 1sts awarded to Black British students, from 16% in 2018/19 to 33% in 2019/20 but in 2020/21 this decreased to 29%. The College is undertaking further work on this.¹

Deferrals and Awards

Academic year	% of awards conferred <i>after</i> Assessment Period 3	% of these awards 1st and 2:1
2018/19	15.3	62.3
2019/20	14.3	76.5
2020/21	16	72.8

When reviewing the increase in good honours over the last two years (due to the context of Covid-19 and the mitigations put in place), consideration has been given to whether there has been any impact of students deferring assessments to Assessment Period 3, and therefore spreading out their assessment. The number of finalists deferring beyond Assessment Period 2 (the summer assessment period) has remained consistent. Of the awards conferred after Assessment Period 3, there has been an increase in the number of students achieving good honours. This is in line with the overall undergraduate attainment profile above.

The impact of Covid-19

Data suggests that the mitigations put in place for managing the Covid-19 pandemic have contributed to the increase in good honours in 2019/20 and 2020/21. For example:

- In 2019/20, 2% of students were upgraded to the next classification due to the safety net average;
- In 2020/21, 2% of students from across 16 programme cohorts benefited from cohort mitigation measures;
- In 2020/21, 1% of students benefitted from the combination of the safety net and cohort mitigation.

Whilst these measures benefitted a small percentage of students, it is thought that other changes related to assessment had a wider impact on student attainment and degree classification. Further information about the variety of mitigation measures put in place can be found [below](#).

The rates of 1st and 2:1 degrees awarded will be kept under close review so that the College can continue to ensure the standards of its awards. The previous safety net and cohort mitigation measures are no longer applied to new cohorts and programme teams have been revising assessment methods for 2022/23.

Assessment and Marking Practices

The College Marking Framework gives guidance to markers on their marking practices and a choice of models to use. As part of their regular review cycle, an [Academic Standards Sub-Committee \(ASSC\)](#) working group was set up in 2018/19 to review the College marking models. The working group recommended a [new Marking Framework](#) which was approved by the College Education Committee (CEC) in 2021 and will be piloted in 2022/23. The new Marking Framework introduces a step-marking scheme which is recommended for all assessments where markers use their academic judgement. A number of departments will be piloting the scheme and we will review whether a move to banded grades results in a more consistent marking approach.

A number of mitigating measures and changes to the assessment landscape were put in place in 2019/20 and 2020/21 to ensure that no student was disadvantaged academically by the impact of the Covid-19 pandemic. Examples of mitigation measures implemented in 2019/20 and 2020/21 include:

- A move from timed exams taken in a traditional exam hall setting to online exams taken within a 24-hour window. Some faculties reported that this contributed to an increase in marks.
- A redesign of assessment formats, including the consolidation of assessments so as to manage overall volume and alternative assessment formats to ensure suitability for remote assessment.

¹ The College's approach to closing the attainment gap [has been profiled by the Office for Students](#). The Attainment Workstream leads on this and has worked with faculties to commence a range of activities with the objective of closing differences in attainment, examples can be found [below](#).

- An enhanced process for mitigating circumstances and assessment deferrals, including the removal of the requirement for evidence. In 2020/21, 9070 undergraduate students submitted requests for 24,715 elements of assessment, and the acceptance rate of requests was 91%.
- In 2019/20, the application of the 'Safety Net' to students whose average from 15 March 2020 was lower than the average of their summative grades from earlier in the academic year, or from the previous academic year if appropriate.
- In 2020/21, cohort outcomes for each programme were reviewed against the 3 academic years preceding the pandemic and where the 2020/21 average was found to be lower, grades were moderated upwards.
- [Modifications to the 2% upgrade rule.](#)

External Examiners were complimentary about the College's response to the Covid-19 pandemic in their annual reports, which they felt was fair and appropriate. The annual report template was revised to gather opinions from External Examiners, and assurance was given that the measures implemented had not impacted academic standards overall. For example, an External Examiner in Arts and Humanities commented 'even in these circumstances, the assessment process was rigorous and remained appropriate to the programme's overall learning aims and objectives'.

From 2022/23, the following activities will be undertaken:

- An evaluation of the 2021/22 pilot with TeamCo, which offered a mixed model of online assessment and in-person invigilation, to assess for wider utilisation;
- As of 2021/22, evidence is now required for all mitigating circumstances and deferral requests. A working group under ASSC has been set up to review the existing College policy around mitigating circumstances;
- From 2022/23, [revised academic regulations](#) will be introduced that include new rules around undergraduate progression and award. These rules have been modelled and it is not anticipated that they will contribute to grade inflation, but this will be kept under review;
- A working group under ASSC has been set up to review the existing College policy and procedure around academic misconduct;
- Following the [pilot of the new Marking Framework](#), a revised, final policy will be developed, with the anticipation of a recommendation for college-wide implementation in 23/24.

External Examiners

External Examiners attend all Assessment Sub-Board (ASB) meetings where results and award classifications are reviewed, discussed, and ratified. A summary of the annual reports submitted by External Examiners, including their views on how the academic standards of our programmes compare with the wider sector, are submitted annually to the ASSC. King's has participated in Advance HE's External Examiner professional development programme and, since 2017/18, 66 staff have attended External Examiner training.

For 2022/23, the following new roles have been appointed:

- College Chief External Examiner role
The role will have a broad, strategic remit and will sit on ASSC. The role will review the College's award data and contribute to discussions on any perceived grade inflation, including providing advice on sector comparisons and offering external oversight.
- Faculty Chief External Examiner role
The role will sit on the corresponding Faculty Assessment Board (this will be decided by the faculty and will be undergraduate, postgraduate or both). The role will have oversight of Assessment Sub-Board practices, review External Examiner reports, and contribute to discussions with external oversight.

Programme approval

All programmes are mapped against the [Framework for Higher Education Qualifications](#) at the point of programme approval. Additionally, programme approval procedures ensure that there is consideration of relevant [Quality Assurance Agency \(QAA\)](#) subject benchmark statements during the development of the programme. Subject benchmarks are also re-visited during the process of programme review. King's makes use of external expertise during the programme approval and review procedures, asking external specialists to review the programme and module documentation to confirm that sector reference points are/continue to be met.

Externally accredited programmes

King's has 64 undergraduate programmes accredited and/or registered by a range of external organisations and professional, statutory and regulatory bodies (PSRB).

Academic Integrity

King's has signed up to the [QAA's Academic Integrity Charter](#). The charter represents the collective commitment of the UK higher education sector to promote academic integrity and take action against academic misconduct.

From 2018/19 to 2020/21, the number of academic misconduct cases reported across the College increased by 35%. Discussions at Assessment Sub-Boards have noted their belief that the context of the Covid-19 pandemic contributed to this increase.

Academic Governance

The academic governance structure at King's is described [here](#).

Within the structure, ASSC is responsible for overseeing the College's assessment process and advising on;

- the strategic development of assessment policy and regulation;
- the level of College compliance with the assessment framework;
- the extent to which assessment policies are transparent, fair impartial, and consistent.

Assessment Boards (ABs) scrutinise faculty, department and programme level award data and report their analysis to ASSC, with consideration of the attainment of BME or disabled students or other groups facing disparities in attainment. All issues identified in the report are discussed and actions assigned. ASSC also considers sector developments relating to assessment and academic standards and revises or develops assessment policy and practice accordingly. Subject level Assessment Sub-Boards (ASBs) scrutinise results and ratify awards. ASBs do not have discretion when deciding borderline awards, which are calculated according to a set of rules known as the 2% rule.

Where a programme is jointly awarded with a partner institution, the College ensures that there are satisfactory arrangements in place for the assessment of the student's performance whilst attending the partner institution. Regulations and External Examiner oversight are negotiated between the institutions involved, to ensure the academic standards of the programme remain robust.

Degree Algorithm

All undergraduate student awards are calculated using the [degree algorithm \(C-score\)](#). The [new 2022/23 academic regulations](#) stipulate that the undergraduate first year is removed from the degree algorithm. In 2019/20, this was accelerated as part of the Covid-19 mitigation measures and was continued in 2020/21 and 2021/22 before being implemented via the academic regulations in 2022/23. Checks were carried out during summer 2022 to ensure finalists who started their programme in 2019/20 were not disadvantaged by not including the first year marks, and where it was found that the inclusion of the marks would have meant a higher classification, the marks were then included.

Students receive an automatic upgrade to the higher classification if their C-score is within 2% of a higher classification boundary (68/58/48) and where at least 60 credits at level 6 (level 7 for Integrated Masters programmes) or above are in a higher classification, in a minimum of two modules (2% rule).

As part of the Covid-19 mitigation measures, this rule was extended as follows:

- In 2019/20, if a student's final C-score fell into a borderline zone between classifications and the existing rules did not result in an upgrade, an additional 'safety net' provision was put in place to see if the 60 credits required could be

Academic year	% of awards that were upgraded to the higher classification due to the 2% rule
2017/18	10.2
2018/19	10.3
2019/20	12
2020/21	9.8

found at level 5 or above in a given year. 3.4% of students qualified for an upgrade via this modification;

- In 2020/21, the 2019/20 arrangements were maintained and the upgrade rule was extended to require 45 credits in the higher classification boundary rather than the usual 60 credits. 3.8% of students qualified for an upgrade via this modification.

Teaching Practices and Learning Resources

Supporting teaching practices

In 2017, an education and learning development team ([King's Academy](#)), was established to support all staff in:

- developing curriculum and assessment;
- developing and reflecting on teaching practice and gaining recognition;
- providing learning development opportunities to students;
- building communities, networks and disseminating innovation; *and*
- supporting inquiry into pedagogic scholarship and research.

At the core of this work is the Learning & Teaching Development programme, the GTA Development Programme and the HEA Recognition Scheme. Led by the goals of the Education Strategy, [King's Academy](#) is embedding assessment for learning and active learning at the heart of our teaching practices with a current project of supporting staff with designing Curriculum 2029 and our ambitions for an inclusive education providing research enhanced teaching and service-learning opportunities.

The Centre for Technology Enhanced Learning and King's Online supports staff with digital education and the design of their online programmes.

Learning resources

The [King's Education Strategy 2017–2022](#) makes a commitment to continue investment in formal and informal, innovative, and digitally-enabled learning spaces. Projects include:

- a £47m investment to develop accommodation for a new department of Engineering, which has now been completed for use in 2022/23;
- a clinical skills laboratory at our Denmark Hill campus;
- a £20m development undertaken with the Clinical Research Facility in Denmark Hill, along with King's Health Partners and the Wellcome Trust.

Over the period of this review, the Libraries & Collections Service has;

- introduced a new reading list system with improved operability, accessibility and list analytics, and continued to support academics in the pedagogical design of reading lists;
- expanded the 1-1 literature searching support service, offering both online and in person appointments to students;
- introduced new packages on the College's virtual learning environment (VLE), such as 'Using Archive material and Special Collections material in your studies' and 'Evaluating and Appraising Information Sources';
- increased e-book packages and film streaming services and developed the College's print book collection, with more focus on diversity of resources to support inclusive education.

Identifying good practice and actions

- The [degree algorithm](#) is applied consistently to all students. Marks cannot be changed because of mitigating circumstances or as the result of an appeal.
- The [academic regulations](#) and [appendices](#) are reviewed annually to ensure they remain fair and fit-for-purpose.
- Every undergraduate student is allocated a personal tutor on enrolment and are encouraged to meet them at least once a term. Each faculty also has a senior tutor, who a student can approach if their personal tutor is not available. A review of the personal tutoring system is being undertaken.
- The [What Works Department](#) was established in 2018, following a successful two-year project that demonstrated the power of the behavioural insights and what works approach in driving social mobility and student success at King's.
- The Race Equity & Inclusive Education Fund has awarded £96,386 to over [16 different projects](#) that aim to address racial inequality or create a more inclusive student experience.

- The Student Success Department launched the [Conversations about Race \(CAR\) project](#) in 2019-20. CAR supports faculties to become more aware of students' experiences with race and informs faculty action plans to close the attainment gap. In 2020-21 12 sessions took place with 270 students and staff members.

The data included in the section 'Institutional Degree Classification Profile' will be revised annually. All other sections will be reviewed every 3 years or if there is a significant change to report.

Condonement on the Level 3 King's International Foundation programmes

The College's Academic Regulations do not currently cover Level 3 awards, despite the College offering both the King's International Foundation (KIF) and the Extended King's International Foundation (EKIF) programmes, which are delivered in a variety of modes (on-campus, online and combined). Work is planned during 2022/23 to incorporate Level 3 awards and credit, however, academic regulatory practice up to and including 2022/23 requires approval by ASSC.

- On the KIF and EKIF the practice of condonement has been applied to L3 programmes in recent years, despite no regulations on L3 being set out in the framework. We are requesting that condonement is applied to L3 programmes in line with current practice at UG level, provided the conditions set out in the current regulatory framework are met.
 - In exceptional circumstances, where it may support student progression, a small number of students have been able to resit condonable modules. We are requesting that these exceptions continue for 2022/23, until a new set of L3 regulations is approved. It is anticipated that the new regulations will request that, at L3, students are able to resit condonable modules in certain circumstances.
 - The absence of a L3 qualification framework has led to ambiguity about what is being awarded and its relationship to the RQF and College Academic Regulations. This needs to be addressed in time for 2022/23 awarding.
1. This paper puts forward a case for the continuation of the use of condonement on the King's International Foundation (KIF) and Extended King's International Foundation (EKIF) programmes, referred to hereafter collectively throughout this paper as the KIF. It describes the history of condoned fails at King's Foundations (KF), how condonement is applied and why, and ends with a brief rationale for the continued use of such fails.
 2. The KIF is a 120 credit programme, with 4 constituent 30-credit modules at Level 3. The initial Programme Approval Form (PAF) for the King's International Foundation Programme, produced in 2007-2008, contained reference to condoned fails. The PAF set out which modules were condonable, and which were non-condonable. These core modules are the three English modules (English for Academic Purposes; English for Scientific Academic Purposes; Academic Expression and Critical Thinking). These cannot be condoned. Students could be condoned in one non-core module, provided they had met the conditions by passing the remaining 90 credits and having an overall average of 40% (in line with Chapter 5 of the KCL Academic Regulations outlining condonement permitted at L4).
 3. This practice was extended to all pathways on the new King's International Foundation when it was set up in 2016 (running for the first time in 2017-2018). As the references to condonement were noted on the PAF, this has been a standard part of the King's Foundation Assessment Sub-Board (ASB) procedure and all condoned fails are noted specifically at ASB meetings. This typically affects small numbers of students – at the 2022 KF ASB, condoned fails were approved for 5 students (out of 755).
 4. Regulation T10 states that credit can be awarded for condoned fails where permitted by the programme specification, which was the case for the KIF. Regulation T8-10.2 further states that “finalists who have failed a module within the condonable range but who have met the requirements for award should normally be classified and no re-assessment offered.” As our students have no further modules to take on the programme, they are in a similar position to finalists, and our assumption was that the rationale for T8-10.2 would also cover our students.

