
Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-02

Status Final



Meeting of the Academic Board to be held on **Wednesday, 9 March 2022** at 14.00 – remotely by Microsoft Teams

Please join via the calendar invitation

Agenda

1	Welcome, apologies and notices		Chair
2	Approval of agenda	AB-22-03-09-02	Chair
3	Unanimous Consent Agenda (including Minutes of the Previous Meeting and Actions Log)	AB-22-03-09-03	Chair
4	Matters arising from the minutes The Service, People & Planning Portfolio	AB-22-03-09-04	SVP (SPP)
2:20pm STRATEGIC DISCUSSION			
5	Research Strategy Refresh (to discuss)	AB-22-03-09-05	VP (Research)
REGULAR BUSINESS ITEMS			
6	Report of the President & Principal		
3:30pm	6.1 Summary Report on Key Issues (to note)	AB-22-03-09-06.1	Chair
7	Report of the President of KCLSU (to discuss)	AB-22-03-09-08	KCLSU President
3:50pm			
8	Reports of Committees		
4pm			
8.1	Report of the Academic Board Operations Committee (i) ABOC Membership Amendments (to approve) (ii) Academic Board agenda items proposed by members (to approve) (iii) Election process issues – length of appointment (to approve) <i>See Consent Agenda for remaining items from ABOC</i>	AB-22-03-09-08.1	Chair, ABOC
8.2	Report of College Education Committee <i>See Consent Agenda for items from CEC</i>	AB-22-03-09-08.2	Chair, CEC
8.3	Report of the College Research Committee <i>See Consent Agenda for items from CRC</i>	AB-22-03-09-08.3	Chair, CRC
9	The Dean		
4.15pm	<i>Items for Consideration</i>		
9.1	Report of The Dean (to note) <i>Item on Consent</i>	AB-22-03-09-09.1	Dean
9.2	To elect Associates of King's College (to approve)	AB-22-03-09-09.2	Dean

10 Report from Council (to note)

4.20pm

AB-22-03-09-10

Staff member of
Council - TBD

11 Any Other Business

Irene Birrell
College Secretary
March 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 December 2021 meeting	AB-21-11-03-03.1	Approve
3.3	Actions Log	AB-21-11-03-03.2	Note
Report of the Academic Board Operations Committee (ABOC)		AB-21-11-03-08.1	
8.1	(i) Election Issues (remaining)		Note
	(ii) Elections timetable		Note
	(iii) Annual Agenda Plan		Note
	(iv) Future meeting locations		Note
Report of the College Education Committee (CEC)		AB-21-11-03-08.2	
8.2	(i) Proposal for a new type of King's Award		Approve
	(ii) ICCA Regulations		Approve
	(iii) Education Strategy Refresh		Note
	(iv) Student Mental Health & Wellbeing Strategy		Note
	(v) Student Lecture Capture		Note
	(vi) Initial Teacher Training Accreditation		Note
	(vii) Closing Attainment Gaps Update		Note
	(viii) Race Equity & Inclusive Education Fund 2021/22		Note
	(ix) Policy for Module & Teaching Evaluations		Note
	(x) College Teaching Fund		Note
	(xi) OfS Consultations		Note
	(xii) Exams Annual report		Note
Report of the College Research Committee (CRC)		AB-21-11-03-08.3	
8.3	(i) ED&I Update		Note
	(ii) Research Culture		Note
	(iii) Reactivation of Science Gallery London		Note

Report of the Dean

9.2	To elect Associates of King’s College	AB-21-11-03-09.2	Approve
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Irene Birrell
College Secretary

Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-03.2

Status Unconfirmed



Minutes

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

Date 8 December 2021, 14.00

Location Remote Meeting held by MS Teams

Composition			Members	Attendance 2021-22				
				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			
	Senior Vice Presidents & Vice Principals	SVP Academic (interim)	Professor Mike Curtis	P	P			
		SVP Service, People & Planning	Professor Evelyn Welch	P	P			
		SVP Health & Life Sciences	Professor Richard Trembath	P	P			
		VP Education (interim)	Professor Adam Fagan	P	P			
		VP Research	Professor Reza Razavi	P	P			
		VP Global Engagement	Professor 'Funmi Olonisakin	P	P			
		VP Communities & National Engagement	Baroness Bull	P	P			
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	P	P			
	The President of the Students' Union		Zahra Syed	P	P			
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone	P	P			
		Vice President for Education (Health)	Fatimah Patel	P	A			
		Vice President for Postgraduate	Rebecca Seling	P	P			
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	A	P			
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier	P	P			
		Dickson Poon School of Law (Interim)	Professor Alex Türk	P	P			
		King's Business School	Professor Stephen Bach	A	P			
		Life Sciences & Medicine	Professor Ajay Shah	P	P			
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi	A	P			
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P	P			
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	A	P			
		Social Science and Public Policy	Professor Frans Berkhout	P	P			
	Dean for Doctoral Studies		Professor Rebecca Oakey	A	P			
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott	P	P			
Elected Students	One student from each faculty, split equally across UG/PGT/ PGR	Arts and Humanities	Claude Lynch	P	A			
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani	P	P			
		Dickson Poon School of Law	Chris Panayi	P	P			
		King's Business School	William Shiue	P	P			
		Life Sciences & Medicine	Amy Lock	P	P			
		Natural, Mathematical and Engineering Sciences	Vacancy	-	-			
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj	A	A			
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini	P	P			
		Social Science and Public Policy	Hassan Faouz	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 each faculty.	Arts & Humanities (5 members, including HOD equivalent)	Professor Anna Snaith	P	P				
			Dr Simon Sleight	A	P				
			Professor Mark Textor	A	A				
			Professor Matthew Head	P	P				
			Dr Hannah Crawforth	P	P				
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P	P				
			Dr Anitha Bartlett	P	P				
			Dr Ana Angelova	P	P				
			Professor Jeremy Green	P	P				
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Alison Jones	P	P				
			Professor Federico Ortino	P	P				
			Dr Ewan McGaughey	P	P				
			Professor Satvinder Juss	P	P				
		King's Business School (4 members, including HOD equivalent)	<i>Vacancy (HoD)</i>	-	-				
			Dr Jack Fosten	P	P				
			Dr Juan Baeza	P	P				
			Dr Daniele Massacci	P	A				
		Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape	P	P				
			Professor Maddy Parsons	P	A				
			Dr Baljinder Mankoo	P	P				
			Dr Susan Cox	P	P				
		Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Dr Manasi Nandi	P	P				
			Professor Paula Booth	P	P				
			Professor David Burns	A	A				
			Professor Michael Kölling	P	P				
			Professor Sameer Murthy	P	P				
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson	P	P				
			Dr Julia Philippou	P	P				
			Irene Zeller	P	P				
			Dr Jonathan Koffman	P	A				
		Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear	P	P				
			Dr Marija Petrinovic	P	P				
			Dr Yannis Paloyelis	P	P				
			Dr Eamonn Walsh	P	P				
			Professor Robert Hindges	P	P				
		Social Science and Public Policy (5 members, including HOD equivalent)	Professor Alfredo Saad-Filho	P	P				
			Dr Ye Liu	P	A				
			Dr Jane Catford	P	P				
			Dr Sunil Mitra Kumar	P	P				
			Dr Hillary Briffa	P	P				
	Three professional staff	Education Support	Syreeta Allen	P	P				
		Research Support	James Gagen	P	P				
		Service Support	Kat Thorne	P	P				
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	P	A				
		Health Faculties	Dr Moritz Herle	A	P				

v= vacant post

In attendance:

Darren Wallis, Executive Director, SED (Standing attendee)

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

For item 5 (World-Class Education Strategy Refresh)

Ceri Margerison, Anna Laverty and Nick Worthington (Strategy, Planning & Analytics)

For item 6.1

(Principal's Report)

Steve Large, Senior Vice President (Operations)

Annabel Chalker, Director of Corporate Communications

For item 7.1 – Review of King's policy and procedures for approval of international partnership

Jen Angel, Director of International Strategy

Secretariat:

Irene Birrell (College Secretary)

Joanna Brown (Governance Manager)

Amanda Way (Senior Events and Office Manager)

1 Welcome, apologies and notices

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

2 Approval of agenda

The agenda was approved.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-21-12-08-03]

A member queried the sentence at the end of the minutes which set out that the three proposals [AB-21-12-08-04(ii)] would be considered for the agenda of the next meeting of the Board because his understanding had been that they would be standalone items on the agenda for discussion. The Principal confirmed that his intention had been accurately described, that a report on these items come forward to this meeting, as set out at Item 4(ii).

Decision

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

4 Matters Arising from the Minutes [AB-21-12-08-04]

The Chair noted that following the discussion at the last meeting on Graduate Teaching Assistant (GTA) pay, he had consulted the Assistant Director of Business Assurance on GDPR rules and confirmed to Board members that sharing names and personal data should be strictly limited to “need to know”, and counselled members to be mindful of this for future meetings. A number of members had raised concerns post-meeting regarding the tone and nature of exchange towards the end of the meeting and, noting that there would always be matters of disagreement in a diverse university setting, urged all members to retain standards of respect for all colleagues at all times. On behalf of Board members he put on record thanks and respect for the work of the College Secretary. Dr Ewan McGaughey put on record that those GTAs had requested that their names be shared.

The Principal invited the College Secretary to present two items arising from the previous meeting:

(i) Petition re Council Membership [AB-21-12-08-04(a)]

The College Secretary reported that, further to concern expressed at the last meeting of the Academic Board, Council was requested to consider whether it needed to review its position on the petition regarding Council membership [KCC-21-07-14-07.1 (2)]. Council was satisfied that it had understood and considered the full range of facts at the time and had no need to reconsider its position. The College Secretary stated that this would be noted in the minutes of Council for its previous (23 November) meeting and that the pertinent report in the published set of July Council papers would be amended to make a clear delineation between the petition proposals and those from a subsequent submission on the matter.

(ii) Report on disposition of suggested additions to the Board agenda [AB-21-12-08-04(b)]

The College Secretary presented the report which set out how the proposals for discussion received from Board members Dr Ewan McGaughey and Professor Satvinder Juss would be managed. The College Secretary had followed the criteria approved by Academic Board in December 2020 for suggested additions to the Board agenda, and it had been straightforward to assess how the items be managed – as set out in the report. The Board process was amenable to change by the Board and the third proposal, being about the process itself, would be brought back to the Board for consideration at its March meeting. The Chair of ABOC noted that agenda items would always need to be within the terms of reference of the Academic Board.

During discussion of the proposal for Academic Board to choose its own Chair, Academic Board members were reminded that this had been taken very seriously and intensively discussed in 2018,

and having no consensus, was set aside for the next wider governance review in 2023. The 2018 Green Paper had covered many issues and had directly led to three of the elected Academic Board members being elected by the Board as members of Council. Dr McGaughey stated the issue for him was not who chairs but who chooses the chair.

During discussion of the proposal for establishment of a committee to oversee dismissal of academic staff, points raised included:

- Academic Board was a governance committee of Council, not a management committee. It could not deal with individual cases. It was noted that the proposal's wording indicated the intent for a committee to be established that would have dismissal powers over individual staff members, and that this would not sit within the terms of reference of a governance committee.
- Council did not currently have a people and culture committee, but this was under discussion and reflected the changes made to the structure of the senior team and the creation of the role of Senior Vice President (Service, People and Planning). The Senior Vice President (Service, People & Planning) proposed that there be a brief overview paper at the next Academic Board under Matters Arising regarding the new role, as the current agenda did not allow time for a full discussion. *[ACTION]*
- The KCLSU President noted that she had sat on the appointment panel for new members of Council, which, in considering Council's skills matrix, had identified expertise and strong experience in people issues as desirable in filling one of the vacancies. The Principal noted that he would circulate to members information about the newly-appointed member.
- A member expressed concern over cases of dismissals, bullying and harassment where action had not been taken, noting that local managers approached these matters very differently. The Executive Dean for FoLSM stated that responsibility within a faculty would ultimately rest with the Executive Dean and urged that such issues be brought to the Executive Deans.

The remaining item was noted on the Consent Agenda:

(ii) School merger – School of Life Course and Population Sciences, FoLSM

5 World-Class Education Strategy Refresh *[STRATEGIC DISCUSSION]* [AB-21-12-08-05]

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

Transition in, through and beyond university – group feedback:

Points discussed included: reviewing current models for student support and building a more sustainable model, including personal tutors, academic advisors, peer-to-peer support and technology solutions; investing in counselling services; better data on the experiences of individual students would help in targeting support; prioritising closing the attainment gap.

Student Support and Wellbeing – group feedback:

Points discussed included: student mental health; the experience of King's first year students - their education experience to date and potentially not having the experience to reach out for support; personal tutoring – counselling services versus the role of the academic; investment in counselling for the future; and having a collaborative approach as a university.

Beyond the 'on-campus'/'online' dichotomy – group feedback:

Points discussed included: resourcing; huge challenge to get this right; keeping online teaching; the challenges of teaching online; diversity; different types of delivery across faculties; listening to students.

Global King's – group feedback:

Points discussed included: global starts at home - could do more to support students to have a quality international experience on our campuses; King's contribution to 'levelling up': the majority of UK-domiciled students are based in London or the South East; need to consider what more we can do to

support 'levelling up' nationally - example of being a large local employer in Cornwall; opportunities to reach a broader audience regardless of location or income.

The Education Strategy refresh would be a substantial item on an Academic Board spring term agenda, and in the meantime would go through further stakeholder engagement. *[ACTION]*

6 Report of the President & Principal

6.1 Summary Report on Key Issues [AB-21-12-08-06.1]

The Principal's summary report included cybersecurity accreditation and the university's collaborations with projects in China. His verbal update focused on the recent industrial action, the College's response, and the impact on students and mitigations that had been put in place. It had been encouraging to see students engaging and trying to understand the situation.

Data on the full impact of industrial action on teaching and learning was still being gathered. There had been great variation across faculties and departments would continue to monitor impact. Mitigations included providing additional opportunities for students outside of traditional learning, and additional support from welfare and wellbeing teams. The volume of queries coming through from students and those flagged as potential student complaint were very low in comparison to 2020 strike action.

The 'Action Short of Strike' (ASOS) impact was yet to be seen. Advice from the Union to its members had been sensible: to prioritise core activities essential to each role and to record what could not be done. From the university's perspective, it was clear that priorities were student welfare, student support, and education.

A member commented that if working to contract was so disruptive that would indicate a structural problem with respect to staffing and workloads.

A student member noted that student sentiment seemed to be shifting towards supporting the strikes, but that it was crucial that any decision the university took regarding the matter not be to the detriment of students' education. The KCLSU President provided a brief overview of KCLSU interaction on the matter and stated that Sabbatical Officers had been in conversation with senior management, advocating for students. She stressed it was clear that students had a lot of respect for professors and understood why staff were striking but felt caught in the crossfire. It was the third year of disruption for some students. The KCLSU would hold a Town Hall listening exercise in January to understand the impact of the strike and ASOS.

Remaining item noted on the Consent Agenda:

6.2 *Terms & Conditions – Pre-Sessional, King's Online and King's Foundations*

7 Reports of Committees

7.1 Report of the College International Committee (CIC) [AB-21-12-08-07.1]

(i) Review of King's policy and procedures for approval of international partnerships

The Vice President (Global Engagement) introduced the report which described a comprehensive strategic review undertaken to consider, improve and manage international partnerships. She stated that, prior to Covid, there had been inconsistent ways of addressing international partnerships, with a lack of coherence and a lack of transparency. The review that had just been undertaken concerned not just international risks but also the governance of process. The aim was to achieve more efficient, constructive and smarter ways of governing international partnerships. The Director of International Strategy stated that the proposal reflected input from a range of staff, students and experts. The two most important principles were agility and proportionality. She highlighted:

- 1) The recommendation to reconfigure a number of committees into a single Board which would consider all types of partnerships at King's, with executive powers to approve or not.
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- 2) Framework (Appendix 2 of the report) questions had been designed to support the development of a holistic view of risks and benefits and were both strategic and operational, and considered both rules and values.

During discussion points raised included:

- The principles of agility and proportionality were important as such decisions often needed to be made very quickly.
- It would be important to have strong guidance on what the boundaries were. In general, it was expected King's would have as permissive a view of international activities as possible but there would always be certain things King's would not do.
- The importance of having the faculty Executive Dean included in the approval process and seeing proposals a stage before the approval process for early intervention.
- PDASC and CIC needing a connected-up approach.
- Who decided what community standards were; whether explicit standards related to issues such as transparency, gender equality and climate change should be developed; and whether community standards were applied to partners?
- The importance of collective working and the responsibility on individuals to ask the values questions at an early stage.
- In such a diverse and complex setting as a university this was a complex challenge and would take time to develop.

Remaining items noted on the Consent Agenda:

- (ii) *Strategy Refresh*
- (iii) *King's Global Turing Project*

7.2 Report of the College Research Committee (CRC) [AB-21-12-08--07.2]

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

- (i) *Security Sensitive Research Policy (**approved**)*
- (ii) *Researcher Concordat Action Plan (**approved**)*
- (iii) *Research Integrity Annual Statement*

7.3a Report of the College Education Committee (CEC) [AB-21-12-08--07.3a]

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

- (i) *Portfolio Simplification (**approved**)*
- (ii) *Welcome to King's Report 2021*
- (iii) *Proposal for a new KCL Marking Framework*
- (iv) *Statement for Exam Period 2 and 3*
- (v) *Inclusive Education Steering Committee*
- (vi) *King's Education Awards 2021-22*
- (vii) *Assessment Boards Annual Report*
- (viii) *Student Conduct & Appeals Annual Report*

7.3b Report of the Academic Standards Subcommittee (ASSC) [AB-21-12-08--07.3b]

*Items **approved** on the Consent Agenda:*

- (i) *Changes to the Academic Calendar*
- (ii) *Mid-year amendment to T30 Academic Regulations*

7.4 Report of College London Committee (CSC) [AB-21-12-08-07.4]

Items noted on the Consent Agenda:

- (i) *Chair's report*
 - (ii) *Strategically focussed impacts on the world*
 - (iii) *Careers and Employability*
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- (iv) *Faculty annual London reports*
 - (v) *King's London Highlights*
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7.5 Report of the Academic Board Operations Committee (ABOC) [AB-21-11-03-07.3]

(i) Academic Board Annual Business Plan

The Vice President (Education), introduced the Annual Business Plan which set out the proposal to provide structure around strategic discussions, and to reserve strategic discussion of education and research issues for the December and April meetings, with the other three meetings having focus on international issues, cross-university matters and issues of focus by the senior executive team; and the list of topics in the report and proposed by members to be considered within that structure.

A member noted that he had fed into the process, as invited, in May, proposing issues from faculty colleagues including protecting period three for research time, centralisation and empowering Heads of Departments, and business management models – but that he had not heard back. He was assured that ABOC had considered the long list of member-proposed topics, and the result was the proposal in front of Board members which earmarked certain meetings for certain types of discussion; it did not necessarily list all specific topics and would be a work in progress and a standing item henceforth on both ABOC and Academic Board agendas. It was intended that member-proposed topics would feed into the proposed structure or be fed into discussion at the Board's standing committees, as appropriate, noting that the standing committees report back to the Academic Board.

The Vice President (Education) noted the important points raised regarding delivery of education, some of which were being considered as part of the strategy refresh, and also urged the member to raise these points with his Vice Dean Education, who was active in a lot of these areas. The Principal suggested that ABOC determine the appropriate meetings for these points to be discussed, noting that not all suggestions could be accommodated within Academic Board, which had a c.70 membership and just five meetings a year, though it did have final oversight of how some of these issues were being handled.

Finally, the Principal noted that he had had several meetings with Heads of Department and had been working personally with the Senior Vice President (Service, People and Planning) to address the issue of how to better empower HoD's.

Decision:

That the annual agenda business schedule be approved

Remaining items noted on the Consent Agenda:

- (ii) *Executive Structure changes and implications for Academic Board*
- (iii) *Membership of ABOC*

8 KCLSU President Report [AB-21-12-08-08]

The KCLSU President invited the KCLSU Vice President Education (postgraduates) to present the report. The VP Education (postgrads) reported on recent developments except for the UCU strike situation, which had already been discussed under the Principal's report.

Progress had been made on the relationship agreement with KCL and there had been recent meetings about freedom of speech. Regarding Graduate Teaching Assistant (GTA) pay, the VP (postgrads) had been meeting with them and hearing their concerns regarding how pay had been handled. She reported that the general sentiment was that the good intentions had been undone with the problems in delivering the pay and contracts. She stressed the importance of keeping GTAs informed about what was being done around these issues. The VP Education (postgrads) had also met with the Senior Vice

President (Academic) about simplifying the process and would continue to meet with GTAs. It was crucial that lessons learned from term one be applied to GTAs starting in term two so that we do not face the same issues.

The new Omicron variant of Covid-19 had presented many challenges, but once that slowed down the KCLSU would like to update Academic Board on the “keep it real” campaign and returning to in-person teaching as much as possible. KCLSU was currently running a vote regarding more in-person teaching in-line with Covid-safety. To date it had been successful in engaging students on both sides of the argument. There would be a KCLSU Town Hall in January.

During discussion points raised included:

- GTA onboarding and pay: The Principal noted how unfortunate it was that a positive thing the university had wanted to do now didn't seem so because of the implementation problems. GTA numbers fluctuated month-to-month and contracts varied month-to-month. The Senior Vice President (Operations) reported there remained some GTAs who had not responded with information needed in order to be paid, through no lack of trying from faculties and central teams. Most GTAs had now been paid and everyone due pay would receive pay for December. The immediate issues were largely solved, but the underlying processes still needed a fix. The university was committed to making the process more straightforward in future.
- Student desire for in-person teaching: the ability to interact with professors in a live manner was more important than the form of teaching. Covid issues were understood, but students were missing the live interaction, which contributed to quality of education.
- The Principal thanked the KCLSU for arranging the opportunity for The Dean and the Principal to meet with Islamic societies. It had been an interesting and useful discussion, including issues such as the corrosive effect of continually having to explain culture and religion. The Dean would be following up on some of the areas discussed, and also welcomed opportunities to meet with other faith groups.
- The KCLSU President commended the Senior Team, who had been doing a lot of work in meeting with those student communities who felt marginalised.

9 Report of The Dean

9.1 Report of the Dean [AB-21-12-08-09.1]

The report of the Dean was noted as read. The Dean emphasised the success of the AKC and the ever increasing number of students enrolled on the programme, which was a good example of cross departmental cooperation and learning.

*Item **approved** on Consent*

9.2 Election of Associates of King's College (AKC) [AB-21-12-08-09.2]

Decision:

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

10 Any Other Business

The Senior Vice President (Service, People and Planning) provided an update regarding an expected government announcement on new rules regarding Covid. *[Secretary's note: the Government announcement was made following the meeting at 5pm that day]*. It was expected that:

- an order to work from home would have exemptions for critical in-person teaching and learning.
 - there could be impact on graduation ceremonies planned for January.
 - there would be differing responses from higher education institutions, but King's would be requesting its staff to prioritise student teaching taking place before the Christmas break.
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- the university would be working with the KCLSU over the Christmas break to provide facilities for those international students not returning home. It was noted that the announcement would lead to a slight intensification of existing plans.

During discussion points raised included:

- The number of people using the King's Covid test had increased but the percentage of positives had not changed much. The King's community was encouraged to keep doing those tests.
- Regarding student and staff vaccination, the university was confident through risk assessment data that over 90% were vaccinated. Over 1000 students did the risk assessment survey and over 90% had been vaccinated.
- The university was encouraging take up of boosters and requested further encouragement within the GTA community to receive their free flu vouchers, the details of which were on the main internal website.

The Principal recommended the Renick Lecture and would send the link to Academic Board members.

It was the last Academic Board meeting for Professor Frans Berkhout, who would be standing down as Executive Dean of the Faculty of Social Science and Public Policy at the end of the month. The Principal put on record his thanks to Professor Berkhout for leadership of the faculty and for all that he had contributed to the university.

The meeting adjourned at 16:33.

Irene Birrell

College Secretary

December 2021

World Class Education

Strategy exploration and emerging priorities

Professor Adam Fagan
Vice Principal, Education



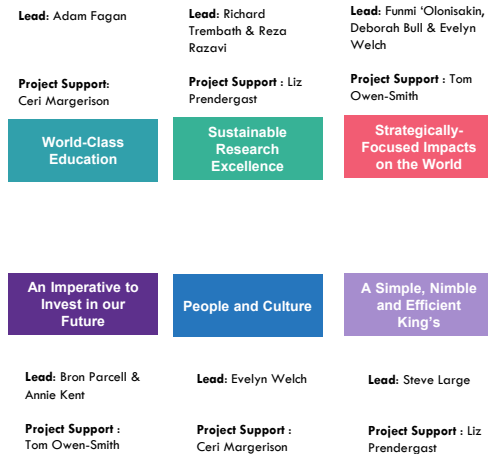
1

Why a 'strategy refresh'?

- Vision 2029 set out bold ambitions for King's: we should be proud of what we've achieved.
- However, a great deal has changed since it was launched: Brexit, COVID-19, changing government priorities and geopolitics.
- Vision 2029 remains our guide but the time is right to consider our path to get there.
- The 'strategy refresh' exercise is asking and answering key questions to understand where our efforts and resources are most needed to achieve our Vision 2029 ambitions.
- The Principal's listening exercise with staff and students over the summer has informed the development of the themes and questions.
- Senior leaders have been working with small groups of colleagues across the university for the past few weeks to begin to plot out and consolidate key areas of focus.
- We will share the outcomes of this first phase with all staff early in 2022 and explain how we'll use these and other insights to refresh our strategy and map the next stage of our path to Vision 2029.

2

Six interlinked themes



3

'World Class Education' theme

Theme headlines

1. COVID-19 has accelerated King's transition towards an integrated digital learning experience for our students. But it's revealed where we can do more to support our students and our staff, including with digital skills and knowledge.
2. Our Vision 2029 ambitions for a transformative education for our students remain the right ones: preparing students for employment, further study and to tackle the major challenges facing humanity.
3. To do this effectively we need to get our foundations right, including smooth, functional systems and processes and an inclusive learning experience.
4. We need to **examine critically our existing priorities** and, **if necessary, recalibrate**, to support our students' success in the new para-COVID normality.

Approach

- We have convened a group of 30 'Lead Contributors', supported by other expert staff who they have drawn in, and each has been assigned one of our high-level strategic questions.
- The Lead Contributors have prepared submissions, outlining where King's should focus and prioritise activity in response.
- The group has together held two meetings to discuss these proposals.

4

The 10 submissions: key questions

Support a successful transition into university	King's First Year	How do we develop and deliver King's First Year to prepare students for success at university?
Supporting success at university	King's Flexible Curriculum	Is the flex curriculum the best way to deliver a transformative education for our students? Is it the only way? Have we missed an alternative? If 'flex' is right, how do we deliver to provide a transformative education?
	Systems and processes	Which of our systems and processes underpinning educational operations are the highest priority for rapid change and improvement? How do we drive these rapid improvements to support more effective student journeys?
	Individualised student data	How do we use data most effectively to support students' trajectories through King's?
	Digital education	What is the right blend of digital opportunities for on campus students? How can we best use digital education and technology in our pedagogy to most effectively support student success?
	Student mental health and wellbeing	<i>How do we continue to develop our position and distinction as a world-leading institution for innovative approaches to supporting student mental health and wellbeing?</i>
	Widening participation	How do we continue to widen participation? How do we minimise attainment gaps?
	Academic skills and training	What are the priorities for action and focus to enable academic colleagues to support student success? (Professional development, education careers, personal tutoring, learning development, research-enhanced education)
Support success beyond university	King's Edge	<i>How do we use and develop King's Edge to support students' success beyond university, as King's alumni?</i>
King's strategic positioning and potential opportunities for growth/ margin <i>[Being picked up through conversations with Marketing and the 'Investment' theme]</i>	Lifelong learning/ our online ambitions	What are our priorities for Lifelong Learning? How do we/ should we support Degree Apprenticeships? What are our ambitions for King's Online and a 'global King's' education?
	<i>Margin generation [Being picked up through conversations with Marketing and the 'Investment' theme]</i>	<i>Where are the opportunities for margin creation? Where is the next 'Business School'?</i>

5

Emerging priorities

1. Transition in, through, and beyond university:

- Requires new student data information and management system
- Building 'Edge' platform and content
- Recruitment of academic tutors for KFY, for new 'flex' modules, and for King's Edge Student services 'hub'

2. Student support and wellbeing:

- Investment in and promotion of the King's approach to mental health and student well-being.
- Investment in counselling services and resource for innovation

3. Beyond the 'on-campus' / 'online' dichotomy

- Investment in multi-modal learning and teaching spaces
- Investment in student social and learning spaces ('belonging')

4. Global King's

- Development of online education delivered across the world (geo-pricing, WP etc.)

6

Break-out groups

One group for each of the four areas, each considering the same two questions:

1. What does success look like in 2025 in this area? How will the student experience be different?
2. If we had a 'few extra £m' where in this area should we best invest it to achieve this success? For example, thinking about people, systems/processes and our space.

Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-03.3

Status Final

Actions Log

Action required

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

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

Meeting	Minute	Topic	Action	Owner	Deadline (and any Revisions)	Notes	Progress
8 December 2021	4	People & Culture	That a brief overview paper be provided at the next meeting under matters arising of the creation of the role of SVP (Service, People & Planning)	SVP (Service, People & Planning)	March Meeting	See agenda	Complete
8 December 2021	5	World-Class Education Strategy Refresh	Education Strategy refresh to be a substantial item on a spring term agenda	VP Education	Spring meeting		In progress
16 June 2021	6.4	Student Terms & Conditions 2022-2023	Student Terms and Conditions: Clause 4.3 to be taken under advisement with a comprehensive response brought back to Academic Board.	VP Education	3 Nov 2021 meeting	This will be considered as part of the scheduled consideration of Terms and Conditions for 2023/2024, with any changes highlighted to Academic Board	In progress

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

Academic Board	
Meeting date	9 March 2022
Paper reference	AB-22-03-09-04
Status	Final



The Service, People & Planning Portfolio

Action required

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

Executive summary

As part of the new senior leadership team structure, the President & Principal created new cross-cutting roles, including the portfolio of the Senior Vice-President (Service, People and Planning). Professor Evelyn Welch took up this role in September 2021.

This paper outlines, in brief, the new portfolio, its key priorities and its engagement with the Strategy Refresh.

The Service, People & Planning Portfolio

As incoming President, Professor Shitij Kapur undertook a 50-hour+ listening exercise in June and July 2021. One result was the creation of new cross-cutting roles, including the portfolio of the Senior Vice-President (Service, People and Planning). Professor Evelyn Welch took up the role in September 2021.

This paper outlines, in brief, the new SPP portfolio and its membership.

Service: Service has been a defining feature of King's College London for many years. The SVP (SPP) is responsible for ensuring a consistent approach to external engagement that is firmly rooted in our outstanding education and research. With our remarkable community of staff, students and partners, King's already makes a real difference to some of the world's complex problems. One of the new Portfolio's great strengths is our collective ability to develop and tell our story effectively to a wide range of internal and external audiences. Strategic Corporate Communications and Fundraising & Supporter Development are central in ensuring that we connect internally and beyond our immediate campus walls. This engagement and partnership work is enabled by teams who report to the VP Global Engagement, the DVP Global Business Development and the VP Communities & National Engagement. They, along with the Service and Sustainability teams and the externally facing and cross-cutting Institutes (where the SVP (SPP) shares responsibility with the relevant Faculty Dean) help Faculties and Directorates to make positive change happen inside and outside the College.