- 5 In addition to this, a small number of students could benefit from resitting a module, as the 40% pass mark may enable them to move into a new grade boundary. The ASB identifies these students and agrees which can resit condonable modules. This is done following a clear set of criteria. This is an exception to regulatory guidance that states that we normally classify students with one condonable fail and do not offer re-assessment, as set out in T8.10.2. This is clearly a departure from what is set out in T8-10.2: and was introduced on the grounds that the difference between a condoned fail and a capped pass might enable them to achieve their progression requirements. This is in the students' best interests and in line with the core purpose of condonement.
- 6 King's Foundations wishes to continue with both practices set out above for 2022/23. The rationale for both the continuation of condonement on the KIF and the deviation from the regulations is to adopt the course of action in these cases which is of greatest benefit to the student. It is also in line with several years of accepted practice. We will be working to support the development of a clear regulatory framework for RQF Level 3 credits and qualifications during this year, with the expectation of a full regulatory framework in place for 2023/24.
- 7 On completion of the programme, students should be awarded a L3 Foundation Certificate, in line with RQF. The transcript currently uses the word 'Diploma', which does not exist in this format within the RQF. There are also references to the programme being 'a non-award programme'. This raises compliance and transparency issues and we are proposing to seek a resolution in time for 2022/23 awards, ensuring that students are awarded a Level 3 Foundation Certificate.

Academic Board

Meeting date 02 November 2022

Paper reference AB-22-11-02-08.3

Status Final

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. HREiR Award: Action Plan Against the Concordat to Support the Development of Researchers [Annex 1]	27 September	Consent	Approve	No
2. Research Integrity: Research Misconduct Procedure [Annex 2]	27 September	Consent	Approve	No
3. Libraries and Collections: Research Publications Policy [Annex 3]	27 September	Consent	Approve	No
4. King's Research Strategy Refresh	15 June	Consent	Note	No
5. NMES Research Strategy	15 June	Consent	Note	No
6. Digital Research Strategy	27 September	Consent	Note	No
7. Digital Futures Institute	27 September	Consent	Note	No
8. PGR Stipends	27 September	Consent	Note	No

For Approval

1. HREiR Award: Action Plan Against the Concordat to Support the Development of Researchers

Motion: That Academic Board approves the HREiR Action Plan for 2022-2025.

An updated version of the Action Plan against the Concordat to Support the Development of Researcher was provided to the committee under the unanimous consent agenda. **See Annex 1.** The document covers the period 2022-2025.

The action plan 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.

2. Research Integrity: Research Misconduct Procedure

Motion: That Academic Board approves the revised Research Misconduct Procedure.

The Research Integrity Manager presented a revised version of the Research Misconduct Procedure. **See Annex 2.** The paper was last updated in 2020, but two significant changes have been in recent months:

Addition of Timescales

The Wellcome Trust recently audited the college, following the audit they recommended that timescales should be added to the procedure. The Research Integrity team have since integrated timescales into certain parts of the process, and note that whilst they may appear overlong, they are realistic in terms of the actual time that it takes to progress or resolve a case.

Clarity Regarding Appeals Process

The wording of section 14 of the procedure has been revised to ensure that there is a clear distinction between the role of the Research Integrity Office/officer responsible for the conduct of the procedure, and the appeal itself, which must remain independent.

The Committee Chair suggested that the Vice-Principal (Research) should hold responsibility for screening each appeal initially to determine legitimacy, rather than engaging an independent panel to do this, stating that this would help to simplify the process and reduce delays. However, it was noted that should the Vice-Principal (Research) feel that it is necessary to engage an independent panel, this could be actioned, the decision would lie with the post-holder. The Research Integrity Manager has since revised the document in light of this suggestion.

3. Libraries and Collections: Research Publications Policy

Motion: That Academic Board approves the revised Research Publications Policy.

The Associate Director (Research & Impact) Libraries and Collections presented a revised version of the Research Publications Policy. **See Annex 3.**

At the CRC meeting on 20 April, the Associate Director (Research & Impact) Libraries and Collections explained that open access requirements from research funders were conflicting with the policies of prominent scholarly publishers, which had led many research-intensive universities to consider a policy of 'rights retention' where universities retain a non-exclusive licence to research articles, enabling them to be uploaded to research repositories and meet funder open access mandates. A paper was presented that outlined the benefits and challenges of implementing such a policy and the committee were invited to discuss whether they felt King's should adopt a similar model.

The Committee were supportive of the suggestion to draft a new policy and suggested that the team should return to the Committee with a first draft later in the year. Following the meeting, the Libraries and Collections team met with the College Secretary and agreed that the existing research publications policy should be updated rather than creating a new document.

The following change has been made to the original policy: the document now states that researchers hold the rights to their research publications but asks that on publication a non-exclusive licence is granted to King's. This allows the author to upload a copy of the publication to Pure, thereby meeting funders' open access requirements. Most Russell Group universities have or are in the process of implementing a similar policy.

For note

4. King's Research Strategy Refresh

The Committee received an update on the ongoing refresh of the King's research strategy. The ideas that were generated through consultation with groups across the College have been collated and will be integrated into a broader strategy piece, the business case for King's Inspired Science has been approved, and papers are in development for the Institute for Sustainable Business and the Living Well with Technology concept.

It was noted that the budget for the strategy refresh is smaller than originally planned due to inflationary pressures. As a result, the College will need to prioritise activities both broadly speaking and with respect to the research strand, it is possible that some activities may be reduced in scale or that their launch will be slightly delayed.

It is important that the College defines the goals that it would like to achieve, even if it is not able to invest in all of them during the first year of the strategy. A 4-year roadmap has been created comprised of four key goals and three enabling requirements that will help the College to achieve them. The final version of the roadmap was presented to the Academic Board on 29 June.

5. NMES Research Strategy

The Vice-Dean of Research, NMES provided an overview of the Faculty's strategy for expansion. The NMES 5-year strategy is built upon three strategic themes (enhancing education innovation and leadership; increasing research excellence; strengthening community and culture) that serve to highlight what the Faculty would like to achieve and how it intends to deliver it by using cross-linked department and faculty-led priorities. The strategy is aligned with Vision 2029 and its delivery will be measured using the College's education, research, diversity and sustainability KPIs.

NMES will focus on six strategic projects: King's Inspired Science; optimisation of estate and experimental facilities; pipeline for enterprise activities; growing research income; interdisciplinary research centres; NMES Graduate School. In addition, two new centres are in the process of being established, the Centre for Net Zero and the Centre for Physical Science of Life.

6. Digital Research Strategy

The Committee received an update on the digital research strategy. The strategy was driven by a goal detailed in the 2026 strategy, 'we will accelerate growth in digital, AI and data-driven research across the university'. In order to achieve this, the College will: continue to develop Informatics and AI from NMES; support continued innovation in digital and AI research embedded in faculties; explore the human and societal dimensions of technologies (Digital Futures Institute).

The College is keen to accelerate its investment in staff and has been considering the following options: offering early-career fellowships that can help develop and apply new topics and new ways of doing research; creating a more complete map of emerging needs, both for e-Research support and faculty-based support; building on the experience of the UKRI Innovation Scholars programme. In order to progress in this area, momentum will have to be sustained, and the College will need to ensure that it balances its investment in staff with its investment in infrastructure.

The Dean of Doctoral Studies provided an overview of the UKRI Innovation Scholars Programme. The target audience are clinical and non-clinical healthcare workers, academics, and industry partners. The programme is flexible, modular and personalised for the individual. It centres on three pillars that aim to: promote open science; set strategic goals that meet real worker needs; embed quality, diversity and inclusion; embed sustainability.

The team responsible for overseeing the programme have been considering what steps could be taken once the programme finishes. They recently completed an audit of the training that is being offered across King's and KHP, which has enabled them to begin mapping the current and future needs of the college population, this exercise will help them to develop a strategy with minimum redundancy and maximum reach. The college has sought further funding for this activity from the EPSRC. The bid is being led by the Head of the School of Biomedical Engineering and Imaging Sciences.

It was noted that the UKRI Innovation Scholars Programme predates the college-wide strategy refresh. In light of the success of the programme, the strategy refresh will consider whether the College could improve accessibility to/ visibility of training opportunities for research staff and students across all faculties.

7. Digital Futures Institute

The Vice-Dean (Research) Arts and Humanities provided an overview of the Digital Futures Institute. The institute is motivated by the following research question: How can we live well with technology? The institute acknowledges that whilst digital technology is central to our future, it's not enough on its own, we need to ensure that it is just, equitable and inclusive. In order to do this, the institute is looking to develop ethical approaches that are human-centred and informed by interdisciplinary methods and concerns.

The institute has six key aims: to build a sustainable structure to support and enable multi and interdisciplinary research in an area that is a priority for society; to provide time and support to develop grant-winning and the ability of lead multi-disciplinary projects in Arts and Humanities, but also across the college more widely; to influence, impact and inform policy-making; to enable national and international-leading visibility in an area of increasing significance; to increase and widen our educational impact around future technologies; to create an interdisciplinary network so that King's can readily respond to cross-council funding calls in this area.

The institute has 5 years' worth of funding, after which it will be self-funded. In terms of staffing, the institute will appoint faculty fellows who will undertake secondments of 6-12 months that will focus on grant writing, research, events and lectures.

8. PGR Stipends

UKRI have recently confirmed that they will make a significant increase to the stipends that they provide, given the timing of the release of this statement they have offered to pay the first 6 months of the increased stipend in full. The King's senior management team have agreed to match UKRI's stipend increase, not only for UKRI-funded students, but also students that are funded through the Centre for Doctoral Studies, faculties and departments. Communications announcing the uplift in stipend will be circulated to relevant students in the near future.

HREiR Action plan template for institutions 2022-2025

Details

Institution name:	King's College London
Cohort number:	5
Date of submission:	29 th July 2022
Institutional context:	<p>King's has conducted an in-depth review of progress to date, through:</p> <ul style="list-style-type: none"> Analysis of the results of the 2021 King's Research Staff Survey (KReSS) and comparison with longitudinal data from the Careers in Research Online Survey (CROS), forerunner of the KReSS Ongoing engagement and discussion with the RSRC regarding issues of particular concern Faculty updates on progress and individual action plans via the CRSD OG Updates from relevant Professional Services departments and other interested parties <p>Analysis of progress on Athena SWAN and Race Equality Charter initiatives</p>

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	1,800	Of whom all are included in the Concordat at King's
Postgraduate researchers	0	
Research and teaching staff	1,800	Of whom a portion are included in the Concordat at King's
Teaching-only staff	600	Of whom a portion are included in the Concordat at King's
Technicians	400	Of whom all are included in the Concordat at King's
Clinicians		
Professional support staff		
Other (provide numbers and details):		

[Type here]

Complete for submission								To be completed only when reporting on action plan		
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture										
Awareness and engagement										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										
ECI1	Ensure all relevant staff are aware of the Concordat.	Events to showcase what is being delivered against the Concordat. Decision made annually about what events to hold. Minimum number of events 1 per year	Yes, ECI1.3	Decision made annually in September Event to be held during the subsequent academic year	Decision making CRSD, Event contributions from Faculties HR Research Management & Innovation Directorate Senior management	Research staff more aware of the support they receive from King's (relevant questions in King's Research Staff Survey (KReSS)). Those planning initiatives have greater opportunities for collaboration, sharing of best practice and innovation (faculties addressing Concordat Principles in their individual action plans)				
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	1. Code of conduct to ensure behaviour is appropriate at events and courses 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 & Engineering Sciences (NMES) 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	1. Yes, EC2.3	1. Inclusion by NMES and Technical Network from Jan 2023 Review Jan 2024 Offered across university from February 2024	1. CRSD	1. Inclusion of the code in event literature Adherence to the code Pilot complete				

[Type here]

		<p>2. Flexible Working Group (FWG) to continue to provide input into university-wide discussions relating to flexible working, as they link to the Athena Swan Action Plan.</p> <p>FWG is planning to work with HR to provide Bite Size training sessions for people managers on flexible working.</p> <p>The incorporation of more positive case studies highlighting diverse practices on the SharePoint site</p> <p>3. NMES: We will be creating a dedicated SharePoint hub for research staff in our faculty. This will pull together all the information research staff will need during their time with us, including information about local support, PDRs, training and development opportunities and links to College wide information, guidance docs and policies.</p> <p>4. A&H: Also creating a dedicated SharePoint hub (see above) A&H: Developing bespoke training for Early Career Researcher (ECR) and Postgraduate Research (PGR) communities on Research Ethics requirements</p>	<p>2.1 Yes, EC12.4</p> <p>2.2 No</p> <p>3. No</p> <p>4. No</p>	<p>2. First part is ongoing consultation; deadline for training sessions January 2023 for the first to be delivered</p> <p>3. July 2023</p> <p>4. July 2023</p>	<p>2. FWG, Natasha Awais-Dean for general progression of discussions and Jessie Hardcastle re. training liaising with HR Gifty De Souza.</p> <p>3. NMES</p> <p>4. A&H</p>	<p>2. improved experience for all staff and support for managers to enable flexible working practices.</p> <p>3. Improved experience for research staff, greater awareness of the guidance and support available to them across the College and Faculty</p> <p>4. Improved experience for research staff, greater awareness of the guidance and support available to them across the College and Faculty</p>					
EC16	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	1. Faculty of Dental, Oral & Craniofacial Sciences (FoDOCS) aims to regularly hold Research Staff events which inform staff about measures available to support them, institutional and external opportunities and training that can benefit them in their career progression. Reference to Equality, Diversity & Inclusion (EDI). Research	1. No	1. Annually (in June)	1. Dean of Research Chair of Research Staff committee	<p>1. Positive feedback from attendees in 3 specific areas:</p> <ul style="list-style-type: none">i. useful and informative to participantsii. networkingii. discussion of key topics related to career	1. A pilot away day was organised for 2022 – outcomes and feedback from this have formed the basis for the				

[Type here]

		<p>Culture, public engagement and diversification of skill sets will be emphasised.</p> <p>2. Monitor key aspects of positive research culture in FoDOCS through bi-annual surveys</p> <p>Key elements to be monitored are:</p> <ul style="list-style-type: none"> i. opportunity to undertake necessary training for career development possible ii. able to work flexibly within context of project iii. clear project and training objectives agreed through completion of the induction document and signed researcher – supervisor agreement iv. uptake of PDR <p>3. Run the King's Research Staff Survey (KReSS) on alternate years, 2023, 2025 etc.</p>	<p>2. No</p> <p>3. Yes ECI6.1</p>	<p>2. July 2023</p> <p>3. Alternate years in May</p>	<p>2. Dean of Research Chair Research Staff Committee</p> <p>3. CRSD</p>	<p>progression and training This will be obtained by surveys following the event</p> <p>2. Obtain responses from >40% research staff and score against criteria for key elements of research culture</p> <p>3. Obtain responses from >20% of research staff. Report available within 3 months</p>	proposed action			
ECR1	Encourage researchers to 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.	<p>1. IoPPN School of Neuroscience Catalyst Project that includes various workstreams that support everyone's involvement in the delivering of activities and initiatives such as introduction of mentoring information session encouraging all staff and students to see a mentor officially and informally embedded within induction.</p> <p>2. A&H- Developing and</p>	<p>1. No</p> <p>2. No</p>	<p>1. Ongoing Mentoring workstream project by Dec '22</p> <p>2. July</p>	<p>1. IoPPN School of Neuroscience</p> <p>2. A&H</p>	<p>1. Improvement engagement in activities that support inclusive research environments Provide opportunities to develop leadership skills</p> <p>2. Researchers to</p>				