Key priorities for the new portfolio are now being agreed as part of the Strategy refresh. Under the auspices of the VP (CNE) and VP (GE) and in conjunction with the Dean of Research Impact and the Director of the Policy Institute, we are reviewing our approach to service and impact. This will be supported by the VP Research's prior review of research impact, the review of social impact conducted jointly by the Service Team and SSPP, and an agreed new approach to partnerships, including the establishment of a new Partnerships Committee, jointly led by the VP (Health & Life Sciences) who is acting as the initial chair, and the SVP (SPP). A clear outcome of this strategic theme will be greater links between the new iteration of Vision2029, any future fundraising campaign and alumni engagement as well as establishing priorities for our partnerships and business development. Finally, the work on service and impact will be complimented with a major focus on sustainability which runs across all areas of the new strategic refresh, particularly in terms of ensuring a just and equitable transition to Net Zero. A full paper on this will come to Academic Board.

People: The SVP (SPP) leads the 'People & Culture' strategic refresh theme. This is new work that brings oversight to our university-wide work on people, culture and values. In doing so, Professor Welch is supported by HR, the Equality, Diversity & Inclusion team, the Dean for Research Culture and the Dean's Office. Once agreed, the People & Culture strategy will be monitored by two new committees: a Council standing committee, with governance oversight of our performance, and a management committee which will advise the SVP. She will report outcomes to the University Executive. A full paper on the new governance and management structures for supporting the delivery of our People & Culture Strategy will come to Academic Board in the near future.

Key initial priorities for the People & Culture theme are a review of the staff total reward package; a review of workload and our use of fixed-term research contracts. Developments that are already underway include a new suite of organisational development programmes with a new leadership development programme for Heads of Department. For more information please see: <https://internal.kcl.ac.uk/hr/od>. In addition, we are now procuring a staff survey and examining effective and efficient ways of consistently monitoring sickness, absence and turn-over. Workstreams are listed below. Membership of the working groups associated with the People & Culture theme is currently being finalized; there will also be a chance for early engagement through staff networks and for dialogue with our recognised trade unions.

Approach to a King's People & Culture Strategy

King's 'employer proposition'

The values and culture we embody; what King's offers to its staff community; what we expect in return (psychological contract)

Our Values & Culture	Ways of Working	Developing staff effectiveness and engagement	Pay, performance and reward	Our future workforce shape and sustainability
<p>How do we create a culture of trust and willingness to collaborate while allowing for challenge, freedom of speech and a multiplicity of approaches and views?</p> <p>How do we ensure that we meet our ED&I goals, including better reflecting the diversity of our student body in the composition of our senior leadership?</p> <p>How do we ensure we're taking on board the views and perspectives of our diverse staff?</p>	<p>How do we continue to build new ways of working which reflect changing priorities and needs of our staff?</p> <p>What are the implications of our new ways of working for our people strategy and for how we use our campuses?</p>	<p>(Employee lifecycle and talent management)</p> <p>How do we support our people to deliver excellence in their work? Including the specific needs of:</p> <ul style="list-style-type: none"> Managers and leaders Academic career paths and structures 	<p>How do we deal with performance that doesn't contribute to our shared success?</p> <p>How do we incentivise and reward 'inclusive' excellence?</p> <p>Can we continue to recruit the talent that we want with the offers that we can make? If we can't compete on pay, can King's culture and the way it treats its staff be a positive differentiator?</p>	<p>What are the practical workforce implications of driving towards performance excellence alongside financial sustainability?</p> <p>What skills do we need among our staff (e.g. digital, management, leadership skills) to enable King's future success and how do we address any critical gaps?</p>

Planning: The final aspect of the portfolio links our strategies for People & Culture to the spaces that we provide and how we use them. King's has some of the most expensive university real-estate in the country. Our sustainability pledges and our ability to invest in staff and student support depend on very careful management and use of our buildings, creating a strong sense of campus community while using our buildings efficiently. We are putting in place a new governance structure for space allocation and oversight and have just appointed a master-planner, Kohn Pederson Fox (KPF), to support a more considered approach to the Strand & Waterloo campuses. KPF will be consulting widely with staff and students as they develop proposals in the categories described below for a more holistic spatial integration of our multiple strategic aspirations for King's in 2029.



Enhance Education
"Education to Inspire + Improve" - King's

1. Break down departmental silos to maximize classrooms flexibility
2. Shift from passive lecture to flexible flat floor classrooms in team + active learning configurations
3. Integrate curriculum to move teaching "beyond classroom" to labs, commercial collocation, etc.
4. Learner centric classrooms where student create material rather than absorb/memorize from instructor.



Catalyse Innovation
"Research to Inform + Innovate" - King's

1. Leverage London as 'learning laboratory' using nearby clusters in arts, law, finance, media, and tech.
2. Complement mix of specialisms at other campuses with those at Strand.
3. Develop social + work spaces for trans-disciplinary interaction with on- and off- campus communities.
4. Create flexible spaces that adapt to KCL needs over time + shift research from out into campus/city.



King's Civic Role
"A Civic University in the Heart of London" - King's

1. Create a more welcoming, open and public-facing campus environment
2. Contribute to the cultural and public life of London - Strand's Cultural Quarter - through all-day activity at ground floors
3. Create a permeable and porous campus with a logical network of routes and social spaces
4. Design exterior spaces as opportunities for formal and informal learning



Social Mission
"Serve to Shape and Transform" - King's

1. Ensure campus is barrier free and safe for people of all abilities.
2. Design public + campus spaces inclusive of diverse cultural, ethnic, economic + religious communities.
3. Engage communities to find next generation of undiscovered talent.
4. Environmental stewardship via embodied carbon, urban greening, and targeted MEP upgrades.



Campus Culture
"[create an] International Community to Serve the World" - King's

1. Open ground floors to link campus + urban social spaces into a network.
2. Extend campus into London taking advantage of existing urban amenity.
3. Re-use existing terraces, unusual upper level spaces, and corridors to create a variety of social space types.
4. Identify residual spaces to be easily modified for a variety of sized social, cultural, and dining spaces.



Strategy + Feasibility
"Fundable, affordable, feasible plan" - King's

1. Identify 'low-hanging fruit' - small changes resulting in maximum impact.
2. Develop a statement of need for sources of funding + revenue.
3. Consider public/private partnership for co-location, funding + operation.
4. Strategically identify programs that can move to/from other campuses.
5. Evaluate ideas for feasibility and cost as design develops.

Evelyn Welch
SVP (Service, People & Planning)
16 February 2022

Academic Board	
Meeting date	9 March 2022
Paper reference	AB-22-03-09-05
Status	Final
Access	Members and senior executives



Research Strategy Refresh: discussion session

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

The aim of the session is to enable in-depth discussion on two strands of the research strategy refresh:

1. Environment and sustainability research, where research challenges and funding are rapidly expanding, and where King's profile has to date been smaller than that of other leading universities. The working group's proposed research strategy should connect with developments in impact and communications, and developments in education strategy, and all of these are complemented by King's own targets for achieving net zero in its own activities.
2. Research Enhanced Education (REE) is an important goal in King's vision for 2029, and in King's current education strategy (2017-22). The working group proposes further strengthening of research enhanced content in our teaching, supported by a better framework for mapping, managing and organizing REE, and evaluations of its benefits and value for students and their subsequent careers.

Research Strategy Refresh: discussion session

1. Background - Research Strategy

Academic Board discussed the main themes, and the plans, for the research strategy refresh at Board meetings on 3 November and 8 December. In December, working groups began developing proposals in each of the seven themes, covering:

- Accelerating research development – including King’s plans to strengthen natural sciences & engineering
- Digital research and data
- Environment and sustainability research
- Impact and Partnerships
- Culture and development
- Research Enhanced Education
- Research excellence *with* financial sustainability

These were complemented with 14 meetings on specific disciplinary areas or Units of Assessment, revisiting the aims in the REF Environment submissions, the opportunities and challenges, and new opportunities offered by the strategy refresh.

The proposals in the seven themes were presented and discussed with the University Executive at a summit meeting on 3 February. This is being followed by discussions on the scale and phasing of the investment needed to develop research in the growth areas and develop cross-discipline/cross-faculty activities. During March and April, we will further widen engagement with the strategy through a town hall meeting; through the consultation process on King’s strategy overall; and through more focused discussions at Faculty level and in College committees. In parallel, provisional implementation plans will be developed and coordinated with plans emerging in other areas of King’s strategy refresh (education, culture, global impacts etc.).

2. Plan for this session

This one-hour session will focus on two of the themes – environment and sustainability and research-enhanced education. There will be short presentations, and 35 minutes for in-depth discussion in break-out groups.

3. Background – Environment and Sustainability

Addressing the threats from climate change, and ensuring the broader, long-term sustainability of human wellbeing and nature is a key global challenge for the coming decades. There is strong interest among our students, staff, and the public in ensuring just and equitable transitions to a low carbon future. Research investment for solutions is rapidly increasing – 30% of Horizon Europe funds are earmarked for the broad area. UK public funding is expected to grow as well, as is philanthropic and business investment.

King’s current research is smaller than many other UK universities and does not include large flagship programmes in climate science or low-carbon technologies. Our strengths are distributed across research in social sciences, policy, environment, engineering, law, business, the humanities and health. However, there is growing recognition that as technologies develop, the gap between what *could* be done and what *is* being done widens, and that achieving net zero needs multidisciplinary insights into the complex factors that determine the rate of transition and the impacts and responses in different groups and nations.

The working group’s proposal is that King’s should develop its research programmes and funding by building on its strengths with a strongly multidisciplinary strategy; with an emphasis on achieving a whole system view of dynamic processes of change and reaction; with close user (governmental, business, third sector) engagement, and a unifying goal of ensuring just and fair transitions. The group’s summary proposal is attached (**Annex 1**).

As well as its research, King’s is active in public engagement, service, and policy influence in climate change. [Climate at King’s](#) gives examples of our current work. In 2021 we were [rated in the top 20](#) universities worldwide

for 'Climate Action' by the Times Higher Education Impact rankings, and 2nd in the UK for social and environmental impact overall. Our rating reflects our current research and also our achievements in carbon reduction and the future commitments shown in our climate action plan and ambitious net zero target.

Academic Board is invited to discuss King's strategy for research alongside the opportunities for impact, leadership and education. For example:

- With most UK universities planning to increase research in the area, and several focusing on socio-economic factors, how can King's make the most of its strengths? What are the success factors/barriers to overcome in order to make interdisciplinary research work?
- What are the opportunities for degree and non-degree courses (including exec education) in this area? How do we compare with other universities? Where do education and research reinforce each other?
- Are there any new approaches to impact or partnerships we should consider given the topic's breadth, high public interest, and very diverse beneficiaries in governments, industry, and beyond.

4. Background – Research Enhanced Education

As a research-led university, it is imperative that we connect our research activities to our educational activities. Research and inquiry should be central to the journey for King's students. Research Enhanced Education (REE) is a cross-cutting theme in the College's Education and Research Strategies.

At King's, there are already examples for excellence in REE, such as the highly successful King's Undergraduate Research Fellowships (KURF – a positive result from the King's Vision Action Plan 2017). However, the level of REE in our curricula or its impact on student outcomes cannot be assessed using existing frameworks at King's. The Healy & Jenkins model – which is already used by Imperial, UCL and LSE – offers a framework of definitions we propose to adopt, based on four ways of engaging students in research – Research-tutored, Research-led, Research-orientated and Research-based activities.

The proposed plan for strengthening REE at King's centres on a framework that will be integrated into our Virtual Learning Environment, connecting with our existing educational digital infrastructure and our existing annual programme enhancement planning. In an initial self-evaluation phase, we will quantify the level of REE across all curricula at King's. We can then get a better understanding of our strengths and weaknesses across different education programmes and, while recognizing differences between disciplines, address opportunities to standardize, upscale and share good practices across the College and with the wider community. We anticipate that this will have a positive impact on the quality of our curricula and the development of key graduate attributes identified in subject and professional benchmark statements. In-year evaluation and longer-cycle evaluations will help refine the scale, type and level of challenge in our REE over time.

The working group was formed in November 2021 and meets twice per month. The group has representation from across the different Faculties at King's and sub-groups are currently working on:

- Defining the activities that will form the basis for King's definition of REE across different subjects
- Developing digital infrastructure and database to support mapping, management and staff and student engagement with REE, and integration into College's educational digital infrastructure
- Evaluation.

Academic Board is invited to discuss King's strategy for research enhanced education. For example:

- How does the proposed strategy set us apart from our competitors?
- How heterogeneous are the needs for REE across disciplines?
- What would help us to determine our REE targets?
- How will we measure impacts?
- What is the likely benefit for the College and our students, and what are the risks?

Annex 1 – Environment and Sustainability working group paper (Summary, 3 February)

Environment and Sustainability

Context

Responding to the immediate risks from climate change and sustaining human wellbeing and nature over the longer term is a key global challenge of the coming decades. There is strong public, student, and staff interest; and sustainability will need to become a growing part of university education and research. Research investment in this space will increase through this decade: 30% of Horizon Europe funds are earmarked, and UK public funding is expected to grow alongside philanthropic and business investment.

Underlying this interest and investment is the global transition to net-zero energy systems. This is an unprecedented technological, economic, social, political, and cultural shift that affects all societies. There is an urgent need for sustainable solutions that are consistent with values of freedom, justice, and democracy. Huge political commitments have been made globally, but there remains a critical gap between what *could* be done and what *is* being done.

Achieving transitions to sustainability while achieving fairness, security and sustainability needs whole-system insights, connecting knowledge about the environment, new technologies, emerging markets, politics, and governance to make the right choices for large scale change while dealing with uncertainty. This calls for a new generation of multi-disciplinary, multi-technology research, with deep engagement with policy and practice, focused on making change that is inclusive and just, and with the agility to work with accelerating changes in the global context.

King's College London has several research strengths providing global leadership – especially in social science related to **environmental and climate change; risk and resilience; net-zero technologies and politics**; and climate law, **public attitudes and governance**. And these strengths are complemented by emerging activity:

- NMES is working towards a centre for net-zero technologies, making new appointments with an emphasis on whole-systems analysis of future integrated energy systems;
- King's Business School is developing a major initiative on responsible business, and has a growing interest in sustainable finance;
- Environmental humanities developing in A&H, with topics ranging across digital culture, history of culture and consumption, and Anthropocene culture; and
- Growing interest in health, environment and climate change in the health faculties.

King's also has research excellence in depth – not yet applied to these challenges - in related areas in data science, health sciences, social sciences, international relations and security studies.

But these pools of expertise are not well-connected and King's does not have a prominent environment and sustainability profile. To build such a profile, to respond to the opportunities that exist and to have a significant academic and societal impact, we will need fast growth and funding success, and connect more deeply to our education mission. King's will be competing with other UK universities that already have world-leading profiles (Oxford, Imperial, Edinburgh, Leeds, Exeter and UEA). Many research-intensive universities will be planning growth. As a relative latecomer we will need distinctive strengths, as well as all-round research excellence.

Strategic Goals

- To establish in 3-5 years a distinctive and recognised sustainability profile for King's, building together existing strengths and commitments.

- To develop King's sustainability research across faculties, but in particular developing multidisciplinary research programmes centred on transitions in dynamic and interconnected contexts – linking technology and environmental science with social, legal, economic, business and cultural research.
- To foster user engagement in policy, business etc and close links to practice from the outset.
- To use climate justice, inclusive change and social responsibility as a connecting theme.
- Specifically, we would aim for a 3-4 fold increase in environment and sustainability research by 2029 (order £20M a year), with matched increases in our impact through policy, innovation and education.

Proposal

King's research and education strategy should develop a central focus on **just and inclusive transitions to sustainability** (Figure 1). This will be a purpose-led initiative, consistent with the service to society ethic, focusing a complex technical, economic and social challenges generated by the drive to greater sustainability in societies globally. It would aim to bring together and scale our existing and emerging strengths in research and education, with the aim of seeding new areas of strength.

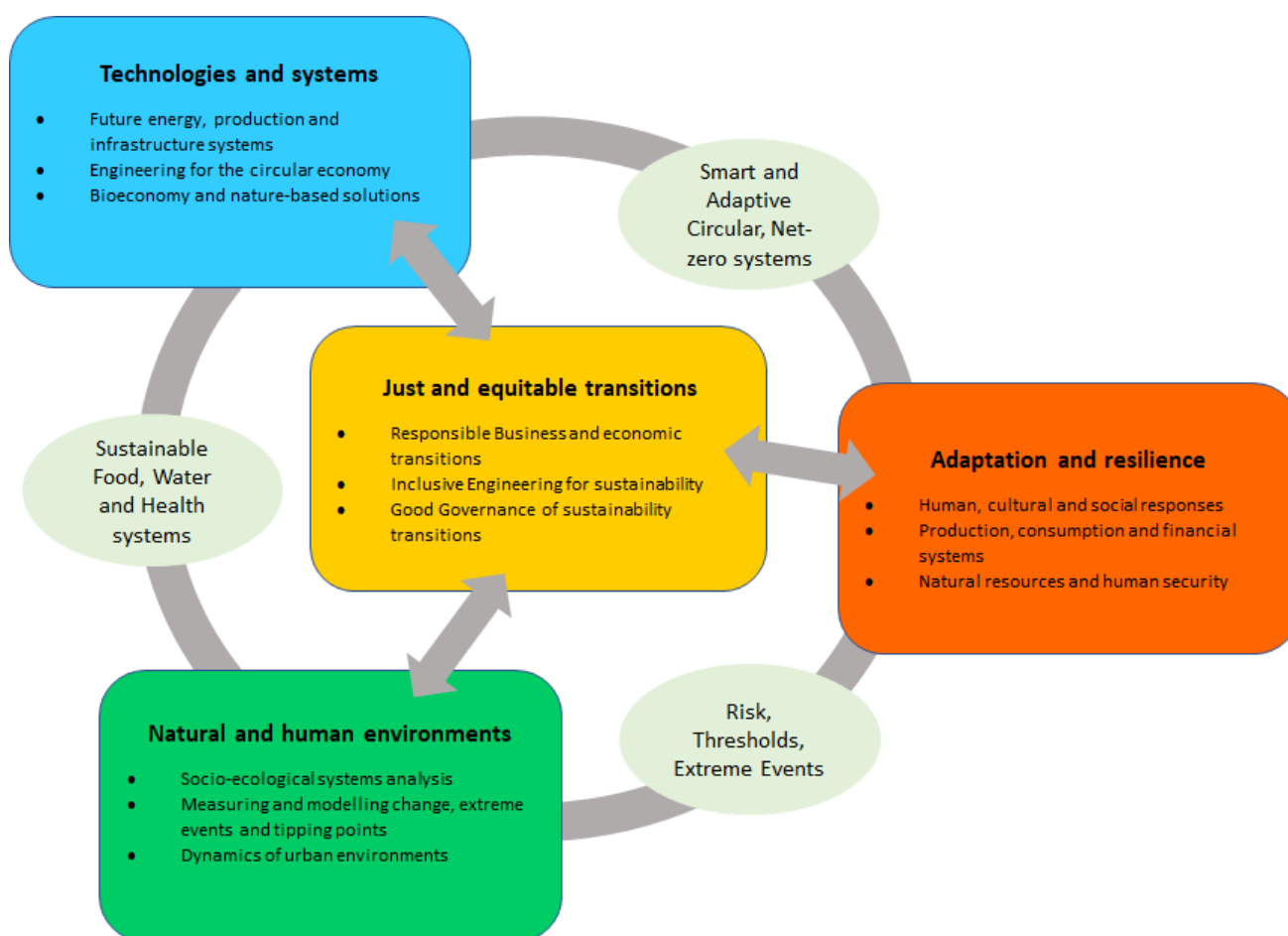


Figure 1: King's Environment and Sustainability strategy: Just and inclusive transitions to sustainability

Research centres (pale green) are illustrative:

- Focus on solutions and transitions with a whole-system approach
- Close engagement with users (policy, business etc.) and close links to practice
- Climate justice, equitable change and social responsibility

The initial focus on the initiative would be on:

- Responsible business and economic transitions

- Inclusive engineering for sustainability
- Good governance of sustainability transitions

This would build on:

- Environmental research – understanding socio-ecological interactions and dynamics
- Technologies and engineering – fundamental and applied research for sustainable systems
- Adaptation and resilience research – building environmental change into influencing social, economic and political change

Strengthening links and investing in bridging gaps in expertise will allow us to develop distinctive and larger-scale research proposals, with stronger user engagement and follow-through impact. Success would be to create 5-6 major multi-year centres across the range of challenges, shaped by the ideas, collaboration and entrepreneurship of King's staff and students, partner and funder choices, and new appointments and seed funding awards we make.

The ability of King's to work across a range of topics connecting disciplinary perspectives, and our track-record in partnering with governments business and international organisations, are distinctive and provide a powerful position in a competitive field. We would target government and philanthropic funding. King's existing models for pump-priming multidisciplinary collaboration, in anticipation of research and doctoral training calls, are already fostering new sustainability research and can be enhanced. The strategy aligns with our aim for more UG, PGT and CPD teaching around sustainability (for business, policy, health etc) and consultancy, and for more multidisciplinary PGR programmes in science and engineering.

The strategy would also aim to have a global scope and impact King's, by strengthening partnerships with academic, business and international organisations. Specifically, it would aim to grow our presence in Africa and to build on our expertise and engagement with countries like India, China and Brazil. We would also aim to strengthen partnerships within Europe to build critical mass and ensure competitiveness in Horizon Europe calls. Within the UK, innovation and policies for sustainability will be a dominant theme for London's development and other place-based initiatives. Public engagement around environment, sustainability, and especially adaptation and impacts in business, employment, and everyday life will also be a major growth area.

Implementation approach

Structure – to strengthen visibility and coordination in research education and impact we should aim to form an overarching structure to connect, support and innovate through the work in Faculties.

Much of King's leadership in this area is in SSPP, and the next phase of development can readily build on this foundation and widen out.

Speed – we should aim to increase our visibility for funders and partners, communicating our strategy, and advertising the first vacancies during 2022, as the first wave of UK and European initiatives emerge.

Engagement – to achieve research scale and scope we will need to draw in the full range of King's expertise. Early networking and seed funding to encourage new collaborations in research and education will be important.

Partnerships – we should consider investments in knowledge transfer and business links, university partnerships and capacity development in the global south alongside new academic investments.

The new developmental investment in senior and early career appointments, seed funding and partnership development etc. could total up to £4m p.a. over five years.

King's College Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-06

Status Final

Principal's Report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Principal's Report

Coronavirus update

The university continues to manage the risks and impact of coronavirus. Our safety plan and approach to on-campus activity has been reviewed regularly in light of changes to Government advice and/or local and national infection rates over the last few months. Most recently following the Government's lifting of Plan B from 26 January we again reviewed our approach. Each institution is required to undertake its own risk assessment based on its circumstances and we have agreed to continue to take a sensible and considered approach to the lifting of restrictions on our campuses. We have issued further communications to staff and students including expecting those staff that have been able to work from home to return to working on campus again from 1 February with the option for hybrid working remaining in place. For all staff and students, we expect face coverings to be worn, unless exempt, in crowded areas, classrooms, libraries and common areas. We continue to encourage twice weekly testing and vaccination take up. We continue to keep local and national infection rates under review and adjust our safety plan and related guidance accordingly.

King's Business School Accreditation

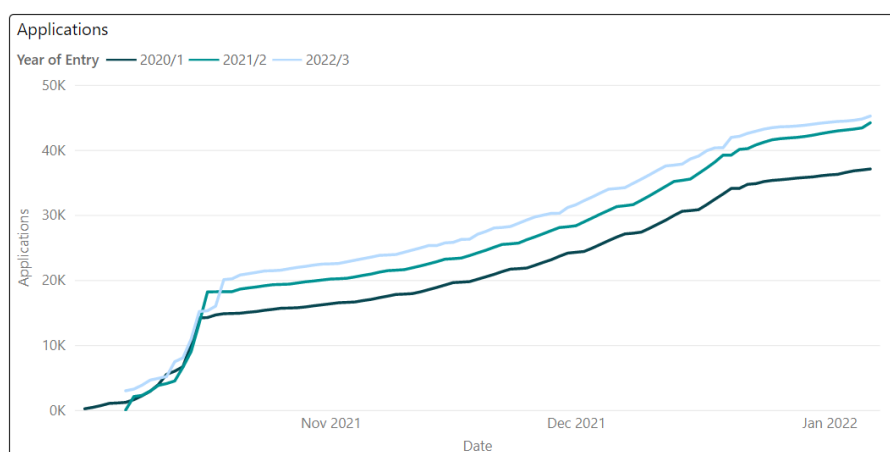
The King's Business School's application to be accredited by the Association to Advance Collegiate Schools of Business (AACSB) has been formally ratified by its board of directors. This is an internationally recognised mark of excellence that is held by fewer than six per cent of the world's institutions offering business degree programmes, and involved a rigorous peer review process.

Achieving this accreditation is a reflection of how quickly the Business School has matured to provide distinctive education and research across a full spectrum of disciplines in management, entrepreneurship, finance and economics.

The AACSB accreditation process places great emphasis on an institution's sense of mission and purpose, and the strategy it has in place to make its mission reality. For the Business School that means connectivity: with business and employers and with the many researchers and educators across King's who can bring multidisciplinary approaches to business challenges. It also means contributing to King's wider mission of making the world a better place by shaping the right kinds of leaders and helping business to play a positive part in addressing major societal challenges.

Admissions Update for the 2022-2023 cycle

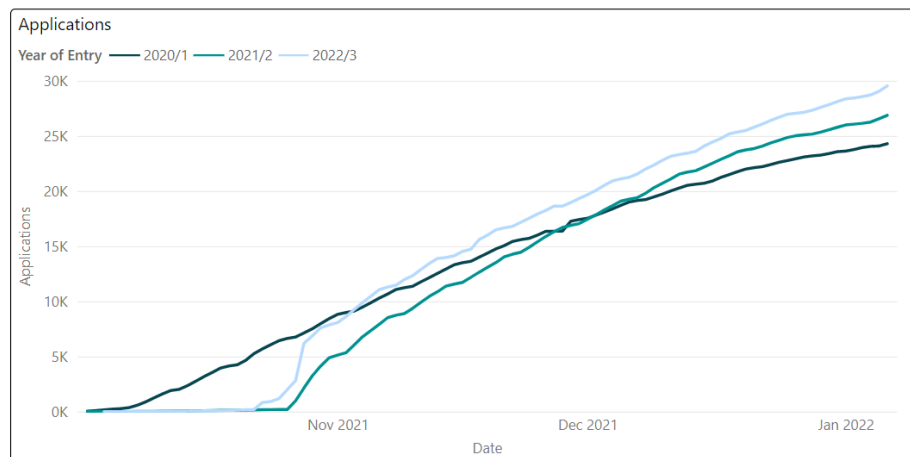
Undergraduate



- Over 45,000 undergraduate applications have been received so far this admissions cycle.

- Applications for our Undergraduate UCAS courses are up compared to last year by 2.3% (EU -20.5%, Home 1.8%, OS 8.2%) - OS growth is driven solely by a large increase in demand from those applying from mainland China.
- Important to note that we are likely to see a large jump in applications (10,000+) as we approach the UCAS equal consideration deadline of the 26 January.
- Offer numbers are low year on year as we wait for the equal consideration deadline and to complete our gathered and partial fields.

Postgraduate Taught



- Nearly 30,000 applications have been received so far this admissions cycle.
- Applications for our Postgraduate Taught courses are up by 9.9% (EU -21.5%, Home -12.9%, OS 12.4%)
 - Similar to undergraduate the increase in overseas applications is driven solely by applications from mainland China.
 - There has also been exceptional growth in India domiciled applicants (41.6%).
 - With the early application deadline set for some competitive programmes passing on 7 January, there has been a higher rate of applications being received from those applicants residing in mainland China in the last week.
 - Excluding mainland China, just under 800 offers have been made; this is the same level as last year.
 - For the programmes where we are operating a partial gathered field, offers are down by 48% (780) having had at least one batch of offers release to date in these areas.

Applications for Postgraduate and King's International Foundation programmes are tracking in line with the previous year.

What admissions are doing to manage over-recruitment this year

- For particularly competitive programmes a gathered field is being used for making decisions in stages to avoid over-recruitment.
- A standard offer to acceptance conversion rates is being used (pre-covid), as the data for the last few years shows the offer to acceptance conversion rates held steady despite the pandemic.
- We have received some assurance that the A-Level results should be somewhere between 2019 and 2020 grade average.

Other issues under consideration in management committees:

- Industrial action
- Pay and pensions
- Recent media stories
- Strategy refresh
- Budget planning
- Campus masterplanning
- King's Online
- Global staff mobility
- Wellbeing support

Shitij Kapur, President & Principal
February 2022

Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-07

Status Final

KCLSU President's report

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

This report outlines a summary of actions being undertaken by the King's College London Student's Union's (KCLSU) Sabbatical Officers. The report is pertinent in representing the student voice on a number of critical issues which will affect the wider student body. The Sabbatical Officers have also used this opportunity to outline changes which they believe are required in the university space and the Higher Education sector more broadly. These insights have been gathered by the officers through their own lived experiences as a KCL (university) student. These can be achieved through their involvement in the different high-level committees at KCL or through liaising with the National Union for Students (NUS).

The Objectives are identified based upon personal areas of interests but also the constantly changing needs of students. There are a broad range of priorities that can be summarised into categories, as outlined below; however, a more in-depth view of the objectives for the year is available in the Officers' report (**Annex 1**).

The 21/22 Officer Team:

President – Zahra Syed (ZS)

VP Community and Welfare – Muhammed Daniyal Ubaidullah (DU)

VP Education (Health) – Fatimah Patel (FP)

VP Education (Arts and Sciences) – Hamza Lone (HL)

VP Postgraduate – Rebecca Selling (RS)

VP Activities and Development- Arsalan Zafar (AZ)

'Education Officers' refers to the Sabbatical Officers whose remit is education-based and includes VP Education (Health), VP Education (Arts and Sciences) and VP Postgraduate. The Education Officers and the President hold ex-officio positions on the Academic Board. This paper includes the projects of all Officers, not solely those on the Academic Board, for purposes of transparency

KCLSU President's Report

Summary of Annex 1 [Officers' Report]

The student experience is constantly changing, which has led to an evolution in the priorities of the KCLSU sabbatical officers to ensure that objectives are in line with the needs of students. In addition, the unique challenges presented by the Covid-19 pandemic further strengthen the need for the student voice to be heard and recognised. To ensure that these challenges are addressed effectively, the Officer's report is broken down into three key sections, which articulate emerging issues, strategic issues, and specific issues pertinent to the role of the sabbatical officer. The student experience includes academic study but also the non-academic areas which students participate in.

Section One

Section one of the report highlights tactical yet critical issues that students have raised as part of their student experience since the start of term. Section one is an evolutionary area that will be updated to highlight the student experience alongside the student life cycle and their interactions during the term. The below highlights present a summary of some of the issues raised:

UCU Strikes: UCU has announced a further ten days of strike action. We have regular conversations with the university on Industrial Actions and mitigations which could be implemented to ensure the protection of student experience. We are strongly requesting King's to consider free graduations as a form of compensation to our student body for the lost experience our final year students have had.

GTA Pay: Officers were disappointed to hear that King's PGR students who work as GTAs were not paid on time for the teaching services they provide in between their studies and research. KCLSU are in conversation with College representatives to understand why this happened, what will be done to ensure GTAs are paid on time, and that GTAs starting in the January term will not experience these same issues.

Drink/Intravenous Spiking: Rise in anxiety due to continuous drink spiking, KCLSU has brought in mitigations such as tests, 'spikies,' and additional training for staff to heighten student protection. Work is being done to ensure all parts of the university such as counselling and residences are part of the conversations to place efforts to mitigate opportunities of drink spiking.

Keep it real / Face to Face teaching: Face-to-face learning has become an essential requirement for students and this widespread demand has resulted in the Keep it Real campaign. The campaign called for a KCLSU Members' Meeting on 6th December 2021, to vote on the motion 'KCLSU calls on KCL to return to offering all lectures in person'. The motion received 1719 total votes from students, with the majority voting 'FOR'. This means the officer team is now democratically mandated to continue lobbying the university to return to in-person teaching. The pedagogical nature of different courses will be taken into consideration when understanding why students from one programme can have more face-to-face interactions than those in other programmes. Additionally, restrictions imposed by the government guidelines (following the rise in COVID-19 cases of the Omicron variant) will need to be followed while moving to more in-person teaching.

Freedom of Expression: With the Higher Education (Freedom of Speech) Bill moving through the House of Commons, we will start to see more groups inviting figures from contested and controversial backgrounds to speak. This poses a risk to student wellbeing, where such speakers may express opinions inclined towards hate speech.

PG Spaces: PG students have expressed frustrations with the lack of PG-only informal spaces on KCL campuses. RS has spoken to PGT and PGR students, who have highlighted the importance of such spaces to meet other PG students and build a community.

Section Two

Section two of the Officer's report highlights seven strategic projects that KCL and KCLSU will jointly work on, across the various tangents of KCL and KCLSU's strategy. These projects have been listed below:

Academic Representation and Academic Societies: There is a need to review how academic representation operates within both KCL and KCLSU in light of the SUMS review. There are a variety of different academic representation platforms that exist across KCL with various degrees of engagement. It is important to understand how best we could strengthen these voices to increase the academic experience of students. Equally, it will be good to see how existing models of student engagement such as academic societies could be utilized to further enhance the academic experience.

Partnership and Co-Creation (Advice Services): There have been roles, areas, and functions that seem to create a challenge of impartiality for students, i.e., housing advice concerning KCL accommodation being provided by KCL housing advice. In addition, there seem to have been roles created that duplicate activity that KCLSU is doing, i.e. KCL staff roles that have clear requirements to support student activities. It will be good to address these issues and ensure that we understand how we can tackle impartiality and overcome duplication of areas of our services.

Wellbeing and Mental Health: Well-being and mental health are key issues of focus for KCL and KCLSU, and with Covid-19, these issues have become more relevant. There is a need to understand these issues and ensure a joined-up approach to properly address well-being and mental health issues.

PG Experience: Postgraduate students form over 50% of KCL's student body, however, levels of engagement with PG students are limited. This is more acute for PGR students. Henceforth, it is of pertinence to have an agreed approach towards increased PG student engagement which ultimately would result in a positive student experience.

Freedom of Expression: Freedom of Expression (FoE) is a topical issue. With the government looking to legislate on Freedom of Speech, it is important KCL and KCLSU understand the implications so that students are provided with guidance to comply with new legislation and express their views. This is likely to impact a large number of societies that KCLSU facilitates and will require KCLSU to review its position on its safe space policy. There is a joint risk assessment at KCL and KCLSU which is under review in light of the Bill.

Anti-Harassment: KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing:

- (i) How KCL and KCLSU convey their position and educate our community on harassment and its impacts.
- (ii) How we ensure confidence within our student body to encourage and support those that have been victims of harassment to report and in turn receive adequate levels of support.

Careers: There is a need to understand how KCL careers and the activities KCLSU provides can best support our students to increase employability. Equally, with the increasing number of Russell Group graduates, there is a need to help distinguish a KCL graduate from rest of the competition.

Officers' Report

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Summary

This report is put together by the KCLSU Officer team, and is broken down into the three sections:

Section 1: highlights the academic issues that have been raised by students to the sabbatical officer team or the Students' Union. In turn, these matters have been raised to the respective colleagues at KCL to resolve.

Section 2: highlights the collective projects that the officers agreed to take on in light of issues that have emerged due to COVID-19 as well as a need to respond to government changes that impact KCLSU members.

Section 3: highlights the campaigns of each sabbatical officer, which stem from their manifestos.

The method for depicting progress is done on an academic year basis and broken down into 3 terms, (term 1, 2 and 3). The status section indicates if the campaign or project is on track.

Key

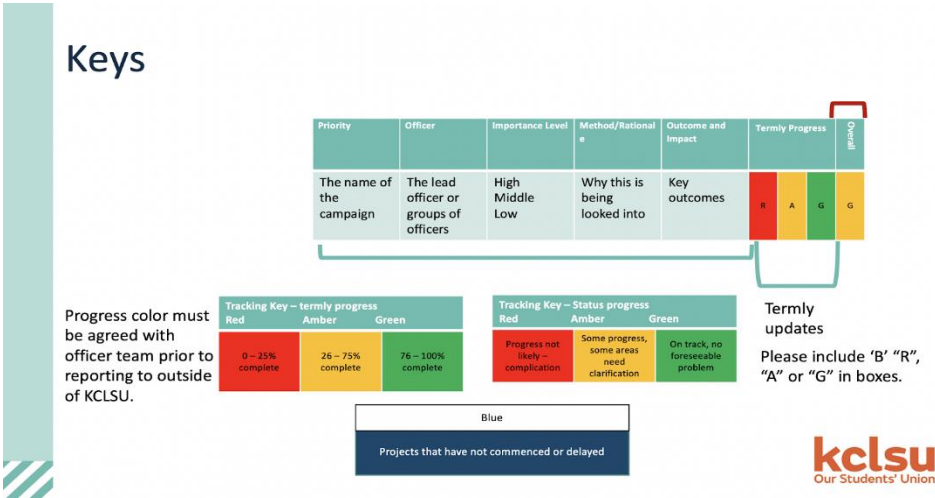
The sections will contain the initials of the sabbatical officers as listed below:

- President – Zahra Syed (ZS)
- VP Welfare and Community – Muhammed Daniyal Ubaidullah (DU)
- VP Education (Health) – Fatimah Patel (FP)
- VP Education (Arts and Sciences) – Hamza Lone (HL)
- VP Postgraduate – Rebecca Selling (RS)
- VP Activities and Development- Arsalan Zafar (AZ)

‘Education Officers’ refers to the sabbatical officers whose remit is education-based and includes both VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate

Diagram 1: Keys

Figure 1: depicts the progress on each of the objectives and clarifies the meaning of each colour and column



Section 1: Student Experience

The sabbatical officer team has been speaking to students on the ground and have been able to identify a series of issues that have been raised in terms of their experience.

Table 1: Student Experience

Issue 1: UCU Strikes

Background: Last term saw UCU striking Wednesday 1 to Friday 3 December 2021. This term, UCU has announced that they will be striking:

- Monday 14 to Friday 18 February 2022
- Monday 21 and Tuesday 22 February 2022
- Monday 28 February to Wednesday 2 March 2022

The period for 'action short of a strike' (ASOS) started on the 1st of December 2021, and end no later than the 3rd of May 2022. ASOS will consist of KCL UCU members-only working contracted hours and duties. The possibility of an assessment boycott has been mentioned, which would have the greatest impact on our student body as progression would be substantially affected.

Following several catch-ups with Darren Wallis, Adam Fagan, and Evelyn Welch before and throughout the strike period, the university and KCLSU officers have worked on mitigating the impact of the strikes on the student experience. These promises focus on the loss of learning, the joy of learning and student wellbeing.

Update: Unison also announced that they would be striking on Wednesday 2 March and Thursday 3 March 2022. KCLSU will hold a Townhall for students to feedback on their experience with the strikes and ASOS to King's Management. To date KCLSU have received 11 complaints from students highlighting their loss of learning and student experience, impacting their student success.

Next Steps: Because these strikes impact student's education and student experience, they will likely impact on KCL's NSS (and PTES) scores, especially as the NSS is open simultaneously as the UCU Strikes. KCLSU has worked with KCL to tackle these challenges by increasing awareness of the surveys through utilizing the SU's marketing reach.

Issue 2: Graduate Teaching Assistant (GTA) Pay

Background: The majority of students who voted in support of strikes on our ballot were a part of the Postgraduate Research (PGR) student community. The officers received emails from members of the PGR/GTA community stressing that they had not been paid by the College on time. RS has also been in contact with multiple students affected by this situation, actively listening to their frustrations and raising these concerns within the SU and University's Senior

Leadership, specifically Mike Curtis on his audit and Steve Large on the operational application.

Update: Following conversations with GTAs (led by RS), the officers were disappointed to hear that the College was not paying our student community on time for the teaching services they provide in between their studies and research. The officers and KCLSU Senior Leadership Team have been in conversation with members of the College to understand why GTAs were not paid on time and the negative impact it had on the PGR/GTA community. KCL has acknowledged the issues and promised that all GTAs will receive their pay as soon as possible. Evelyn Welch asked RS for help on reviewing what exactly went wrong with GTA pay. RS has been working alongside Mike Curtis to ensure that the Student voice is heard when dealing with this issue.

Next steps: RS has agreed to work with the College to review the issues that led to the delay in payment. Some of that work has already commenced. RS will also continue to have conversations with the GTA community and will ensure any concerns raised by them (GTAs) will be voiced to the College.

Issue 3: Drink/Intravenous Spiking

Background: Following the initial wave of a rise in drink and intravenous spiking last term, Guy's Bar, unfortunately, had a few cases of reported and unreported drink spiking. This issue is topical amongst the student body as it impacts their safety and raises anxiety. It has a strong correlation with harassment and cultural training of the King's student community.

Update: There has been another Roar article which outlines the situation and includes a statement by KCLSU which can be read here: <http://roarnews.co.uk/2022/spiking-at-guys-bar-when-will-students-be-safe/>. This was followed by the emergence of a new student campaign called 'Stop The Music,' which makes an attempt at stopping the music and turning the lights on in an event that a drink spiking has occurred.

The KCLSU actions to mitigate drink spiking are: increasing security checks and bag searches, providing 'spikies', serving drinks in bottles and cans, the prompt removal of unattended glasses and the 'Ask Angela' scheme. All KCLSU venues staff receive WAVE training (Welfare & Vulnerability Engagement), provided by the Metropolitan Police. Together with KCLSU Advice and Support and other key staff, venues staff also receive training on taking a trauma informed approach, provided by The Survivors Trust.

Next steps: ZS will meet with the student campaigners and on-board them into her harassment objective as many of the demands have already been met but there are possible suggestion that could improve things further.

Issue 4: Keep it real Face-to-face teaching

Background: Face-to-face learning has become an extremely important requirement for students and the demand for such has resulted in the 'Keep it Real' campaign. A major criticism from students comes from the rest of society normalising as government restrictions have lifted. Shops, restaurants, schools and almost all other public areas operate in pre-pandemic conditions. This means the students expect increased face-to-face teaching in second semester and beyond. In light of the Omicron variant materialising, any return to in-person teaching has to follow government guidance.

Update: The student leader for the campaign has shared their experiences on different media platforms, including Sunday Times and BBC Radio 4. A KCLSU members meeting was held on 6 December 2021, with the proposed motion: 'KCLSU calls on KCL to return to offering all lectures in-person.' Following the meeting, a total of 1719 students had voted, with the majority voting FOR the motion. Thus, the officer team are democratically mandated to lobby for increased F2F teaching. RS facilitated a meeting between Adam Fagan and Darren Wallis and the student campaign team, where a commitment to move towards F2F teaching for the rest of the year, and following years has been made.

Next steps: Obtain information on several face to face sessions being provided and across which programmes and hold KCL to account on their commitment to F2F teaching.

Issue 5: Freedom of Expression

Background: With the Higher Education (Freedom of Speech) Bill moving through the House of Commons, we will start to see more groups, including student groups, inviting figures from contested and controversial backgrounds to speak. This poses a risk to student wellbeing, where such speakers may impose opinions with inclinations to hate speech. If such speakers are invited to campus, there should be counter academic debate to ensure fairness and balance. Additionally, students should be protected and not face repercussions if they choose to protest against an event.

Update: Discussions are being held internally at KCLSU to ensure there is a robust interpretation of the Freedom of Speech Bill while understanding the impact it would have on students and the management of student led events. Conversations also continue with KCL to ensure a joint and collaborative approach between the university and the Union to ensure freedom of speech, especially in light of the commitments agreed under the relationship agreement.

Next steps: KCLSU will update FESAG accordingly.

Section 2: Collective Projects

This section has been identified as areas of priority and deemed to be of strategic importance for KCLSU. They have also been factored into the Relationship Agreement and work is being done via the Relationship Agreement Working Group (RAWG), to progress on these issues.

Outcomes and impacts for each of the projects as well as their importance levels are yet to be determined but will be done via RAWG.

Table 2: Collective Officer Projects RAG Rating

No.	Projects	Officer Lead	T1	T2	T3	Status
1.	Academic Representation and Academic Societies	FP/HL	R	A		A
2.	Partnership and Co-Creation (Advice Services)	DU	R	A		A
3.	Wellbeing and Mental Health	DU	R	A		A
4.	PG Experience	RS	R	A		A
5.	Freedom of Expression	ZS	R	A		G
6.	Anti-Harassment	ZS	R	A		G
7.	Careers	AZ/ HL	R	A		A

Table 3: Collective Officer Projects Outline

1. Project: Academic Representation and Academic Societies

Background: There is a need to review how academic representation operates within both KCL and KCLSU in light of the SUMS review. There are a variety of different academic representation platforms that exist across KCL with various degrees of engagement. It is important to understand how best we could strengthen these voices in a way that increases the academic experience of students. Equally, it will be good to see how existing models of student engagement such as academic societies could be utilised to further enhance the academic experience.

Method: Agree to consistent approach and purpose of Student Voice and Representation. Reconstruct existing platforms within the SU. Agree with the university on an approach to having student representatives (beyond the officers) on King's committees and groups. Empower student representatives to shape their experience by participating in conversations with King's committees and groups.

Update: KCLSU has been in conversation with King's (represented by Adam Fagan) to develop a shared vision. KCLSU are also reviewing current representative structures to identify where the scope of responsibilities of academic representatives, associations and liberation networks can be expanded.

Impact: TBC

2. Project: Partnership and Co-Creation (Advice Services)

Background: There have been roles, areas, and functions that seem to create a challenge in impartiality for students i.e. Housing advice concerning KCL accommodation being provided by KCL housing advice. Equally, there seems to have been roles created that duplicate activity that KCLSU is doing, i.e. KCL staff roles that have clear requirements to support student activities. It will be good to address these issues and ensure that we have an understanding of how we would tackle impartiality as well as overcome areas of duplication of services.

Method: These concerns have been taken up with the university's senior leadership both by the SLT and myself and there is a willingness to move forward towards resolution. Strategic Review of advice services on either side is one of the methods.

Update: In November, DU, Tony Logan and Angela Ursala finalised Helen West as the agency that will be conducting the strategic review of advice services on our side. This will involve Helen West having broad based conversations with different stakeholders at KCLSU and KCL including on the above issues. We will keep the university updated as to the conclusions thus drawn and try to rekindle the conversation on the above questions in light of these findings.

Impact: TBC

3. Project - Wellbeing and Mental Health

Background: Wellbeing and mental health are key issues of focus for KCL and KCLSU, and with covid, these issues have become more prevalent. There is a need to understand these issues and ensure a joined-up approach to properly address wellbeing and mental health issues.

Method: TBC

Update: Some recent developments in this regard include making the level of academic peer support across different faculties uniform. DU is leading this as his new term agenda and is working closely with KCLSU Wellbeing's Peer Support Coordinator Lottricia Millet. Interviews for the recruitment of nine Faculty Peer Support Assistants concluded on 22/02/2022. These will be instrumental in acting as a bridge between faculties and KCLSU in identifying the kind of support needed across different faculties. DU has also been helping with the King's Wellbeing Survey which is now out. This is a comprehensive survey aiming to tap into major wellbeing metrics for our student body across King's. DU will be promoting the survey on the ground at the upcoming University Mental Health Day on the 3rd of March 2022. The University Mental Health Day will also be useful in bringing together the King's community to refocus attention on mental health and make it a university wide priority. It will celebrate and raise awareness around mental health via series of events ranging from a Wellbeing Society Fair to Creative Emotions Workshop.

Impact: TBC

4. Project - PG Experience

Background : PG students form over 50% of KCL's student body, however, levels of engagement with PG students are limited. This is more acute for PGR students. It will be important to ensure that an approach is agreed upon and acted upon to increase PG student engagement and ultimately deliver on providing them with a positive experience.

Method: KCLSU is looking at its own services provision to assess the impact on PG experience. We are working with Darren Wallis to identify areas of the KCL services that need to be adapted to better fit the PG specific student life cycle.

Update: We have developed an action plan that we will continue to update on through RAWG meeting cycle.

Impact:TBC

5. Project - Freedom of Expression

Background: Freedom of Expression is a topical issue and with the government looking to legislate FoE, it is important KCL and KCLSU understand the implications so that students are provided with guidance to comply with new legislation as well as allowing them to express their views. This is likely to impact a large number of societies that KCLSU facilitates and will require KCLSU to review its position on safe space policy. Next steps: pick up the conversation with SED to refine the conversations.

Method: We have agreed with KCL to jointly challenge the narrative around the perception of the issues related to FoS within HE landscape and develop a toolkit of resources to empower our student body.

Update: Regular monthly meetings with KCL and ad hoc catch ups to ensure that this is developed and carried out.

Impact: Students and the university and KCLSU are all aware of the new requirements and confident in managing events and other activities on campus in line with the legislation.

6. Project - Anti-Harassment

Background: KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing:

- (i) How KCL and KCLSU message their position and educate our community on harassment and its impact and
- (ii) How we encourage and support those that have been victims of harassment to come forward and present cases

Method: Invite students to engage with KCL's community charter and report and support service.

Update: Set up a meeting between SED, to discuss the report and support and take further the work on the community charter to ensure our efforts are in line with the expectations of the Office for Students.

Impact: KCLSU and KCL comply with OfS regulations regarding tackling harassment on university campuses.

7. Project - Careers

Background: There is a need to understand how KCL careers, as well as the activities KCLSU provides, can best support our students to increase employability. Equally, with the increasing number of Russell Group graduates, there is a need to distinguish a KCL graduate from the rest of the competition.

Method: Developing a stronger channel and clear cut channel of communication between KCLSU, King's and students at King's College London.

Update:

Impact: TBC

Section 3: Officer Projects

This section indicates priorities identified by individual officers identified either in their manifestos they were elected upon or discovered the importance of upon starting their role.

Table 4: Officer Projects RAG Rating

No	Priority	Officer	Importance Level	T1	T2	T3	Status
1.	Tackling harassment	ZS	High	A	A		G
2.	Improving mental health	ZS	Blue	A	B		B
3.	Bidet Showers/Douches	DU	High	R	G		G
4.	Individual Venue Booking System for Event Organising	DU	High	R	G		G
5.	Improving Student Representation	FP	High	R	A		A
6.	Decolonising the Curriculum	FP	Medium	R	A		A
7.	Exam Support	HL	Low	R	A		A
8.	Go Fund Yourself Campaign	RS	High	R	A		A
9.	PG Engagement Opportunities	RS	Medium	R	A		G
10.	Careers' Service	AZ/HL	High	A	A		G

11.	Providing Culturally Competent Student Experience	AZ	Medium	R	A	G
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Table 5: Officer Projects Outline

Each Officer will be addressing their following projects using these four ideas:

1. **Background** - *What is context of the issue?*
2. **Method** - *What approach is the officer taking to tackling issue?*
3. **Update** - *What is being done so far?*
4. **Impact** - *What impact will the ideal outcome have?*

ZS - Project 1: Tackling Harassment

Background: Prior to my role as a Sabbatical Officer, I was the co-president of the Intersectional Feminist Society at KCLSU. We received a plethora of complaints, for which we were unequipped to handle. Last year, within my capacity as Co-President of IFem Soc, we took action to share our challenges with the SU. This resulted in the development of an anti-harassment oversight group at King's (chaired by Joy Whyte) and an equivalent at KCLSU (chaired by Caroline Crawford). Although the measures at King's are reaching a satisfactory standard, the issues surrounding student culture are continuing to impact student safety and well-being.

Method: To create a culture change champions scheme. The scheme will include a list of pledges for student leaders to tackle and challenge harassment within their spaces. Furthermore, the scheme will be accompanied by a number of events which showcase the impact of harassment.

Update: In the process of setting up a pilot meeting with interested and engaged students to discuss the cultural champion scheme and also looking ways into which could collaborate with NUS. Next plans at KCLSU to be discussed in the anti-harassment project group on the 28th of Feb.

Impact: The successful implementation of the cultural change champion scheme would reflect in a more safer student experience. Whereby there would be an active by-stander element to it which could also tackle emerging issues such as drink-spiking, and other forms of discrimination or harassment.

ZS - Project 2: Improving Mental Health

Background: The mental health objective which was aimed at implementing a peer support scheme was already present at KCLSU and quite well run. The main body of work required was at building engagement.

Method: The outcome of the objective will be to have greater student engagement with our well-being and support services at KCLSU, and lobby KCL to provide more funding from the mental health services. I hosted a well-being event on the 8th of Nov 2021, at which, I distributed well-being packages containing a diary, pencils, biscuits, teabags, popcorn and information of our (KCLSU) well-being and support services. Furthermore I asked them to write into a mailbox I had set up at my table 'one thing I could do for your well-being.' From the responses I will curate an action plan -however there was a sentiment of having more well-being socials led by KCL.

Update: After careful consideration, aside from community engagement and welfare boosting events there is not much value I could have added. There are ongoing plans at KCLSU as to how we can build better community engagement and I believe that through my efforts I could only echo the ongoing work but not claim it as mine.

However, this objective will be proceeded more strategically in partnership with the university within our relationship agreement to ensure that King's is world-class leading in student mental health and well-being.

Impact: Project closed

DU - Project 1: Bidet Showers

Background: A large number of KCL students come from cultures and nationalities where toilet paper usage is not the norm. This means that thousands of students at KCL are accustomed to using water in toilets; switching to paper creates cultural, religious and personal comfort challenges for these students. It will also increase KCL's sustainability and move us towards reaching our net-zero carbon target.

Method: DU works closely with the Estates team to come to an agreement that will mean installing water based arrangements in toilets across all campuses. KCLSU received confirmation from KCL Estates that a small number of bidet installations completed. We also received a detailed outline of other locations where bidets will be installed. KCLSU and the Estates team will communicate these successes jointly to the student body.

Update: This objective has been achieved.

Impact: DU continuously liaises with the Director of Estates and Facilities who confirmed that in one and half year's time every single building at KCL will have bidet facilities. KCLSU Marketing will film a video featuring the Director of Estates and Facilities to discuss the bidet shower project. The video is

currently being edited and will be released soon. This project will benefit thousands of students from different campuses who come from religious or cultural backgrounds where the use of paper towel is not the norm.

DU- Project 2:Individual Venue Booking System for Event Organising

Background: Individuals student should have the power to book venues, external speakers and organise events. This could be achieved by closely replicating the procedure that societies follow.

Method:KCL's existing system called "My Campus Spaces" aims to allow these powers for individuals.

Update: We will now proceed to market this facility and close the chapter on this agenda.

Impact: This project has also concluded. DU works with the Its My Campus team and KCLSU Marketing team to spread their promotional materials to individual students and unratified groups who wish to book rooms for events.

FP Project 1 - Improving Student Representation

Background: Representation is integral for university-wide and localised decisions to be made in the interest of the student body. However, student voice is often missing or not utilised enough in committees beyond the faculty level. Students feel that discussions about their education happen behind closed doors, hence, they become 'out of the loop' and cannot enquire any further. There is also confusion on the current representation structures available. Some faculties rely on Student Experience Managers to recruit, train and support the reps - responsibilities that should be carried about by KCLSU. There was a lack of awareness of the support provided by KCLSU, as well as a lack of support from King's on how to collaborate with staff to improve the educational experience.

Method: Establish an agreement between KCLSU and King's on the recruitment, roles and responsibilities of representatives. Increase the number of staff at KCLSU who will take charge of supporting the representatives. Create platforms for the wider student body to discuss topical issues.

Update: Agreement has been established and are now identifying who needs to take action (see Section 2; Project 1). I was involved in hiring of Community and Representation Manager and we are now looking to hire two Community Representation Coordinators (second Academic coordinator, one Liberation). I got to work with our Representation and Campaigns Manager, and Academic Rep coordinator in delivering the training for the new academic reps in the health faculties.

Impact: The goal of this is for students to be co-creators of their experience studying at King's.

FP - Project 2 - Decolonising the Health Curriculum

Officer lead: FP

Background: King's has a diverse population of students from different regions of the world, however, the curriculum limits students to understanding their disciplines through a Eurocentric, Western lens. There are a multitude of ways to approach this objective, and we can start by looking at what is already being done at KCL. Some of the suggestions I have made (based on the background of my education at KCL and within my remit would be:

Method: To give students an opportunity to understand decolonisation in the context of Medicine and Biomedical research. To provide more resources which incorporate images/diagnosis of different racial groups. To review and give advice on how KCL can support black/PoC researchers into academia/teaching at a university level

Update: Co-created and participated in the panel for King's 100 session on Decolonising the Curriculum. Currently working with Jean Smith on promoting the King's Past module to wider student body. Submitted motion for the NUS Liberation Conference, where the motion focuses on decolonising the health curriculum.

Impact: TBC

HL - Project 1: Exam Support

Background: Currently, exam support and feedback to students on performance is incredibly inconsistent. On one hand, some academics and examiners would provide access to past papers and feedback in extensive details, which has proven to be extremely useful in improving student performance and understanding of the content. On the other hand, some students have received very little to no support, thus limiting the opportunity for students to identify areas of improvement.

Method: Create a minimum standard of exam support which faculties and departments across the Arts & Sciences must follow. This will involve detailed marking schemes, access to past papers and qualitative exam feedback.

Update: TBC

Impact: TBC

RS - Project 1: Go Fund Yourself Campaign

Background: The Covid pandemic has impacted the entire economy severely. However, in the UK, we see a system of education financing emerging, leaving students in a vulnerable position as they don't have a lifetime of savings to pay these large sums at a relatively young age. Additionally, tuition fees (particularly for international students and PGTs) are increasing dramatically year-on-year. To combat these underlying trends, KCLSU will lobby the university to change the way in which students pay tuition fees (have three instalments), and campaign nationally to cap tuition fee growth. It has been agreed among the officer team that this campaign will become more inclusive to better reflect the needs of the student body. We are currently organising a student consultation exercise to accomplish this.

Method: Implement support structures that allow particularly self-funded students to receive support in light of the circumstances coming out of the pandemic, and generally improving their experience in paying tuition fees. Start a national push for stopping increases in tuition fees that are not protected by the UK government. Finances are a significant challenge for most of our students. Having protective measures in place ensures accessibility to HE for all students, and prevents the marketisation of the education sector.

Update: RS is now the lead officer for the campaign to facilitate conversations between KCL and tuition fee reduction campaign group.

Impact: RS is now fulfilling representation duties in this role.

RS - Project 2: PG Engagement Opportunities

Officer Lead: RS

Background: Within Student Unions across the Higher Education Sector, there's been difficulties in getting PGTs and PGRs engaged with their representative body. In particular, SUs do not create services, such as events or societies, with the Postgraduate population in mind. Hence, I will be creating opportunities for Postgraduates to engage with their representative (VP Postgraduate) more widely through lecture and seminar pop-ins, as well as creating more bespoke events and spaces.

Method: Improve King's PGs awareness of support available at King's. Increase Postgraduate's sense of belonging at King's, thus reducing the need for mental health support, and creating a more enjoyable student experience.

Update: RS plans to host events later this year to allow PG communities to interact between each other. She has also advocated for PGs in KCL's Strategy Refresh.

Impact: RS is fulfilling individual manifesto objectives as well as meeting the student needs to enhance belonging and student success.

AZ - Project 1: Careers' Service

Background:

Careers is an integral part of the student experience in the same way Sports and other extracurriculars are. And providing efficient careers services and advice is increasingly becoming a necessity in return for the high fees students pay to attend universities. Therefore, it is the responsibility of the Student Union to facilitate the experience of students by acting as a medium of communication for students and constantly putting pressure on career services to improve its service further. We, therefore, should realise that it is our responsibility to ensure a proper focus on this part of the student experience.

Method: This will help us improve the skills of our students in a highly competitive job market. By working closely with King's career services and KCLSU career related societies, we are bridging the gap between KCLSU and King's Career services. This will help improve the relation between KCLSU career related societies and KCLSU, as it will help us provide them better access to our resources. This will help us create a better network between our alumni and our current students.

Update: Discussions are being held within KCLSU on effectively developing a proper channel of communication for students and career services. Additionally, career services are keen to develop further the relationship with KCLSU to improve the student experience.

Work on developing a clear cut method of communication between King's student and King's career services

- KCLSU will act as medium of communication for its students and make sure it exerts pressure on the King's career services to continue improving their services further.
- KCLSU will be responsible for directing feedback from students and have meetings with them to understand their concerns around careers services.

Impact: We are going to have further discussions within KCLSU to arrive at an effective solution.

AZ - Project 2: Providing culturally competent student experience

Background: The Cultural Ball is set to celebrate diversity at King's College London on the 8th of March. Around 800 students are expected to convene and share their learnings with students from different regions and backgrounds. We are focused on making the best use of our hugely diversified student body and equipping them with a USP of having a global and culturally competent mindset that will give them an edge in all of their future endeavours. This year, we have decided to host a mega-event to provide students with a platform to engage with students from different backgrounds. This event is planned to be hosted annually starting from January next year as it aligns with the aim of KCLSU and King's to provide a culturally competent student experience.

Method: All the cultural student societies are getting a chance to be part of this flagship event.

- Societies will get to represent their own cultures by showcasing their culture through performances.
- This event is aimed to be as inclusive as possible, therefore we will be including our students in the promotional videos and marketing aspects of the event as well.
- Any student can volunteer to perform or be part of the process of planning the event.
- The tickets will be sold at discounted prices to societies to encourage the students to buy memberships in societies.

Update: The ticket sales prove that the idea and execution has been popular among students. They are keen to join us in a one of its kind event and share their cultural learnings through the performances, food, and cultural attires among many other ways of representing your culture.

Impact: AZ and HL will work closely with the project team to promote the Cultural Ball further. Will also work with societies to develop a stronger sense of belonging among students.

Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-08.1

Status Final

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. ABOC Membership Amendments	7 February	Main	Approve	No
2. Academic Board agenda items proposed by members	7 February	Main	Approve	No
3. Election Process Issues	7 February			No
(a) Length of appointment for mid-year vacancies		Main	Approve	
(b) Number of calls for nominations		Consent	Note	
(c) Determining the winner in the event of a tie		Consent	Note	
(d) Eligibility of incoming heads of department to run for election		Consent	Note	
4. Elections timetable [Annex 1]	7 February	Consent	Note	No
5. Annual Agenda Plan [Annex 2]	7 February	Consent	Note	No
6. Future Meeting Locations	7 February	Consent	Note	No

Approval

1. ABOC Membership Amendments

Motion: That the Academic Board recommend to Council approval of the proposed amendments to the membership of the Academic Board Terms of Reference and to the relevant Ordinance.

Prompted by the change in Chair and by vacancies created by two members leaving the Academic Board, the Committee considered its composition as set out in the Ordinances and proposed several amendments.

The change of Chair from the VP (Education) to the SVP (Academic) would, under the current terms, mean that the VP (Education) would need to step off the Committee or take the ex officio seat currently held by an Executive Dean (who stepped down in December as his decanal post ended). The Committee's view is that having both the VP (Education) and the VP (Research) as members was extremely helpful given that their portfolios held significant delegation of authority from the Board and the committees they chaired (CEC and CRC) provided much of the business considered by the Board. Further, the Committee agreed that there was value in continuing to have an Executive Dean as a member given their key role in implementing decisions of the Board at faculty level.

The Committee was also of the view, however, that the balance between ex officio and elected members should be maintained, and also that an increase in the number of elected students and staff would provide better breadth of membership.

It was agreed, therefore, to recommend that the Committee membership should increase from seven to 11 with the following membership:

Senior Vice-President (Academic) – Chair

Ex Officio

- Vice-Principal (Education)
- Vice-Principal (Research)
- One Executive Dean appointed by the Principal

Elected Staff

- Five staff elected by the Academic Board from among the elected staff of the Academic Board

Students

- President of the KCLSU or designate
- One student elected by the Academic Board from among the elected students of the Academic Board

If approved by the Academic Board, Council will be asked to approve the necessary amendments to the Ordinances at its meeting of 31 March. Elections for the staff and student seats will be held as soon as possible following Council approval.

2. Academic Board Agenda Items Proposed by Members

Motion: That the Academic Board recommend to Council that paragraph 5.2 of the Ordinances containing the terms of reference of the Board be amended to read as outlined below.