[Type here]

		embedding formal Faculty-wide mentoring scheme for incoming ECRs		2023		be recognised for their contributions to a positive research environment			
Wellbeing and mental health									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPC) through Research Executive to review training and support to managers. Faculty EDI Action Plan specific implementation section on Workload, flexible working and long working hours. Specific Strategic group on Workload and Long Work Hours.	No	Training reviewed by October/ November 2022 Implementation thereafter at regular intervals thought the year as appropriate	NMPC Research Executive	Managers support staff to work within workload limits acceptable for wellbeing and mental health, as measured by KReSS			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	<p>Mental Health First Aid (MHFA) Training provided by several groups across the university according to budget</p> <p>MHFA included in future professional development programmes as a collaboration between the Technical Leads and CRSD</p> <p>NMES: Faculty arranging MHFA training for staff (research staff, managers of research staff and PGRs)</p> <p>FOLSM to work with Organisation Development</p>	Yes, ECM1.2	<p>Annually every September</p> <p>Ongoing</p> <p>June 2023</p>	<p>Technical network leadership CRSD</p> <p>NMES</p> <p>FoLSM/OD</p>	<p>Staff feel better equipped at supporting mental health and wellbeing, ascertained by feedback from training</p> <p>Managers of research staff, research staff and PGRs engaging with the training opportunities</p> <p>Managers of staff feel better equipped</p>			

[Type here]

		(OD) to implement MHFA training. FoLSM: Ensure all academics are aware of the EDI hub which includes details of training and awareness courses available online.		June 2023	Development, Diversity & Inclusion FoLSM/OD Development, Diversity & Inclusion	at supporting mental health and wellbeing, reported in staff responses to surveys in these areas. Managers of staff feel better equipped at supporting mental health and wellbeing. Staff responses to survey show better support in these areas.			
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Institute of Psychiatry, Psychology & Neuroscience (IoPPN) School of Neuroscience to run an event based on mindfulness, wellbeing and time management	No	Dec '22	School of Neuroscience	Increase knowledge around health working environments Allow people to meet across campuses and job roles Remove some barriers to communicating better			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	See EC12.2							
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Generally business as usual but see EC14							
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	1. Positive Workplace Initiatives Cross-King's campaign to address bullying and harassment (B&H) and create a positive working environment for all staff, focused on four connected themes, with	1. Yes, ECI3.6	1. Ongoing iterative campaign of work with phased introduction	1. OD & HR Principal's Senior Team EDI colleagues Positive	1. Use of Report and Support Platforms Attendance at active bystander training – percentage coverage			

[Type here]

	example activities listed.	ion of initiative s	Workplace Initiatives Senior Sponsorship Group	Survey outcomes, including KReSS			
	Leadership <ul style="list-style-type: none"> ▪ Guidance and Scripts for Managers dealing with B&H ▪ Leadership Behaviours Toolkit ▪ Confidential Guided Conversations ▪ Leadership Coaching ▪ Bespoke Culture Reviews 	Culture Shift Report + Support platform to be launched in September 2022	Positive Workplace Initiatives Steering Group	Completion of Performance Development Reviews (PDR)			
	Training & Awareness Raising <ul style="list-style-type: none"> ▪ Active Bystander Training: webinars and online module ▪ Organisational Development Engagement Ethos ▪ King's Community Charter ▪ Considerate Communications Charter ▪ Allyship Toolkits ▪ Meetings Framework ▪ Bespoke team activities and events ▪ All Staff Meetings ▪ Staff Survey loPPN B&H Toolkits 	Active Bystander Training Phase II Launch October 2022		Increased number of communications around positive workplace initiatives			
	Reporting, Monitoring, Support <ul style="list-style-type: none"> ▪ New HR Case Management Team ▪ Athena SWAN Action Plan ▪ Race Equality Charter Action Plan ▪ Culture Shift Report + Support platform for King's community ▪ Improved data to enable targeted interventions ▪ Quality and consistency of informal support mechanisms 	Embedding Our Principles in Action into PDRs: April 2023		Availability of data to monitor cases and outcomes			
	Reward, Retention & Recognition <ul style="list-style-type: none"> ▪ Exit Survey and Interviews ▪ Pay Equality ▪ Workload Management ▪ 360-Degree Feedback for Professorial Promotions ▪ Embedding Our Principles in Action into PDRs and People Processes ▪ Career Development 	Ongoing embedding of Our Principles in Action into People Processes: 2023 to 2025					
		Staff Survey: Spring 2023					
		Career Develop					

[Type here]

		<p>Frameworks</p> <ul style="list-style-type: none"> King's Awards and local recognition of positive behaviours 		ment Frameworks: 2025						
		<p>2. IoPPN B&H Committee with responsibility to oversee B&H and lead on strategic change through Task and Finish Groups (TFGs). Two TFGs will be established to (1) explore introduction of Confidential Advisors (2) improve communication of initiatives, ongoing work and impact of B&H.</p>	2. Yes, ECI3.6	<p>2. Confidential Advisors TFG to feedback by Dec 2022 with Confidential Advisors in place by Spring '23</p> <p>Communication TFG initial comms campaign completed by Spring '23</p>	<p>2. IoPPN B&H Committee T&F members (appointment to be made by open EO)</p>	<p>2. Increased number of people training in formal and informal processes</p> <p>Improved signposting</p> <p>Improved pastoral care for those experiencing inappropriate behaviour</p> <p>Improved knowledge of initiatives in place and planned</p> <p>Improved understanding and knowledge of the impact B&H can have</p> <p>Improved feedback loops through use of Vignettes highlighting consequences of poor behaviour</p>				
		<p>3. IoPPN Regular B&H Workshop and other opportunities to engage and ensure different perspectives are heard.</p>	3. Yes, ECI3.6	<p>3. At least annually</p>	<p>3. IoPPN B&H Committee TFG members (appointment to be made by open expression of interest)</p>	<p>3. Opportunity to share experiences, ideas and contribute to initiatives and activities to address B&H</p>				
		<p>4. A&H Project to clarify processes on B&H with staff via Depts and share widely on SharePoint site in development. Work with independent Research</p>	4. No	<p>4. July 2023</p>	<p>4. A&H</p>	<p>4. Improved knowledge of initiatives in place and planned</p> <p>Improved understanding and</p>				

[Type here]

		Integrity Advisors to clarify function and increase visibility.				knowledge of the impact B&H can have				
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	See ECI3								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	IoPPN B&H Anonymous Reporting Tool indicates researchers are using tool and reporting inappropriate behaviours which has been communicated across the faculty and college. This will be replaced by Report and Support. The action is to communicate the introduction of Report and Support and ensure appropriate links are embedded across the university.	No	Sep '22 with regular review of all materials	OD Principal's Senior Team Positive Workplace Steering Group Corporate Communications Faculty Communications Teams	Single point of contact Improved awareness of how to report inappropriate behaviour				
Equality, diversity and inclusion										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.										
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>1. Included in other action plans so will not be addressed here King's holds an Institutional Silver Award and Bronze Race Equality Charter Mark https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athenswan-action-plan-nov-2020-4-1.pdf And https://www.kcl.ac.uk/hr/diversity/gender-and-race-equality/kings-race-equality-action-plan-2020-2024.pdf</p> <p>2. IoPPN Research Innovation Committee leading Research training programme for those from racialised or minoritised backgrounds which will be available across university</p>	<p>1. Yes, EC2.1 and ECI2.2</p> <p>2. No</p>	<p>1. See action plans in the provided links</p> <p>2. Initial consultation on training to start Autumn</p>	<p>1. See action plans in the provided links</p> <p>2. IoPPN Research Innovation Committee IoPPN Culture,</p>	<p>1. See action plans in the provided links</p> <p>2. Increased access to training for those from racialised or minoritized backgrounds</p>				

[Type here]

				'22 with training rolled out 23-24 academic year	Diversity & Inclusion Team	Integration of learnings from course embedded across other training programmes			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	<p>1. Included in other action plans so will not be addressed here King's holds an Institutional Silver Award and Bronze Race Equality Charter Mark https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athena-swan-action-plan-nov-2020-4-1.pdf And https://www.kcl.ac.uk/hr/diversity/gender-and-race-equality/kings-race-equality-action-plan-2020-2024.pdf</p> <p>2. IoPPN/ South London and Maudsley NHS Foundation Trust joint lead – Building Racial Equity, and Diversity in Research Network – cross org./KHP initiative to better support racial equity within research</p>	<p>1. Yes, EC2.1</p> <p>2. No</p>	<p>1. See action plans in the provided links</p> <p>2. Ongoing</p>	<p>1. See action plans in the provided links</p> <p>2. Dr Juliana Onumere (current chair) IoPPN/ South London and Maudsley NHS Foundation Trust Research & Development Office</p>	<p>1. See action plans in the provided links</p> <p>2. Improved embeddedness, connection and integration of race equality work in research across NHS Trusts, King's and community organisations</p>			
Research Integrity									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.									
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	<p>1. Continuation of training on research integrity, research governance, and research ethics through our introductory sessions and more focused, local sessions (the integrity ones developed in partnership with the Research Integrity Advisor (RIAd) network).</p> <p>2. Mapping exercise to identify</p>	<p>1. Yes, ECI5.4</p> <p>2. No</p>	<p>Ongoing</p> <p>Jan</p>	<p>Research Integrity Office (RIO) in partnership with RIAds</p> <p>RIO</p>	<p>Increased numbers of training attendees and positive feedback</p> <p>Training gaps</p>			

[Type here]

		gaps in areas who have not received training.		2023		identified and contact made with areas to arrange training				
		3. Creation of online training module.	3. Yes, ECI5.4	Sept 2023	RIO	Online module created				
		4. Creation of a University-wide Code of Conduct in Research, supported by faculty-specific guidance.	4. Yes, ECI5.1	Jan 2023	RIO	Code developed and published through KCL approval channels				
		5. Research Integrity training in A&H will continue in 2022-23 tailored for specific departments and we will survey on what is meaningful to colleagues and how often reviews need to be conducted. A conference on Research Integrity to take place in 2022-2023.	5. No	5. Training delivered throughout the year Survey annually	5. A&H	5. Uncovering the meaning of research integrity to researchers Input on frequency of reviews				
ECM3	Ensure managers report and address incidents of poor research integrity.	Increased visibility of the RIAd network and of the Research Integrity Office.	Yes, ECI5.2	Ongoing	RIO with support from Faculty-based RIAds	Increased volumes of enquiries being received by RIO and/or RIAds.				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	Awareness raising through training and RIAd network	Yes, ECI5.4	Ongoing	RIO plus other teams in Research Management & Innovation Directorate, e.g. Research Grants & Contracts, Centre for Doctoral Studies, CRSD.	More enquiries on good research practices; more requests for local training.				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	Increase visibility of reporting mechanisms of potential research misconduct or other breaches of good practice through training and RIAd network	Yes, ECI5.4	Ongoing	RIO with support from Faculty-based RIAds	Increased reporting.				
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										

[Type here]

E17	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.	See ECI3, ECM3 and ECR4 above								
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See ECI3, ECM3 and ECR4 above								
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See ECI3, ECM3 and ECR4 above								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See ECI3, ECM3 and ECR4 above								
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	See ECI3, ECM3 and ECR4 above								
Employment										
Recruitment and induction										
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Included in other action plans so will not be addressed here King's holds an Institutional Silver Award and Bronze Race Equality Charter Mark https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athena-swan-action-plan-nov-2020-4-1.pdf And https://www.kcl.ac.uk/hr/diversity/gender-and-race-	Yes, ECI2.1	See action plans in the provided links	See action plans in the provided links	See action plans in the provided links				

[Type here]

		equality/kings-race-equality-action-plan-2020-2024.pdf								
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	<p>1. NMES: We will ensure that a link to the research staff SharePoint hub (referred to under EC12) is included in induction materials across our faculty</p> <p>2. Faculty of Social Science & Public Policy (SSPP): All research staff are offered the opportunity to participate in Department Induction and the annual Faculty Research Café which covers all the support available for researchers</p> <p>3. A&H. A dedicated page with relevant info will be set up on SharePoint Research Hub in development.</p> <p>A&H ECR Peer Network established and supported- starting with Induction event for new starters Oct 22</p> <p>A&H Developing and embedding formal Faculty-wide mentoring scheme for incoming ECRs</p> <p>4. NMPC Annual review with</p>	<p>1. No</p> <p>2. No</p> <p>3. No</p> <p>4. Yes</p>	<p>1. End 2023</p> <p>2. By 31 March annually Department induction when starting and a Faculty Research Induction (research Cafe) in February each year</p> <p>3. July 2023</p> <p>July 2023</p> <p>July 2023</p> <p>4.</p>	<p>1. NMES</p> <p>2. SSPP Heads of Department; Vice Dean (research) and Faculty Research Manager</p> <p>3. A&H</p> <p>4. NMPC</p>	<p>1. Awareness for new starters of the guidance and support available to them during their time at King's as measured by a survey of new starters</p> <p>2. Awareness for new starters of the guidance and support available to them during their time at King's as measured by fewer basic questions and less confusion about where to go for information and advice; clarity about who does what.</p> <p>3. Improved experience for research staff, greater awareness of the guidance and support available to them across the College and Faculty</p> <p>4. Induction</p>				

[Type here]

		research staff involvement of induction programme currently offered termly to all new staff. Introduction to Research staff "buddy" for all new starters.		Annually in July and termly in first week		programme appropriate for target audience. Buddying connects researchers to university and provides a sense of belonging				
Recognition, reward and promotion										
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.										
EI3	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.	<p>1. SSPP: Raised researcher promotion at College level; looking to include them in the academic performance framework</p> <p>2. Review current processes for rewarding research staff who support PGR students and how they can be recognised for their contribution.</p> <p>Recognition options to be considered are broad, and depending on the outcome of the review, may need a variety of mechanisms to implement</p>	<p>1. No</p> <p>2. No</p>	<p>1. Academic Year 2022/3 latest</p> <p>2. Review to conclude August 2023.</p> <p>Implementation dependent on type of recognition agreed, completion by 2025</p>	<p>1. SSPP line managers of research staff/Academic Senior Leadership Team</p> <p>2. CRSD Centre for Doctoral Studies Dean for Doctoral Studies</p>	<p>1. Research staff being included in the academic promotion process</p> <p>2. Increased satisfaction for research staff measured in the KReSS PGR student benefit from supervision by recognised staff</p>				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	SSPP: to generate particular communications and message reinforcement of action in EI3 if consistent approach to promoting research staff is achieved	No	July 2023	Vice Dean People and Planning	SSPP Researchers achieve promotion through a fair and transparent process assessed in the KReSS and within faculty				
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										

[Type here]

EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	See PCDM5								
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.									
ER2	Researchers understand their reporting obligations and responsibilities.	See ECR4 and ECI3								
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	1. IoPPN new Head of Department process includes provision for additional leadership training 2. FoDOCS will signpost all managers of research staff to Vitae toolkits and training opportunities at King's	1. No 2. No	1. On appointment of each new Head of Department from Jun '22 2. Quarterly notifications to manager of research staff	1. IoPPN Executive Dean Relevant Head of School 2. FoDOCS Research Support team Dean of Research	1. Ensure those take on senior leadership roles are equipped and supported for responsibilities 2. Uptake of training by managers Responses from research staff to bi-annual survey (see above)				
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.									

[Type here]

EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	IoPPN to improve monitoring of attendance at training and development and how this is fed back to departments who are then able to take appropriate action when gaps materialise	No	Improve ments in place by Sep '23	IoPPN Culture, Diversity & Inclusion Team	Ability to identify gaps in training attendance Ensure equitable access to training and development			
EM4	Managers actively engage in regular constructive performance management with their researchers.	<p>NMES: The Faculty have developed a PDR SharePoint app which was trialled with professional services staff during the 2021 PDR round. It will be rolled out to all research and academic staff for the 2022 PDR round. The app will provide robust tracking of PDR completion rates and help us ensure productive PDR conversations are happening with all our research staff. This falls under "People and Community", "Research Excellence" and "Staff Development" priorities of the NMES 5-year plan</p> <p>NMPC: Since April 2022 Research Support Office has run PDR refresher training and is coordinating probation appraisal for new starters and for all research staff. The faculty will continue to run these indefinitely</p>	<p>Yes, EM4, EM5, PCDM1.1, PCDR4.1 and EI5.1</p> <p>Yes, EI5.1</p>	<p>Initial roll-out June 2022, then annually</p> <p>Annually in April</p>	<p>NMES</p> <p>NMPC</p>	<p>More research staff engaging in productive PDRs, improved ability to track PDR completion rates</p> <p>2. Research staff feel welcomed and supported in their PDR, monitored by the KReSS and faculty surveys</p>			
ER3	Researchers positively engage with performance management discussions and reviews with their managers.								
Job security									
The aim of this obligation is to improve the job security of researchers.									
EI6	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.	King's is undergoing a major review of the use of Fixed-Term Contracts with the intention of employing a significant portion of research staff on open contracts in future. i. initial scoping exercise, examining options, changes	Yes, EI3.1	i. September 2022 ii. dependent on findings from i. most	Principal's Senior Team HR Research Management & Innovation Directorate (various departments)	Impact: 1. Remove insecurity arising from inability to obtain mortgages, loans and housing rental agreements 2. Minimal impact on those managing the process	While not affecting job security per se, this initiative is expected to improve the lived experience		

[Type here]

		required, workload models, funding models, necessary automation ii. decision making process for investment levels, who to include, possible pilot requirement, staffing requirements iii. implementation. The specifics of this will depend on i. and ii. and are likely to include significant investment in creating new reporting and process structures, collaboration between many departments, an overhaul of the redeployment policy, creation of a redeployment system and other actions that are as yet unknown but are expected to arise. This project constitutes a major undertaking with a large number of departments and staff involved		likely December 2022 iii. starting following completion of ii. with expected duration of 2 years minimum, depending on findings in i.	including CRSD) Faculties	Project outcomes measured by i. completion of scoping exercise ii. completion of decision making phase iii. dependent on implementation requirements including new systems being in place and staff engaging positively with new processes	of research staff. It is connected to PCDM5 and PCDI5.			
Professional and Career Development										
Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
PCDI1	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.	1. Active encouragement and support from technical network and senior leadership for technical staff to take up the 10 day professional development offer 2. NMPC – all researchers eligible for resources to fund Continuing Professional Development activities from their Research Divisions and are regularly making requests	1. No 2. No	1. At all technical staff monthly gatherings 2. Ongoing, open submission	1. Technical leadership and core group 2. NMPC	1. Numbers of technical staff engaging with professional development increase, monitored by KReSS and other relevant surveys 2. Number of applicants per year				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development						Now considered business as usual			

[Type here]

	activities.									
PCDM3	Managers 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.	Encouragement to take up the 10 days included in the King's current externally published Technician Commitment Initiative action plan and will be a major part of our 2023 submission	No	June 2023	Senior leadership. Technical Network leadership	Inclusion in submission Uptake of 10 days as monitored in the KReSS				
PCDR1	Researchers 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.									
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.						This is now business as usual with the majority of research staff having PDRs.			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.						This is now business as usual with the majority of research staff having PDRs.			
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.						This is now business as usual with the majority of research staff having PDRs.			

[Type here]

PCDR4	Researchers positively engage in career development reviews with their managers.						This is now business as usual with the majority of research staff having PDRs.			
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<p>1. Focus on increasing proportion of research staff using careers services for appointments and events</p> <p>2. Advancing in Academia: blended approach for different disciplines looking at how to develop an academic career. New for 2022 – blended approach for NMES and creating an asynchronous version for any discipline.</p> <p>3. What's up doc – piloted 21-22. Developing blended learning approach for research staff considering the option of starting a PhD. Intention to collaborate with other universities beyond the Russell Group.</p> <p>4. Placement Project – investigating how short placements based on information interviewing can be supported with resources for research staff.</p>	<p>1. No</p> <p>2. No</p> <p>3. No</p> <p>4. No</p>	<p>1. July 2023 and beyond</p> <p>2. June 2023</p> <p>3. Spring 2023</p> <p>4. Summer 2023</p>	<p>1. King's Careers & Employability (KCE)</p> <p>2. KCE</p> <p>3. CRSD and KCE</p> <p>4. KCE and CRSD</p>	<p>1. Proportion of staff using KCE increases</p> <p>2. Course runs with at least 10 staff participants</p> <p>3. Course runs with 20 staff participants</p> <p>4. Research staff feel supported in exploring career options, monitored through KReSS</p>	King's has a dedicated careers team that has successfully provided ongoing support for more than 15 years in this area and is now business as usual. Only new projects will be included here			
PCDR3	Researchers 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.	Professional registration with the Science Council and professional bodies (Royal Society of Biology / Chemistry for example) Funded for Technical staff available to all researchers with Technical network mentoring support	No	On going	Technical leadership and staff	Numbers of registrations per year				
Research identity and leadership										

[Type here]

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	FoLSM – with the Research Staff Network working on a proposal to ensure recognition of individuals contributing to wider agendas, including committees, leading on projects etc.	No	Dec 2022, recognition process thereafter	Faculties/FoLSM	Tangible recognition will encourage more researchers to get involved.				
PCDM4	Managers 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.	1. Technical network to create a list of short-term secondments cross all the faculties and Core Facilities	1. No	1. Late summer 2022 with deployment thereafter	1. Technical leadership and core group and Technical Services Operating Model Design Programme Manager	1. Technical staff gain a taste of another campus, different skill sets and insight into protocols and local health and safety and statutory compliance monitored by creation and uptake of secondments				
		2. Toolkits to enable managers to support ECRs (developed following funding awarded to KCL managers in partnership with Vitae) are integrated within manager-ECR development planning, and monitored within manager PDR	2. No	2. Summer 2023	2. Faculties	2. ECRs report increased opportunities for development, and satisfaction with management interactions assessed in KReSS				
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Development of a new programme co-created with and to address the approach of managers to supporting their research staff. This co-creation process took place over 2 months and involved consultation with existing and senior managers of research staff in every faculty within King's. Following this process, a new piece of development activity is being trialled 3 times in 2022-23 and will be open to academic colleagues across the faculties. Following completion of this delivery we will review the programme outcomes. Depending on the level of success the	No	July 2023 and annually thereafter in July	CRSD	-In the trial period the broad aims of the programme are to raise awareness of this avenue of professional development for managers, monitored by attendance and representation of a range of faculties. Workshop feedback forms will be used to measure reaction and inform iterative improvements to the programme and related support and resources. Later				

[Type here]

		programme will either be revised by modification to the content, creation of other resources or other means, in collaboration with the target audience, or retained as is and incorporated into our standard offering. To some level a level of iteration is expected. This project will rely on cooperation across the faculties to successfully promote the trial and potentially embed the offering within our wider programme. This programme is funded by HEIF in the trial period and therefore exists in the context of a raft of projects initiated by the CRSD to address career precarity. It will also connect to the Managers Toolkit devised by King's Future Leaders Fellows in collaboration with Vitae.				stages of the Kirkpatrick model will be addressed by surveys on repeated occasions to understand learning and how this has been applied. Changes to the management environment experienced by research staff will be monitored by the KReSS				
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Career Tracks project – initial literature review and case study collection of researchers working beyond academia. Resource to be used in PCDM5. Following year to be turned into asynchronous resource.	No	July 2023	CRSD with KCE	Improved visibility of careers beyond academia. Measured by use of resource, uptake of careers consultant appointments and anecdotal feedback.	King's has a dedicated careers team that has successfully provided ongoing support for more than 15 years in this area and is now business as usual. Only new projects will be included here			

[Type here]

PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	<p>1. Hub to be developed for research staff managers supporting them in having career conversations with research staff and how to refer them to other services such as KCE. Initial scoping exercise to be completed followed by content creation and hub developed in two stages. Hub to incorporate and complement Managers' Toolkit (see PCDM4)</p> <p>2. NMES: A statement will be drafted by the faculty to the effect that we support our research staff and PhD students in their career choice, whatever that may be. Departments will be asked to upload this to their websites</p> <p>3. 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.</p>	<p>1. No</p> <p>2. Yes, PCDM2.2</p> <p>3. Yes, PCDM2.2</p>	<p>1. Scoping to July 2023 Phase 1 to July 2024 Phase 2 to July 2025</p> <p>2. October 2022</p> <p>3. Initial campaign during 2023, posting thereafter</p>	<p>1. CRSD + KCE</p> <p>2. NMES</p> <p>3. CRSD</p>	<p>1. Managers have better understanding of how to hold a career conversation with their staff and how to refer them. Monitored by KReSS and manager survey</p> <p>2. Statement is clearly visible on all our department webpages and message is received by research staff</p> <p>3. Percentage of managers with this information posted, target minimum in first round 5%</p>					
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.										
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	Engage with the Science Museum and the Gatsby funded Technicians Gallery in promoting Technical careers as an excellent career pathway. To engage with School children, teachers, and the general public, in the vital role technical staff play in Research and education	No	Sept 2022 then active for 5 years	Technical network leadership core group	Technical staff gain greater confidence in and wider appreciation of the scope of their role, monitored by numbers taking up the opportunity					

[Type here]

* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

[illegible]

Abbreviations and glossary (more rows can be added)	
A&H	Arts & Humanities
B&H	Bullying and Harassment
CRSD	Centre for Research Staff Development
ECR	Early Career Researcher
EDI	Equality Diversity & Inclusion
FoDOCS	Faculty of Dentistry, Oral & Craniofacial Surgery
FWG	Flexible Working Group
FoLSM	Faculty of Life Sciences & Medicine
HR	Human Resources
IoPPN	Institute of Psychiatry, Psychology & Neuroscience
KCE	King's Careers & Employability
KCL	King's College London
KReSS	King's Research Staff Survey
MHFA	Mental Health First Aid
NMES	Natural, Mathematical & Engineering Sciences
NMPC	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
OD	Organisation Development (team within HR)
PDR	Performance and Development Review (KCL's appraisal system)
PGR	Postgraduate Research
PI	Principal Investigator
RIAd	Research Integrity Adviser
RIO	Research Integrity Office
RMID	Research Management & Innovation Directorate
SSPP	Faculty of Social Science & Public Policy

[Type here]

--	--

TFG	Task & Finish Group
-----	---------------------

Procedure for investigating and resolving allegations of research misconduct

1. Introduction

- 1.1 King's College London is committed to maintaining the highest standards of integrity and probity in the conduct of research, by both its staff and students. To that end, the College has developed a framework setting out its expectations and requirements regarding good practice in research to ensure that research and the dissemination of the results of research are conducted properly. This can be found at www.kcl.ac.uk/research-integrity.
- 1.2 An allegation of research misconduct is serious and potentially defamatory, and could lead to disciplinary and legal proceedings. The College has therefore put in place the *Procedure* given below to ensure the exercise of due diligence in making initial inquiries as to the substance and provenance of an allegation.
- 1.3 This *Procedure* has been reviewed in light of the publication of the UK Research Integrity Office's Model Procedure for the Investigation of Misconduct in Research and is compatible with the principles contained therein.
- 1.4 The *Procedure* is intended to fulfil the College's commitment to the [*Concordat to Support Research Integrity*](#) to have a robust, transparent and fair process for dealing with allegations of research misconduct, as well as meeting the requirements of national and international funding bodies and other organisations. These include, but are not limited to, UK Research and Innovation (UKRI) and the UK Research Integrity Office (UKRIO).
- 1.5 Where an allegation of research misconduct is raised under the College's [*Policy on information disclosure \(whistleblowing\)*](#), at the point of consideration by (paragraph 4.1) or upon the decision of the designated person (paragraph 6.1) of the associated procedure, the designated person will refer the allegation of research misconduct to be dealt with under the research misconduct *Procedure*.