The Committee was asked for advice on a proposal submitted to the Board by two members that paragraph 5.2 of the Ordinance containing the terms of reference of the Board be amended to the effect that members of the Academic Board would be able to insert items on the agenda with the support of 5% of members.

The existing terms of reference state that members are able to suggest items for the agenda, but discretion remains with the Chair, and the Board had approved a protocol to help make decisions on such requests. That protocol included:

- A deadline of two weeks prior to the upcoming meeting for consideration of items to be included.
- Provision that the proposed agenda item had to concern a matter that fell within the terms of reference of the Academic Board.
- Provision that if the matter was one that would fall within the terms of reference of a standing committee of the Board, it would first be referred to the committee for consideration before being discussed by the Board.
- Provision that ABOC would determine the timing of inclusion items on an Academic Board agenda if more requests were received than could reasonably be managed in any given meeting

In the Committee's discussion the following points were noted:

- The Committee was in support of members being able to place items on the agenda as long as they were within the terms of reference of the Board
- 5% of the membership (i.e., 4 members) was too small a proportion and, for example, equaled the number of elected representative from single faculties; an increase to 10% would ensure cross-faculty/wider university support for an item to be placed on an agenda.
- The Committee was in support of retaining the existing operational criteria, subject to the amendment of the submission deadline to six weeks to take account of the extended circulation time for Board papers requested by members and the need to triage item requests for coherence with the terms of reference of the Board and its standing committees.
- A decision re the pertinence of particular criteria to a proposed items would continue to lie with the Principal. If those decisions were challenged ABOC would need to be consulted.

Therefore, the Committee recommends that paragraph 5.2 of the Ordinances be amended to read as follows:

5.2 The agenda shall be set by the Chair and supported by the College Secretary. Members of the Academic Board will be able to suggest issues for the agenda and are able to require that an item be considered subject to the following criteria and authority:

- It is supported by 10% of the membership of the Academic Board.*
- It is received by the Secretariat six weeks prior to the date of the meeting at which the member seeks to have the item discussed.*

- (iii) *It is within the terms of reference of the Board or one of its standing committees, and if it falls within the terms of reference of a standing committee it is referred to that committee for initial discussion rather than directly to the Board.*
- (iv) *Prioritisation of placement on the Agenda for such items will be determined by ABOC in the event that more requests are submitted than can be managed in a meeting alongside other necessary business*

The College Secretary would report on the disposition of any such requests at the subsequent meeting of the Academic Board.

This amendment to the terms of the Academic Board will need to be approved by Council before taking effect.

3. Election Process Issues

The Committee considered a number of process issues related to elections. Its decisions (one for Board approval, the remainder to note) follow.

(a) Length of appointment for vacancies arising mid-year (to approve)

Motion: That the normal three-year term of membership of the Academic Board be extended beyond three years to end on the next 31 July for those that start following the first meeting of the Board in the academic year.

For reasons of membership continuity and to make the best use of College Secretariat resources, the Committee agreed that it was preferable for all terms on the Academic Board to end on 31 July so that the number of elections held in any given year was manageable. This could be achieved by either truncating or extending the regular three-year term for those elected mid-year and the Committee recommends that terms be extended.

To note

(b) Number of calls for nominations (to note)

The Committee agreed that if insufficient nominations were received for vacancies on a first call for nominations, a second call for nominations would be issued by the College Secretariat. If the second call also resulted in insufficient nominations, the seat(s) for which the calls were issued would remain vacant until the next annual regular election period.

(c) Determining the winner in the event of a tie

The current election guidance was that the winner would be determined as the result of a coin toss in the event of a tie. Candidates in this position this year had objected to this and asked that it be reviewed in favour a run-off ballot. The Committee noted that engagement in a run-off ballot could be low and affect the outcome and that the coin toss remained the preferable – and most expeditious – mechanism

d) Eligibility of incoming department heads to stand for election

The Committee agreed that individuals who had been appointed to a head of department position and would be in post at the start of an upcoming term but had not yet reached their start date at the time of a call for nominations should be eligible to stand for membership of the Academic Board in the Head of Department or Equivalent category.

e) Engaging heads of department in the Academic Board

The Committee noted that there had been some difficulty in filling seats allocated to heads of department and that there was wide variation across the faculties in the number of officers who might be eligible to hold the seats. The Committee agreed to keep the matter under review, noting that the rejuvenation of the Heads of Department Forum might provide a mechanism to help with nominations in future. One possibility to consider in future was to change the structure of the Board to ask for head of department nominations through that Forum rather than in discreet faculties.

4. Elections Timetable

There are 22 vacancies upcoming on the Academic Board as of 31 July 2022. The College Secretariat has designed an elections timetable (**Annex 1**) which will allow seats to be filled in time for elections to Council (for two staff seats) to take place before the end of the academic year. The schedule follows the pattern established for previous elections.

5. Annual Agenda Plan

As agreed, the annual Academic Board agenda plan, updated with additions from standing committees is included in the Board's agenda pack (**Annex 2**). The Committee had recommended to the Principal that the April strategic discussion should be focused on education strategy and the June discussion on the people and culture strategy and, in particular, on the interface between research and education and the protection of time for research.

It was noted that the Principal had proposed that for future meetings, an hour be reserved for strategic discussion rather than 30-40 minutes as had been the practice.

6. Future Meeting Locations – Online/In Person

The Committee considered the pattern of meetings for Academic Board following the lifting of Covid restrictions. It noted the following:

- Hybrid meetings with participants both online and in-person would not be manageable for Academic Board meetings due to the large numbers involved and the need for effective strategic discussion.
- A hybrid pattern of meetings over the year with some wholly online and some wholly in-person would be preferable. Meetings with a higher proportion of transactional business would work well online whereas meetings with strategic and more workshop-style discussion would be better suited to being in-person.
- Members would prefer the in-person meetings to be rotated around campuses, but the Committee agreed that the space needed to be big enough to accommodate the 78 members at multiple round tables for debate and discussion. This would be investigated, but it was thought that the Great Hall on The Strand was the only room able to accommodate that.

The Committee therefore has recommended to the Principal that a hybrid meeting pattern be established for the Academic Board and that standing committees determine whether to meet online or in person as best suits their requirements. A suggested annual meeting pattern is:

November meeting

Teams, 14:00 – 16:30

December (Strategic Focus – no committee items)

Great Hall, Strand campus, 14:00 – 16:30

March meeting

Teams, 14:00 – 16:30

April meeting (Strategic Focus – no committee items)

Great Hall, Strand campus, 14:00 – 16:30

June meeting

Great Hall, Strand campus, 14:00 – 16:30

Following this pattern, the meetings of 20 April 2022 and 29 June 2022 will be held at the Great Hall, Strand Campus.

Academic Board Elections Cycle 2021/22

There are currently four vacancies on the Academic Board for elected seats:

- Dickson Poon School of Law, HoD vacancy (new member in place following nomination);
- Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (election currently being held)
- King's Business School: HoD vacancy
- Elected student vacancy: NMES student

The staff vacancy in KBS and the student vacancy in NMES had recently had elections initiated for them with no nominees coming forward. Our proposal is that they be held vacant until the summer term round of elections. Elections are currently being held for recent vacancies in the Law School and the Nursing Faculty with the intent to fill the seats in time for the March meeting of the Board. For those seats available from 1 August 2022, elections are planned on the following schedule:

Faculty	Available Seats from 1 August 2022	Elections to be held
Dickson Poon School of Law	Current vacancy	February 2022
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Current vacancy	February 2022
Arts & Humanities	Regular academic - 2	Summer term
FoDOCS	Regular academic - 1	Summer term
Dickson Poon School of Law	Regular academic - 1	Summer term
King's Business School	HoD (or equivalent) – 1 (current vacancy being held) *	Summer term
Life Sciences & Medicine	HoD (or equivalent) – 1 Regular academic - 3	Summer term
Natural, Mathematical and Engineering Sciences	HoD (or equivalent) – 1 Regular academic – 1	Summer term
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	HoD (or equivalent) – 1 Regular academic – 1	Summer term
Institute of Psychiatry, Psychology & Neuroscience	HoD (or equivalent) – 1 Regular academic - 4	Summer term
Social Science and Public Policy	Regular academic – 2	Summer term
Professional Staff	Research Support – 1 Service Support - 1	Summer term

The provisional timetable below follows the pattern used in recent years and will allow Academic Board members for the 2022/2023 year to be known in time for the elections to Council (for two Academic Board member seats) to take place before the end of this academic year.

Nominations

- 9 March AB meeting – schedule provided to AB for noting; members asked to encourage colleagues to stand
- From 29 March – HR creating people lists
- From 4 April – IT compiling email lists
- W/c 19 April - Nomination call sent by personal email to relevant staff with deadline of 5pm on Friday 6 May 5pm 2022
- 20 April Academic Board meeting
- 19-21 April - Academic Board members/Deans/FOOs requested to encourage colleagues to nominate/stand
- 21 April – Nomination call featured on intranet news with FAQs.
- **6 May – nominations close at 5pm**

Voting

- w/c 9 May – compile nominations, deal with queries arising, create voting ballots
- By 19 May (if not before) – voting emails sent by personal email to all eligible staff with deadline of 5pm on Monday 25 May
- 19/20 May - Academic Board members/Deans/FOOs/VPs reminded to encourage colleagues to vote and to promote the election within their areas of responsibility
- 19/20 May – intranet news updated with voting instructions and promotion piece in King's Essentials soon after
- 6/7 June - further personal email sent to all eligible voters after one week to remind them to vote.
- **13 June - voting closes at 5pm**

Communication of Results

- 10 May – candidates who stood unopposed informed of their success.
- 14 June - Vote results communicated to candidates
- 14 June – coin toss arrangements communicated to tied candidates with invitation to attend
- 15 June – coin toss outcome communicated to the tied candidates
- New members invited to attend 29 June AB as observers
- 16/17 June - Vote results posted on intranet news / King's Essentials
- 15 June - Vote results sent to Academic Board (*which will allow for elections from the full new cohort of elected Academic Board membership to membership of Council to be completed before the end of the academic year*)
- **29 June – Academic Board meeting**

[Note: AB member results before 15 June leaves two weeks to communicate with new AB members before 29 June Academic Board (inviting them to attend as observers). Nominations and voting for the two Council seats could then take place from 20 June providing enough time for new Council Members to be known by 1 August 2022.]

Election System

- Self-nomination allowed as well as nomination by others from that constituency. Where nomination by another, must have written confirmation from the nominee that they are willing to stand.
- Current members able to stand for a further three-year term (to a maximum of nine years)
- Nominees provide a statement for inclusion on the ballot paper.

- Two-week period for nomination and a two-week period for voting.
- Election conducted by email using Office 365 forms which ensures that only the receiver of a link to vote is able to vote and individuals can only vote once.
- Results counted using “first past the post” with the winners being those that had the highest number of votes.
- Coin toss system for those receiving equal votes

Joanna Brown, Governance Manager
Xan Kite, Director of Governance
Irene Birrell, College Secretary
February 2022

Academic Board

Composition

Membership 2021/2022

Ex-Officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur	1
	Senior Vice Presidents & Vice Principals	SVP Academic (<i>interim</i>)	Professor Mike Curtis	2
		SVP Service, People & Planning	Professor Evelyn Welch	3
		SVP Health & Life Sciences	Professor Richard Trembath	4
		VP Education (<i>interim</i>)	Professor Adam Fagan	5
		VP Research	Professor Reza Razavi	6
		VP Global Engagement	Professor 'Funmi Olonisakin	7
		VP Communities & National Engagement	Baroness Bull	8
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	9
	The President of the Students' Union		Zahra Syed	10
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone	11
		Vice President for Education (Health)	Fatimah Patel	12
		Vice President Postgraduate	Rebecca Seling	13
	Executive Deans	Arts and Humanities	Professor Marion Thain	14
		Dentistry, Oral & Craniofacial Sciences (<i>Interim</i>)	Professor Michael Escudier	15
		Dickson Poon School of Law (<i>Interim</i>)	Professor Alex Türk	16
		King's Business School	Professor Stephen Bach	17
		Life Sciences & Medicine	Professor Ajay Shah	18
		Natural and Mathematical Sciences	Professor Bashir Al-Hashimi	19
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	20
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	21
		Social Science and Public Policy	Professor Linda McKie	22
	Dean for Doctoral Studies		Professor Rebecca Oakey	23
	Executive Director: King's School of Professional & Continuing Education (PACE)		Nina McDermott	24
Elected Students	1 student from each faculty split equally across UG/PGT/PGR	Arts and Humanities	Claude Lynch	1
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani	2
		Dickson Poon School of Law	Chris Panayi	3
		King's Business School	William Shiue	4
		Life Sciences & Medicine	Amy Lock	5
		Natural, Mathematical and Engineering Sciences	Vacancy	6
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj	7
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini	8
		Social Science and Public Policy	Hassan Faouaz	9
Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) will to be elected by and from the staff of each faculty. At least one of the members from each faculty to be a Head of	Arts and Humanities (5 members, including HOD equivalent)	Professor Anna Snaith (HOD)(31.07.23)	1
			Dr Simon Sleight (31.07.22)	2
			Professor Mark Textor (31.07.22)	3
			Professor Matthew Head (31.07.23)	4
			Dr Hannah Crawforth(31.07.24)	5
		Dental Institute (4 members, including HOD equivalent)	Professor Kim Piper (HOD) (31.07.23)	6
			Dr Anitha Bartlett (31.07.22)	7
			Dr Ana Angelova Volponi (31.07.23)	8
			Professor Jeremy Green (31.07.24)	9
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Ann Mumford (HoD)	10
			Professor Federico Ortino (31.07.22)	11
			Dr Ewan McGaughey (31.07.23)	12
			Professor Satvinder Juss (31.07.23)	13
		King's Business School (4 members, including HOD equivalent)	Vacancy (HoD)	14
			Dr Jack Fosten (31.07.24)	15

Department or equivalent.		Dr Juan Baeza (31.07.24)	16
		Dr Daniele Massacci (31.07.24)	17
	Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape (HOD) (31.07.22)	18
		Professor Maddy Parsons (31.07.22)	19
		Dr Baljinder Mankoo (31.07.22)	20
		Dr Susan Cox (31.07.22)	21
		Dr Manasi Nandi (31.07.24)	22
	Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Prof Paula Booth (31.07.22) (HOD)	23
		Professor David Burns (31.07.22)* *1 st meeting 6 Feb 2019	24
		Professor Michael Kölling (31.07.23)	25
		Professor Sameer Murthy (31.07.23)	26
	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson (31.07.22) (HOD)	27
		Dr Julia Philippou (31.07.22)	28
		Mrs Irene Zeller (31.07.23)	29
		Vacancy	30
	Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear (31.07.22)(HOD)	31
		Dr Marija Petrinovic (31.07.22)	32
		Dr Yannis Paloyelis (31.07.22)	33
		Dr Eamonn Walsh (31.07.22)	34
		Professor Robert Hindges (31.07.22)	35
	Social Science and Public Policy (5 members, including HOD equivalent)	Professor Alfredo Saad-Filho (31.07.24)(HOD)	36
		Dr Ye Liu (31.07.22)	37
		Dr Jane Catford (31.07.22)	38
		Dr Sunil Mitra Kumar (31.07.24)	39
		Dr Hillary Briffa (31.07.24)	40
3 professional staff from education, research and service	Education support	Mrs Syreeta Allen (31.07.23)	41
	Research support	Mr James Gagen (31.07.22)	42
	Service Support	Ms Kat Thorne (31.07.22)	43
2 academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding (31.07.24)	44
	Health Faculties	Dr Moritz Herle (31.07.23)	45

Secretary: Ms Irene Birrell, College Secretary

Note: all highlighted members end their current term in the Academic Year 2021/22 and are eligible to stand again.

Academic Board Annual Agenda Plan

This forward plan was approved by the Academic Board at its December 2021 meeting and will be included in each Academic Board and each Academic Board Operations Committee meeting pack as a reminder for members. It is important to understand that the plan is not intended to be set in stone and that it will likely change as issues develop over the course of any given year.

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 2021/2022 for consideration but timing is not yet confirmed. The Board will be asked to scrutinize the strategies, recommending amendments and/or the approval of the strategies to Council:

- Refresh of the overarching university strategy Vision2029
- Research Strategy

The Board will continue to monitor the implementation of the following strategies:

- King's Education Strategy 2017-2022 (through reports from CEC)
- International Strategy (through reports from CIC)
- Widening Participation Strategy
- Student Mental Health & Wellbeing Strategy & Action Plan (through reports from CEC)

And receive reports as appropriate from its standing committees including on:

- Curriculum 2029
- Flexible curriculum
- Portfolio simplification
- Online professional education
- Enabling Student Success
- Professional Statutory and Regulatory Body (PSRB) Updates
- Community Charter
- Teaching Excellence and Student Outcomes Framework (TEF) submission
- Research Excellence Framework (REF)

Policies and Regulations

Policies and regulations scheduled for review during 2021/2022 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:

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

- 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.

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year

	Item	Action	Responsible (Subcommittee/report writer)	Next Steps
3 Nov 2021	Sustainable Research Excellence: Strategy update	Strategic Discussion	VP (Research) CRC	
	EDI (Disability inclusion, Race Equality Charter Mark & Menopause and Menstruation Policies and Guidance)	discuss	EDI	Three EDI discussions per year (1 of 3)
	Online Professional Education	discuss	CEC	Update as necessary
	<i>Office for Students Conditions of Registration</i>	<i>Approve for recommendation to Council</i>	<i>CEC</i>	Council approval
	<i>Mitigating Circumstances Policy</i>	<i>Approve</i>	<i>CEC</i>	Publish on web
	<i>Academic Regulations (amendments)</i>	<i>Approve</i>	ASSC	Publish on web
	KBS Supplementary Academic Regulations 2020-2021 and 2021-2022	Approve	ASSC	Publish on web
	<i>Undergraduate Progression and Award Policy</i>	<i>Approve</i>	ASSC	Publish on web
	<i>External Examiners report</i>	<i>Approve</i>	ASSC	Update as necessary
	Terms of Reference (CEC and CRC)	Approve	ABOC	Council
8 Dec 2021 (Strategic focus)	Education: World-class education strategy refresh	Strategic Discussion	ED (SED)	
	School Merger – FoLSM	Note	ED FoLSM	-
	Transforming Partnership Project	Approve	CIC	Updates as necessary
	Security Sensitive Research Policy	Approve	CRC	Publish on web
	Researcher Concordat Action Plan	Approve	CRC	Final approval by Council Chair's action
	Portfolio Simplification Updates	Approve	CEC	
	Marking Framework	Note	CEC	
	<i>Assessment Board Annual Report</i>	<i>Note</i>	<i>CEC</i>	
	<i>Annual Report on Student Misconduct, Appeals & Complaints</i>	<i>Note</i>	<i>CEC</i>	

	<i>King's Education Awards</i>	<i>Note</i>	<i>CEC</i>	
9 March 2022	Research Strategy Update	Discuss	VP (Research)	
	Proposal for a new type of King's Award – EMBA	Approve	CEC	
	ICCA Regulations 2021/2022	Approve	CEC	
20 April 2022 <i>(Strategic Focus)</i> On Campus (Great Hall)	Education: focus TBD	Strategic Discussion	CEC/VP Education	
	EDI update	Discuss	EDI	Three EDI discussions per year (2 of 3)
	<i>Degree Outcomes Statement</i>	Approve	<i>ASSC/CEC</i>	Full review every 3 years unless there are substantive changes to report. Next full review: 2022/23
29 June 2022 On Campus (Great Hall)	People & Culture Strategy <i>(including academic workload and interface between research and education)</i>		SVP (SPP)	
	EDI update		EDI	Three EDI discussions per year (3 of 3)
	KCL/KCLSU Relationship Agreement	Approve	CEC	
	<i>TEF submission</i>	<i>Note</i>	<i>CEC (TBC depending on OfS timelines)</i>	
	<i>Student Terms & Conditions 23/24</i>	<i>Approve</i>	<i>Executive Director of Students & Education</i>	Publish on web
	<i>Academic Regulations 22/23</i>	<i>Approve</i>	<i>ASSC</i>	publication
	<i>External Examiners Report</i>	<i>Approve</i>	<i>ASSC</i>	
	<i>External institution regulations that King's validates</i>	<i>Approve</i>	<i>CEC</i>	-
	<i>Academic Board forward plan</i>	<i>Approve</i>	<i>ABOC</i>	To keep under review

Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-31-08.2

Status Final

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Proposal for a new type of King's Award – Executive Masters of Business Administration (EMBA) [Annex 1]	2 February	Consent	Approve	No
2. ICCA Regulations 2021/22 [Annex 2]	2 February	Consent	Approve	No
3. Education Strategy Refresh	2 February	Consent	Note	No
4. Student Mental Health & Wellbeing (SMHW) Strategy	2 February	Consent	Note	No
5. Student Lecture Capture, Live Streaming and Synchronised Learning & Teaching Plans	2 February	Consent	Note	No
6. Initial Teaching Training Accreditation	2 February	Consent	Note	No
7. Closing Attainment Gaps at King's – update	2 February	Consent	Note	No
8. Race Equity & Inclusive Education Fund 2021/22 (yr 2)	2 February	Consent	Note	No
9. Policy for Module & Teaching Evaluations	2 February	Consent	Note	No
10. College Teaching Fund: Additional Funding – update	2 February	Consent	Note	No
11. OfS Consultations	2 February	Consent	Note	No
12. Exams Annual Report	2 February	Consent	Note	No

Approval

1. Proposal for a new type of King's Award – Executive Masters of Business Administration (EMBA) (Consent)

Motion: That a proposal for a hybrid part time distance learning programme – the Executive Masters of Business Administration (EMBA) be approved.

Background: King's Business School seeks to launch an Executive MBA (EMBA) programme accepting its first cohort in 2023-24. This programme will support the school's education and connectivity objectives. Built on the substantial and successful foundations of the launch of KBS in 2017, the School is now seeking to enhance its connections to business and industry, and to increase its impact and provision of lifelong education by bringing experienced executives into the education community through an MBA-type programme. The College does not currently have an award for any EMBA programmes. Space for the on-campus aspect of the programme was identified as one of the current main challenges the Business School faces.

2. ICCA Regulations 2021/22 (Consent) [Annex 2]

Motion: That the ICCA Regulations for 2021/22 be approved.

Background: The Dickson Poon School of Law currently validates the ICCA Bar Course as approved by the College in 2019. Further to the first intake of the programme the ICCA has reviewed their current regulations and

marking framework and agreed minor amendments for the upcoming March 2022 intake. These amendments have been considered and agreed by the Dickson Poon School of Law Postgraduate Assessment Board.

The titles have been changed of the following policies

1. Admissions Policy has been changed to 'Fair Admissions Policy'
2. ICCA Policy has been changed to 'Student Conduct Policy'

For note

3. Education Strategy Refresh (Consent)

The Committee discussed the overall process for the Strategy Refresh in relation to Vision 2029, re-evaluating the strategy due to external and internal factors, and the outcomes of the January 2022 Summit meeting. The portfolio of strategic projects, some of which have been delivered, were noted, and where the focus should be over the next three-year period for more progressive and distinctive work. It was felt that the underpinning systems were crucial, particularly at the point of delivery to students and that appropriate investment in the systems and hygiene factors needed to be in place, ahead of more innovative work

4. Student Mental Health & Wellbeing (SMHW) Strategy (Consent)

The Committee discussed the Student Mental Health & Wellbeing (SMHW) Strategy. It was noted that the team were in the process of formulating strategic priorities in line with the Vision 2029 Strategy Refresh and have made recommendations on how to progress strategic work to support student and staff mental health and wellbeing. The resource implications and investment needed to achieve this were noted, along with the set-up of the university physical and social environment, curriculum, teaching etc., so that this is supportive at the outset, alongside support services where these were needed. The visibility and communication of the strategy, and when/how it is communicated were also seen as key to its success.

5. Student Lecture Capture, Live Streaming and Synchronised Learning & Teaching Plans (Consent)

The Committee discussed an update to issues raised at the November CEC meeting regarding the reliability of lecture capture. It was noted that thought needed to be given now as to what would be required from September 2022, based on lessons learnt in the last two years, and how this could be best supported with the technology systems, to enrich and ensure inclusion in the provision going forward, as part of the Education Strategy.

6. Initial Teaching Training Accreditation (Consent)

The Committee noted changes to ITT accreditation following DfE review and the need for the College to reapply.

7. Closing Attainment Gaps at King's - Update (Consent)

The Committee noted the recommendations made for broader attainment data analysis and targeted interventions to support closing attainment gaps and improving BME student satisfaction at King's. There were concerns raised that there was no explicit evidence of the ring-fenced resource investment needed to achieve the ambitions identified, particularly around student data management. The importance of using data to inform and enable student success and that this was at the heart of the strategy refresh was noted.

8. Race Equity & Inclusive Education Fund 2021/22 year 2 (Consent)

The Committee noted an update on the Race Equity & Inclusive Education fund allocations for 2021/22, whereby 13 projects were funded, totaling £99,244, from central and faculty areas.

9. Policy for Module & Teaching Evaluations (Consent)

The Committee noted that in July 2019, CEC approved the current Module and Teaching Evaluations Policy. Since the date of approval of the Policy, there have been new roles in the College, senior management restructure, etc. It was therefore felt timely to review this aspect of the policy, and as the module evaluation survey includes questions relating directly at staff teaching on the module, that are then used for staff PDR's, it is felt prudent to

discuss these changes at CEC before going through the Education governance approval mechanism. It was felt to be timely to review the questions as part of the module evaluation process, given changes to NSS questions.

10. College Teaching Fund: Additional Funding – update (Consent)

The Committee noted the funding allocation/projects which have been funded as a result of the Additional College Teaching Fund monies (40k) to support additional pressures this academic year due to the Covid-19 response, increased student population, and deadlines for elements of the Education Strategy in 2021/22.

Six projects were funded in five Faculties, totaling £33,292.

11. OfS Consultations (Consent)

The Committee noted that on 21/1/22, the OfS published, three new consultations on:

- New approach to regulating student outcomes (Registration and Ongoing Condition B3)
- Teaching Excellence Framework (TEF)
- New approach to constructing student outcomes and experience indicators for use in OfS regulations

The paper outlined what was involved in the three consultations and some of the impact for King's.

12. Exams Annual Report (Consent)

The Committee noted the report which details the work of the Examinations Service in 2020/21, including planning, resources and some of the challenges faced. It was noted that some of the staffing issues had been addressed, along with new system functionality and further enhancements being planned. It was also noted that there would be some detailed service design work with every service over the next six to eight weeks, focussing on who the services were for, current and future status etc., and the resources required.

Proposal for a new type of King's Award – Executive Masters of Business Administration (EMBA)

King's Business School (KBS) seeks approval to establish a sub-degree award to the existing Master in Business Administration (MBA), **the Executive Master in Business Administration (EMBA)**, open for admission in September 2023. The EMBA is a commonly awarded and internationally recognised qualification, awarded to “post-experience” students who have already demonstrated success in their careers through some years of work and management experience and who are seeking to progress, accelerate or pivot their careers with the support of a postgraduate level 7 qualification in business and general management.

Rationale

KBS seeks to launch an Executive MBA (EMBA) programme accepting its first cohort in 2023-24. This programme will support our education and connectivity objectives. Built on the substantial and successful foundations of the launch of KBS in 2017, the faculty is now seeking to enhance our connections to business and industry, and to increase our impact and our provision of lifelong education by bringing experienced executives into our education community through a MBA-type programme.

KBS will design and present the programme in detail for approval by PDASC during the 2021-22 academic year. The programme will be an **Executive MBA**, i.e., a programme intended for experienced working professionals in senior leadership roles (EMBA candidates normally have 10+ years of work experience). We are targeting this group as we wish to bring a senior group of professionals into our KBS community to further connect us to practice and industry: they will increase our visibility in practice, which in turn will increase our impact, feed and nurture our research, pull our UG and PG students through into employment and service our community by educating responsible, qualified leaders and managers. We believe KBS and our stated mission can serve this community effectively.

It is perhaps pertinent to note that KBS was vocal in not launching a MBA programme when the faculty was formed in 2017. We now feel that the market and landscape has adjusted, and KBS is in a better established position to launch a programme with an EMBA award. We are specifically proposing an Executive MBA programme in order to connect to senior business people and strategically expand our KBS community for the benefit of all stakeholders, rather than merely capitalising on a large and crowded full-time MBA market.

Confirmation the award will meet QAA benchmark standards

An EMBA award aligns with the QAA benchmark standards for business and management and is specifically governed by the type 3 management and business qualification (page 7 of the [QAA benchmark standards](#)). These benchmark standards will form the guiding principles for the content and delivery of any MBA programme within King's Business School.

Future accreditation/industry standards

King's Business School is currently applying for accreditation with two business school bodies: AACSB and EQUIS. Our planned EMBA programme is consistent with the standards and requirements of those bodies.

KBS will consider applying for accreditation by AMBA (The Association of MBAs) in future. If pursued, AMBA accreditation would allow us to achieve the prestigious “triple accreditation” often promoted within the business school community to prospective candidates and partners. Only 1% of business schools in the world are triple accredited. In order to achieve AMBA accreditation a school must offer a MBA programme. Thus, creating an EMBA award and offering an Executive MBA programme (which would qualify for accreditation under AMBA rules) positions us to pursue this third accreditation in future should we wish. The AMBA Executive MBA description is included in Appendix II for context and further explanation.

Comparison of award

A vast number of our competitor and peer schools offer MBA awards out of their business or management schools. We have benchmarked ourselves extensively against this group to understand the award and our offering and will seek to

position ourselves against this group on launch: Warwick Business School (who have a London campus), City University, Imperial Business School, Henley Business School and UCL.

An internal comparison of the Executive MBA against our own KBS programme portfolio is included in Appendix I.

Description of award

Award name: Executive Master of Business Administration (EMBA)

FHEQ Level: HE Level 7

Duration of award: this part-time programme award will be 24 months in duration. The two-year duration is in alignment with the framework set out in Academic Regulation G.20, which prescribes that Postgraduate taught degrees (level 7) will “extend over a period equivalent to a minimum of one calendar year full-time”.

Credit structure:

The award will require a minimum of 180 credits.

All modules will be at Level 7.

Dissertation: Due to the practical and professional nature of a MBA degree we expect to offer either a Model 7, 9 or 10 type dissertation in consultation with the relevant committees and QSE.

Qualification/Award	FHEQ Level	Minimum overall credits	Range of credit levels	Highest level required	Minimum credits at highest level	Lowest level permitted	Maximum credits at lowest level	Maximum number of credits with a condoned fail (core modules excluded)
Master of Business Administration (MBA)	7	180	7	7	180	7	n/a	tbc

Assessment Governance

There will be a dedicated Assessment sub-Board with two External Examiners. The sub-Board will report to the existing Faculty Postgraduate Assessment Board.

The College standard postgraduate marking scheme will be used for all assessment.

Appendix I

Comparison with other awards at Faculty

Note this table does not include all of the degrees offered by KBS but highlights those that are either general management MSc or part-time management-related programmes as the most comparable. Fees indicated are for the part-time version of the full degree (i.e. not per year).