2. Scope

- 2.1 This *Procedure* sets out special provisions for the investigation of allegations of misconduct in research. It recognises the complex circumstances in which such investigations are likely to be conducted and seeks to discharge the College's obligations in a fair and sensitive manner.
- 2.2 The *Procedure* will be carried out in accordance with principles of fairness, confidentiality, integrity, prevention of detriment, and balance, as defined in Annex 1 of this document.
- 2.3 The *Procedure* is applicable to any person engaged in research under the auspices of the College, either solely or in conjunction with others in the College or in other organisations (commercial or educational) or in conjunction with one or more agencies, and includes, but is not limited to, students and staff of the College. For the purposes of this *Procedure* research is defined as 'a process of investigation leading to new insights, effectively shared [...] It includes work of direct relevance to the needs of commerce, industry, and to the public and voluntary sectors; scholarship; the invention and generation of ideas, images, performances, artefacts including design, where these lead to new or substantially improved insights; and the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and

construction'.¹

- 2.4 This *Procedure* applies to research undertaken by all individuals, (whether employed or otherwise engaged in research on a full- or part-time basis) carrying out this research for the College. Such individuals include all College employees or former employees, irrespective of whether their current place of work is within or outside College premises, and all visiting researchers of the College, irrespective of whether they are employed by the College, including persons with honorary positions, conducting research within, on behalf of or in association with the College. After investigation into alleged misconduct by any individual who is not an employee of the College, the Principal will determine the nature of any further action to be taken in relation to the misconduct. This *Procedure* does not apply to research carried out by current members of the College where the research was conducted under the auspices of another institution (see paragraph 8.3).
- 2.5 This *Procedure* shall also apply to allegations of research misconduct in respect of research conducted on NHS premises or otherwise under the auspices of the NHS or involving patients, patient related material, data or facilities, where an individual (as described at paragraph 2.4 above) holds an honorary NHS contract or carries out duties in respect of NHS activities. The relevant NHS authority will be informed of any allegations of research misconduct and consulted as to the way forward. The assistance of the NHS shall be sought in pursuing the investigation; this will include facilitating the disclosure of documents (including patient records) or other materials as may be reasonably required.
- 2.6 This *Procedure* applies to all researchers. For the avoidance of doubt, 'researchers' are defined in accordance with UKRIO's Code of Practice for Research (2009) as any individual who conducts research, including (but not limited to): as an employee; as an independent contractor or consultant; as a research student; as a visiting or emeritus member of staff; or as a member of staff on a joint clinical or honorary contract. This *Procedure* applies to research carried out by students leading to an award governed by the College's *Academic Regulations for Research Degree Programmes*, and does not cover research undertaken by undergraduate or postgraduate taught students.
- 2.7 This Procedure is neither a disciplinary nor a legal process, and must not be considered as such.
- 2.8 In the case of current College employees, following a preliminary investigation under this Procedure it may be appropriate to refer the matter to be investigated under an appropriate College disciplinary procedure. The reported outcome of either a preliminary investigation or the report of a formal Inquiry Panel will be used in determining any further action (if necessary) by the College, including invoking any relevant disciplinary procedure at any stage. The report(s) may be used in evidence at any formal disciplinary hearing and may be released in reporting the matter to any appropriate external body.
3. **Definition of research misconduct and breaches of good practice**
- 3.1 Behaviours or actions that fall short of the accepted standards of ethics, research and scholarship required to ensure that the integrity of research is upheld will be considered as breaches of good practice. Such breaches have the potential to cause harm to people and the environment, waste resources, undermine the research record, and damage the credibility of

¹ Taken from 'Annexe A: Definitions', *The Concordat to Support Research Integrity* (2019) which adopts the definition used in the Research Excellence Framework.

research. Any breaches that are determined as serious or major may be characterised as research misconduct. Breaches of good research practice and research misconduct include, but are not limited to²:

- Fabrication: the making up of results, other outputs or aspects of research, including documentation or participant consent, and presenting them as if they were real
- Falsification: the inappropriate manipulation and/or selection of research processes, materials, equipment, data, imagery and/or consents
- Plagiarism: the use of other people's ideas, intellectual property or work (written or otherwise) without due acknowledgment or permission
- Misrepresentation of:
 - data, for example by suppressing relevant results/data or knowingly, recklessly or by gross negligence presenting a flawed interpretation of data
 - involvement, such as through inappropriate claims to authorship or attribution of work, or the denial of authorship/attribution to others who have made an appropriate contribution to work
 - interests, to include the failure to declare competing interests of researchers or funders of a study
 - qualification, experience and/or credentials
 - publication history, through undisclosed duplication of publication, including undisclosed duplicate submission of manuscripts for publication
- Failure to meet legal, ethical or professional obligations, for example:
 - not observing legal, ethical or other requirements for human research participants, animal subjects, or human organs or tissue used in research, or for the protection of the environment
 - breach of duty of care for humans involved in research whether deliberately, recklessly or by gross negligence, including failure to obtain informed consent
 - misuse of personal data, including inappropriate disclosures of the identity of research participants and other breaches of confidentiality
 - improper conduct in peer review of research proposals, results or manuscripts submitted for publication. This includes failure to disclose conflicts of interest; inadequate disclosure of clearly limited competence; misappropriation of the content of material; and breach of confidentiality or abuse of material provided in confidence for the purposes of peer review.
- Improper dealing with allegations of research misconduct: the failure to address possible infringements, such as attempts to cover up misconduct and reprisals against whistle-blowers, or failing to adhere appropriately to agreed procedures in the investigation of alleged research misconduct accepted as a condition of funding. Improper dealing with allegations of research misconduct includes the inappropriate censoring of parties through the use of legal instruments, such as non-disclosure agreements.

It is to be accepted that honest errors and difference in, for example, research methodology or interpretations do not constitute research misconduct.

- 3.2 For the avoidance of doubt, breaches of good practice or misconduct in research include acts of omission as well as acts of commission. In addition, the standards by which allegations of misconduct in research should be judged should be those prevailing in the country in question (where it is not the UK) as well as in the UK and at the date that the behaviour under investigation took place.

² These definitions are taken from the *Concordat to Support Research Integrity* (2019).

- 3.3 The basis for reaching a conclusion that an individual is responsible for misconduct in research relies on a judgement that there was an intention to commit the misconduct and/or recklessness in the conduct of any aspect of a research project. Where allegations concern an intentional and/or reckless departure from accepted procedures in the conduct of research that may not fall directly within the terms detailed above, a judgement should be made as to whether the matter should be investigated using the *Procedure*.
- 3.4 For research students, any investigation shall apply the definition of plagiarism as set out in the College statement '[Academic Honesty and Integrity](#)'.
- 3.5 Accepted procedures include but are not limited to the following:
- gaining informed consent where required;
 - gaining formal approval from relevant organisations where required;
 - any protocols for research contained in any formal approval that has been given for the research;
 - any protocols for research as defined in contracts or agreements with funding bodies and sponsors;
 - any protocols approved by the Medicines and Healthcare products Regulatory Authority (MHRA) for a trial of medicinal products;
 - any protocols for research set out in the guidelines of the employing institution and other relevant partner organisations;
 - any protocols for research set out in the guidelines of appropriate recognised professional, academic, scientific, governmental, national and international bodies
 - any procedures that are aimed at avoiding unreasonable risk or harm to humans, animals or the environment;
 - good practice for the proper preservation and management of primary data, artefacts and materials.
 - any existing guidance on good practice on research.
- 3.5 Accepted procedures do not include:
- un-consented to/unapproved variations of the above;
 - any procedures that would encourage, or would lead to, breaches in the law.
- 3.6 As well as complying with accepted procedures, researchers must comply with any legislation or governance requirements that apply to the conduct of their research.
4. **Responsible Officer**
- 4.1 The Senior Vice President (Operations) is the designated Responsible Officer with regard to the *Procedure* and shall have overall responsibility for ensuring the integrity of any proceedings under this *Procedure*, and shall determine the procedure to be followed in cases of doubt. They may, however, depute to senior member/s of the Research Integrity Office some or all of the responsibilities ascribed to the Responsible Officer in this *Procedure*. The Responsible Officer, or deputy, may at any stage seek legal advice on any aspect of the proceedings.
- 4.2 The Responsible Officer may also seek independent advice to assist with the decision as to the course of action to be followed in any case. This includes the decision to move straight to disciplinary proceedings and/or to recommend that one or more of the individuals

involved be given special paid leave pending determination of the allegation. In the case of research students, a decision will be made at as early a stage as possible if an interruption to study is required or if alternative arrangements for supervision should be made. Any such advice may be sought from senior officers, senior members of academic staff, in particular the Vice President (Research), other members of the College, or persons external to the College, where deemed necessary by the Responsible Officer.

- 4.3 The Responsible Officer shall ensure that appropriate support and information on the process and its operation is provided in an impartial way to the initiator(s) and respondent(s).
- 4.4 The Responsible Officer shall, at any stage of the process, either on their own initiative or in response to a request from members of an initial investigation or a formal inquiry panel, have the power to impound, seize or request the surrender of any files, papers, notebooks or records of any nature or form, whether in electronic or hard copy format, or any laptop or equipment which may contain evidence which is essential to the proper functioning of the *Procedure*. The Responsible Officer will only take such actions in situations where there is a clear risk to individuals or that evidence might be destroyed and only after careful consideration of those risks and consequences. The reason(s) for taking any such actions will be recorded in writing and communicated to all relevant parties. The Responsible Officer shall be responsible for the safe-keeping of such records or equipment during the course of the *Procedure* and shall make them available on agreed terms to those involved in the *Procedure*, whether members of preliminary or formal panels, the initiator or respondent or their respective representatives.
- 4.5 Individuals tasked with initial (or any) investigations are under an obligation to ensure that their enquiries are sufficiently full as to allow them to reach well-founded conclusions on the matters they are considering, and that they pursue their enquiries fairly. They are also under an obligation to inform the Responsible Officer at the outset of any conflict of interest that they might have in the case which might disqualify them from acting.
- 4.6 The Responsible Officer shall nominate an alternate to carry out their duties for cases in which the Responsible Officer is unable to act, for example through absence or conflict of interest.

5. Confidentiality

- 5.1 The matter will be treated in a confidential manner by those involved (see also Annex 1). In particular, those responsible for initial investigations into any allegation and any subsequently appointed Inquiry Panel, the Responsible Officer and anyone from whom they seek advice shall take all reasonable measures (including the use, wherever appropriate, of a non-disclosure agreement) to ensure that neither the identity of the initiator nor the identity of the respondent is made known to any third party except:
 - a) as may be necessary for the purpose of carrying out a full and fair investigation; or
 - b) in the course of any action following an initial investigation, e.g. where the matter is referred under any disciplinary procedure, or following a formal inquiry; or
 - c) in the course of action taken against an individual who is found to have made a malicious or mischievous allegation.
- 5.2 Similarly, the initiator, the respondent, any witness or other parties to a case should not make any statements about the case – whether orally or in writing – to any third party while

the allegation in question is being determined. However, the Responsible Officer shall be authorised to take such action where they determine that it is reasonably necessary, particularly if disclosure is required by law or is otherwise in the public interest, by express contractual requirement, or where the matter is already in the public domain.

- 5.3 Any necessary disclosure to a third party of the identity of the initiator or the respondent shall, wherever possible, be accompanied by an express request that they undertake to keep confidential the information so disclosed.
- 5.4 It must be recognised also that in the course of investigation and resolution of the matter, more people than those immediately involved may be affected.
- 5.5 Every effort will be made to ensure that an individual making an allegation of research misconduct in good faith is not victimised for having made the allegation. However, action may be taken against anyone who is found to have made a malicious or mischievous allegation.
- 5.6 Every reasonable and proportionate effort will be made to ensure that the respondent shall not suffer any loss of reputation or other loss pending resolution of the matter.

6. General provisions

- 6.1 The respondent may be accompanied or represented at any meeting convened under this *Procedure* by a colleague, friend or recognised union or professional association representative and will be informed of that right in any correspondence with them. Legal representation may be permitted at the discretion of the Responsible Officer.
- 6.2 Records (written and/or audio) will be made at all formal meetings convened under the *Procedure* to facilitate the drafting of a report. These will be destroyed once the report has been produced and accepted by both initiator(s) and respondent(s). The reports will constitute the formal written record of any investigation and will be kept for at least six years after the investigation is completed.
- 6.3 All correspondence concerning proceedings under these regulations will be sent to the respondent at the most recent address notified to the College. In addition, correspondence may be sent to a King's College London email address or to any personal email address notified by the respondent to the College. If the respondent is no longer a member of the College, the College will make reasonable efforts to identify a current email address, maintaining the confidentiality of the respondent at all times.
- 6.4 None of the proceedings outlined in these regulations will be invalidated or postponed by reason of the lack of response or non-attendance of the respondent, provided that reasonable notice for response or attendance is given.

6.5 Where timeframes have been noted, these are indicative only and may be subject to change. The Research Integrity Office commits to providing appropriate notifications to the initiator and/or respondent in instances of delays to the carrying out of this Procedure.

7. Invoking the *Procedure*

- 7.1 The individual making the allegation should, in the first instance, where appropriate, attempt to address the issue with either the individual concerned or the appropriate Head of

Department or Division. As a minimum, allegations should be notified to the Head of Department/Division, unless the person complained about is the Head of Department/Division, in which case it should be notified to the Responsible Officer. In the event that the initiator of the allegation is not satisfied with the outcome of an informal approach, or if such an approach is considered to be inappropriate, a formal complaint is then made in accordance with paragraph 7.2 below.

- 7.2 The initiator of an allegation of misconduct in research, who need not be a member of the College, should notify the Responsible Officer (via research-integrity@kcl.ac.uk) of their intention to make an allegation of research misconduct. The Research Integrity Office will **acknowledge receipt of the email and** forward a copy of the *Proforma to report allegation(s) of research misconduct* to the initiator on behalf of the Responsible Officer **within three working days**. The initiator must complete the Proforma, once received, and provide all evidence to support their allegation(s). It is the responsibility of the initiator of the allegation to ensure that only information pertinent to the allegation of research misconduct is provided.
- 7.3 Individuals wishing to make an allegation will be asked to put their name to their allegations. Anonymous allegations will be considered, taking into account the substance, detail and seriousness of the allegation(s), only at the discretion of the College. If an initiator chooses to remain anonymous to the College, they accept that they will waive any rights to be involved further in the process, for example they will not be sent a copy of the report produced from any initial or formal investigation. In such cases of anonymous reporting, the initiator will be advised once the matter has been closed and no further information will be provided.
- 7.4 The College may choose to investigate matters of concern under this procedure that are not formally raised by an initiator with it but which are highlighted via other means, for example via the Research Ethics Office as identified by the *Policy for Research Conducted without Ethical Approval*.
- 7.5 Allegations will be investigated under this *Procedure* irrespective of such developments as:
- the initiator of the allegation withdrawing the allegation at any stage; or
 - the respondent or the initiator resigning, or having already resigned, their post.

Once initiated, the *Procedure* will continue to its natural endpoint regardless of any of the above taking place. If, in the course of an investigation, the respondent admits to the alleged misconduct, the Responsible Officer or deputy will determine whether the investigation needs to proceed or if the admission concludes the investigation.

8. Screening of allegation and preliminary steps

- 8.1 Upon **formal** receipt of allegations of misconduct in research **via a completed Proforma**, the Research Integrity Office will acknowledge receipt of the allegation(s) by return to the initiator **within three working days**.
- 8.2 The contractual status of the respondent will be checked to ascertain whether they fall under the definition of those individuals covered by the *Procedure*, as stated in paragraphs 2.3 – 2.6 above.
- 8.3 The Research Integrity Office will review the nature of the allegations by referring to the definition of misconduct in research and breaches of good practice detailed in paragraphs 3.1 and 3.2 above. Where the allegations are outside the scope of research misconduct or

breaches of good practice as defined above or the respondent does not meet the requirements as set out in paragraphs 2.3–2.6, the Responsible Officer will communicate to the initiator in writing:

- the reasons why the allegations could not be investigated using the *Procedure*; and
- which process for dealing with complaints might be appropriate for handling the allegations (if any); and
- to whom the allegations should be reported.

Where the matter is more appropriately dealt with by another institution, the Research Integrity Office may write to the investigating organisation to request that the College is notified of any outcome that may require action, for example in the notification of funding bodies.

Where the matter should be dealt with by another Russell Group institution, the College will endeavour to act in accordance with the [Statement of Cooperation in respect of cross-institutional research misconduct allegations](#).