Programme	Masters in International Management	MSc Executive Management	Executive MBA (proposed)	MSc International Marketing (Executive)	MSc Human Resource Management and Organisational Analysis	MSc Public Policy and Management
Format	One year full-time	Stackable modules over 6 years	2 years, part-time, modular	Weekends over 2 years part-time/one year full-time	2 years part-time/one year full-time	2 years part-time/one year full-time
Fees	UK £15,675 International £31,350	£13,650	TBC Expected to be in the region of c. £45-50,000	UK £15,690 International £29,850	UK £13,380 International £27,900	UK £13,380 International £23,460
Audience	For students at the start of their career	Students with experience of management at an executive level seeking a flexible MSc qualification	Senior leaders with extensive (c.10+ years) of management experience	Students wishing to upgrade and advance their career in marketing	Students wishing to advance their career in HR, learning and development and organisational change	Social science graduates or working professionals advancing a career in policy or public services
Content	A general international	General management	A general management and	A deep theoretical and practical	Human resource management,	The organisation, management and

	management curriculum suitable for those early in their career	modules (students choice) + two supervised projects exploring their own organisation and management practice	leadership curriculum suitable for senior leaders	exploration of organisational strategy, customer behaviour and consumer research.	globalisation, employment, workforce challenges, diversity, performance and wellbeing	economics of public services, the public-policy making process
Notes		Note admissions are currently suspended for this programme and will reopen in Autumn 2022		Chartered Institute of Marketing (CMI) accredited	Chartered Institute of Personnel and Development (CIPD) accredited	

We must also highlight the recently renamed Executive MPA (Master in Public Administration) in the International School for Government in this comparison. We have consulted with EMPA and see no competitive issues in launching an Executive MBA, moreover we see the degrees as highly complementary. The EMPA will target senior professionals working with or in government, the EMBA will target senior professionals and leaders in businesses, corporations and other related organisations. We see many opportunities to bring the professionals on all of these programmes (EMBA, EMPA and above) to bolster a vibrant professional, part-time community at King's and increase the institutions connectivity into industry and practice.

Appendix II

The Association of MBAs (AMBA) acts as an impartial authority on postgraduate management education internationally. Whereas AACSB and EQUIS accredit business schools, AMBA accredit individual programmes and thus they are an important standards body in the field of MBAs.

They provide a useful description of an Executive MBA programme as follows:

EMBA Definition (Guidelines)

An Executive MBA (EMBA) programme typically has the following features:

1. EMBA Programme Delivery Mode: EMBA programmes are part-time programmes for working executives/managers/directors, typically delivered in:
 - residential block format (e.g., 4-day blocks once a month; or a whole week every two months), or
 - weekend format, often delivered in a major city (e.g., Friday-Saturday every two weeks) When delivered in residential blocks, classes may be held in different cities and sometimes on different continents (a format known as a “Global EMBA”), so extensive travel may be part of the programme requirements.
2. Minimum Managerial Experience of EMBA Candidates: EMBA candidates typically have over 8 years of managerial experience and often have over 12-15 years of total work experience, with incremental and demonstrable levels of seniority in their career in the corporate, entrepreneurial, public or non-profit sectors. The managerial experience of the candidates normally includes a number of the following five management categories (but not necessarily all), over a sustained period of time: managing people, budgets, clients, projects, and/or processes.
3. Seniority of EMBA Candidates: The EMBA is geared towards senior company employees, typically in their 40s or late 30s. Star performers in their early 30s or late 20s can be admitted if they have had a successful career at an internationally renowned organisation with a rigorous and demanding work environment (multilateral organisations, multinational corporations, investment banks or strategy consultancies). Entrepreneurs who have been successful in fundraising and scaling up can also be admitted into an EMBA, irrespective of age.
4. Company Sponsorship for EMBA Candidates: The willingness of a company/employer to sponsor its senior employees to pursue an EMBA (by paying their tuition fee and/or by giving them time off for study, travel and preparation) is the ideal testament to the seniority of the candidates within the organisation and their value for the organisation.
5. EMBA Curriculum: The EMBA curriculum is generally more holistic (less segregated into functional subject areas) than a Full-time MBA curriculum and has a stronger emphasis on strategy and soft skills development (leadership, negotiation, communication, time management, board management). The learning goals revolve around both professional and personal development.
6. EMBA Class Size & Pedagogy: EMBA class sizes vary, with a typical size of up to 40 as a single learning group. This class size allows a faster-track intensive and intimate learning experience centred on in-class discussions of real-life cases and the professional experience of the candidates. Small-group learning and project-based learning are key to the classroom experience in an EMBA.
7. EMBA Assessment: Formal examinations are normally used to a lesser extent in an EMBA, while continuous assessment and project-based assessment are more prevalent. A rigorous assessment regime is key for maintaining the integrity of the EMBA as a masters-level qualification. Therefore, the EMBA is not to be confused with Executive Education programmes, which often do not require assessment.

The original copy of this description can be found at:

<https://www.associationofmbas.com/app/uploads/2021/01/EMBA-Definition.pdf>

ICCA Regulations 2021/22

The Dickson Poon School of Law currently validates the ICCA Bar Course as approved by the College in 2019. The academic regulations drafted for this agreement were modelled on the King's Regulations and Procedures to ensure a high standard and oversight of the programme was maintained. Further to the first intake of the programme the ICCA has reviewed their current regulations and marking framework and agreed minor amendments for the upcoming March 2022 intake. These amendments have been considered by the Dickson Poon School of Law Postgraduate Assessment Board at their meeting on 7th December 2021 and has agreed the changes. The changes are highlighted in bold and strike through is used to show the wording removed.

The titles have been changed of the following policies

1. Admissions Policy has been changed to 'Fair Admissions Policy'
2. ICCA Policy has been changed to 'Student Conduct Policy'

The paper was submitted to ASSC to approve the changes to the regulations with the recommendation that these are then recommended for approval by both the College Education Committee and Academic Board meetings prior to the March 2022 intake of the programme. A copy of the tracked changes to the Assessments are included below.



The Inns of
Court College
of Advocacy

Academic Regulations

2021-2022

These regulations are subject to approval by King's College London Academic Board through its committee governance structure incorporating the King's committees.

Contents

Paragraph *[hyperlinks to be added below]*

- 1 Compliance and Scope
- 2 Applicable Regulations and Policies
- 3 The ICCA Bar Course
- 4 Other ICCA Regulations
- 5 ICCA Bar Course Admission
- 6 Admission to an Inn of Court
- 7 Recognition of Prior Learning and Experience
- 8 Enrolment
- 9 Attendance and Progression Monitoring
- 10 Period of Registration and Interruption
- 11 Transfer of Registration
- 12 ICCA Bar Course Module Specification and Credit Levels
- 13 Progression Requirements
- 14 Awarding of Credit
- 15 Fee Payment Terms and Conditions
- 16 ICCA Calendar
- 17 Learning and Teaching Facilities
- 18 Assessment
- 19 Register of Students
- 20 Assessment Timetables
- 21 Assessment Setting, Marking and Moderation
- 22 Module Assessment Methods
- 23 Assessment Component Requirements
- 24 Confidentiality of Assessment Papers
- 25 Identification of Students
- 26 Assessment Scripts, Recordings, Answers and Marking Material
- 27 Marking Range
- 28 The 'Fatal Flaw' Rule
- 29 Scaling of Marks
- 30 Confidentiality of Summative Assessment Results
- 31 Publication of Summative Assessment Results
- 32 Reassessment/Failure

- 33 Mitigating Circumstances, Absences and Late Arrivals/Submissions
- 34 Personalised Assessment Arrangements
- 35 Award
- 36 Academic Appeals
- 37 Enhanced Clerical Error Checks and Reviews of Part One Assessments
- 38 Standard of Behaviour Expected of Students
- 39 Academic Honesty and Integrity
- 40 Inaccurate Enrolment Information
- 41 Precautionary Suspension and Exclusion
- 42 Pending Criminal Proceedings or Criminal Convictions
- 43 Misconduct Procedure
- 44 Student Conduct Policy
- 45 Standard of Proof
- 46 Misconduct which is also a Criminal Offence
- 47 Imprisonment
- 48 Investigation of Academic Misconduct
- 49 Misconduct Panel
- 50 Decision of Misconduct Panel
- 51 Misconduct Outcomes
- 52 Appeal from a Misconduct Panel
- 53 Termination of Registration for Lack of Attendance or Progression
- 54 Interruption to Support Wellbeing
- 55 Student Complaints

Compliance and Scope

- 1 All of the following are required to comply with the Academic Regulations and Academic Policies of the Inns of Court College of Advocacy (the ICCA).
 - 1.1
 - a) Enrolled students (as a condition of continuing enrolment), enrolled on:
 - The ICCA Bar Course Part One;
 - The ICCA Bar Course Part Two;
 - b) Academic Staff;
 - c) Professional Services Staff;
 - d) External Examiners.
 - 1.2 Stakeholders must comply with the regulatory framework in order to: a) avoid putting the ICCA or its validating academic partner King's College London at risk, b) safeguard the quality and standards of the ICCA Bar Course programme and award, c) adhere to principles of natural justice, d) comply with external legislation, e) ensure the quality of the student experience.

Applicable Regulations and Policies

- 2 The ICCA [Academic Regulations and Academic Policies](#) will apply to all students enrolled on the ICCA Bar Course programme. The ICCA Academic Regulations and Policies that are in place at the date of a student's enrolment shall apply to that student until completion of the programme (including until completion of assessment re-sits). In the event of inconsistency between the Academic Regulations and the Academic Policies, the Academic Regulations apply. Amendments to the ICCA Bar Course Academic Regulations will not normally be introduced during an academic year. For these purposes an academic year is the period from 1 September to 31 August of the following year

The ICCA Bar Course

- 3 The ICCA offers teaching and study at postgraduate level, leading to achievement of a pass classification on the ICCA Bar Course and the King's College London Postgraduate Diploma in Bar Practice (PGDip) award at Level 7 of the framework for higher education qualifications of UK degree awarding bodies.

Other ICCA Regulations

- 4 The Academic Regulations of the ICCA are informed by, and comply with, the following:
 - a) principles of good practice;
 - b) external legislation;
 - c) Office for Students (OfS) requirements;
 - d) Professional, Statutory and Regulatory Bodies, including at (e) to (i) below;
 - e) the Bar Standards Board (BSB) [Professional Statement](#);
 - f) the BSB [Curriculum and Assessment Strategy](#);
 - g) the BSB [Bar Qualification Manual](#);
 - h) the BSB [Authorisation Framework](#) for Authorised Education and Training Organisations;
 - i) the [BSB Handbook](#) (where relevant in accordance with BSB Bar training and qualification rules).

ICCA Bar Course Admission

- 5 Students who meet ICCA Bar Course entrance requirements may be admitted to the ICCA.

Fair Admissions Policy

- 5.1 The ICCA is committed to the recruitment of students with the greatest academic ability and potential, irrespective of their social, cultural and economic background. The ICCA is committed to equality in education and applications are considered on their individual merits, based wholly on the information provided by the applicant through the application process.
- 5.2 The ICCA is committed to fair, transparent and consistent admissions practices and aims to offer clear advice and guidance to prospective applicants to enable them to make informed choices.
- 5.3 All applications to the ICCA shall be considered in accordance with the [Fair Admissions Policy](#) which applies to all categories of applicants to the ICCA Bar Course and is intended to provide a central policy to support all procedures involved in selection and admission of students.
- 5.4 An Admissions Appeal Procedure is available for applicants who are unsuccessful in applying for admission to the ICCA Bar Course and who wish to appeal the decision. The Admissions Appeal Procedure is annexed to the Fair Admissions Policy.

Admissions Process

- 5.5 The ICCA currently operates a single admissions selection process. This means that a student offered admission to Part One of the ICCA Bar Course will also be selected for admission to Part Two, subject to successfully passing Part One assessments and meeting admission requirements in accordance with these regulations.

Entrance Qualification and Requirements

- 5.6 The academic admissions requirements are set by the Dean of the ICCA and must be approved by the ICCA Board of Governors. These are in addition to the [mandatory admissions criteria set by the Bar Standards Board](#) (BSB) as the Professional, Statutory and Regulatory Body for the profession.
- 5.7 The ICCA publishes entry criteria ~~in a printed and online prospectus and on a course specification sheet also accessible~~ via the [ICCA website](#). The information will be accurate, clear, unambiguous and timely. As such, the ICCA will not alter admissions criteria during the application cycle.
- 5.8 Applications will be assessed against the advertised entry criteria for the ICCA Bar Course.
- 5.9 To be admitted to the ICCA Bar Course (both Part One and Part Two) a student must:
- a) comply with the admissions process as specified in the Fair Admissions Policy;
 - b) satisfy the admission requirements as specified in the Fair Admissions Policy and associated entry criteria;
 - c) have satisfactorily demonstrated, taking into account individual circumstances, the skills and intellectual maturity necessary to gain full advantage from the educational experience offered by the ICCA Bar Course;

- d) meet the admissions requirements of the BSB, including but not limited to minimum English language requirements (see 5.10);
- e) disclose relevant criminal convictions or pending criminal proceedings at enrolment;
- f) have an appropriate visa, where applicable, and have satisfied the requirements of [UK Visas and Immigration](#) (UKVI);
- g) comply with the enrolment procedure;
- h) act reasonably and fairly and treat the admissions process in a respectful manner.

5.10 The language of instruction is English and all students must be proficient to a minimum standard of [IELTS](#) Level 7.5 in all disciplines or a minimum score of 73 in each part of the [Pearson](#) Test of English (academic). Competency in English to the required standard must be confirmed as part of the admissions process. ~~The entry requirements are outlined in the printed and online prospectus and on the course specification also accessible via the ICCA website.~~

5.11 If the ICCA considers that any aspect of a student's language ability is not at the required level after they have commenced the course, the ICCA will, as soon as the issue is identified, require the student to:

- a) take one of the language tests above, and
- b) provide a test certificate certifying that they have achieved the required scores within 28 days.

5.12 Certificates issued by an English language test provider verifying the score achieved by a candidate in one of the above tests must be current and valid by reference to the rules of that English language test provider. If the student fails to provide evidence that they have achieved the required scores within 28 days of being asked to do so, the ICCA will require the student to withdraw from the ICCA Bar Course. The ICCA will consider an application by such a student for readmission to the ICCA Bar Course at a later stage if satisfied of the student's English language proficiency, provided that the student has not exceeded the maximum period of registration for the course.

5.13 Students are required to provide proof of all entry qualifications. This documentation must be verified by the ICCA. All offers of study to the ICCA are conditional on the provision of proof to the satisfaction of the ICCA.

5.14 A student is liable for exclusion from the ICCA Bar Course if:

- a) they do not comply with any reasonable request to provide such proof;
- b) they make a false claim in respect of application for admission;
- c) they present false or fraudulent evidence of qualifications;
- d) they engage another person to impersonate them; or
- e) they impersonate another person in connection with an application for admission or in providing evidence of qualifications.

5.15 In accordance with the ICCA student disciplinary processes, as contained in the ICCA [Student Conduct Policy](#), the ICCA shall report any such behaviour to the relevant Inn of Court to enable the Inn to assess whether the candidate is a fit and proper person to be called to the Bar.

5.16 For recognition of prior learning and experience see 7.

5.17 In order to be allowed to enroll onto Part Two of the ICCA Bar Course students must additionally comply with the further requirement to have joined an Inn of Court (see 6, below) and must satisfy the progression requirements at 13.2 and 13.4, below.

ICCA Bar Course Deferrals

5.18 Applicants who have been offered admission to the ICCA Bar Course may, prior to enrolment, apply for deferral of their places for a period of up to one year from the specified date of commencement of Part One. Deferral applications shall be made and considered in line with the Fair Admissions Policy.

5.19 The ICCA recognises that circumstances may arise after acceptance of an offer of admission which prevent, for good reason, students from commencing or continuing Parts One or Two when required and applications for Interruption of Studies will be considered on an individual basis in accordance with the Interruption of Studies procedure.

5.20 Students who are required to obtain a ~~short-term study~~ visa in order to undertake Part Two of the Bar Course should be aware that [visa regulations](#) may restrict their ability to defer their place on Part Two of the course. It is the responsibility of all students to ensure that they have the necessary permission to study in the UK before commencing Part Two of the ICCA Bar Course and/or before making an application to defer their place on the course.

Admission to an Inn of Court

6 Before enrolling on Part Two of the ICCA Bar Course, a student must be a student member of an Inn of Court.

6.1 It is a condition of enrolment onto Part Two of the ICCA Bar Course that students join an Inn of Court.

6.2 Applications must be made to the Inns (not to the ICCA) no later than 3 months prior to starting Part Two. Where a student has reason to believe that their application for Inn membership may not be straightforward (e.g. where they have a disciplinary offence or criminal conviction that they are under a duty to declare), the student is strongly advised to allow for the extra time that consideration of their case may take and apply to the Inn well in advance of the deadline. BSB Regulations on joining an Inn of Court are contained in the Bar Qualification Rules in Part 4 of the BSB Handbook, section B2.

6.3 Where membership of an Inn is withdrawn for disciplinary or other reasons then the student must withdraw from the ICCA Bar Course with immediate effect, in accordance with the ICCA [Student Conduct Policy](#).

6.4 Admission of a student to the ICCA does not afford to that student membership to an Inn of Court. Student membership of an Inn is distinct from admission as a student to the ICCA Bar Course.

6.5 Admission of a student to the ICCA does not afford to that student any preferential treatment by the Inns whatsoever, including as to Call to the Bar and to the provision of any awards and/or scholarships by the Inns.

Recognition of Prior Learning and Equivalent Qualifications Experience^[RR1]

7 The ICCA will consider applications for Recognition of Prior Learning (RPL) and/or Recognition of Prior Experience (RPE) as part of the Admissions Process.

7.1 RPL is the process whereby students can be given credit on the ICCA Bar Course for previous learning. RPE is the process whereby students can be given credit on the ICCA Bar Course for previous experience. ~~Prior Learning is previous study with an educational organization which has been formally assessed and certified. RPL is the process whereby students can be given credit within their chosen programme of study for previous learning.~~

7.2 All applications for RPL and/or RPE shall be considered as part of the application process in accordance with the ICCA Bar Course [Recognition of Prior Learning and Prior Experience Policy](#) which applies to all categories of applicants to the ICCA Bar Course.

7.3 ~~The ICCA will consider applications for RPL towards:~~

a) ~~ICCA Bar Course entry qualifications of the ICCA (recognitions of equivalent qualifications) (see 7.6)~~

b) ~~The modules on Part One of the ICCA Bar Course (see 7.7 and 13.2)~~

Applications for RPL towards ICCA Bar Course Entry Qualifications (Recognition of Equivalent Qualifications)

7.4 ~~The ICCA will consider applications for recognition of equivalent qualifications from previous study with a recognised educational organisation which has been formally assessed and certified, towards meeting the entry criteria of the ICCA Bar Course.~~

7.5 ~~Applicants are expected to have obtained an undergraduate degree at the point of enrolment. The typical minimum entry requirements are an Upper Second-Class degree (2:1) or equivalent in an acceptable Law Degree (QLD), or other degree with a Graduate Diploma in Law (GDL) at Commendation or above. The ICCA will accept applicants with a wide range of equivalent qualifications on to the course, including international equivalencies.~~

7.6 ~~All RPL applications will be assessed as part of the standard admissions process against the advertised entry requirements for the ICCA Bar Course and in accordance with the Admissions Policy.~~

Applications for RPL in respect of Part One modules

7.7 ~~Applicants who can provide a valid transcript from a recognised bar vocational training Provider or Authorised Education and Training Organisation (AETO) demonstrating achievement in the Criminal Litigation, Evidence and Sentencing and/or Civil Litigation, Evidence and Alternative Dispute Resolution modules can apply for exemption from either or both of the corresponding ICCA Part One modules and credit transfer towards Part Two (see 13.2). The ICCA requires achievement on either or both modules to be within three years of the applicant's anticipated start date with the ICCA.~~

Applications for RPL in respect of Part Two modules

7.8 ~~The ICCA does not recognise RPL towards credit for any of the modules on Part Two of the ICCA Bar Course.~~

Recognition of Prior Experience Learning

7.9 ~~Recognition of Prior Experience Learning (REPL) is non-certified acquisition of relevant skills and knowledge, gained through relevant work experience which can be assessed, and retrospective certification or credit applied. The ICCA does not recognise REPL in respect of entry criteria or towards credit for any of the modules on the ICCA Bar Course.~~

Enrolment

8 Deadlines for enrolment on the ICCA Bar Course must be met. Enrolment beyond these deadlines is at the discretion of the ICCA.

8.1 Enrolment includes fulfilling the academic and regulatory requirements relating to the Bar Professional Training Course as specified in the Fair Admissions Policy and the Entrance Criteria.

Part One Enrolment

8.2 Each student is required to enroll on Part One of the ICCA Bar Course. Enrolment for Part One is via an online portal. Access details and enrolment dates will be provided to each student in their notification of offer of admission to the ICCA Bar Course (offer notification).

8.3 Completion of online enrolment and ID verification must take place on the appointed enrolment date(s) specified in a student's offer notification.

8.4 Part One of the ICCA Bar Course is an online learning and study programme requiring neither physical attendance nor any specific geographical location for access to teaching and study materials.

8.5 To achieve success on Part One of the ICCA Bar Course students are expected to undertake 400 hours of learning. This includes not only online learning hours, but also preparation for these, private reading and study, and the completion of formative assessment tasks and revision.

8.6 Students will receive a recommended pace and programme of study for Part One to assist with planning individual progression.

Part Two Enrolment

8.7 Enrolment for Part Two of the ICCA Bar Course will take place in person at the designated premises of the ICCA. Enrolment dates and details will be provided to each student upon successful completion of Part One of the ICCA Bar Course.

8.8 Completion of online enrolment and ID verification must take place on the appointed enrolment date(s) specified in a notification to the student. Enrolment will typically take place during the induction week at the commencement of Part Two of the ICCA Bar Course.

8.9 Part Two of the ICCA Bar Course is a full-time learning and study programme. Students cannot enroll for part-time study on Part Two of the ICCA Bar Course.

8.10 To achieve success on Part Two of the ICCA Bar Course students are expected to undertake a further 800 hours of learning following the successful completion of 400 hours of learning from Part One. This includes all blended learning hours, preparation for small group sessions, private reading and study, and the completion of formative and summative assessment tasks and revision.

8.11 Enrolment on Part Two is not permitted unless Part One of the ICCA Bar Course has been successfully completed in accordance with these Regulations or the ICCA has approved an application for Recognition of Prior Learning and/or Recognition of Prior Experience towards Part One and offered admission to Part Two of the ICCA Bar Course.

8.12 Enrolment on Part Two requires ~~includes~~ clearance of any financial debts to the ICCA.

Concurrent Enrolment with another Authorised Education and Training Organisation (AETO)

8.13 Enrolment onto Part One or Part Two of the ICCA Bar Course is not permitted to any student concurrently enrolled on an equivalent course providing the vocational component of Bar Training with another AETO.

Concurrent Enrolment with the ICCA

8.14 No student may enroll concurrently on both Part One and Part Two of the ICCA Bar Course unless that student has been permitted to progress onto Part Two before completing Part One in the circumstances set out at 13.3 of these Regulations.^[RR2]

Contact Details for All Students

8.15 The primary email address for all registered students shall be the ICCA email address issued at enrolment. Students are responsible for ensuring that they regularly check their ICCA email account.

8.16 It is the responsibility of all students to keep the ICCA informed of their current home and term-time address at all times.

8.17 All correspondence sent to students by the ICCA using the contact details on their record shall be deemed to have been received by the student concerned, unless proof of non-delivery is subsequently provided.

Attendance and Progression Monitoring

9 Students must meet the attendance requirements of the ICCA Bar Course. There is no physical attendance on Part One of the ICCA Bar Course, save for summative assessments.

9.1 As an online learning and study programme, Part One of the ICCA Bar Course does not require or allow for physical attendance at the ICCA's learning and teaching facilities. In certain circumstances the ICCA may permit a student to sit the Part One assessments remotely using computer based technology (CBT). If the ICCA is unable to do this, or a student does not want to sit using CBT, the student will be required to sit the Part One assessment face-to-face^[RR3] Attendance at an approved assessment centre is required for the completion of Part One Assessments. The ICCA will arrange for the hosting of centralised assessments at a number of locations in the United Kingdom, depending on need. Any application by a student to sit the centralised assessments at an overseas location will be considered on the merits of the individual application and will, in any event, be granted only in exceptional circumstances.

Part Two Attendance Requirements

9.2 Part Two of the ICCA Bar Course is a full-time learning and study programme requiring student attendance at ICCA designated teaching facilities in London, United Kingdom. Students must attend Large Group Sessions, Small Group Sessions, formative and summative assessments and any such other Bar Course-related activities as required in the programme and module specification and individual student timetables. Part Two assessments will be taken by students in London and cannot be taken overseas.

9.3 The minimum attendance requirement on Part Two of the ICCA Bar Course is 80% of **compulsory** teaching and learning sessions (timetabled Large Group Sessions and Small Group Sessions). Students whose attendance falls below this attendance requirement are ineligible for summative assessment.

9.4 A student will be marked as absent from a **compulsory** teaching and learning sessions if they are more than 15 minutes late for that session, or leave without the Tutor's approval before its scheduled completion. Tutors may also mark a student as having been absent from a **compulsory** teaching and learning sessions if the student has not adequately prepared for or participated in that session.

Absence from Part Two of the ICCA Bar Course

9.5 Part Two students who are absent from classes or formative assessments or any required activity must report the absence to the ICCA in accordance the absence notification requirements on the ICCA Virtual Learning Environment (VLE) and in the ICCA Student Handbook.

~~Part Two of the ICCA Bar Course is a full-time learning and study programme requiring student attendance at ICCA designated teaching facilities in London, United Kingdom. Students must attend Large Group Sessions, Small Group Sessions, formative and summative assessments and any such other Bar Course-related activities as required in the programme and module specification and individual student timetables. The minimum attendance requirement on Part Two of the ICCA Bar Course is 80% of compulsory teaching and learning sessions (timetabled Large Group Sessions and Small Group Sessions). Students whose attendance falls below this attendance requirement are ineligible for summative assessment. Part Two assessments will be taken by students in London and cannot be taken overseas.~~

~~Absence from Part Two of the ICCA Bar Course~~

~~9.3 — Part Two students who are absent from classes or formative assessments or any required activity must report the absence to the ICCA in accordance the absence notification requirements on the ICCA Virtual Learning Environment (VLE) and in the ICCA Student Handbook.~~

Absence from Summative Assessments on Parts One and Two of the ICCA Bar Course

9.6 Students who are absent from a summative assessment or unable to meet a summative assessment deadline due to illness or other good reason must comply with the [Mitigating Circumstances Procedure](#). Failure to attend or submit summative assessment will result in a mark of zero being recorded.

Progression Monitoring

9.7 Throughout the ICCA Bar Course, the ICCA employs student progress systems to monitor both academic progress and achievement of Professional Statement competences and to indicate at an early stage when students are at risk of failing to meet learning outcomes and competences through poor performance or attendance.

9.8 Students perceived to be failing to meet intended learning outcomes and competences will be contacted, in the first instance, by their Personal Tutor. Where the student's progress continues to be a cause for concern the ICCA Bar Course Leader will implement the procedures set out in the ICCA [Student Attendance and Engagement Policy](#).

Periods of Registration and Interruption

10 Part Two of the ICCA Bar Course shall be a continuous period of study unless an interruption has been permitted and students must adhere to the requirements of minimum and maximum periods of registration following commencement of Part One.

Interruption of Studies

10.1 Students may apply for an Interruption of Studies on grounds of illness or other adequate cause, provided that any one period of interruption does not exceed one year and that the total duration of the student's programme of study (encompassing Part one and Part Two of the ICCA Bar Course), including any interruption, does not exceed the maximum permissible period specified for the award. The Interruption of Studies procedure is accessible to students via the ICCA Virtual Learning Environment (VLE) and in the ICCA Student Handbook.

10.2 Part Two students who are required to obtain a ~~short term study~~ visa in order to undertake Part Two of the ICCA Bar Course should be aware that [visa requirements](#) may restrict their ability to return to the course if they interrupt their studies following enrolment on Part Two. It is the student's responsibility to ensure that they have any necessary permission to study in the UK before arranging to recommence Part Two of the ICCA Bar Course after a period of interruption.

~~Such students may be at risk of being refused a further short-term study visa on the following grounds:~~

~~successive use of the route if, for example, the student is seeking a second period of 6 months leave under the short-term study route where less than 2 months have passed since they last visited the UK for the purposes of short-term study;~~

~~frequent use of the route if, for example, the student is applying for in excess of 5 periods of 6 months leave under short-term study within a 5-year period.~~

ICCA Maximum Registration Period

10.3 When a student commences the ICCA Bar Course their anticipated completion date is within that same academic year. For these purposes an academic year comprises the cycle of first sit assessments on Part One and Part Two and referred or deferred assessments immediately following such first sit assessments. The ICCA requires that the ICCA Bar Course must normally be completed within a maximum of three years from commencement of Part One. For students who have documented mitigating circumstances that have been accepted through the ICCA's usual mitigating circumstances procedures, and who are still within the maximum number of sits permitted, the ICCA maximum time limit may be exceeded at the discretion of the ICCA Bar Course Leader to the next available sit only.

10.4 The Bar Standards Board requires that all candidates studying the Vocational Component must pass assessments in all subjects within five years of the date of enrolment in order to be called to the Bar. The ICCA Bar Course Leader cannot use his or her discretion under 10.3, above, to extend the ICCA maximum time limit beyond this five-year period.

Maximum period between Parts One and Part Two

10.5 A student who achieves success in Part One of the ICCA Bar Course shall not be permitted to commence Part Two of the ICCA Bar Course unless they are able to complete Part Two within the maximum time limit of three years from commencement of Part One as referred to at 10.3, above. For this reason, a student wishing to proceed to Part Two must nominate a Part Two commencement date to enable completion of the ICCA Bar Course within this time limit.

Transfer of Registration

11 Students may transfer registration to another AETO under certain conditions.

11.1 Transferring registration to a Bar Vocational Training Course provided by another AETO is permissible, with the agreement of the ICCA and the other AETO involved, where there are good academic grounds in support of the transfer or other good cause.

ICCA Bar Course Module Specification and Credit Levels and Values

12 The ICCA Bar Course is required to have a published module specification, a credit level and credit value.

Credit Levels and Values

12.1 The ICCA Bar Course will be assigned to Level 7 of [the framework for higher education qualifications of UK degree awarding bodies](#) by the ICCA and its validating academic partner King's College London.

12.2 The ICCA Bar Course is a Level 7 Programme of 120 credits leading to the award of Postgraduate Diploma in Bar Practice (PGDip) from King's College London.

12.3 The ICCA Bar Course comprises 40 credits at Level 7 for Part One and 80 credits at Level 7 for Part Two. The credit volume structure for the Part Two modules is in multiples of 2, ranging from 10 to 14 credits for each Part Two module.

Programme Specification and Credits

12.4 The ICCA Bar Course has a programme specification which is approved by the ICCA and King's College London as part of the programme approval procedure and updated on an annual basis.

12.5 The programme specification will indicate the combination of modules that the student will have to take and pass and at what level (the credit tariff) in order to satisfy the examiners of the award.

12.6 The programme specification will also indicate any additional non-credit requirements necessary to meet the requirements for award.

12.7 The ICCA Bar Course must comply with the criteria established by the ICCA Education Committee and all questions related to the modification of programmes of study shall be referred to the Education Committee.

12.8 Amendments to the ICCA Bar Course Academic Regulations will not normally be introduced during an academic year. For these purposes an academic year is the period from 1 September to 31

August of the following year. Unless otherwise published, programme regulations are contained within programme specifications published on the ICCA website and/or VLE.

12.9 The ICCA Bar Course and its associated modules and regulations must be approved by the ICCA in accordance with the procedures agreed by the Board of Governors and/or its sub-committees and must conform to the criteria established for the ICCA Bar Course programme of study before the programme may be offered. The regulations for the programme of study must specify which, if any, modules or combinations of modules must be passed before a student is eligible for the award.

12.10 The regulations for each programme of study shall specify the duration of the programme and shall also specify the minimum period of study for the award and the maximum period for which credit for the award may be counted. The period of study shall normally be continuous unless the otherwise permitted in accordance with these regulations.

Equality and Diversity

12.11 The ICCA will have due regard to its duties under the Equality Act 2010 and conduct equality impact assessments before making major changes to any programmes. The ICCA ensures that students and staff are aware of the [Equality and Diversity Policy](#) which will be published on the ICCA website/VLE and available from the ICCA administrative office.

12.12 The principles of equality and diversity are embedded in admissions processes, course design and delivery, and staff are provided with appropriate equality and diversity and/or cultural awareness training. The ICCA will use its own and BSB data on student performance to identify any equality and diversity issues to be explored.