- 8.4 Where the allegations fall under the definition of research misconduct or breaches of good practice, the Responsible Officer will communicate to the initiator in writing the following:
- formal acknowledgement of receipt of the allegation; and
 - a categorisation of the allegations based on the definitions of research misconduct; and
 - an outline of the process to be followed, including the next steps.
- 8.5 The respondent will be notified by the Responsible Officer that allegations of misconduct in research have been made which involve them. If the allegations are made against more than one respondent, the Responsible Officer will inform each party separately and not divulge the identity of any other respondent, where appropriate. The respondent will be provided with a written, anonymised summary of the allegations, together with a copy of the present *Procedure*. The respondent will be requested to submit a formal response to the allegations as presented in the summary along with any supporting evidence.
- 8.6 Where the allegations fall under the definition of research misconduct and breaches of good practice and the nature of the allegations are such that they concern situations that require immediate action to prevent further risk or harm to staff, participants or other persons, suffering to animals or negative environmental consequences (where this might contravene the law or fall below good practice), the Responsible Officer should take immediate appropriate action to ensure that any such potential or actual danger, illegal activity or risk is prevented or eliminated. It may be necessary to notify legal or regulatory authorities.
- 8.7 Allegations that fall under the definition of research misconduct and breaches of good practice, but which do not require notification to legal or regulatory bodies will proceed to the next stage of the *Procedure*. The Responsible Officer may inform, as necessary and at any stage in the investigation, any of the following of the allegation:
- the Director of Human Resources
 - the Director of Research Grants & Contracts
 - the Director of Business Assurance
 - the Director of Corporate Communications
- 8.8 The Responsible Officer or deputy will investigate whether the matter raised requires the

College to undertake prescribed steps in the event of allegations of misconduct in research being made. Such an undertaking might be:

- specified by a funder organisation as part of their terms and conditions for receiving funding; or
- a contract from a funding organisation; or
- a partnership contract, agreement or Memorandum of Understanding; or
- an agreement to sponsor the research.

8.9 The initiator and respondent shall each provide as early as possible all relevant information to the Research Integrity Office to allow all those involved in any investigation under the *Procedure* access to it.

8.10 The preliminary screening stage, to include all appropriate checks and notifications to the initiator(s) and/or respondent(s), should be completed within 28 working days after the acknowledgment has been made following the receipt of a completed Proforma, as per paragraph 8.1 above. In cases where completion of this stage may extend beyond the 28 working days, the Research Integrity Office will communicate this to interested parties.

9. Initial Investigation

9.1 If it is determined, following completion of the preliminary steps outlined above, that the allegation should be investigated under this *Procedure* the Responsible Officer or deputy will nominate at least one (and not more than three) individuals to undertake an initial investigation. The individual(s) will normally be senior members of academic staff and may be from within or outside the Department/Division concerned and College depending on the circumstances of the case and at the discretion of the Responsible Officer.

9.2 Notification of the nominated panel members will ordinarily be made to the respondent and initiator within 21 working days of the conclusion of the preliminary screening stage. Both the respondent and initiator may raise with the Responsible Officer, via the Research Integrity Office, any concerns they may have about the individual(s) nominated to serve on the Initial Investigation Panel but neither party has a right of veto. In the event that concerns over a panel member are made, the Research Integrity Office will review the nature of the concerns and determine whether they may affect the integrity of the investigation. If the concerns are sufficiently serious, the Responsible Officer may seek to nominate an alternative panel member, otherwise the concerns will be noted at the outset of any panel meeting and recorded in the written report of the initial investigation. Once all panel members have been confirmed, the initiator and respondent will be notified within 14 working days of the date scheduled for the Initial Investigation Panel meeting. The date of this meeting will be wholly dependent on the availability of panel members, although every effort will be made to ensure the meeting takes place at as early a date as practicably possible.

9.3 The Panel/individual shall assess the summary of allegation(s) and the response to the same, along with any evidence provided by the initiator and/or the respondent. The Panel may request to review any additional information it requires to fulfil the requirements of an Initial Investigation, including interviewing both parties. The role of the Initial Investigation will include clarification of the allegation(s) (where necessary), determination of whether the allegation is made in good faith, whether a *prima facie* case of research misconduct or breach of good practice (as defined above at paragraph 3.1) is established and its level of seriousness and a confidential panel review and discussion of the evidence provided.

9.4 Following review of the allegation(s) and response, the Panel shall submit a report to the Responsible Officer within 60 working days of the conclusion of their review (to include any follow-up meetings or further written clarifications), as soon as is practicable after their appointment, indicating (where relevant, for each allegation) whether they judge that:

- a) the allegation is sufficiently serious and there is sufficient evidence to merit further action by the College; or
- b) the allegation has substance but due to a lack of intent to deceive or due to its relatively minor nature should be addressed through education or training or otherwise is of a character that can be dealt with and remedied at departmental level (this does not preclude some form of disciplinary hearing/action under the relevant procedure), or otherwise. The Panel will indicate in this situation whether its finding constitutes misconduct in research or a breach of good practice; or
- c) the allegation is unfounded, either because it is mistaken or because it is judged to be malicious, reckless, frivolous, trivial, otherwise without substance, or there is insufficient evidence to support it.

9.5 Within three working days following its ratification by the Responsible Officer, the respondent and the initiator will be invited to comment on the factual accuracy of the report, providing their response within 14 working days. The Panel will consider the responses received (where received) and, if it considers that the report includes errors of fact, will modify the report, as necessary. The respondent and initiator are not permitted to request changes related to the findings of the Panel, unless these have been as a result of factual inaccuracy. If any significant issues are raised by either party, further information may be requested for review, and this may cause delay to the process. In such cases, this will be communicated to the initiator and the respondent.

9.6 Once the final version of the report has been ratified by the Responsible Officer (ordinarily within 28 working days following the receipt of a response to the factual accuracy check to allow for any considerations by the Panel), it will be issued to the initiator and respondent within three working days. The report will be accompanied by notification of any next steps, where applicable, and may include a request for further information from the respondent within 14 working days if the investigation is continuing to the next stage of the Procedure.

10. Outcome of the initial investigation

10.1 Following this initial assessment of the allegation, the Responsible Officer may (subject to paragraph 10.5) take one of the courses of action set out in paragraphs 10.2 to 10.4 below. In exceptional circumstances, for example where new information comes to light or where the matter is by its nature serious or has the potential to seriously affect the College's reputation, the Responsible Officer shall not be bound by the recommendation(s) of the investigators.

10.2 For individuals who are not members of the College staff or students:

- a) take no further action; or
- b) refer the matter to a School or Department; or
- c) order that further investigation be carried out; or
- d) appoint an Inquiry Panel in accordance with paragraphs 11.1 to 12.3 below to report on the case; or
- e) instigate another procedure or refer the matter to the substantive employer, if

- applicable; or
- f) refer the matter to an appropriate external regulatory, statutory, or professional or similar body.

10.3 For members of College staff

- a) take no further action; or
- b) refer the matter to a School or Department; or
- c) order that further investigation be carried out; or
- d) appoint an Inquiry Panel in accordance with paragraphs 11.1 to 12.3 below to report on the case; or
- e) proceed with a formal disciplinary hearing or instigate any other procedure, as appropriate.

10.4 For students of the College:

- a) take no further action; or
- b) refer the matter to a School or Department; or
- c) order that further investigation be carried out; or
- d) appoint an Inquiry Panel in accordance with paragraphs 11.1 to 12.3 below to report on the case; or
- e) proceed under the G27 Misconduct Regulations as determined by the Student Conduct and Appeals Office or instigate any other procedure, as appropriate.

10.5 If it is found that the allegation is without substance, the Responsible Officer will dismiss the matter and no further action will be taken in relation to the respondent.

10.6 If it is found that the allegation is malicious, reckless, frivolous or trivial, the Responsible Officer will refer the matter for consideration under the relevant disciplinary procedure in relation to the initiator if they are a member of the College. If the initiator is external to the College legal advice may be sought as to possible remedies.

10.7 For members of College staff and students and where the *Procedure* does not progress to a Formal Investigation, a summary of the findings will be reported within seven working days following the issuance of the report to the initiator and the respondent to the Executive Dean and Vice Dean of Research of the Faculty to which the respondent(s) belongs, along with any recommendations that should be taken forward by the Faculty. The report from the Initial Investigation will be made available upon request.

11. Formal investigation and Inquiry Panel

11.1 If the findings of the Initial Investigation determine that the matter should proceed to a Formal Investigation, the Responsible Officer will appoint members to an Inquiry Panel, notifying the respondent and initiator within 21 working days following the issuance of the final report. Within a further 14 working days from this point, the respondent and initiator will be notified of the panel meeting date.

11.2 The panel shall comprise at least three individuals. At least one member of the panel shall be external to the College and at least two panel members shall be subject experts in the disciplinary field of the alleged research misconduct. One of the members shall be appointed to chair the panel. The Chair will ordinarily be a senior member of the College from outside the discipline of the alleged research misconduct. The Responsible Officer or deputy shall

arrange any necessary support for the panel.

- 11.3 The Inquiry Panel shall be provided with precise Terms of Reference drawn up by the Responsible Officer and agreed by the Panel Chair. The Chair of the Panel will be responsible for the conduct of the proceedings during the inquiry and will ensure they are carried out in adherence with the Terms of Reference. The panel shall agree on the basis of the Terms of Reference and the information that it has been given, what process it will follow, what information it needs to make a decision and whom it wishes to interview and/or take statements from.
- 11.4 In cases with complex legal or evidential issues, the Responsible Officer shall reserve the right to appoint external legal counsel to chair the Panel and/or to provide legal assistance to the Panel, though the Procedure is not a legal process.
- 11.5 The Inquiry Panel has no disciplinary powers, though may make recommendations for any other proceedings to be instigated, to include disciplinary hearings.
- 11.6 The College shall determine whether it or the initiator shall make representations to the Panel in support of, or otherwise in connection with, the allegations. The College shall, in making this determination, take into account (but not be limited to) the following considerations: the nature and seriousness of the allegations; the risk to the College's reputation; whether the initiator is represented; and whether the respondent is represented.

12. Inquiry panel outcome

- 12.1 Following the conclusion of its investigation and inquiry, the Panel will produce a report within 60 working days of its findings on the basis of the relevant facts of the case, including whether or not the allegations are upheld. It will also provide a view as to whether an allegation of misconduct has been established and may make recommendations as to the further action necessary to rectify any misconduct it has found and to preserve the academic integrity and reputation of the College, for consideration by the appropriate College authorities. The standard of proof used by the Panel is that of 'on the balance of probabilities'.
- 12.2 Within three working days of ratification by the Responsible Officer, A copy of the report will be sent to the respondent who may submit proposals for the correction of facts to the Panel within 14 working days. Following consideration of any proposals for the correction of facts, the Panel will send the report of its findings to the Responsible Officer.
- 12.3 The Responsible Officer shall convey the substance of the Panel's findings to the initiator, the respondent and such other persons or bodies as they deem appropriate within 31 working days from the receipt of any response to the factual accuracy check.

13. Subsequent action

- 13.1 If the allegation is upheld the College may, in addition to any action recommended by the Panel, where appropriate:
 - a) convey the Inquiry Panel's factual findings to any relevant employer, statutory, regulatory or professional body, any relevant grant-awarding body or any other public body with a relevant interest, and the editors of any journals which have published articles by the person against whom the allegation has been upheld;

- and/or
- b) recommend to the relevant University the revoking of any degree or other qualification which had been obtained, in whole or in part, through proven misconduct in research.
- 13.2 If the allegation has been dismissed, the Responsible Officer shall take appropriate steps to preserve the good reputation of the respondent. If the case has received any adverse publicity the respondent shall be offered the possibility of having an official statement released by the College to the press or to other relevant parties, or both.
- 13.3 The Responsible Officer shall normally inform the Academic Board and the Council of the nature (so as to preserve confidentiality) of any allegation which has been the subject of a formal inquiry, and of the final outcome save that, if the allegation has been dismissed, the respondent shall have the option of deciding that no such report be made.
14. **Appeal**
- 14.1 Any appeal made is considered outside scope of any investigation under this Procedure. The Inquiry Panel's decision is deemed final and is not suspended during an appeal. If an Appeal Panel later modifies or reverses any findings or recommendations of the Inquiry Panel, this information is appended to the Inquiry Panel's investigation report. Further information is available in the Guidance for Managing an Appeal Made Following the Conclusion of an Investigation into Allegations of Research Misconduct under the College's Procedure (available on request).
- 14.2 The respondent or the initiator may submit an appeal against the Inquiry Panel's decision and/or its recommendation(s) ~~to an Appeal Panel~~. Any appeal shall be made in writing to the Vice President (Research) within 28 working days following notification by the Responsible Officer of the Inquiry Panel's decision. The written notice of appeal shall set out the grounds of appeal, and be accompanied, wherever possible, by supporting documentation.
- 14.23 An appeal will only be considered on one or more of the following grounds:
- a) procedural irregularity in the conduct of the case up to and before the submission of a formal appeal~~Appeal Panel~~; or
 - b) fresh evidence becoming available which was not, and could not, have been made available to the Inquiry Panel; or
 - c) the recommendation is either excessive or inadequate in relation to the misconduct upheld.
- 14.4 Upon receipt of the written appeal, the Vice President (Research) shall assess the validity of the appeal on the grounds set out in 14.2 and notify the relevant party of their decision within 14 working days of receipt of the appeal. In line with the associated guidance document referred to in 14.1, the Vice President (Research) may seek response from any relevant party, to include the Research Integrity Office, the respondent(s), the initiator(s), or any of the Initial or Inquiry Panel members, to ensure the appeal has been made in good faith.
- 14.5 If the appeal is to be heard, an Appeal Panel will be appointed. If the appeal is to be rejected, reasons will be given. The decision of the Vice President (Research) at this stage is final.

14.36 ~~If an~~ The Appeal Panel ~~is to be convened, it~~ shall have the following members ~~to be appointed by the Vice President (Research)~~:

- a) a Chair ~~(normally a qualified lawyer)~~, who shall not be a member of the College ~~(the Vice President (Research) reserves the right to appoint legal counsel to this role)~~; and
- b) two independent persons appointed by or with the approval of the Chair, at least one of whom shall be from outside the College and at least one of whom shall be an expert in, or have experience of, the disciplinary field in question.

The Appeal Panel shall be serviced by an administrator nominated by the ~~Responsible Officer~~ Vice President (Research).

~~14.4 The Appeal Panel shall decide whether the notice of appeal complies with the grounds given in paragraph 14.2 above and notify the Responsible Officer of its decision normally within 14 days of receipt of the notice of appeal.~~

14.57 ~~The Vice President (Research) shall notify the relevant party whether or not an appeal has been accepted. If accepted, arrangements will be made for it~~ The hearing of the appeal ~~should~~; normally ~~take place within three months~~ 90 working days of ~~notice of appeal~~ notification to the relevant party that the appeal will be heard.

14.68 The Appeal Panel shall be provided with all papers from the original investigation, the Inquiry Panel's proceedings, and the notice of appeal and supporting documentation. The Appeal Panel shall determine its own procedure and timetable and shall have the power to convene to allow any parties to make representations. The Appeal Panel shall have the power to reverse or modify the decision(s) or recommendation(s) of the Inquiry Panel.