Progression Requirements

13 Minimum progression requirements apply to progress from Part One to Part Two of the ICCA Bar Course.

13.1 The progression requirements for the ICCA Bar Course will be listed in the programme specification.

13.2 The usual minimum progression requirements to enable a student to progress from Part One to Part Two of the ICCA Bar Course is 40 credits at Level 7 on Part One (which shall be achieved on successful completion of all Part One assessments at the first or second sit) such credits to be transferred towards the final award of Postgraduate Diploma in Bar Practice (PGDip) by King's College London and recognised as prior learning by King's College London as the ICCA's validating academic partner.

13.3 In exceptional circumstances, the Dean of the ICCA may recommend to the ICCA Examinations Board that a student be permitted to progress onto Part Two of the ICCA Bar Course before they have successfully completed all Part One assessments. If the Examinations Board permits a student to progress in those circumstances, the student will be expected to successfully complete any outstanding Part One assessments at the next available sitting (excluding any sitting discounted due to a successful application to defer by reason of mitigating circumstances). Failure to do so may result in the student's registration being terminated under regulation 53 of these academic regulations. [RR4]

13.4 The BSB sets the standard for the pass mark for the centralised assessments, details about which can be accessed via the BSB website pertaining to centralised assessments, marking and results.

13.5 Progression to Part Two is subject to time limits for the purpose of preventing students progressing to the pupillage or work-based learning component of Bar training (usually fulfilled by pupillage) with stale or outdated knowledge (see 10).

Awarding of credit

14 To be awarded credit, the whole module must be passed.

14.1 In order to complete and gain credit for the modules on Part One of the ICCA Bar Course a student must pass to the standard prescribed by the BSB, the corresponding assessments for those modules. In order to complete a module and gain credit for that module on Part Two of the ICCA Bar Course a student must undertake the prescribed period of study and pass all module assessments to the standard prescribed by the ICCA, and satisfy any other conditions which may be set out by the ICCA.

14.2 Credits for individual modules on the ICCA Bar Course shall be set out in the Programme and Module Specification. Credit for a module cannot be divided.

Fee Payment Terms and Conditions

15 Fees are payable in accordance with these Regulations and those fees applicable to Parts One and Two as published on the ICCA website. The timely payment of the correct fees is the responsibility of the student.

Setting and Publication of Tuition Fees

15.1 Fees are set, reviewed and published by the Finance and Operations Committee of the ICCA. The ICCA reserves the right to increase Course fees annually, to reflect changes in the cost of delivering the programme and any changes to regulatory costs.^[RR5] Fees and payment instructions will be published in the online prospectus and will be included in the offer letter to each student.

Deposits

15.2 No deposit is payable by any student who accepts an offer of admission to the ICCA Bar Course.

Part One Fees

15.3 The fee for Part One of the ICCA Bar Course shall be payable on enrolment in accordance with the enrolment instructions published on the ICCA website.

Part Two Fees

15.4 There shall be no fee payable for Part Two of the ICCA Bar Course until the successful completion of Part One.

15.5 A student who discontinues the ICCA Bar Course during Part One or following completion of Part One, either due to failing Part One or otherwise choosing not to continue to Part Two, shall not be liable for Part Two fees.

15.6 The fee for Part Two of the ICCA Bar Course shall be payable either in full on enrolment or in equal instalments in accordance with the enrolment instructions as published on the ICCA website. Payment for Part Two of the ICCA Bar Course is as follows:

- a) Payment in full on enrolment; or
- b) 50% at enrolment and the balancing 50% of the fee at the mid-way point of the Part Two course; or
- c) 25% at enrolment and the balance of the fee in three equal instalments of 25% at monthly intervals thereafter.

No additional fees or interest will be incurred by those who prefer to stagger the payment of their fees.

Cancellation and Refunds

15.7 Part One Students have a right to cancel their registration on Part One within 14 days of enrolment. A student's right to cancel is in accordance with the Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 and permits a student a 'cooling off' period of 14 days to make a decision as to whether or not they wish to proceed with Part One of the ICCA Bar Course. A student who wishes to cancel must contact the ICCA Finance Department within 14 days of enrolment in accordance with the information on the ICCA website Part One enrolment pages. Following cancellation in accordance with these Regulations and the instructions on the ICCA website, the ICCA will cancel registration and refund the Part One Course fees within 14 days.

15.8 In the event of cancellation in accordance with 15.7, the ICCA shall not be responsible for any additional costs incurred by the student (see 15.26).

15.9 The ICCA shall allow for fee refunds on Part Two of the ICCA Bar Course as follows:

- a) If a student has paid the entirety of the Part Two fee on enrolment but chooses to discontinue their studies before the mid-point of the course (which shall be the final weekday of the tenth week of Part Two of the ICCA Bar Course), they will be refunded 50% of their fees.
- b) A student who has chosen to pay their fees in instalments as provided for in 15.6 (b) or (c), above, but chooses to discontinue their studies before the mid-point of the course will be liable for the first 50% of their fees but will not be liable for the balancing 50% of the Part Two fee. No refund shall be available to any such student who withdraws from the course after the mid-point (i.e., the final weekday of the tenth week of Part Two of the ICCA Bar Course).

15.10 No refunds shall be payable to students after enrolment on Part One after the statutory 14-day 'cooling off' period referred to at 15.7, whether or not the student successfully completes Part One.

15.11 A student whose registration is terminated in accordance with these regulations through misconduct or otherwise shall not be entitled to any refund of fees.

Awards and Financial Hardship

15.12 The ICCA does not offer scholarships, ~~awards or bursaries~~, but does operate a Hardship Fund. Students experiencing difficulty in meeting fees due to financial hardship, or otherwise, must contact the ICCA Registry Services Manager as soon as possible and any application for financial assistance will be considered on a case-by-case basis.

Interest and Collection Charges for Unpaid Fees

15.13 The ICCA reserves the right to charge interest at the Bank of England base rate, to pass on commission fees incurred as a result of instructing a third-party collection agent and to take legal action, through the courts, to recover any outstanding debts. For the avoidance of doubt, suspensions and cancellation of registration related to debt will only be imposed for the non-payment of debts for tuition fees or tuition-related fees.

Payments by Cheque

15.14 All cheques must be made payable to the Council of the Inns of Court. The ICCA reserves the right to charge an administration fee in respect of dishonoured cheques.

Outstanding Fees

15.15 A student who has not settled all outstanding debts for tuition or tuition-related fees will be sent a notification of impending suspension and given 14 days to make full payment. With immediate effect:

- a) access to the VLE will be restricted;
- b) coursework/assessment results will not be ratified by the Examinations Board;
- c) coursework/assessment results (including individual module marks; ICCA Bar Course classification; King's College London PGDip award) will not be released to the student and such results will not be released to any third party, including the Inns;
- d) the student will not be permitted to graduate or re-enroll.

15.16 Until such time as they are formally suspended, a student, who has received a notification of impending suspension, will be required to sit assessments/submit coursework but will not have indicative or formative assessment marks released, nor have the marks for any assessment taken ratified by the Examinations Board.

15.17 A student who fails to make payment within the 14 days of the notification of impending suspension will be sent a letter by the ICCA informing them that they have been formally suspended. In addition to the above restrictions, the act of suspension from the ICCA means a total prohibition on attendance at or access to the ICCA, including its teaching facilities and the student:

- a) will not be permitted to sit assessments/submit coursework;
- b) will not be permitted to use computing facilities or services;
- c) will not be permitted to attend classes;
- d) will not be permitted to access Student Records.

15.18 A student who misses an assessment deadline as a result of suspension under the above will not be considered to have attempted that assessment. Students who subsequently have their suspension lifted will be permitted to sit the assessment at the next available opportunity without further penalty.

15.19 Where a student misses a coursework deadline as a result of suspension but subsequently has their suspension lifted, the ICCA shall exercise its discretion to determine the most reasonable course of action to enable the student to proceed with their studies.

15.20 Any period of suspension where the suspension is subsequently lifted will not count towards the student's period of registration for the purposes of 10.2 of these Regulations (Maximum Period of Registration) but such a period of suspension will count towards the Bar Standards Board's longstop period of five years in which students are required to pass assessments in all modules in order to be called to the Bar (see 10.4).

15.21 Students who take an assessment and/or submit coursework but are subsequently suspended will not have their marks released nor their marks ratified in accordance with the above. Should the student

subsequently have their suspension lifted, their marks will be released, and consideration of their results should follow as soon as possible (including by Chair's action if no meeting of the Examinations Board is scheduled to take place within a reasonable timeframe), unless the student's registration has been cancelled as below.

15.22 A student who is suspended under the above may have their ICCA registration cancelled after 14 days' written notice. They will have an opportunity to discuss any unpaid charges with a member of the Finance Department of the ICCA.

15.23 Students whose registration is cancelled under the above remain liable for payment of fees owing. Students who subsequently pay the outstanding sums must re-apply to re-enroll on the ICCA Bar Course. Acceptance on to the programme and accreditation of previous study will be subject to the admissions requirements of the ICCA applicable at the time of re-application.

15.24 A student who withdraws or interrupts from the programme may be charged pro rata tuition fees to the date of withdrawal or interruption and is required to pay the sum owing within 14 days of the date of invoice.

15.25 Students who have not settled all outstanding debts for tuition or tuition-related fees shall not have results released to them (including individual module marks; ICCA Bar Course classification; King's College London PGDip award), nor will any such results shall be released to any third party, including the Inns of Court.

Fees for Students following a period of deferral, suspension or interruption of studies

15.26 Students who defer enrolment onto the ICCA Bar Course shall be charged the usual fee applicable to that cycle of students at the time of enrolment.

15.27 Enrolled students who return to the ICCA Bar Course following a period of suspension shall be charged pro rata the usual fee applicable to that cycle of students they return to.

15.28 Students who interrupt their studies on the ICCA Bar Course may, at the discretion of the ICCA, be charged pro rata the usual fee as applicable to that cycle of students they re-join.

15.29 The usual fee will be the published fee as applicable to that cycle.^[RR6]

Additional Costs for Students

15.30 In addition to the ICCA course fees applicable to Part One, students admitted to Part One of the ICCA Bar Course are responsible for:

- a) the cost of the Bar Course Aptitude Test (BCAT);
- b) Costs associated with joining an Inn as a student member, Inns' Qualifying Sessions and activities specifically organised by the Inns.

15.31 The BCAT is required by the BSB for Admission to the ICCA Bar Course (see the Entry Criteria for details) and is administered by the BSB and not the ICCA.

15.32 Student membership of an Inn is distinct from admission as a student to the ICCA Bar Course. All costs associated with Inn membership, call to the Bar, Qualifying Sessions and other activities of the Inns (not specifically included within the ICCA Bar Course) shall be the responsibility of the student and not of the ICCA.

ICCA Calendar

16 The ICCA Bar Course runs in two independent cycles commencing in August and January of each year.

16.1 The ICCA Bar Course cycles for each student cohort are as follows:

- a) Cycle 1 – Part One September; Part Two March of the following year;
- b) Cycle 2 – Part One January; Part Two September

16.2 A timetable and study planner for each student cohort shall be accessible on the ICCA website and/or VLE.

Learning and Teaching Facilities

17 The ICCA will ensure that its learning and teaching facilities are appropriate to achieve the outcomes necessary to the ICCA Bar Course and the level of the award. The ICCA Bar Course is validated by King's College London, however, ICCA students are not registered as students of King's College London and are not entitled to use any services or facilities of King's College London other than where specifically stated in these Academic Regulations or associated Policies.

ICCA Bar Course Part Two Staffing

17.1 The ICCA is committed to providing a high-quality learning and teaching experience to all students and shall ensure that staff are employed on all academic and administrative tasks sufficient to enable them to achieve those learning outcomes in the programme and module specification.

17.2 All staff will be qualified to perform their role and will keep up-to-date with areas of professional development relevant to their role, in line with the staff development policy of the ICCA. Such CPD includes subject matter expertise, student well-being and equality and diversity training. The ICCA has a [Teaching and Learning Strategy](#) (T&LS) which sets out the ICCA's initiatives and Guiding Principles.

Class sizes

17.3 The size of taught groups on Part Two of the ICCA Bar Course will be appropriate to the skills session being taught and the type of activity involved. The ICCA will teach in small groups, usually comprising no more than 6 students, for the teaching of advocacy and conference skills where interaction with every student in the group is fundamental to delivery and individual feedback is part of the session. The ICCA will teach in larger groups, usually comprising no more than 12 students, for Opinion Writing and Drafting skills courses which are better suited for delivery of knowledge and demonstrations but where interaction is more limited.

Virtual Learning Environment

17.4 The ICCA will employ a virtual learning environment (VLE) for all Bar Course students appropriate for delivery of the programme module information and skills. All teaching on Part One of the ICCA Bar Course will be via the VLE. Part Two students will have access to the VLE to gain access to teaching and study materials other than provided in taught classes other activities.

ICCA Bar Course Administration and IT

17.5 The ICCA has a dedicated Registry Services Team to support ICCA Bar Course students.

17.6 The ICCA provides technical IT support to staff. Students are expected to use their own IT. Where IT systems and internet access are used within the Inns' libraries or other study space, support is available through the Inns' IT departments. Students with specific accessibility requirements will be dealt with on a case-by-case basis and software and hardware support may be made available. An online and telephone helpdesk will be available to support VLE users.

Library and Legal Research Facilities

17.7 Students who are student members of an Inn may normally use the library facilities of the Inns. The ICCA does not otherwise provide library facilities to Part One students.

17.8 The ICCA provides access via the VLE, to online library and research facilities for Part Two students.

Teaching Accommodation and Facilities

ICCA Bar Course Part One

17.9 Part One of the ICCA Bar Course is an online course of study designed to enable students to achieve those learning outcomes and competences in the programme and module specification of Part One without an attendance requirement.

17.10 Part One students shall be provided access to a Virtual Learning Environment (VLE) and to such other online facilities as deemed appropriate by the ICCA to enable students to achieve those learning outcomes and competences in the programme and module specification of Part One.

ICCA Bar Course Part Two

17.11 Part Two students will have access to a VLE and to teaching accommodation and facilities appropriate to enable students to achieve those learning outcomes and competences in the programme and module specification of Part Two.

17.12 The ICCA has teaching spaces appropriate for the Bar Course including:

- a) appropriate acoustics and sight lines for the purpose of teaching those skills within the Part Two programme and module specification;
- b) audio and video recording equipment for skills sessions to be recorded and made available to students outside of classroom sessions;
- c) facilities to display learning and teaching materials to enhance the student experience.

Personal Tutors, Pastoral support and Counselling Services

17.13 Students on Part One of the ICCA Bar Course will be allocated a designated Personal Tutor to provide pastoral support and guidance. Students on Part Two of the ICCA Bar Course will be allocated a designated Personal Tutor to provide pastoral support and academic advice on issues including:

- a) study skills;
- b) assessments technique;
- c) contacting staff;
- d) withdrawal and deferral;
- e) appeals.

17.14 Counselling services and information about how to access them will be available to each student via the ICCA website and/or VLE. Students may also contact their designated Personal Tutor to receive information on how to access these services. The ICCA will provide a clear referral process. Students should refer to the Wellbeing section of the ICCA Student Handbook.

Support for Students with a Disability

17.15 The ICCA will make all reasonable adjustments to accommodate students with a disability.

17.16 The ICCA will provide clear and accessible procedures to identify and evaluate support requirements for any student with a disability. Further details are contained within the enrolment sections on the ICCA website/VLE and in the ICCA Student Handbook.

Learning Support

17.17 The ICCA will accommodate and assist students with learning support needs to provide an environment that gives all students an equal opportunity for learning and studying at the ICCA.

17.18 Students with a diagnosed Specific Learning Difficulty (SpLD) or a medical condition (including mental health), that may affect learning and studying at the ICCA, can apply for learning and studying support by way of an Inclusion Plan in accordance with information published in the ICCA Bar Course [Student Handbook](#).

17.19 Students may also apply for Personalised Assessments Arrangements (PAA) to assist with summative assessments at the ICCA (see 34 below) in accordance with the Personalised Assessments Arrangements Procedure.

Careers Advice and Pro Bono Opportunities

17.20 The ICCA will provide students with a Careers Service, including guidance on pupillage applications and interviews, pursuing a career at the Bar, and alternative career choices where transferable skills from the ICCA Bar Course are identified. This service will be available to all students for the entire period during which they are enrolled as a student on the ICCA Bar Course. Students who complete Part Two of the ICCA Bar Course will also be able to access the ICCA Careers service for a period of one year after the termination of their studies at the ICCA, subject to availability of the Careers Advisers, irrespective of whether they passed or failed the Bar Course. Details of the careers services available are contained in the ICCA Student Handbook and on the ICCA website and/or VLE.

17.21 The ICCA will provide students with information about opportunities for undertaking Pro Bono activities, including the value of these activities in enhancing their vocational development and employability.

Prayer Facilities

17.22 Students on Part Two of the ICCA Bar Course may use the designated facilities at their Inn of Court for private prayer or request the use of a private room at the ICCA Hub on 33 Chancery Lane.

[RR7]

Destinations Data

17.23 The ICCA will use best endeavours to collect meaningful destinations data from graduates for up to five years after graduation and encourages former students to provide such data.

Assessment

18 The purpose of assessment is to allow candidates to demonstrate the Competences set out in the Professional Statement.

18.1 The course contains two types of assessment: formative and summative.

- Formative assessment is employed for student development and does not count towards the final mark or classification. The ICCA is responsible for setting and marking formative assessments and shall give feedback to enable student improvement and progression.
- Summative assessments shall all count towards the final mark and classification awarded on the ICCA Bar Course and the award of the King's College London - Postgraduate Diploma in Bar Practice.

18.2 Each summative assessment will be preceded by at least one formative assessment on which students must receive individual tutor feedback.

18.3 It will be clearly communicated to students which assessments are formative and which are summative.

18.4 Unless otherwise specified, references to assessments below are to summative assessments.

18.5 Students are normally required to complete the ICCA Bar Course within the ICCA maximum registration period of three years (see 10.3, above). Students must, in any event, meet the requirement set by the Bar Standards Board that candidates studying the vocational component must pass assessments in all subjects within five years of the date of enrolment in order to be called to the Bar (see 10.4, above).

18.6 Assessment regulations will conform to the BSB assessment framework. All assessment will be conducted in accordance with the QAA UK Quality Code for Higher Education.

Register of Students

19 Students registered for assessments are expected to be present or submit on the dates specified. Failure to do so may result in a mark of zero.

19.1 The ICCA shall maintain an accurate record of enrolled students eligible to take assessments.

Assessment Timetables

20 The timetables for the assessments in Part One and Part Two shall be published by the ICCA for each cohort at the commencement of their studies.

20.1 Part One assessments are BSB Central Examination Board (CEB) centralised assessments, the dates for which are set in advance by the BSB and not by the ICCA. The BSB will prescribe the number of available sittings in each year.

20.2 All assessments in Part Two of the ICCA Bar Course will have dates and deadlines determined by the ICCA.

20.3 Assessment dates set by the ICCA will not be indirectly discriminatory and will avoid, wherever possible, clashing with significant religious holidays.

Assessment Setting, Marking and Moderation

21 The ICCA shall maintain clear and transparent processes for the setting, marking and moderation of assessments on Part Two of the ICCA Bar Course. Details can be found in the ICCA [Assessment Setting, Marking and Moderation Policy](#).

Part One Assessments

21.1 All assessments in Part One of the ICCA Bar Course are centralised assessments. These assessments are set on behalf of the BSB by the Central Examination Board (CEB). The CEB comprises a Chair, teams of examiners (a Chief Examiner and Assistant Chief Examiners for each knowledge area), and senior staff from the BSB. The Chair and the examiners contribute a mix of both academic and practitioner experience. Psychometric and assessment experts support the work of the CEB. The work of the CEB is subject to oversight by an independent observer. The ICCA takes no part in the setting or marking of centralised assessments.

Part Two Assessments

21.2 The setting, marking and moderation of assessments by the ICCA on Part Two of the ICCA Bar Course shall be conducted in accordance with the ICCA Assessment Setting, Marking and Moderation Policy and associated procedures ~~which contains clear protocols for the following:~~

- ~~a) the setting and marking of assessments;~~
- ~~b) appointment and consultation with external examiners;~~
- ~~c) assessment approval by external examiners;~~
- ~~d) assistance to external examiners appointed by the BSB;~~
- ~~e) consistency between markers~~
- ~~f) second marking boundaries;~~
- ~~g) consultation with third markers following significant disagreement between first and second markers;~~
- ~~h) consultation with external examiners to resolve marking disagreements;~~
- ~~i) the finality of external examiners' decisions;~~
- ~~j) the prohibition on reusing questions in the Part Two summative assessments within a three-year period;~~
- ~~k) to maintain fairness, ensuring questions for examinations and reassessment~~

are

- similar but neither repeated nor identical;
- l) the secure storage, delivery and collection of assessment papers and marking material to approved assessment centres and between markers and external examiners;
- m) the maintenance of appropriate assessment records;
- n) the use and training of invigilators;
- o) staff training and development;
- p) the requirement for assessors to annotate scripts with feedback on errors and areas for improvement to assist the external examiner or moderator by providing a rationale for the mark awarded;
- q) fairness and consistency of approach between markers;
- r) clear and outcomes-focused assessment feedback to students;
- s) ensuring best practice;
- t) Examination Boards^[RR8]

21.3 The Assessment Setting, Marking and Moderation Policy shall be reviewed annually by the ICCA Education Committee, the ICCA Examination Board, the regulator, external examiner and any collaborative partner externals. Any amendments to the policy must be approved by the ICCA Education Committee.

Module Assessment Methods

22 Modules are assessed by those methods appropriate to the level as set out in the programme and module specification and in accordance with the BSB examination regulatory framework.

Assessment Component Requirements

23 The assessment requirements and weighting of each component of the ICCA Bar Course shall conform to regulatory requirements and are set out in the programme and module specification, available on the ICCA website and/or VLE. To pass the ICCA Bar Course and achieve the King's College London Postgraduate Diploma award students must pass every assessment.

No Credit Across Modules

23.1 The ICCA does not permit marks gained in one ICCA Bar Course module to be credited towards marks in another module.

No Compensation for Failure

23.2 Under no circumstances may a student's overall performance on the course compensate for partial failure in a module assessment for the ICCA Bar Course. All components of the course must be taken and passed to the requisite standard.

Confidentiality of Assessment Papers

24 Examiners shall preserve the confidentiality of unseen assessment papers until taken by students.

24.1 Disclosure of questions in advance of an unseen assessments is an offence and may lead to action being taken under the disciplinary procedures of the ICCA.

24.2 Examiners are required to preserve the confidentiality of any individual questions that are intended to be used, or reused, for assessment.

24.3 Individual programme regulations may prescribe conditions for assessment where prior disclosure of questions is applicable. In such cases the question papers must be made available to students at the same time.

24.4 Examiners will ensure that information relating to assessment is held securely in accordance with relevant ICCA policies and procedures in relation to the processing of personal data.

Identification of Students

25 The identity of students shall be withheld from all examiners of written summative assessments in so far as is practicable until the complete marking process has been conducted.

25.1 Members of the ICCA Examinations Board and ICCA Education Committee shall have the right to see the scripts and any other assessed work, including coursework, of any student on an ICCA Bar Course Part Two module.

Assessment Scripts, Recordings, Answers and Marking Material

26 ICCA Bar Course Part Two marking material including assessment scripts and film recordings and examiners' marking notes of oral assessments are the property of the ICCA and shall be held securely. Answers provided by students in Part One Assessments to Multiple Choice and Single Best Answer Questions are the property of the BSB and are not set by or provided to the ICCA.

Part One Assessments

26.1 Answers provided by students in Part One Assessments to Multiple Choice and Single Best Answer Questions are machine-marked by the BSB and not the ICCA.

Part Two Assessments

26.2 Marking material shall be distributed to Examiners and/or Assessors in accordance with the instructions from the ICCA Education Committee.

26.3 Marking material and lists of marks are confidential. Such material may be delivered by hand (including by courier), through 'recorded delivery' or by other secure process. Internal mail arrangements will not be used, unless circumstances prevent all other forms of delivery.

26.4 Examiners will make and retain a copy of mark lists or other assessment details before passing on scripts, etc. to another marker or to the Chair of the Examinations Board.

26.5 The ICCA shall ensure that clear processes are maintained to record the delivery and receipt of marking material and lists of marks.

26.6 Scripts for written assessments and examiners' marking notes of oral assessments will not be provided to students save as required by law. However, save where the regulations otherwise provide, scripts and marking notes relating to formative assessments may be returned to students.

Marking Range

27 All Part Two assessments are marked out of 100 in accordance with the specific marking criteria for each Bar Course module as contained in the ICCA Bar Course Programme and Module Specification. Examiners should use the full range of marks.

27.1 The specific marking criteria and individual module outcomes are contained in the ICCA Bar Course Programme and Module Specification.

The 'Fatal Flaw' Rule

28 The 'fatal flaw' rule may be applied in ICCA Bar Course Part Two skills assessments (Advocacy, Opinion Writing (incorporating Legal Research), Drafting, Conference Skills and Professional Ethics) in accordance with the BSB Curriculum and Assessment Strategy.

28.1 A student will fail a skills assessment if it is considered that they have committed a 'fatal flaw', even if they have otherwise gained sufficient marks in order to pass. A fatal flaw could be , but is not limited to:

- a) a significant and grave error of law or procedure;
- b) an error in legal or case analysis that is so clearly incorrect that it would put the interests of the client(s) at risk;
- c) an error in legal or case analysis that is so clearly incorrect that it puts the barrister at risk of liability for negligence or a disciplinary finding.

~~28 The 'Red Light Rule' and 'fatal flaw' may be applied in ICCA Bar Course Part Two skills assessments (Advocacy, Opinion Writing (incorporating Legal Research), Drafting, Conference Skills and Professional Ethics) in accordance with BSB assessment regulations.~~

~~28.1 The 'Red Light Rule' applies where, even if a student gains an overall pass, they may fail an assessment if their legal, factual or case analysis is so clearly incorrect that it would:~~

- ~~_____ a) _____ put the interests of the client(s) at risk; and/or~~
- ~~_____ b) _____ put the barrister at risk of liability for negligence or a disciplinary finding.~~

~~28.2 A student may also be deemed to have failed if it is considered that they have committed a 'fatal flaw'. A fatal flaw within the assessment is defined, for these purposes, as~~

- ~~_____ a) _____ a significant and grave error of law or procedure; and/or~~
- ~~_____ b) _____ a failure to meet appropriate standards of professional ethics.~~

Scaling of Marks

29 The ICCA shall not scale assessment marks for ICCA Bar Course Part Two assessments. The passing standard for Part One centralised assessments may differ between sittings and is the remit of the BSB and not the ICCA.

29.1 The mark required to achieve the pass standard in each of the Part One centralised assessments is determined by the BSB Central Examination Board (CEB), and not by the ICCA, at each sitting by a

process of standard setting that reflects the difficulty of the questions used in each assessment. The passing standard is the same for every centrally assessed examination, but the mark required to achieve that passing standard may differ between sittings. Best practice for standard setting to determine the pass mark involves a systematic way of gathering value judgements, reaching consensus and expressing that consensus as a single score on a test. The CEB uses test-centred standards. Each candidate's performance is judged solely in relation to the passing standard, irrespective of the performance of the group of examinees on each assessment. The approach of the CEB to setting the passing standard is contained in the BSB Handbook and BSB curriculum and assessment strategy.

29.2 Scaling of module marks or final overall scores in Part Two to a predetermined distribution shall not be employed by the ICCA examiners.

Confidentiality of Summative Assessment Results

30 Results of summative assessments are confidential until the ICCA Examinations Board has met to ratify the results.

Publication of Summative Assessment Results

31 Summative assessment results will be communicated to all students within a cohort at the same time and in the same manner, once ratified by the Examinations Board.

31.1 The ICCA does not provide students with provisional marks or results (i.e., post-marking but prior to ratification by the ICCA Examinations Board).

31.2 The ICCA will only publish marks/results which have been ratified by the ICCA Examinations Board.

31.3 The only occasion when a decision relating to results ratified by the ICCA Examinations Board can be modified is under the provisions of the academic appeals process.

31.4 Students will be advised of their marks routinely after the results have been ratified by the ICCA Examinations Board.

31.5 The provision of final module results from the ICCA will include whether the result for each module was achieved at the first or second attempt.

31.6 The ICCA shall securely maintain records of individual student results for a period of 5 years from completion of the ICCA Bar Course or withdrawal from Part One or Part Two, such period being determined by the period of validity of the qualification as specified in the Bar Qualification Rules in the [BSB Handbook](#).

31.7 The assessment marks of individual students may be released on request to Government agencies and Research Councils for the purposes of assessing applications for studentships for postgraduate degrees; to AETOs within the United Kingdom for the purposes of credit transfer; to the BSB for the purpose of compliance with the ICCA's regulatory requirements; to the student's Inn of Court for the purpose of call to the Bar; as otherwise required for regulatory purposes.

Reassessment/Failure

32 Reassessment is not permitted for assessments of any module assessment already passed by students. For a failed assessment, one reassessment opportunity is permitted. The final module mark following reassessment is capped at the relevant pass mark.

Part One Assessments

32.1 A student will not be permitted to enroll on Part Two of the ICCA Bar Course where any Part One module centralised assessment has been failed at both the first sit and the first reassessment attempt (excluding any assessment discounted due to mitigating circumstances). In these circumstances, the student's registration will be terminated.

32.2 The final module mark following any reassessment will be capped at the relevant pass mark.

32.3 The individual assessment marks will be recorded uncapped on the student administration system but the overall module mark will be capped at the relevant pass mark.

32.4 All assessments on Part One of the ICCA Bar Course are centralised assessments set by the BSB's CEB. The dates for centralised assessments are determined by the BSB and normally take place in April, August and December of each calendar year. For this reason, following a first sit assessment failure a candidate may be unable to attempt reassessment in time to meet the enrolment and commencement dates of next available ICCA Part Two course. A student so affected, who is successful on reassessment, will be permitted to enroll on the next available ICCA Part Two.

32.5 For the reasons outlined at 32.4, a student deferring an assessment may be unable to attempt a first assessment or first reassessment in time to meet the enrolment and commencement dates of next available Part Two course. A student so affected who is successful on the first assessment or first reassessment will be permitted to enroll on the next available ICCA Part Two course.

Part Two Assessments

32.6 Where a student fails an assessment of any module in Part Two of the ICCA Bar Course, no more than one reassessment attempt is permitted (excluding any assessment attempt discounted due to successful application by reason of mitigating circumstances).

32.7 When a student is reassessed in a module, in no case shall the final module mark be higher than the relevant pass mark. Where the student fails to achieve a pass level for reassessment, the mark of the second assessment attempt will be recorded.

32.8 The individual assessment marks will be recorded uncapped on the student administration system, but the overall module mark will be capped.

32.9 Reassessment shall be held at the next available sitting of that assessment as published on the assessments timetable.

32.10 Where a student has exhausted the permitted assessment attempts, and where this would prevent a student successfully completing their programme of study, the student's registration will be terminated.

Mitigating Circumstances, Absences and Late Arrivals/Submissions

33 The ICCA considers mitigating circumstances as recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance. Individual or overall marks will never be raised due to mitigating circumstances.

33.1 A student who attends, submits or participates in any form of assessment shall be considered by the ICCA to be in a position so to do; that is to say, they do not believe that they are affected by any mitigating circumstances, as defined above, which would have a significant and adverse impact on their

academic performance. As such, any result achieved in that assessment will stand, subject to the exception provisions below.

33.2 Additionally, for summative assessments requiring attendance on Part Two of the ICCA Bar Course, the ICCA operates a 'Fit to Sit' policy whereby the student declares fitness to sit the assessment, in that they do not believe that they are affected by any mitigating circumstances, as defined above, which would have a significant and adverse impact on their academic performance. If a student self-declares fitness to sit the assessment, a subsequent mitigating circumstances claim will not, subject to the exception provisions at 33.5 to 33.6, below, be taken into consideration and any result achieved in that assessment will stand.

33.3 Failure or refusal by a student to sign a 'Fit to Sit' certificate at an assessment shall allow the assessor or invigilator to remove the student from the assessment. The assessment sitting shall stand unless the student is subsequently granted an authorised absence for mitigating circumstances in accordance with these provisions.

Absence from summative assessments owing to mitigating circumstances

33.4 At the discretion of the ICCA Examinations Board, a student may be granted an authorised absence from a summative assessment for which they are registered, provided that they submit a [mitigating circumstances form](#) prior to ratification of results and not more than 7 calendar days after the date of the assessment or submission deadline. Supporting evidence must be submitted with the mitigating circumstances form or, providing the mitigating circumstances form has been submitted within the timeframe outlined above, within 21 calendar days of the date of the affected assessment.

33.5 Exceptionally, a student who presents themselves for an assessment or submits coursework and/or (where applicable) signed the 'Fit to Sit' certificate may, at the discretion of the ICCA Examinations Board, be retrospectively granted an authorised absence from that assessment provided that they submit evidence of mitigating circumstances normally no more than seven calendar days after the date of the assessment or submission deadline. Bona fide supporting evidence must be submitted with the mitigating circumstances form or within 21 calendar days of the date of the affected assessment.

33.6 The mitigating circumstances form and supporting evidence will be reviewed in the first instance by the ~~Dean of the ICCA~~ ICCA Bar Course Leader (or nominee) who will decide whether to recommend to the ICCA Examinations Board that a student be granted an authorised absence.

33.7 In exercising their as to whether to recommend that a student be granted an authorised absence, the ~~Dean of the ICCA~~ Bar Course Leader (or nominee) must be satisfied that the mitigating circumstances would: a) prevent or have prevented the student from sitting the assessment or submitting the assessment within the given timeframe; or b) have or had a significant and adverse impact on the student's performance in the assessment.

33.8 Additionally, in considering whether to recommend that a student be granted an authorised absence retrospectively, the ~~Dean of the ICCA~~ Bar Course Leader (or nominee) must be satisfied that the student has provided a good reason as to:

- a) why they did not follow the mitigating circumstances procedure before they presented themselves for an assessment or submitted coursework; and
- b) (for assessments requiring attendance) why they signed the 'Fit to Sit' form.

33.9 Where the ~~Dean of the ICCA~~ Bar Course Leader (or nominee) is satisfied that the conditions at 33.4 to 33.8, above, have been met, ~~Dean of the ICCA~~ they will recommend to the ICCA Examinations Board that the student be granted an authorised absence from the assessment.

33.10 If the ~~Dean of the ICCA~~ Bar Course Leader (or nominee) decides not to recommend to the ICCA Examinations Board that a student should be granted an authorised absence under 33.9, above, the student will have the opportunity to resubmit a mitigation circumstances form, along with any additional evidence, to the ~~Dean of the ICCA~~ Bar Course Leader within 5 working days of the date that decision was communicated to them. If the resubmission is also rejected, the student has the right to appeal within 20 days of that decision, using the ICCA Academic Appeals Procedure.

33.11 Where the ~~Dean of the ICCA~~ Bar Course Leader (or nominee) does recommend to the ICCA Examinations Board that a student should be granted an authorised absence under 33.9, above, and the ICCA Examinations Board is also satisfied that the conditions at 33.4 to 33.8, above, have been met, the student will be granted an authorised absence from the assessment. The student will be deferred in the assessment and take a replacement assessment at the next available sitting of that assessment.

33.12 Where a student is deferred in an assessment and takes a replacement assessment, they will be examined as if for the first time (or second time if the deferred assessment was itself a second attempt) and the mark for the original attempt will not be considered by the Examinations Board.

33.13 A student who is absent from an assessment or fails to submit coursework for an assessment for which they are registered, without having been granted authorisation, will be regarded as having attempted the assessment and will be awarded a mark of zero for that assessment.

33.14 Where a student has attended assessment at a first and second sit but either are discounted due to mitigating circumstances, an assessment fee is payable for any third or subsequent sit at the discretion of the ICCA. For replacement attempts, the full range of marks shall be used.

Late arrivals and late submissions – summative assessments

33.15 Any student who attends an in-person or online written summative assessment (including multiple-choice assessments) in respect of the ICCA Bar Course will be required to be seated 10 minutes before the scheduled and published time of commencement of the assessment.

33.16 Any student who is more than 30 minutes late for an ICCA Bar Course summative written assessment, whether that is an in-person or online BSB centralised assessment on Part One or any in-person or online invigilated written summative assessment (including multiple-choice assessments) on Part Two, will not be permitted to commence the assessment and will result in a score of zero being awarded for that assessment

33.17 Any student who is late for a written summative assessment (including multiple-choice assessments), who is permitted to commence the assessment after the start time, but within the first 30 minutes of the assessment, will not be permitted extra time at the end of the assessment.

33.18 Any student who is late for an ICCA Bar Course summative oral skills assessment (Conference Skills and Advocacy Assessments) will not, subject to the discretion of the assessor, be permitted to commence the assessment and will result in a score of zero being awarded for that assessment

33.19 Where the student instructions for a summative assessment require submission of the assessment or of any required document at a specified time, the assessment or document must be submitted by that time and in the method outlined in the instructions, other than where the student has written approval from the ICCA for a late submission (such as by way of a Personalised Assessment Arrangement). Failure to adhere to required submission times may, at the discretion of the ICCA, result in a score of zero being awarded for that assessment (where the submission is the

whole of the assessment) or a score of zero for such part of the assessment as relates to that submission (where the document to be submitted forms part of the assessment).^[RR9]

Personalised Assessment Arrangements

34 Students may apply for Personalised Assessment Arrangements (PAA).

34.1 Personalised Assessment Arrangements (PAA) provide an environment that gives all students an equal opportunity for assessment.

34.2 Students with a diagnosed Specific Learning Difficulty (SpLD) or a medical condition (including mental health) that may affect assessment performance can apply for PAA in accordance with the [Personalised Assessment Arrangements Procedure](#).

34.3 All PAA applicants are required to provide supporting evidence confirming their SpLD or medical condition and recommendations. All documents must be dated and signed by their author.

34.4 Applications must be made at least 2 calendar months before the assessment for which PAA is sought.

34.5 Students with a SpLD or medical condition may also apply for assistance with formative assessments and learning support during their ICCA Bar Course Part Two studies (see Learning Support above and in the ICCA Student Handbook).

Award

35 A student who is deemed by the ICCA to have passed the ICCA Bar Course in accordance with these regulations, will have successfully completed the Vocational Stage of Bar Training and will receive the academic award of a Postgraduate Diploma in Bar Practice (PGDip) from King's College London. All awards have regard to the provisions of the QAA UK Quality Code for Higher Education.

ICCA Bar Course Classification and Certification

35.1 Failure to successfully complete the ICCA Bar Course will lead to a BSB classification of a fail and a PGDip will not be awarded. No exit awards will be conferred by the ICCA or King's College London.

35.2 Achieving success in the ICCA Bar Course by passing all modules as required by these regulations shall result in a BSB classification of a pass. Subject to 35.3, the ICCA further categorises individual module passes and the overall average mark on Part Two of the ICCA Bar Course in recognition of a student's level of achievement towards the King's College London award of Postgraduate Diploma in Bar Practice (PGDip) in accordance with the table below.

Classification of the ICCA	Mark
Pass	60-69
Merit	70-79
Distinction	80-100

35.3 A Distinction classification shall be awarded only where a student has passed all assessments at a first attempt (not including a first attempt of an assessment for which an authorised absence has been granted due to mitigating circumstances) and either (a) achieved an overall average mark of **80** or over or, (b) where a student achieves 80% or over in 5 of the 7 Modules assessed on Part Two.

35.4 A Merit classification shall be awarded only where:

a) A student has passed all assessments on Part One and Part Two at a first attempt (not including a first attempt of an assessment for which an authorised absence has been granted due to mitigating circumstances) and has achieved an overall average mark of 70-79 for the modules on Part Two of the course; or

b) A student has attempted an assessment at a second attempt in no more than one module on Part One or Part Two (not including any attempt for which an authorised absence has been granted due to mitigating circumstances) and has achieved an overall average mark of 70 or over for modules on Part Two of the course, such overall average mark to be calculated to include only the capped mark for the affected assessment.

35.5 The transcript of the ICCA Bar Course shall specify the marks achieved by a student in each ICCA Bar Course module on both Parts One and Two of the course, including whether that mark was achieved at the first or second attempt. Attempts that have been set aside due to mitigating circumstances shall not be included. The transcript shall further specify the PGDip classification for each Part Two module and the overall PGDip classification for that student.

King's College London Postgraduate Diploma Award

35.6 A student achieving a classification of pass or above on the ICCA Bar Course shall be entitled to the award of a Postgraduate Diploma in Bar Practice (PGDip) from King's College London and shall be provided with a PGDip certificate from King's College London. Certificates state the name of the college, the qualification and shall carry the signatures of the Principal & President and Chair of the Council.

Graduation

35.7 Students who pass the ICCA Bar Course and are awarded a Postgraduate Diploma in Bar Practice from King's College London are entitled to attend a King's College London graduation ceremony, such graduation ceremonies to be notified to students in good time during Part Two of the ICCA Bar Course.

Conferment and Revocation of Awards

35.8 The ICCA Examinations Board has the authority to confer and revoke the ICCA Bar Course classification and the King's College London award of Postgraduate Diploma in Bar Practice pursuant to these regulations and acting in conjunction with its validating partner King's College London acting under the Charter and Statutes of King's College London.

Conferment

35.9 The ICCA Examinations Board is the sole body having delegated authority to recommend the conferment of the awards for which they are responsible.

Revocation

35.10 The ICCA Bar Course classification and the King's College London award of Postgraduate Diploma in Bar Practice can be revoked and reissued, or revoked in its entirety under the following conditions:

- award
- a) when there is satisfactory proof that there was an administrative error in the made; or
 - b) when, subsequent to award, the Examinations Board takes into account information which was unavailable at the time its original decision was made; or
 - c) following a recommendation or ruling by the Misconduct Panel established to investigate alleged misconduct. No such recommendation will be made where any decision of the Misconduct Panel is subject to appeal.

Modification

35.11 Except under the provisions of an academic appeal, no decision of a properly convened and constituted ICCA Examinations Board acting within its terms of reference and within the regulations may be modified.

Academic Appeals

36 An academic appeals process is available to students. This cannot be used to challenge academic judgment or discretion. **Neither individual module marks nor overall marks will be adjusted as an outcome of this process, save where such marks have been wrongly calculated due to arithmetical error**

36.1 Other than below, no decision of the ICCA Examinations Board, acting in accordance with ICCA regulations, may be modified.

36.2 The appeals process cannot be used to challenge academic judgment; appeals in respect of academic judgment will not be considered.

36.3 It is expected that all parties involved in an academic appeal will act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, action may be taken under the provisions of the Misconduct Regulations

36.4 The ICCA may pause or stop the consideration of any appeal submitted where the student is suspected to be in breach of the Misconduct Regulations and action should be taken under those regulations.

36.5 If an appeal contains matters which are subject to the Student Complaints procedure, within these Regulations (see 55), which includes complaints in respect of issues which impact on the student's programme of study leading to a King's College London award (see 55.38), consideration of the appeal may be paused until the complaints process is complete. In such cases, the findings of the complaint investigation may be considered as evidence for the appeal.

36.6 Group appeals are permitted. In the first instance a group should raise any issues with the ICCA Bar Course Leader via their student representative or a nominated member of the group. If the matter is not resolved, the nominated student will then submit the appeal and communicate with the ICCA on behalf of the group. Any outcome of an appeal will apply to all members of the group.

Stage One Appeal

36.7 Students should submit a Stage One Appeal Form within 21 days of the release of ratified results. Appeals received after this deadline will only be accepted at the discretion of the ICCA Bar Course Leader, **taking into account those reasons relied upon for the late submission.**

36.8 A student may appeal on either or both of the following grounds:

- a) where there is evidence that assessment(s) may have been adversely affected by mitigating circumstances which the student was unable, or for valid reasons unwilling, to make known before the original decision was reached;
- b) where there is clear evidence that assessment(s) may have been adversely affected by a significant administrative error on the part of the ICCA or in the conduct of the assessment.

36.9 A Stage One appeal may be rejected by the **ICCA Bar Course Leader (or nominee)** before forwarding to the ICCA Examinations Board for consideration in the following circumstances:

- a) where the appeal is not made on the correct form, or the form is incomplete;
- b) where the appeal has been submitted late;
- c) where, if appealing on ground 36.8(a), there is no independent third-party evidence of the mitigating circumstances; or the evidence provided is not a certified translation;
- d) where the appeal contains no evidence that either of the grounds for review has been met;
- e) where the appeal relates to a CEB centralised assessment in Part One of the ICCA Bar Course and the procedures for an enhanced clerical error check and/or a review should have been followed;
- f) where the appeal is frivolous or vexatious; and/or
- g) where the appeal does not otherwise fall within the scope of this regulation and should be considered under an alternative regulation.

36.10 If the appeal is rejected at this stage a student can contest this decision but is not able to submit additional evidence.

36.11 Any contestation must be submitted to the Dean of the ICCA within 7 days of the date of notification of the decision. The Dean of the ICCA will consider whether the decision to reject the appeal was made in accordance with these regulations. If the contestation is accepted, the appeal will be passed to the Examinations Board for consideration. If the contestation is rejected, there are no further opportunities for the appeal to be considered by the ICCA and a Completion of Procedures letter will be sent to the student.

36.12 The ICCA Examinations Board will normally consider the appeal and report its decision to the Dean of the ICCA within 42 days of the release of results.

36.13 The ICCA Examinations Board will decide whether the grounds for appeal have been met or not. Where the ground(s) have been met, the Board will decide whether to modify or confirm its original decision, **including, where relevant, whether to grant an authorised absence from the assessment(s) concerned.** Where the ground(s) have not been met, the original decision of the Board stands. The Board may also reject the appeal on any of the filter grounds set out in 36.9, or where the student has challenged academic judgment. **At no stage will the Examinations Board adjust individual or overall mark awarded, save where the Board is satisfied that such marks have been wrongly calculated due to arithmetical error.**

36.14 A written statement confirming the decision of the ICCA Examinations Board and the reasons for this will be prepared by the Chair of the said Board. This statement should be sent to the Dean of the ICCA and included in the outcome letter which is sent to the student.

Stage Two Appeal

36.15 Students may appeal the decision of the ICCA Examinations Board on any or all of the following grounds:

- a) that there is new evidence that could not have been, or for good reason was not, made available at the time of the Stage One submission and that sufficient evidence remains that the appeal warrants further consideration; and/or
- b) that evidence can be produced of significant procedural error on the part of the ICCA in considering the appeal, and that sufficient evidence remains that the appeal warrants further consideration; and/or
- c) giving due consideration to the evidence and representations previously provided, the decision of the ICCA Examinations Board was unreasonable.

36.16 Students should submit a Stage Two Appeal Form within 14 days of the Stage One Appeal outcome. Appeals received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

36.17 The Dean of the ICCA will normally advise the student in writing of their decision on the appeal request within 42 days of receipt. If it is determined that an appeal should be heard, an ICCA Bar Course Appeal Committee will be arranged in accordance with the Appeal Committee Structure.

Stage Two Appeal – Appeal Committee

36.18 The student may be represented at the Appeal Committee by another ICCA student member.

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

36.20 If the student is to be represented or accompanied, the name of the person who is to attend with the student must be received in writing by the Dean of the ICCA at least 48 hours in advance of the Appeal Committee. The Chair of the Appeal Committee may accept or reject a request, and their decision will be final. The Chair of the Appeal Committee may refuse to permit a representative, friend or family member to attend where 48 hours' notice has not been received.

36.21 Written notice of the Appeal Committee will normally be sent to the student, together with the names of the Appeal Committee members and the Chair, and all documentary evidence, at least 14 days before the Appeal Committee date. Any concerns regarding documentation or membership of the Appeal Committee should be raised in writing by the student at the earliest opportunity to the Dean of the ICCA.

36.22 New evidence that has not already been submitted as part of the appeal will not normally be considered by the Appeal Committee. Should either party wish to submit new evidence this must be done at least seven days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.

36.23 The Appeal Committee shall consider the documentary evidence and invite the student and the ICCA Examinations Board Chair (or their nominee) to give evidence. Other persons shall be asked to attend to give evidence if the Appeal Committee wishes.

36.24 The absence of the student or the Chair of the ICCA Examinations Board will not prevent the Appeal Committee from taking place nor invalidate the proceedings. In the event that a student has indicated they will attend but then cannot do so for good reason, an adjournment would generally be considered.

36.25 The Appeal Committee will determine whether there is sufficient reason to challenge the Stage One Appeal outcome. If there is sufficient reason, the Appeal Committee can set aside the decision of the ICCA Examinations Board and replace it with one of its own, or it can refer the case back to the ICCA Examinations Board for fresh consideration with commentary. If there is insufficient reason, the appeal will be dismissed, and the outcome of the Stage One Appeal will stand.

36.26 Where an appeal is upheld, the Appeal Committee may set aside an attempt at an assignment or module and permit the student to be re-assessed in any specific assessment or specific module, not limited to those listed by the student in their appeal. The Appeal Committee has the discretion to consider other decisions, but these must comply with the ICCA's regulations and the relevant programme requirements.

36.27 At the conclusion of the Stage Two Appeals process the student will be sent a Completion of Procedures letter detailing the final outcome of the appeal.

Office of the Independent Adjudicator

36.28 A student who has exhausted all available appeal procedures of the ICCA who remains dissatisfied with its decision may complain to the independent [Office of the Independent Adjudicator](#) (OIA) in accordance with the procedures, time limits and terms of reference of the OIA.

Enhanced Clerical Error Checks and Reviews of Part One Assessments

37 A student may request the BSB to conduct an enhanced clerical error check and/or a review of a decision of the Central Examination Board (CEB) affecting a Part One centralised assessment.

37.1 Assessments for all modules in Part One of the ICCA Bar Course are centralised assessments set on behalf of the BSB by the CEB and all multiple-choice assessment answers are machine-marked by the BSB.

37.2 The [Centralised Assessments Regulations governing Student Review](#) have been designed for students who wish to clarify the arithmetical transcription of their marks for Part One assessments and/or request a review of a CEB decision which impacts on a cohort of students. Neither process involves a re-mark of the student's assessment paper.

37.3 An enhanced clerical error check is a procedure carried out by the BSB to ascertain whether or not there has been any error in the computation, scaling or transcription of a student's marks at the BSB that may have affected the outcome of an assessment.

37.4 A review is a procedure which may be followed by a student who has attempted a Part One centralised assessment in respect of a decision taken by the CEB in confirming cohort marks for that centralised assessment on the following grounds: that, in exercising its discretion to confirm cohort marks the CEB acted irrationally and/or in breach of natural justice.

37.5 Students wishing to request a review must wait until the Chair of the CEB's report has been published before submitting their request. To find out when the Chair's report is due to be published, candidates can visit the [BSB website](#).

37.6 Applications for enhanced clerical error checks and/or reviews shall be conducted by students in accordance with the BSB procedure as contained in the Centralised Assessments Regulations governing Student Review as published on the BSB website. A fee is payable.

Interruption, Withdrawal, Suspension and Termination

Standard of Behaviour Expected of Students

38 The standard of behaviour expected of students at the ICCA must be consistent with upholding the good name and reputation of the Bar. As members of the ICCA community, students are expected to adhere to the regulations, procedures, policies and conventions of the ICCA, to show respect for the persons within and for the property of the ICCA community, and to behave in a way that does not interfere with the proper functioning, activities or reputation of the ICCA or its validating academic partner King's College London. Students must take responsibility to familiarise themselves with, and abide by, the rules, regulations and ethical standards required of them while studying the Bar Course at the ICCA.

38.1 The standards of behaviour expected of students are set out in the Student Conduct Policy, the Bullying, Harassment and Sexual Misconduct Policy, the Acceptable Behaviour Statement (annexed to the Bullying, Harassment and Sexual Misconduct Policy) and otherwise within these regulations and related [ICCA policies and procedures](#).

Academic Honesty and Integrity

39 Students at the ICCA must adhere to high standards of honesty and integrity when taking assessments during the ICCA Bar Course.

39.1 Students shall not commit Academic Misconduct or Poor Academic Practice.

39.2 Academic Misconduct is any act or attempted act whereby a student:

- a) Intends to gain an unfair advantage in an assessment or in the determination of results for an assessment; and/or
- b) Intends to gain an unfair advantage for another student in an assessment or in the determination of results for an assessment; and/or
- c) Intends to disadvantage another student in an assessment or in the determination of results for an assessment; and/or which
- d) Undermines or is capable of undermining the integrity or reputation of the ICCA'S examination and assessment processes and/or the awards of the ICCA and/or its academic validating partner King's College London; and
- e) Where (in relation to a to d, above) there are no mitigating factors which would lead to the actions of the student to be deemed to be Poor Academic Practice.

39.3. An advantage is unfair if it places a student in a position they would or might not be in should the assessment, submission or process have been carried out in accordance with the requirements, instructions or conventions for that assessment and/or otherwise in accordance with the ICCA Regulations and Policies.

39.4 Poor Academic Practice is any act or omission by a student amounting to a breach of the requirements, instructions or conventions for that assessment and/or otherwise in accordance with the ICCA Regulations and Policies but where on the part of the student:

- a) No intention to gain an unfair advantage is evident; and
- b) No identifiable advantage was or may have been gained; and
- c) The breach was due to carelessness or ineptitude; and
- d) The breach took place in defensible ignorance of those regulations or conventions.

39.5 A second or further determination of Poor Academic Practice shall be treated as Academic Misconduct.

39.6 Unless otherwise specified, the regulations of the ICCA and the Student Conduct Policy are concerned with summative assessment. Summative assessment is where the mark contributes to the final award classification as opposed to formative assessment, which summarises the participants' development at a particular time, but does not contribute marks towards the overall ICCA Bar Course classification or PGDip award of King's College London. Misconduct identified as part of formative assessment should be dealt with by an individual tutor or the Course Leader.

Inaccurate Enrolment Information

40 If a student is found to have provided untrue or inaccurate information, or to have omitted information at enrolment, registration on the ICCA Bar Course can be terminated immediately and without notice.

Precautionary Suspension and Exclusion

41 The Dean may exclude or suspend a student as a precautionary measure, pending the outcome of a disciplinary procedure or on health and safety grounds or on any other ground in the Dean's discretion. A student who is the subject of a misconduct complaint (including a complaint brought against a student by the student's Inn of Court), or who is the subject of police investigation or criminal proceedings, may as a precautionary measure be suspended or excluded by the Dean of the ICCA pending the outcome of the investigation or the criminal process, including the outcome of any subsequent appeal. A student may also be suspended or excluded on health and safety grounds, or where they are considered a danger to themselves or other members of the ICCA or the Inns.

41.1 Failure to comply with the terms of a suspension or exclusion is an offence of misconduct.

41.2 The Dean of the ICCA may delegate emergency powers to the ICCA Bar Course Leader, who will be responsible for reporting any suspensions or exclusions.

41.3 Exclusion is selective restriction on attendance at or access to the ICCA and its teaching facilities (including premises and facilities of the Inns) and participation in the activities of the ICCA. Suspension is a total prohibition on attendance at, or access to, the ICCA and its teaching facilities (including premises and facilities of the Inns) and participation in the activities of the ICCA. It may be subject to conditions, such as permission to attend an examination. A suspension will only be used where an exclusion is deemed to be inadequate.

41.4 The terms of a suspension or exclusion may include a No Contact Agreement, requiring the student to have no contact with a named person or persons.

41.5 Suspensions and exclusions are not penalties; the Dean of the ICCA will only impose such measures when it is urgent and necessary to do so. Written reasons for the decision will be recorded and made available to the student in the letter of suspension or exclusion.

41.6 Suspensions and exclusions shall normally start with immediate effect. The reasons for the decision will be communicated to the student in writing, as well as information about their right to submit representations against it. Representations must be submitted within five working days of the suspension or exclusion and will normally be reviewed within a further five working days.

41.7 Should the suspension or exclusion remain in place, the Dean of the ICCA will review the suspension or exclusion every 28 days, in the light of any developments, or of any representations made by the student. Reviews of suspensions and exclusions will not involve hearings or meetings.

Pending Criminal Proceedings or Criminal Convictions

42 In addition to the requirement to declare relevant criminal convictions and pending criminal proceedings at enrolment, students of the ICCA must inform the Bar Course Leader in writing of any pending criminal proceedings occurring after any enrolment for a Criminal Offence.

42.1 Failure to reveal any cautions or convictions for a criminal offence (other than convictions that are 'protected' by law) or pending criminal proceedings will result in misconduct action being taken.

42.2 Where a criminal conviction or a breach of these regulations would render the student ineligible to continue on the ICCA Bar Course, the student's registration will be terminated without notice.

Misconduct Procedure

43 Where the Dean or any delegated person has reason to believe that the behaviour of a student falls below the expected standards set out herein and/or where the ICCA regulations, procedures, policies or conventions have been breached, the Student Misconduct Procedure set out in the [Student Conduct Policy](#) will be instigated. This extends to alleged misconduct by a student occurring on ICCA premises and when using teaching or other facilities provided to them by the ICCA (including premises of the Inns) or off such premises (including via electronic means, such as email and any social media platform) where the alleged victim is the ICCA itself, a member of the ICCA community, or a visitor to the ICCA or to alleged misconduct occurring during ICCA activities.

43.1 The [Bullying, Harassment and Sexual Misconduct Policy](#) is applicable to all students of the ICCA, and underpinning it is the principle that all students registered at the ICCA should be protected from bullying, harassment and sexual misconduct from all other members of the ICCA community. The ICCA community is considered to include all registered students (studying online or in person), staff, visitors and those supporting the work of the ICCA on a voluntary basis. The reporting and investigatory process of complaints about bullying, harassment and sexual misconduct is contained in the Bullying, Harassment and Sexual Misconduct Policy.

Student Conduct Policy

44 The Student Conduct Policy should be read in conjunction with these regulations and applies to all students studying the ICCA Bar Course. The policy sets out the procedures for investigation, hearings and appeals, and the potential outcomes for misconduct. The policy provides information and examples of misconduct, both academic and non-academic.

44.1 The misconduct procedures set out in the Student Conduct Policy shall be followed in all cases of alleged student misconduct. Where there is uncertainty the Dean of the ICCA has authority to determine the procedure that shall apply. Any such decision shall be final and no reasons for the decision will be given.

Standard of Proof

45 There will be a presumption of innocence until a case has been fully considered. Cases of misconduct are brought by the ICCA and the standard of proof is the balance of probabilities.

Misconduct which is also a Criminal Offence

46 Where the alleged misconduct could also constitute an offence under the criminal law special provisions will apply and the misconduct investigations or proceedings of the ICCA may be delayed until such time as the police and/or courts have completed their investigations and proceedings.

Imprisonment

47 Students imprisoned for a period of 21 days or more will be automatically withdrawn from the ICCA. Any such student will have the right to submit to appeal any such decision by written representations to the Bar Course Leader against this decision, within 21 days of the date of notification of the decision to withdraw. The ICCA Appeals Committee will consider any such appeal.

Investigation of Academic Misconduct

48 Investigations into allegations of student misconduct shall be conducted in accordance with those provisions set out in the Student Conduct Policy.

48.1 The ICCA will ensure all information is managed in a way that is consistent with this guidance, its Academic Regulations and the provisions of the Human Rights Act, the General Data Protection Regulation, the Freedom of Information Act and any other relevant legislation.

Misconduct Panel

49 The Misconduct Panel procedure shall be set out in the [Student Conduct Policy](#).

49.1 The Misconduct Panel is responsible for hearing cases of alleged misconduct for the purposes of:

- a) establishing whether the allegation has been proved against the student on the balance of probabilities;
- b) determining the appropriate penalty having considered the relevant circumstances of the case, including any aggravating and mitigating circumstances.

49.2 The Misconduct Panel shall be constituted of at least three persons, none of whom have taken any part in the investigation of the misconduct complained of, as follows:

- a) a Chair appointed from any of the following:
 - i) an ICCA Governor;
 - ii) Dean of the ICCA;
- b) an independent Panel Member appointed from the Inns;
- c) a senior member of the ICCA Bar Course faculty.

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

Decision of Misconduct Panel

50 Should the Misconduct Panel decide that the charge was not established, that decision will be communicated to all persons involved in the case.

Misconduct Outcomes

51 Where the Misconduct Panel determines that the charge of Academic Misconduct is established, the Panel will have as its principal aim the protection of the integrity of the reputation, assessment processes and awards of the ICCA and of its validating academic partner King's College London. In deciding upon a permissible outcome, the Panel may take into account all relevant matters. The Student Conduct Policy contains additional information on outcomes. The list of aggravating and mitigating features contained in the policy is not exhaustive.

51.1 In accordance with the provisions of the Student Conduct Policy the Bar Course Leader (or nominee) shall have the authority to exercise those powers and determine those outcomes as set out in the Policy.

Poor Academic Practice

51.2 Where the Misconduct Panel determines that the charge of Academic Misconduct is not established but the case is one of Poor Academic Practice, the Panel may decide upon one or more of the measures set out below:

- a) the student shall receive a written warning that any further instance of Poor Academic Practice may result in a referral to a Misconduct Panel. The warning will be held on file for the duration of the student's registration and may be referred to in the event of any further misconduct allegation and by a Misconduct Panel at any subsequent misconduct hearing; and/or
- b) the student shall be required to undergo any relevant educational training or study with a view to preventing a reoccurrence of the Poor Academic Practice. The Panel may attach such conditions as are proportionate in the circumstances (such as to report to a member of staff at the ICCA to demonstrate that the educational work or study has been carried out).
- c) If the Panel determines there has been any potential assessment advantage gained in the assessment, such potential advantage will be negated by the assessment being submitted to the marking and moderation process to remove such potential advantage. In the event that the moderated mark amounts to an assessment fail, the student shall be entitled to resit the assessment only if the affected assessment was taken at the first attempt.

51.3 A single instance of Poor Academic Practice is not a disciplinary finding against a student, but a recognition that a student has fallen below the academic standards required where there was no intention to gain an advantage. The primary aim of the Panel in these circumstances will be to educate the student to avoid reoccurrence.

51.4 In accordance with the provisions of the Student Conduct Policy the Bar Course Leader (or nominee) shall have the authority to exercise those powers as set out in the Policy.

Academic Misconduct

51.5 Where the Misconduct Panel determines that the charge of Academic Misconduct is established the Panel may decide upon one or more of the following measures:

- a) a formal written warning, to be retained on the file of the student at the ICCA until the student completes the ICCA Bar Course;
- b) the assignment of the minimum pass mark to a paper or papers, or assessed work, or both; or

- c) the cancellation of the results in an assessment/s and a mark of zero returned with a right to resit the assessment as if for the first time (or if the assessment is itself a second attempt, for the second time);
- d) the cancellation of the results in an assessment/s and a mark of zero returned with a right to resit the assessment as if for the first time (or if the assessment is itself a second attempt, for the second time) but with the result capped at the pass mark for that assessment;
- e) a recommendation to the Examinations Board that the student's ICCA Bar Course classification and King's College Postgraduate Diploma (PGDip) award be revoked;
- f) expulsion from the ICCA Bar Course. Readmission will be at the discretion of the Dean of the ICCA based on consideration of the individual student's case;
- g) in all cases of Academic Misconduct, the ICCA shall report its disciplinary findings to the Inn of Court of the student.