14.79 The decision of the Appeal Panel shall be final.

Updated by Academic Board
Date TBC

Annex 1: Principles

1. Misconduct in research is a serious matter. Equally, the investigation of allegations of misconduct in research must be conducted in accordance with the highest standards of integrity, accuracy and fairness.
2. Those responsible for carrying out investigations of alleged misconduct in research should act with integrity and sensitivity at all times.
3. The following principles of fairness, confidentiality, integrity, prevention of detriment, and balance as defined below must inform the carrying out of this *Procedure* for the investigation of allegations of misconduct in research

Fairness

4. The investigation of any allegations of misconduct in research must be carried out fairly and in accordance with the statutory human rights of all parties involved.
5. Those responsible for carrying out this *Procedure* should do so with knowledge of:
 - the statutory obligations of the College and the rights of employees according to current law; and
 - any additional rights and obligations particular to the College and/or its employees – for example those bestowed by university statutes and ordinances.
6. Where anyone is formally accused of misconduct in research, that person must be given full details of the allegations in writing.
7. When someone is formally investigated for alleged misconduct in research, they must be given the opportunity to set out their case and respond to the allegations against them.
8. They must also be allowed to:
 - ask questions;
 - present information (evidence) in their defence;
 - adduce evidence of witnesses; and
 - raise points about any information given by any witness (regardless of who has called the witness in question).
9. The respondent, initiator and any witnesses involved in the *Procedure* may:
 - be accompanied by a fellow employee or trade union representative when they are required or invited to attend meetings relating to this *Procedure*; and
 - seek advice and assistance from anyone of their choosing.
10. To ensure a fair investigation, an individual may not be a member of both the Initial Panel and the Inquiry Panel and, if they have been involved in either, they should not be part of the College's disciplinary process.

Confidentiality

11. The procedure should be conducted as confidentially as is reasonably practicable. The confidential nature of the proceedings should be maintained provided this does not compromise either the investigation of the misconduct allegations, any requirements of health and safety, or any

issue related to the safety of participants in research.

12. The confidential nature of the proceedings is essential in order to protect the initiator, the respondent, and others involved in the procedure.
13. It is important that in the conduct of an investigation using this *Procedure* that the principles of confidentiality and fairness are applied with appropriate balance for both the respondent and the initiator, (see points 38 to 41 inclusive below).
14. The identity of the initiator or the respondent should not be made known to any third party unless:
 - it has been deemed necessary (by those conducting the investigation) in order to carry out the investigation; or
 - it is necessary as part of action taken against the respondent when (at the end of the procedure and the College's disciplinary/appeals processes) the allegations have been upheld; or
 - it is necessary as part of action taken against a person who has been found to have made malicious, vexatious or frivolous allegations; or
 - it is the stated policy of the employer, funder, or other national body that the identity of individuals proved through appropriate disciplinary and appeals processes to have committed misconduct in research should be made public.
15. Any disclosure to a third party of the identity of the initiator or respondent, or of any other details of the investigation, should be made on a confidential basis. The third party should understand this, and that they must respect the confidentiality of any information received.
16. The College and/or its staff may have contractual and/or legal obligations to inform third parties, such as funding bodies or collaborating organisation(s), of allegations of misconduct in research. In such cases, those responsible for carrying this *Procedure* out should ensure that any such obligations are fulfilled at the appropriate time through the correct mechanisms, always keeping in mind the legal rights of the employees involved in the allegations.
17. While the allegations are under investigation using this *Procedure* (and/or the College's disciplinary process), the initiator, the respondent, witnesses or any other persons involved in this *Procedure* should not make any statements about the allegations to any third parties, unless formally sanctioned by the College or otherwise required to by law.
18. Breaching confidentiality may lead to disciplinary action, unless covered by the Public Interest Disclosure Act and/or the College's own grievance or whistleblowing procedures.
19. In the event of any conflict between the principle of confidentiality and any of the other principles of this *Procedure*, those conducting the procedure should consider the principle of balance (see points 38 to 41 inclusive below).

Integrity

20. An investigation into allegations of misconduct in research using the processes of Initial or Formal Investigation of the procedure must be fair and comprehensive. The investigation should be conducted expediently although without compromise to the fairness and thoroughness of the process.

21. Anyone asked to take part in the processes as a panel member must make sure that the investigation is impartial and extensive enough to reach a reasoned judgement on the matter(s) raised.
22. Similarly, those who give evidence to the investigation should do so honestly and objectively in accordance with the principles of the *Procedure* and should be provided with relevant sections of the *Procedure* before giving evidence.
23. All parties involved must inform the Responsible Officer immediately of any interests that they have which might constitute a conflict of interest in relation to any aspect of the allegation(s), the investigation, the area(s) of research in question, or any of the persons concerned. Where the Responsible Officer has any interest which might constitute a conflict, they should declare any such conflict(s) and refer the investigation to their alternate, who should decide if they should be excluded from involvement in the investigation, recording the reasons for the decision.
24. Detailed and confidential records should be maintained on all aspects, and during all stages, of the procedure. It is the responsibility of the Responsible Officer to see that such records are maintained and made available at all stages for any use of the College's disciplinary processes.
25. At the conclusion of the proceedings, all records should be retained by the College for at least six years.
26. To preserve the integrity of this *Procedure*, great care must be taken to ensure that all relevant information is transferred to those involved in the various stages of the procedure, such as between the Initial Panel and any Inquiry Panel and between the Inquiry Panel and any disciplinary process.
27. Those responsible for carrying out the *Procedure* should recognise that failure to transfer information could lead to the process being unfair to the respondent and/or the initiator. It could also lead to an appeal being made on the grounds of a failure to observe the *Procedure* or to the collapse of the investigation.

Prevention of detriment

28. In using this *Procedure*, and in any action taken as a result of using the *Procedure*, care must be taken to protect:
 - individuals against frivolous, vexatious and/or malicious allegations of misconduct in research; and
 - the position and reputation of those suspected of, or alleged to have engaged in, misconduct, when the allegations or suspicions are not confirmed; and
 - the position and reputation of those who make allegations of misconduct in research in good faith, i.e. in the reasonable belief and/or on the basis of supporting evidence that misconduct in research may have occurred.
29. The preliminary stages of the *Procedure* are intended to determine whether allegations are mistaken, frivolous, vexatious and/or malicious. Only allegations that are judged to be sufficiently serious and of sufficient substance will proceed to a Formal Investigation.
30. It is acknowledged that allegations may be made for what appear to be malicious reasons. The *Procedure* should still be used where the initiator makes a formal complaint, to establish whether the allegations are of sufficient substance to warrant investigation.

31. Anyone accused of misconduct in research is entitled to the presumption of innocence.
32. Formal Investigations should establish, on the balance of probabilities, the truth of any allegations.
33. Any formal steps taken to discipline or otherwise reprimand the respondent, or take steps which might undermine their good name or reputation (or that of any other party), must be taken through the College's disciplinary process which provides the respondent with the right of appeal. Only when allegations have been upheld through the College's disciplinary process and, where called upon, the appeals process, may it be appropriate to apply any sanctions to the respondent.
34. The College must take all reasonable steps to ensure that the respondent (or any other party) does not suffer because of unconfirmed or unproven allegations.
35. Involvement of the respondent in the *Procedure* should not prevent the respondent from being considered:
 - for promotion; or
 - the completion of probation; or
 - other steps related to their professional development.

The College may choose to suspend the implementation of any promotion, completion of probation or any similar step, for the period that allegations are investigated using the *Procedure*, rather than delay the actual consideration of such matters.

If the allegations are upheld at the end of the procedure, subject to the College's disciplinary process and/or appeals process, the College's normal rules with respect to steps related to professional development, such as those detailed above, should apply.

36. It should be made clear that any actions that might be taken by the Responsible Officer in response to the notification of allegations of misconduct in research are not to be regarded as a disciplinary action and do not in themselves indicate that the allegations are believed to be true by the College. The College and members of any Initial and Formal Inquiry Panels should take steps to make it clear to the respondent, initiator and any other involved parties that these actions are necessary to ensure that the allegations of misconduct in research can be properly investigated.
37. Appropriate action should be taken against:
 - respondents where the allegations of misconduct in research have been upheld in accordance with this *Procedure*; and
 - anyone who is found to have made frivolous, vexatious and/or malicious allegations of misconduct in research.

Balance

38. Those responsible for carrying out this *Procedure* must be aware that there may be occasions when a balance has to be struck in the application of the principles. For example, it may, in certain circumstances prove to be impracticable to undertake a detailed screening of the allegations without releasing the initiator's identity to the respondent.

39. The Responsible Officer should be responsible for resolving any such conflicts between the principles, keeping in mind at all times that the primary goal of this *Procedure* is to determine the truth of the allegations. The Responsible Officer can seek guidance from UKRIO and other bodies, as well as seeking legal advice.
40. In addition, the Responsible Officer should be responsible for ensuring the integrity of this *Procedure* and any actions taken as a consequence of it. The Responsible Officer should decide the course of action to be taken in cases of doubt.
41. The Responsible Officer, or delegate, should keep a written record of all decisions taken throughout all the steps of the procedure. The Responsible Officer should liaise closely with the members of the Initial and Formal Investigation Panels to ensure that a proper record is maintained throughout the procedure.

Annex 2: Procedure Timelines

	Action	Estimated time to complete action	Estimated Timeframe for response to respondent	Comments
1.	Acknowledgement of receipt from RIO to notification of issue <i>without</i> completed proforma, and provision of proforma for completion.	10 minutes	3 working days	
2.	Response from RIO to notification of issue <i>with</i> completed proforma.	10 minutes	3 working days	
3.	Preliminary screening phase and notification of the outcome of the screening phase.	28 working days	Within 28 working days of Action 2.	The screening phase may involve consideration by an academic expert and this timeframe allows the RIO time to locate such an expert, provide them time to review and provide comments and seek sign off on this review from the Responsible Officer. Notification will be made if completion of this stage will go beyond the estimated timeframe.
This may be the end of the review if it is determined there is no case to answer or there is insufficient evidence. Or the review may continue to initial investigation if there are deemed to be sufficient grounds to proceed.				
4.	Notification of Initial Investigation Panel members.	21 working days	Within 21 working days of action 3.	If very unique expertise is required or if the allegation is active during busy term time or at a holiday period, it may take longer to confirm the panel. The respondent and initiator will be updated if there are any delays with this.
5.	Notification of panel meeting date.	14 working days	Within 14 working days of Action 4, provided no concerns about the panel composition have been raised by either party.	This timeframe will vary depending on panel members availability. The respondent will be updated if there are any delays with this.

6.	Drafting and ratification of report	60 working days	N/A	Due to the requirement to align diaries of panel members it may be up to three months before a mutually convenient date can be agreed and it will take the RIO a further two months to draft the report, have it ratified by all panel members and fully signed off by the Responsible Officer
7.	Issue of report to respondent and initiator for factual accuracy check.	3 working days	Within 5/6? months of action 5	Once the report has been ratified the RIO will prepare an instructional cover letter for the respondent which the Responsible Officer will sign off. The respondent will then be given 14 working days to complete a factual accuracy check.
8.	Consideration of any comments or issues raised through the factual accuracy check.	28 working days	N/A	If there are any significant issues raised these will have to be referred to the panel and may require the request for further information from any party.
9.	Issue of final report and notification of next steps (including notification to faculty)	3 working days	Within 31 working days of receipt of response to action 7.	Once the final report has been ratified the RIO will prepare an instructional cover letter for the respondent which the Responsible Officer will sign off. This may include a request for further information, within 14 working days, from the respondent if the investigation is continuing to the next stage.
The investigation may end here if it is determined that there is no case to be answered. Or the investigation may continue to full formal enquiry panel.				
10.	Notification of formal enquiry panel members.	21 working days	Within 21 working days of action 9.	If very unique expertise is required or if the allegation is active during busy term time or at a holiday period it may take longer to confirm the panel. The respondent and initiator will be updated if there are any delays with this.
11.	Notification of panel meeting date.	14 working days	Within 14 days of Action 10.	This timeframe will vary depending on panel members availability. The respondent will be updated if there are any delays with this.
12.	Drafting and ratification of report	60 working days	N/A	Due to the requirement to align diaries of panel members it may be up to three months before a mutually convenient date can be agreed and it will take

				the RIO a further two months to draft the report, have it ratified by all panel members and fully signed off by the Responsible Officer
13.	Issue of report to respondent for factual accuracy check.	3 working days	Within 5/6 ⁷ months of action 11.	Once the report has been ratified the RIO will prepare an instructional cover letter for the respondent which the Responsible Officer will sign off. The respondent will then be given 14 working days to complete a factual accuracy check.
14.	Consideration of any comments or issues raised through the factual accuracy check.	28 working days	N/A	If there are any significant issues raised these will have to be referred to the panel and may require the request for further information from any party.
15.	Issue of final report and notification of next steps (including notification to faculty)	3 working days	Within 31 working days of receipt of response to action 7.	Once the final report has been ratified the RIO will prepare an instructional cover letter for the respondent which the Responsible Officer will sign off.

Updated by Academic Board
December 2020

Policy Category:	Academic/Research
Subject:	Research Publications Policy
Approving Authority:	Principals Executive Team OR College Council
Responsible Officer:	President & Principal/designate OR Chair of Council
Responsible Office:	Libraries & Collections
Related Procedures:	TBC
Related College Policies:	-Research Data Management Policy -Institutional Affiliation and Acknowledgement of Funders, Policy -Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits
Effective Date:	TBC
Supersedes:	Previous Research Publications Policy, Oct 2015
Next Review:	2024/25

I. Purpose & Scope

1.I. What the policy is intended to do

King's College London is dedicated to the advancement of knowledge, learning, and understanding in the service of society. This policy formalizes the institutions' commitment to the effective stewardship and dissemination of research publications by King's authors in pursuit of this goal – including the drive towards open research, and commitment to complying with research funder mandates regarding open access publishing.

1.II Scope

This policy applies to employees of King's College London where publication is an expectation of their employment, and to postgraduate research students. Persons meeting this specification shall be referred to as 'Researchers'. The policy does not apply to undergraduate and master's students, but they are encouraged to follow the policy's principles.

This policy covers research outputs that constitute journal articles and conference contributions, as well as books, monographs, and book chapters. Unless stated otherwise, the policy focuses on journal contributions – the Rights Retention requirement element of the policy applies to journal contributions only (and conference contributions where the venue of publishing has an ISSN).

1.III Context

The policy takes into account the requirements of researchers at King's College London; evolving policy and practice in scholarly communications; funder policies, relevant legislation; the ethical conduct of research; and institutional strategies for research and innovation. This policy sits alongside and should be read in conjunction with King's [Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits](#).

1.IV Policy drivers:

- Open Access Publishing Policies - The principle of Open Access for the outputs of publicly funded research is now firmly embedded in Government and Funder Policies. Most notably:
 - Research England – Mandated open access for journal articles and conference proceedings to be submitted for REF2021, where accepted for publication after 1st April 2016. They have given strong indications that they will mandate books and book chapters to be OA for the next [REF](#).
 - UKRI – An OA Policy since 2012. Tightened their requirements for journal articles in a new [UKRI OA policy](#) that came into effect in 2022, and have mandated OA for books and chapters published from January 2024.
 - Wellcome Trust – An OA Policy since 2005. Tightened their requirements for journal articles in a new [Wellcome Trust OA policy](#) that came into effect in 2022, which also mandated OA for books and book chapters.
 - Plan S - UKRI and WT are signatories of [Plan S](#), an initiative for Open Access publishing supported by cOAlition S, an international consortium of research funding and performing organizations. Plan S

requires that “*With effect from 2021, all scholarly publications on the results from research funded by public or private grants provided by national, regional and international research councils and funding bodies, must be published in Open Access Journals, on Open Access Platforms, or made immediately available through Open Access Repositories without embargo.*”

- Financial sustainability – Paying Article Processing Charges (APCs) to make individual papers openly accessible within online journals is simply not financially viable. There is a c90% shortfall between OA funds provided by funders to institutions and what it would cost to pay APCs for every paper to be made OA via this means.
- The scholarly publishing industry – Some publishers, especially larger ones, are resisting the demand from funders to supply their publishing services at more reasonable rates and support the move to OA on a financially affordable basis.
- Research intelligence – Greater use of our CRIS and institutional repository Pure supports the effective management of research information, enabling King’s to collect, evaluate, and return data to national assessment exercises such as the REF, monitor research performance by a range of indicators, make forecasts and calculate benchmarks.
- King’s ambition - Open Access provides greater visibility worldwide to the breadth and diversity of King’s research, with the potential for increased citations and research collaborations. As King’s builds on its achievements and consolidates its place as a world-leading university it needs to ensure its research reaches the widest possible audience.

II. Definitions

Article/ Paper	A short form contribution to a scholarly journal
APC	Article Processing Charge
Author Accepted Manuscript	The version of a paper after peer review and corrections, before typesetting by the publisher
Creative Commons Licences	Creative Commons copyright licenses provide a simple standardized way for the creators of works – such as academic authors writing journal articles and books, to grant copyright permissions to their outputs, clarifying the terms of use so that there is no uncertainty about what is permitted. They operate within the framework of the traditional “all rights reserved” usage that copyright law creates, enabling some rights to be reserved e.g attribution (acknowledgement of authorship), and some rights waved – e.g., the necessity to seek permission from the author to use the work (in some cases). There are several Creative Commons Licences that can be utilized.
Open Access	Where a scholarly publication is available to read online without payment being made, with limited restrictions on re-use

III. Policy

Policy requirements summary

This policy requires that:

- **Researchers are aware of their responsibilities as a result of any Funder requirements**, and the Research England (REF) policy on open access, when considering where to publish, in order that they make informed decisions throughout the publication process.
- **Researchers take responsibility for the copyrights they retain in the scholarly publications which they author**, and upon acceptance of publication for journal articles and conference proceedings grant King’s College London a non-exclusive, irrevocable, worldwide licence to make manuscripts of their scholarly articles publicly available under the terms of a [Creative Commons Attribution \(CC BY\)](#)

[licence](#) - known as 'Rights Retention'. By exception, a more restrictive CC licence (e.g., CC BY NC ND) may be applied, provided that funder requirements are still met.

- **Researchers take responsibility for the creation of bibliographic records within King's institutional repository and CRIS system Pure for all research outputs they have authored**, so that there is a comprehensive institutional record of research activity. Upon acceptance by a publisher, researchers must deposit into King's CRIS the Author Accepted Manuscript (AAM) version of the full-text - attached to the appropriate bibliographic record, without embargo - for all peer reviewed journal articles and conference papers.

Where researchers do not comply with this policy, they should be aware that they are risking future grant applications not being approved by research funders who are increasingly monitoring OA compliance. They are also risking their research outputs not being eligible for submission to research assessment exercises such as the REF.

Policy requirements detail

When preparing to Publish – applies to all scholarly outputs

The choice of where to publish is an academic one. It is however very important that researchers are aware of their responsibilities as a result of any Funder requirements and the Research England (REF) policy on open access when considering where to publish, in order that they make informed decisions throughout the publication process.

The policy requires that:

- Researchers ensure their chosen publication route meets any mandated funder requirements and external research assessment requirements. Where a researcher receives external funding from a funder which mandates OA and supplies an institutional block grant, the researcher should contact Libraries & Collections via openaccess@kcl.ac.uk to check if funds are available. Please note that funds are very limited, L&C may place a cap on the maximum APC payable from block grants.
- Researchers acknowledge all funding sources, including relevant external grant numbers, within the text of their research outputs.
- Researchers acknowledge King's College London on all their research outputs. See [King's Policy on Citation and Acknowledgment of Funders](#) for guidance on the correct format to employ.
- Researchers use a persistent author identifier – such as an [ORCID ID](#), when submitting author details for a publication.
- Researchers add a data accessibility statement (see the Citation tab of this webpage <https://www.kcl.ac.uk/researchsupport/managing/share>)

When publishing, Retaining Rights in Research Publications – applies to journal articles and conference proceedings

Academic staff at King's College London have traditionally exercised a right to assign or give away their research outputs (in addition to the University's rights) to a scholarly publisher. This has enabled the corresponding author to assign copyright to publishers - resulting in the majority of journal articles and scholarly works being under partial or complete ownership by academic publishers.

In order for the University and its researchers to comply with funder requirements, and to enable King's to disseminate its research and scholarship as widely as possible whilst enabling its staff to publish their work in a journal of their choice, King's College London is adopting the following:

1. King's College London confirms the current practice that the University waives its ownership of scholarly works to enable researchers to assign the copyright to the scholarly works they have created
2. Upon submission to a publisher, researchers should ensure they insert a statement of rights assertion into their article – please see [this Library webpage](#) for wording.

3. Upon acceptance of publication, each researcher agrees to grant King's College London a non-exclusive, irrevocable, worldwide licence to make manuscripts of their scholarly articles publicly available under the terms of a [Creative Commons Attribution \(CC BY\) licence](#) (or a more restrictive licence by exception).
4. After granting the licence, each researcher will deposit into King's CRIS system (Pure) the author accepted manuscript (AAM) version of the full text, attached to an appropriate bibliographic record, without embargo, applying a Creative Commons Attribution (CC BY) licence.
5. This requirement applies to all scholarly articles, including conference proceedings (published with an ISSN), authored or co-authored while the person is a researcher of King's College London, and includes any third-party content where rights in that content have been secured. Any articles submitted or accepted for publication before the adoption of this policy are exempt.
6. Whilst the Rights Retention requirement of the policy does not apply to monographs, scholarly editions, textbooks, book chapters, collections of essays, datasets, or other outputs that are not scholarly articles, the University strongly encourages researchers to make them as openly available as possible. Note: this policy only relates to copyright in authored research publications. It does not extend to other Intellectual Property Rights (IPR) in research, which is already covered in the University's [IP Code](#)
7. The University recognises that there may be situations where it is difficult to follow this policy exactly. In this case it will be permissible for researchers to make alternative arrangements to ensure they meet funder requirements for open access, e.g., by applying a more restrictive Creative Commons licence such as CC-BY-NC-ND, with funder approval.

IV. Responsibilities

College Research Committee (CRC)

The CRC, chaired by the Vice-Principal for Research & Innovation, is the owner of this policy.

Faculty Research Committees (FRC)

FRC's and Faculty Deans/Heads of Research are responsible for promoting awareness and compliance with this policy in their Faculty.

The University

The University is responsible for ensuring that the infrastructure, systems, and staffing are in place to support the policy.

Research Management & Innovation directorate (RMID)

RMID are responsible for:

- Securing high level buy-in of the policy
- Raising awareness at all levels of the university, from senior management through to faculty academics and administrators
- Collaborating with Libraries & Collections on advocacy and communications
- Overseeing university level assessment exercises in relation to research outputs.
- Horizon scanning for technological, funder and sector developments that may impact on scholarly publishing

Libraries & Collections (L&C)

L&C are responsible for:

- Providing advice and guidance on all aspects of this policy, funder open access policies, publisher policies, and the use of Pure as an institutional repository
- Leading on advocacy, training and promotional activity around open access publishing
- Administering Open Access funding streams to pay for 'gold' OA, including record keeping, funder and publisher liaison
- Ongoing Library support for King's CRIS 'Pure', including data quality checking bibliographic records and full-text, importing records, and helping researchers upload full-text papers

Researchers

- Individual authors are responsible for meeting the requirements articulated in the policy ensuring that information about their publications is entered into King's institutional repository Pure and that the appropriate version of the full text is deposited when required.
- It is the responsibility of the principal investigator (PI) to ensure that any funder requirements are complied with, including making papers gold open access and depositing copies in an appropriate subject repository, such as EuropePubMedCentral.

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-2022-11-02-09.1
Status	Final
Access	Public



Report from the Dean

Action required

- ☐ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	This paper provides an update on areas within the remit of the Dean's Office, including updates to the progress of this year's AKC programme, events within the Chaplaincy, and the activities of the Chapel Choir.
What are the key points/issues?	
What is required from members?	Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all Board 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 as we deal with the cost-of-living crisis

Paper Submitted by:

Ellen Clark-King ellen.clark-king@kcl.ac.uk

Dean of King's College London, Dean's Office & Chaplaincy

Report from the Dean

1. Dean's Office

- a) The new academic year has got off to a good start so far, and we were particularly pleased to welcome people to the Opening of Year Service in the Strand Chapel on Wednesday 29 September. This year this took the form of an interfaith celebration, with readings, prayers and poems from Christian, Jewish, Muslim and Buddhist colleagues, as well as a greeting from the President & Principal and music from the Chapel Choir. We are currently exploring possibilities for further such gatherings throughout the year, especially with Interfaith Week in mind (13 to 19 November).
- b) As colleagues will probably know by now, during the period while the new Vice-Principal (People & Culture) is being recruited I have taken on some of the work in this area for which Evelyn Welch was responsible. I am delighted to be working closely with Lorraine Kelly, as well as other colleagues, to keep up the momentum for the emerging people and culture strategy.
- c) The Dean's Office is very pleased to be helping to host a day celebrating the life and work of the late Rabbi Lord Sacks, a King's alumnus and for a time Professor of Law, Ethics & the Bible in the Department of Theology & Religious Studies. This will take place in the Great Hall at the Strand Campus on [Tuesday 24 November](#); tickets (including kosher lunch) cost £15, and the programme of speakers is starting to come together well.
- d) Bearing in mind that the cost of living crisis is likely to continue having both large and small effects on many people for some time to come, it may be helpful to remind colleagues and students that [the Chaplaincy rooms across all campuses](#) offer free hot drinks, and some of them also have microwaves which can be used by anyone. Most of the rooms are open from 9am to 6pm during the working week, and all are very welcome to use the facilities on offer.

2. AKC (Associate of King's College)

- a) With the start of a new academic year we are once again enrolling students for this year's programme, and at the time of writing we have 3,313 current staff and students signed up to take the AKC this year, of whom 1,438 are starting the course this year. We also have 88 people signed up for the AKC for Alumni, of whom 21 are new first-years.
- b) This semester's [lecture programme](#) on 'Inside London: Art and the Sacred' has started well, and we look forward to welcoming a number of distinguished external lecturers to King's in the next couple of months. Those reading this in advance of the meeting still have time to enroll should they wish – the deadline is 1 November.

3. Chaplaincy

- a) Our regular pattern of services and activities across all campuses has restarted for the new year, and it has been very good to start to get to know new students and staff. Details of our events can be found on [our webpages](#); the walks in different locations have already proved to be very popular, when they haven't been prevented from happening by train strikes!
- b) We were delighted to be involved in so many Welcome Fortnight activities, both online and in-person, and to make and renew contacts and connections with colleagues and student societies. In particular, we are once again very pleased to be working with the KCLSU LGBT+ Network on the annual Trans Day of Remembrance Vigil in the Strand Chapel on Friday 18 November at 5.30pm.
- c) Other events to be aware of later this term are [the Remembrance Ceremony](#) at the Guy's Memorial Arch on Friday 11 November from 10.45am, and the annual Advent Carol Services in the Strand Chapel. These take place on [Wednesday 30 November](#), [Thursday 1](#) and [Friday 2 December](#) at 5.30pm; free tickets are required, and will be available from 31 October.

4. Chapel Choir

- a) There is a slightly larger than usual number of new members of the Chapel Choir this year, but they have joined relatively seamlessly with the existing members and are settling in well. Dr Joe Fort is on research leave this semester, and in his absence the Choir is being very ably directed by Patrick Allies, a King's alumnus and himself a former member of the Choir.
- b) The Choir have already been involved in a number of key King's events so far this semester, with more to come, including the Opening of Year Celebration on 28 September, the Principal & President's welcome of new Professors on 19 October, and the Honorary Degree Ceremony on 9 November – all of which have taken or will take place in the Strand Chapel. The Choir will also once again be taking part in the Guy's & St Thomas' NHS Trust annual Palliative Care memorial service, in the Chapel at St Thomas' Hospital on 24 October.
- c) The first of the two recordings made by the Choir earlier in the year will be released by Delphian on 24 February 2023: [*Sergei Rachmaninoff's All-Night Vigil*](#). In due course this will be available via the King's e-store, as a number of the Choir's [existing recordings](#) continue to be.

13 October 2022

These pages are redacted.

Academic Board	
Meeting date	2 November 2022
Paper reference	AB-22-11-02-10
Status	Final
Access	Public



Report from Council

Action required

- ☐ For approval
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meetings of Council held on 13 July and 21 September 2022.
What is required from members?	To note

Paper Submitted by:

Irene Birrell, College Secretary irene.birrell@kcl.ac.uk

Report from Council – Meetings of 13 July and 21 September 2022

Agenda materials and minutes of the meeting will be found [here](#) following the 22 November 2022 meeting of Council.

21 September 2022

Council's meeting of 21 September 2022 was its annual Away Day, held at the Science Gallery. The focus of the meeting were elements of **Strategy 2026** including proposals to ensure improved student experience and student success, financial sustainability, discussion of potential development of King's Global and professional staff ways of working. Council welcomed new members: Professor Kim Piper and Dr Natasha Awais-Dean, elected from the Academic Board, and Mohd Yasir Kahn, President of the KCLSU and his colleague, Shagun Bhandari, KCLSU Vice-President (Post Graduate) attending as an observer.

13 July 2022

This was Council's final meeting of the 2021-22 academic year. A number of members reached the end of their terms and were thanked for their service: Zahra Syed (outgoing KCLSU President), Professor Evelyn Welch, Bishop Sarah Mullally, Professor Guy Tear and Kat Thorne.

Council received, discussed and/or approved

- A draft budget plan for 2022-23
- NSS and PTES Results
- Variations in the Access and Participation Plan for 2023-24
- The KCL/KCLSU Relationship Agreement & the KCLSU/KCL Memorandum of Understanding
- Annual Report of Fundraising Operations
- Revisions to the Guidelines for the Award of Honorary degrees, Honorary Fellowships and Fellowships
- Council and Committee Membership Recommendations, including reappointment of the Chair
- Proposals to amend the composition of the Academic Board (addition of seats for PACE staff)
- Internal Audit Plans and Reports
- Annual Compliance Report
- Student Terms & Conditions approved by the Academic Board
- Report on Cultural Competency

Council's next meeting is scheduled for **22 November 2022**.

Irene Birrell
College Secretary
October 2022