Non-Assessment Related Misconduct

51.6 Where the Misconduct Panel determines that the charge of Misconduct is established the Panel may decide one or more of the following measures:

- a) a formal written warning, to be retained on the file of the student at the ICCA until the student completes the ICCA Bar Course;
- b) payment of compensation for damages;
- c) conditions for the continuation of student status;
- d) exclusion for a stated period from specified activities or specified parts of the ICCA or its teaching facilities (including facilities of the Inns). Conditions for re-admittance may be specified;
- e) suspension for an indefinite period, with an agreed review date;
- f) a recommendation to the ICCA Examinations Board that the student's ICCA Bar Course classification and King's College Postgraduate Diploma (PGDip) award be revoked;
- g) expulsion from the ICCA. Readmission will be at the discretion of the Dean of the ICCA based on consideration of the individual student's case.
- h) in all cases, the ICCA shall report its disciplinary findings to the Inn of Court of the student.

51.7 The Misconduct Panel may decide that the outcome be imposed immediately or be deferred. The conditions of any such deferment will be clearly stated as part of the decision of the Panel.

51.8 The decision and outcome of the Panel will be provided to the student immediately or otherwise normally notified in writing to the student within 7 days of the date of the decision of the Panel.

51.9 Where the misconduct hearing arises as a result of a complaint made by another ICCA student relating to the activities of the student towards them (including complaints related to bullying, harassment and discrimination) details of the decision and outcome will also be communicated to the complainant.

51.10 A copy of the decision and outcome will be placed on the student's file and may be taken into account in the event of future instances of alleged misconduct (academic or non-academic) or poor academic practice.

Reporting of Misconduct to the Inns of Court

51.11 All cases of Academic Misconduct (excluding a first finding of Poor Academic Practice) and Misconduct shall be reported to a student's Inn of Court in accordance with BSB regulatory requirements. Where there is a disciplinary finding by the ICCA of Academic Misconduct or Misconduct concerning a

student on Part One of the ICCA Bar Course who is not yet a member of an Inn, that student shall be under a duty to declare that finding to the Inn in accordance with the admissions regulations and procedures of that Inn. It is a condition of enrolment on Part Two of the ICCA Bar Course that a student joins an Inn of Court prior to enrolment. In addition, the ICCA shall disclose any such finding to the Inn on a request being made by the Inn in accordance with the regulations and procedures of that Inn as part of its admissions process.

51.12 Where a student appeals the decision of the Panel in accordance with the appeals procedure below, the disciplinary finding shall not be reported to the Inn until the conclusion of the appeals procedure.

51.13 Any request by any student for a 'fit and proper' person reference for Call to the Bar will be checked against internal records of disciplinary offences on both Parts One and Two in deciding if that reference can be authorised. There shall be no obligation on a member of staff of the ICCA to provide a student with a reference for admission to an Inn as a student member or for Call to the Bar and reasons for refusal are not required.

Withdrawal of Membership of an Inn

51.14 Where a student's membership of an Inn is withdrawn for disciplinary or other reasons then the student must withdraw from the ICCA Bar Course with immediate effect and their registration shall be terminated. If the student has submitted an appeal against the Inn's decision to withdraw membership, that student shall be suspended from the ICCA Bar Course under the procedure at 41 of these Regulations until such time as the appeal shall be finally determined.

Appeal from a Misconduct Panel

52 Students may appeal the decision of a Misconduct Panel.

52.1 Such an appeal may be made on either or both of the following grounds:

- a) there is new evidence that could not have been, or for good reason was not, made available at the time of the Panel, and the case warrants further consideration;
- b) evidence can be produced of significant procedural error on the part of the ICCA before or during the Panel hearing, and the case warrants further consideration.

52.2 The procedure for appealing from a decision of a Misconduct Panel is set out in the Student Conduct Policy. Any such appeal must be submitted within 14 days of the date of the Misconduct Panel outcome. Misconduct Appeal Forms received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

52.3 The Dean of the ICCA will normally advise the student of their decision on the appeal within 42 days of receipt. If the appeal is to be heard, an Appeal Committee will be appointed. If the appeal is rejected, reasons will be given.

Appeal Committee

52.4 The Appeal Committee will be constituted of at least three persons as follows:

- (a) a Governor selected by the Board of Governors to Chair this Committee (who must not be the Chair of Governors or the Chair of another Committee);
- (b) a representative from one of the Inns;

- (c) a n individual appointed by the Board of Governors (who is not otherwise connected to the Board of Governors, COIC or the Inns).

Appeal Committee procedure

52.5 The Appeal Committee procedure shall be set out in the Student Conduct Policy.

52.6 The decision of an Appeal Committee will be reached by a majority vote of the members of the Committee and will be announced as the decision of the Committee. The votes of individual Committee members will be treated as confidential. In the event of a tie, the Chair will have the casting vote.

Appeal Committee outcome

52.7 The decision and outcome of an Appeal Committee will be given immediately and/or normally will be sent to the student within 7 days of the date of the decision of the Appeal Committee. For assessment-related offences, these will be communicated to the student, ICCA officers as appropriate and the ICCA Examinations Board Chair. For non-assessment related offences, these will be communicated to the student and ICCA officers as appropriate. A copy of the decision and outcome will be placed on the student's file.

52.8 The Appeal Committee may reject or uphold the appeal. Where the Appeal Committee upholds the appeal, the Committee may order one or more of the following measures:

- a) modify or reverse the findings of a Misconduct Panel;
- b) modify or reverse the order of a Misconduct Panel.

52.9 Where an Appeal Committee rejects the appeal, the findings and decision of the Misconduct Panel stands.

52.10 A decision of an Appeal Committee will be final.

Termination of Registration for Lack of Attendance or Progression

53 On Part Two of the ICCA Bar Course a student's registration may be terminated for failure to meet attendance requirements or make sufficient academic progress.

53.1 The ICCA will ensure that students are fully aware of the possible consequences of failure to meet attendance requirements or make sufficient academic progress.

53.2 The ICCA may remove any student from registration on Part Two of the ICCA Bar Course for any of the following reasons:

- a) inability to meet the programme requirements;
- b) insufficient attendance;
- c) lack of industry;
- d) lack of ability or aptitude;
- e) persistent failure to respond to ICCA communications or instructions;
- f) for any other good academic cause.

53.3 Before removal, a student should normally receive a written warning specifying the improvements or actions to be undertaken within a specified time frame and stating the consequences of not doing so. The student's personal tutor should also be consulted.

Appeals against removal on academic grounds

53.4 It is expected that all parties involved in an academic appeal will act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, misconduct action may be taken.

53.5 The ICCA may pause or stop the consideration of any appeal submitted where the student is suspected to be in breach of the Misconduct Regulations and action should be taken under those regulations.

53.6 If an appeal contains matters which fall under the Student Complaints Regulations, consideration of the appeal may be paused until the complaints process is complete. In such cases, the findings of the complaint investigation may be considered as evidence for the appeal.

53.7 Students should submit a Progression Appeal Form to the ICCA Bar Course Leader within 14 days of the final notification of removal. Appeals received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

53.8 A student may appeal on either or both of the following grounds:

- a) there is new information which could not have been provided at or before the time the decision to remove was taken, and sufficient evidence remains that the appeal warrants further consideration;
- b) there is evidence of significant administrative or procedural error, including error relating to the written warning to the student and student compliance with the conditions of written notice, made at or before the time the decision to remove was taken, and sufficient evidence remains that the appeal warrants further consideration;

53.9 The Dean of the ICCA will normally advise the student in writing of their decision on the appeal within 42 days of receipt. If it is determined that an appeal should be heard, an Appeal Committee will be arranged, in accordance with these regulations for Appeal Committee Structure.

Representation

53.10 The student may make a request to be represented the Appeal Committee by another student member of the ICCA.

53.11 Additionally, the student may make a request to be accompanied by a family member or a friend, who will not be able to speak on the student's behalf, unless this is a reasonable adjustment consistent with legislation. as a sign language communicator or interpreter.

53.12 If the student is to be represented or accompanied, the name of the person who is to attend with the student must be received in writing by the ICCA Bar Course Leader at least 48 hours in advance of the Appeal Committee. The Chair of the Appeal Committee may accept or reject a request, and their decision will be final. The Chair may refuse to permit a representative, friend or family member to attend where 48 hours' notice has not been received.

53.13 Written notice of the Appeal Committee will normally be sent to the student, together with the names of the Committee members and the Chair, and all documentary evidence, at least 14 days before the Appeal Committee date. Any concerns regarding documentation or membership of the Committee should be raised in writing by the student at the earliest opportunity to the Bar Course Leader.

53.14 New evidence that has not already been submitted as part of the appeal will not normally be considered by the Appeal Committee. Should either party wish to submit new evidence this must be done at least seven days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.

53.15 The Appeal Committee shall consider the documentary evidence and invite the student and the Dean of the ICCA (or nominee) to give evidence. Other persons shall be asked to attend to give evidence if the Appeal Committee wishes.

53.16 The absence of the student or the Dean of the ICCA will not prevent the Appeal Committee from taking place nor invalidate the proceedings. In the event that a student has indicated they will attend but then cannot do so for good reason, an adjournment would generally be considered.

53.17 The Appeal Committee will determine whether there is sufficient reason to challenge the original decision to withdraw. If there is insufficient reason, the Appeal Committee can set aside the decision and replace it with one of its own, or it can refer the case back for fresh consideration with commentary. If there is insufficient reason, the appeal will be dismissed, and the original decision will stand.

53.18 The decision of the Appeal Committee shall normally be communicated in writing by the Dean of the ICCA to the student and the officers of ICCA, within 7 days of the decision of the Appeal Committee.

53.19 Students have no automatic right to continue with their studies or to progress to the next stage of their programme pending the outcome of an appeal; the ICCA may exercise their discretion to allow this attendance, if applicable and permitted by the programme regulations.

Interruption to Support Wellbeing

54 The ICCA may interrupt a student on the grounds of supporting their wellbeing.

Student Wellbeing

54.1 It is recognised that a student's health or wellbeing can deteriorate during their period of study so as to have a significant effect on their academic studies and/or ability to engage in life at the ICCA. The ICCA aims to support students in such a situation whilst also taking into consideration the safety and wellbeing of other members of the ICCA.

54.2 As such, the ICCA will provide a supportive framework to manage, in a sensitive manner, the progress of a student at such a time in their ICCA career. Such progression may result in reintegration and reengagement with the relevant programme, or may result in a required period of interruption, as an option considered to be most supportive for the student concerned.

54.3 Before putting into effect a period of interruption, a formal meeting will be convened and chaired by the ICCA Bar Course Leader (or nominee) with the student and relevant parties. A student must have received in writing a clear outline of the structure the meeting will take, the parties who will attend and the potential outcomes of the meeting. The student will receive the relevant advice and support regarding their circumstances and all relevant information will be considered to determine if it is in the student's best interests to interrupt their studies or if there is further opportunity to agree further actions and put additional support in place for the student to continue on the ICCA Bar Course .

54.4 It is recognised that individuals are empowered to make decisions about their health and wellbeing. As such, the student will be involved in the decision-making process. The decision to require a student to interrupt their studies can only be taken where the ICCA Bar Course Leader (or nominee) is of the opinion that it is necessary to take such action to support the student's wellbeing. A period of

interruption will not be used as a penalty and any decision to interrupt a student without their agreement will only be taken where a risk is identified which cannot be otherwise resolved.

54.5 Written reasons for the decision shall be recorded and made available to the student. In the event of a required period of interruption, a date will be agreed to review the student's circumstances prior to resuming their studies.

Student Complaints

55 Complaints from students are carefully considered and, if appropriate, shall be investigated by the ICCA Bar Course Leader.

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

55.2 The majority of cases are resolved through informal (Stage One) discussions without the need for a formal complaint to be made. To facilitate this, the ICCA emphasises the importance of seeking a resolution through informal discussions at the earliest opportunity. Where a complaint relates to the provision or delivery of the ICCA Bar Course programme or part of that programme students should normally use their programme representative system (the Student Staff Committee) in the first instance.

55.3 Group complaints are permitted. In the first instance a group should raise any issues with the ICCA Bar Course Leader via their student representative, or a nominated member of the group. If the matter is not resolved, the nominated student will submit the complaint and communicate with the ICCA on behalf of the group. The outcome of the complaint will apply to all members of the group.

55.4 It is expected that all parties involved in a complaint will act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, misconduct action may be taken.

55.5 The ICCA may pause or stop consideration of any complaint submitted where the student is suspected to be in breach of the Misconduct Regulations and action should be taken under those regulations.

Scope

55.6 The student complaints procedure can be used for complaints within the following areas, the consequences of which have an alleged adverse effect on the student wishing to complain:

- a) provision or delivery of the ICCA Bar Course programme or parts of the programme;
- b) inadequate services or facilities of the ICCA;
- c) decisions, actions or perceived lack of action taken by a member of the ICCA staff;
- d) decisions, actions or perceived lack of action taken by a central ICCA Registry Services; or a member of staff acting on its behalf;
- e) complaints relating to discrimination, harassment or bullying.

55.7 The Student complaints procedure does not cover the following areas:

- a) complaints arising from action taken under the Misconduct Regulations;
- b) complaints arising from matters related to academic progression or assessment. Students are referred to the appeals procedures of the respective regulations. Students cannot use the student complaints procedure following an unsuccessful appeal under the regulations listed above;

- c) complaints relating to the activities of another student (including complaints related to bullying, harassment and discrimination by another student), which will be investigated as allegations of misconduct under Misconduct Regulations and Student Conduct Policy;
- d) complaints relating to services provided to students by the Inns of Court or by collaborative partners or other organisations involved in the delivery of the student's programme. In such instances, students are referred to the complaints procedure of the Inns or partner organization;
- e) complaints relating to a student's fee status. Students are referred, in the first instance, to the Registry Services Team.

55.8 In certain circumstances complaints may be investigated in conjunction with other departments or with due regard to other ICCA regulations and procedures. If the investigator determines that this would be appropriate, the student shall be informed of this. If a complaint is referred for consideration under another procedure any further action under this regulation shall normally be paused, pending the outcome of the other procedure.

55.9 The scope of the Student Complaints Procedure extends to former students of the ICCA, provided that the time limitations at 55.21 and 55.27, below, are observed.

Complaints Made Without Foundation (frivolous), in Bad Faith (vexatious) or Anonymously

55.10 Examples of frivolous or vexatious complaints include the following:

- a) complaints which are obsessive, harassing, prolific or repetitive;
- b) insistence on pursuing non-meritorious complaints and/or unrealistic, unreasonable outcomes;
- c) insistence on pursuing what may be meritorious complaints in an unreasonable manner;
- d) complaints which are designed to cause disruption or annoyance;
- e) demands for redress which lack any serious purpose or value.

55.11 The ICCA may terminate consideration of a complaint if it considers it to be without foundation or in bad faith. In such instances the ICCA will write to the student to explain why it is terminating consideration of the matter. Where it is found that a student has raised a complaint of this nature, or used false information, the ICCA will consider taking disciplinary action under the Misconduct Regulations. The student will be provided with details of how to appeal against such a decision.

55.12 The ICCA will not consider anonymous complaints and complaints received by email will need to be verified.

Confidentiality and Record Keeping

55.13 The ICCA will do all in its power to limit the disclosure of information as is consistent with conducting an investigation and the provisions of the Human Rights Act, the General Data Protection Regulation, the Freedom of Information Act and any other relevant legislation.

55.14 If a student makes a formal complaint, a record will not be held on their student file but kept securely by the ICCA Bar Course Leader.

Victimisation: Declaration of Intent

55.15 Subject to the above, the ICCA undertakes that any student seeking to use this procedure will not be treated less favourably in her/his subsequent academic career, or life at the ICCA, as a result of action taken to pursue a complaint.

Mediation

55.16 At any point during Stage One or Stage Two of this procedure, a student may request mediation. It will be for the ICCA to ascertain whether the complaint is suitable for mediation, and their decision in this regard is final. If mediation is deemed appropriate, and the other party or parties agree to participate, consideration of the complaint under this procedure will be paused whilst mediation takes place. If mediation is unable to resolve the complaint, consideration of the complaint under this procedure will be resumed.

Stage One: Local Informal Resolution

55.17 Complaints should, in the first instance, be raised informally with the relevant person, at the earliest opportunity. Often, this will be the student's Personal Tutor or the Bar Course Leader. If the complaint is concerned with the delivery of a service by the ICCA Registry Services Team, the student should raise the matter informally with the Registry Services Manager. If the complaint is concerned with a staff member who would ordinarily be the first point of contact, the student should complain to the ICCA Bar Course Leader.

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

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

Stage Two: Formal Investigation

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

55.21 Students should submit a Stage Two Complaint Form to the Dean of the ICCA (or nominee) within 3 months of the incident complained about or the last event in a series of incidents. Complaints received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

55.22 The Dean of the ICCA will appoint an investigator in the Team responsible for the issues complained about.

55.23 The investigator will investigate the circumstances of the complaint, as well as considering the procedures of the ICCA. The investigation may involve interviewing the student making the complaint and others directly involved, as well as seeking opinion and information from anyone with an interest in, or knowledge of, the matter being complained about.

55.24 The investigator will consider the merits of the complaint and if, upheld in part or in full, will make proposals for the resolution of the complaint and may recommend further appropriate action

55.25 The decision of the investigator shall normally be communicated in writing to the student and the Dean of the ICCA, within 21 days of receipt of the Stage Two complaint.

Stage Three: Appeal

55.26 Students who are dissatisfied with the outcome of a Stage Two complaint may submit an appeal on either or both of the following grounds:

- a) that there is new evidence that could not have been, or for good reason was not, made available at the time of the investigation and that sufficient evidence remains that the complaint warrants further consideration;
- b) that evidence can be produced of significant procedural error on the part of the ICCA in investigating the complaint, and that sufficient evidence remains that the complaint warrants further consideration.

55.27 Students should submit a Stage Three Complaints Form within 14 days of the Stage Two Complaint outcome. Appeals received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

55.28 The Dean of the ICCA will normally advise the student in writing of their decision on the appeal within 20 days of receipt. If it is determined that an appeal should be heard, an Appeal Committee will be arranged, in accordance with the Appeal Committee structure.

55.29 The student may be represented at the Appeal Committee by another student member of the ICCA.

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

55.31 If the student is to be represented or accompanied, the name of the person who is to attend with the student must be received in writing by the Registry Services Manager at least 48 hours in advance of the Committee who will pass it to the Appeal Committee. The Chair of the Appeal Committee may accept or reject a request, and their decision will be final. The Chair may refuse to permit a representative, friend or family member to attend where 48 hours' notice has not been received.

55.32 Written notice of the Appeal Committee will normally be sent to the student, together with the names of the Appeal Committee members and the Chair, and all documentary evidence, at least 14 days before the Appeal Committee date. Any concerns regarding documentation or membership of the Appeal Committee should be raised in writing by the student at the earliest opportunity to the Dean of the ICCA.

55.33 New evidence that has not already been submitted as part of the appeal will not normally be considered by the Appeal Committee. Should either party wish to submit new evidence this must be done at least seven days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.

55.34 The Appeal Committee shall consider the documentary evidence and invite the student and any parties involved in the dispute to give evidence. Other persons shall be asked to attend if the Committee wishes.

55.35 The absence of the student or the other party/parties will not prevent the Appeal Committee from taking place nor invalidate the proceedings. In the event that a student has indicated they will attend but then cannot do so for good reason, an adjournment would generally be considered.

55.36 The Appeal Committee will determine whether there is sufficient reason to challenge the Stage Two Complaint outcome. If there is sufficient reason, the Appeal Committee will consider the merits of

the complaint, and if upheld in part or in full, will determine proposals for the resolution of the complaint, and may recommend further appropriate action. If there is insufficient reason, the Stage Two Complaint outcome will stand.

55.37 The decision of the Appeal Committee shall normally be communicated in writing to the student and other ICCA Officers as appropriate, within 7 days of the decision of the Appeal Committee.

55.38 In respect of complaints in respect of issues which impact on a student's programme of study leading to a King's College London award the student shall have the ultimate right of appeal to King's College London under stage three of the King's College London student complaints procedure as set out in King's College London Academic Regulations. In respect of all other complaints, the decision of the Appeal Committee is final and there is no further right of appeal.

Office of the Independent Adjudicator

55.39 A student may ask the [Office of the Independent Adjudicator](#) (OIA) to consider any unresolved complaint against the ICCA.

Academic Board

Meeting date 9 March 2022

Paper reference AB-22-03-09-08.3

Status Final

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. ED&I Update	15 December 2021	Consent	Note	No
2. Research Culture	15 December 2021	Consent	Note	No
3. Reactivation of Science Gallery London	15 December 2021	Consent	Note	No

For note

1. ED&I Update

The Committee received a report from the Director of Equality, Diversity & Inclusion which highlighted some of the key successes that had been achieved over the past couple of years. She noted that the College was keen to ensure that ED&I is as effectively embedded into research as possible.

The Committee discussed how the College could highlight examples of both good and bad practice at a departmental level, noting that there was a distinct variability in how different departments approached EDI-related decisions. It was suggested that the College could consider anonymising cases that had been submitted to the Parents' and Carers' Fund in order to use them as examples of how a situation should be approached or could have been approached in a more positive way.

The Committee further suggested that additional research leads should be invited to join the Athena SWAN Committee, as this group is underrepresented at present. The Director of Equality, Diversity & Inclusion stated that she intended to establish a small group of research staff to take responsibility for considering what ED&I means in research and compile a set of actions that the College could implement to progress activity in this area. Should this group be established, the Athena SWAN Committee would have a pool of engaged staff that it could draw upon when the membership is next reviewed.

2. Research Culture

The Head of Research Staff Development presented an executive summary of the King's Research Staff Survey and detailed the resulting recommendations and actions.

The Committee were provided with an update on the three Research Culture Task and Finish groups: Bullying and Harassment; Career Mapping and Progression; Reward and Recognition. The projects have now reached the end of Phase 2 and the groups hope to publish their recommendations in January. It was agreed that the newly established Research Culture Committee would take ownership of all actions detailed in the reports.

The Dean of Research Culture noted that the Wellcome Trust audit report had praised the College for its plans for training relating to Bullying and Harassment and the appointment of research integrity champions.

3. Reactivation of Science Gallery London

The Executive Director of Culture provided the Committee with an update on the reactivation of Science Gallery London which had been closed in March 2020 due to Covid-19 restrictions. The closure had provided the College with an opportunity to review its operating model and to consider how it might be improved. The review led to the development of a new operating model and the appointment of a new director.

The new operating model is focused on interdisciplinarity, inclusivity, innovation and interaction. There is an emphasis on both education and the College's own research priorities; the Gallery will aim to connect art, health and science to deliver impact. Discussions were underway with the Chief Financial Officer, the Director of Estates and Facilities and the Director of King's Community Business Services regarding how the Gallery could adequately recover its running costs whilst remaining accessible to College staff and students.

Members of the Committee enquired about the mechanism for proposals, regarding themes that the Gallery might consider for future exhibitions and events, and how these proposals would be assessed to ensure alignment with the College's broader strategy and objectives. The Executive Director of Culture stated that an advisory group including academic representation would be established to review proposals in line with the new strategy approved by the Revenue and Expenditure Review Committee.

The Committee Chair suggested that the new director of Science Gallery London should be invited to join the College Impact Committee in order to maintain engagement with the academic community and provide updates on the Gallery's initiatives and programmes.

Academic Board	
Meeting date	9 March 2022
Paper reference	AB-22-03-09-09.1
Status	Final



Dean's Report

Action required

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

Executive summary

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

- 1) updates to the progress of this year's Associates of King's College (AKC) Programme;
- 2) events within the Chaplaincy;
- 3) activities of the Chapel Choir.

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

Report of the Dean

1. Dean's Office

- a) The death of Archbishop Desmond Tutu on 26 December was a sad occasion, but I was greatly honoured to be able to represent King's (with Professor Simon Tanner) at his funeral in Cape Town on 1 January. It was clear that King's played a significant part in his life and was very firmly held in his affections.
- b) Since the Archbishop was such a prominent alumnus, it's only right that we mark that as we continue to remember him. There will be a memorial service in the Strand Chapel on Tuesday 5 April at 6pm; although the Covid-19 restrictions are gradually being relaxed, we are still keeping an eye on numbers attending, so tickets will be required (please see [our website](#) for the link).
- c) The service will then be followed the next day by an online colloquium organised by the Department of Theology & Religious Studies in partnership with the Desmond Tutu Centre at the University of the Western Cape, South Africa, exploring the topic of *Desmond Tutu: Spirituality, Social Justice and Leadership*. This will be open to all, and further information including the Teams or Zoom link is likely to be available on [the TRS webpages](#) in due course (details of speakers are still being confirmed at the time of writing).

2. AKC (Associate of King's College)

- a) This semester's lectures have started well, although as of the date of writing the delivery has been affected by the UCU strike action. As a result, the assessment requirements for the online quizzes have been amended to reflect the fact that the full complement of lectures will not be taking place.
- b) Looking further ahead, we're now starting to plan for next year's AKC lecture series. Following on from the London series in 2019/20 (*Inside London: The Life-Story of a City in Nine Buildings*), it was agreed that we would run a series on London every three years, so one of the semesters in 2022/23 will cover this topic. The other semester's lectures will be exploring Climate Change, and this is expected to include a mix of theological and multi-disciplinary approaches. More details, including which staff members will be co-ordinating these lecture series, will be confirmed in due course.

3. Chaplaincy

- a) Following the latest relaxation of Covid-19 restrictions, we are getting used to having in-person social events back in the diary, including offering lunch in the Chaplaincy rooms on different campuses throughout the week, and tea and cake in the Strand Chaplaincy (K2.34) at 3pm on Fridays.
- b) We once again joined colleagues in other areas of Student Support in putting on events for the January Welcome Week, and it was good to meet new students in person.
- c) We have also been engaging with King's Wellbeing Month, Sustainability Month, and LGBTQ+ History Month, including trying some new events and activities.

4. Chapel Choir

- a) The Chapel Choir are focusing a lot on Sergei Rachmaninov's '*All-Night Vigil*' (also known as '*Vespers*') at the minute; they will be recording this magnificent piece during Reading Week at the end of February, and then performing it in concert at the Barnes Music Festival (which is chaired by Andrew Summers, a former independent member of the College Council) on [6 March](#), and in the St John's Smith Square Easter Festival on [10 April](#).
- b) Other upcoming concert performances include Bach's '*St John Passion*' in the Strand Chapel with the Hanover Band on [1 April](#).

- c) In addition to the regular services, some special occasions to be aware of include the memorial service for the late Stephen Harrow FKC on Thursday 3 March at 6pm (all welcome), and the memorial service for Archbishop Desmond Tutu mentioned above. Both of these will be in the Strand Chapel, as will the weekly service of Choral Evensong which on Tuesday 8 March (at 5.30pm, all welcome) will feature some South African and Nigerian music as part of King's Africa week. Then on Monday 21 March the Choir will be singing Evensong in St Paul's Cathedral at 5pm – again, all are welcome.

Ellen Clark-King
Dean of King's College London
16 February 2022

Academic Board	
Meeting date	9 March 2022
Paper reference	AB-22-03-09-09.2
Status	Final
Access	Members and senior executives
FOI exemptions	s.40 personal information



Election of Associates of King's College

Action required

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

Motion: That those students and staff listed be elected as Associates of King's College

Executive summary

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

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

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

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Academic Board	
Meeting date	9 March 2022
Paper reference	AB-22-03-09-10
Status	Final



Report from Council

Action required

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

Executive summary

This report presents a summary of key issues discussed and decisions taken at the meetings of Council held on 23 November 2021 and 20 January 2022.

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.

Report from Council – meetings of 23 November 2021 and 20 January 2022

23 November 2021

Click for [Agenda materials](#) and minutes of the [meeting](#)

Principal's Report

The Principal reported on:

- His first six months in post and his commitment to ongoing direct and continued engagement with the university community. These would include regular Senior Leaders Forums, monthly meetings of One King's Leadership (approximately 200 members), and regular all staff town halls.
- Return to campus and continuing coronavirus measures in place.
- Admissions, the impact of higher-than-anticipated student enrolment, and measures being put in place to increase staff resources where most needed. He put on record thanks to staff from across the College who had done their utmost to manage the increased numbers.
- Ongoing discussions and negotiations around pensions, the UCU industrial action votes, and discussions that had been held between the UCU leadership and the senior executive team about the conduct of any industrial action.

Finance Committee

From the Finance Committee, Council

- Received and approved the Financial Statements for 2020-21
- Discussed the draft 5-Year Forward Plan which would form the basis of the report to be submitted to OfS in February.

Audit, Risk & Compliance Committee

From the Audit, Risk & Compliance Committee, Council

- Received and approved the External Audit Report and Management Letter of Representation
- Received and approved the Annual Statement regarding the Prevent Duty
- Received and approved the Annual Research Integrity Statement
- Received the ARCC annual report on its activities
- Received the annual report of the Business Assurance Directorate
- Received the annual report from Internal Audit
- Received regular standing reports on regulatory compliance, and risk presentations and discussions.

Academic Board

From the Academic Board, Council

- Received and approved the Annual OfS Registration Report
- Received and approved the Action Plan against the Researcher Concordat
- Received and approved proposed amendments to the terms of reference of the College Education Committee and the College Research Committee
- Received reports on: Academic Board elections; strategic discussion of research; progress and initiatives related to student experience; discussion of equality, diversity and inclusion initiatives; proposals with respect to online professional education; the external examiners overview report; and school mergers in FoLSM.

Fellowships & Honorary Degrees Committee

From the Fellowships & Honorary Degrees Committee, Council

- Received and approved nominations for award of Honorary Degrees, Honorary Fellowships, and Fellowships of King's College (names to be published once acceptances have been received and conferral dates are known)
- Noted ongoing discussions with respect to the Committee's procedures, guidance on the application of awards, and the backlog of honours still to be conferred as a result of Covid restrictions.

Governance & Nominations Committee

From the Governance & Nominations Committee, Council

- Received and approved recommendations for the following appointments:
 - Nhuoc Lan Tu – extension of term as an independent member and appointment as Vice-Chair of Council
 - Donna Catley – appointment as an independent member of Council
 - Guy Tear – appointment as staff member of the Audit, Risk & Compliance Committee
 - Debbie Gupta – appointment as an independent member of the Finance Committee
 - Keith Nichols – Appointment as an independent member of the Finance Committee
- Received a report with respect to assertions by the UCU about conflict of interests matters related to the Chairman and the College Secretary (neither of whom were present for this item) and endorsed the findings that the assertions were unfounded. Council further agreed establishing a uniform approach to declaration of interests across committees and subcommittees and asked that it have sight of major decisions of the Investment Subcommittee through the Finance Committee reports.

Report of the KCLSU President

The President reported on

- Discussions with the VP Education and the Executive Director of SED re the relationship between KCLSU and the College and how to keep work going on critical issues that are not resolvable within a single year
- Drink spiking and preventive steps being taken at KCLSU venues and events
- Funding events for the increased student intake
- Wellbeing events being held
- Islamaphobia awareness month activities
- Discussions related to the implications of the Higher Education (Freedom of Speech) Bill.

20 January 2022

Agenda materials and minutes of the meeting will be found [here](#) following the 31 March 2022 meeting of Council.

Principal's Report

The Principal reported on

- Coronavirus updates
- Industrial action updates
- Strategic Partnership with the Courtauld Institute of Art
- Defence Academy contract – awarded to King's as preferred provider
- Strategy refresh update and key issues that had been raised in consultations across the College.

Modern Slavery Act

Council received and approved the Modern Slavery Act Transparency Statement 2020-2021 for the financial year ended 31 July 2021.

Report of the KCLSU President

The President reported on

- KCLSU's work on tackling harassment and advocating for King's as an inclusive space
- Efforts to engage with OfS about the structure of NSS and to increase student involvement in the survey.

Academic Board

From the Academic Board, Council received reports on

- World Class Education Strategy Refresh
- Review of King's policy and procedures for approval of international partnerships
- Academic Board Annual Business Plan.

Strategic Discussions

At two of its regular meetings per year, Council takes advantage of agendas relatively light on transactional matters to have in-depth discussion of particular strategic matters. At this meeting, those discussions focused on the following topics:

- People & Culture – Current and Emerging Issues, led by the Senior Vice-President (Services, People & Planning)
- Equalising Opportunities – Local, National & Global, led by the Vice-President (Education), Vice-President (Global Engagement) and Vice-President (Communities & National Engagement).