Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-02
Status	Final

Meeting of the Academic Board to be held on **Wednesday, 20 April 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-22-04-20-02	Chair
3	**Unanimous Consent Agenda** (including Minutes of the Previous Meeting and Actions Log)	AB-22-04-20-03	Chair
4	**Matters arising from the minutes**		

STRATEGIC DISCUSSION

5	**Education Strategy**		VP (Education)
	5.1 Decolonising the Curriculum (to discuss)	AB-22-04-20-05.1	
	5.2 Strategy Refresh: World-Class Education (to discuss)	AB-22-04-20-05.2	

REGULAR BUSINESS ITEMS

6	**Report of the President & Principal**		
	6.1 Summary Report of Key Issues (to note)	AB-22-04-20-06.1	Chair
	6.2 Equality, Diversity & Inclusion (to discuss)	AB-22-04-20-06.2	Director EDI
7	**Report of the President of KCLSU** (to discuss)	AB-22-04-20-07	KCLSU President
8	**Reports of Committees**		
	8.1 Report of College Education Committee (CEC) _See Consent Agenda for all items from CEC_	AB-22-04-20-08.1	Chair, CEC
	8.2 Report of the College Research Committee (CRC) _See Consent Agenda for remaining items from CRC_	_TO FOLLOW_	Chair, CRC
	8.3 Report of the College Service Committee (CSC) _See Consent Agenda for all items from CSC_	AB-22-04-20-08.3	Chair, CSC
	8.4 Report of the College London Committee (CLC) _See Consent Agenda for remaining items from CIC_	AB-22-04-20-08.4	Chair, CLC
9	**Academic Board Business Plan** (to note) _Item on Consent_	AB-22-04-20-09	Chair, ABOC
10	**The Dean** _Items for Consideration_		
	10.1 Report of The Dean (to note)	AB-22-04-20-10.1	Dean

Irene Birrell
College Secretary
April 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 March 2022 meeting	AB-22-04-20-03.1	Approve
3.3		Actions Log	AB-22-04-20-03.2	Note
Report of the College Education Committee (CEC)			AB-22-04-20-08.1	
8.1	(i)	Student Admissions & Procedures	Annex 1	Approve
	(ii)	Applicant Misconduct Policy	Annex 2	Approve
	(iii)	Request to include 10 credit modules in executive degrees	Annex 3	Approve
	(iv)	Proposal to update the Academic Calendar		Note
	(v)	Transition at King's: The state of play		Note
	(vi)	Journeys (Curriculum 2029) progress report		Note
	(vii)	Update on the Assessment Working Group		Note
	(viii)	Periodic Programme Review working group update		Note
	(ix)	ASSC working group: Referencing framework update		Note
	(x)	College Teaching Fund – mid-year report		Note
	(xi)	King's Staff 100 report: Inclusive Education Panel Assembly (Nov 2021)		Note
	(xii)	Reading List Service (System Change)		Note
Report of the College Research Committee (CRC)			AB-22-04-20-08.2	
8.2	(i)	Guide: Code of Practice for Intellectual Property, Commercial Exploitation & Financial Benefits		Approve
	(ii)	Research Facilities Fair Publication Policy		Approve
	(iii)	Rights Retention in Journal Papers - Funder Requirements and Sector Update		Note

Report of the College Service Committee (CCC)			AB-22-04-20-08.3	
8.3	(i)	King's Response to Emergency in Ukraine		Note
	(ii)	Launch of the Service Seed Fund		Note
	(iii)	Volunteers' Week		Note
	(iv)	Refugee Week		Note
	(v)	Community Organising Training with Citizens UK		Note
Report of the College London Committee (CLC)			AB-22-04-20-08.4	
8.4	(i)	Chair's Report		Note
	(ii)	King's Culture, London committee presentation		Note
	(iii)	Strategy Refresh: One King's		Note
	(iv)	Public & Community Engagement with Research		Note
	(v)	King's London highlights		Note
Academic Board Business Plan				
9		Academic Board Business Plan	AB-22-04-20-09	Note
Report of the Dean				
10		To elect Associates of King's College	AB-22-04-20-10.2	Approve

Irene Birrell
College Secretary
April 2022

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	9 March 2022, 14.00
Location	Remote Meeting held by MS Teams

Composition			Members	Attendance 20210-21				
				03.11.21	08.12.21	09.03.22	20.04.22	29.06.22
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur	P	P	P		
	Senior Vice Presidents & Vice Principals	SVP Academic (interim)	Professor Mike Curtis	P	P	P		
		SVP Service, People & Planning	Professor Evelyn Welch	P	P	P		
		SVP Health & Life Sciences	Professor Richard Trembath	P	P	P		
		VP Education (interim)	Professor Adam Fagan	P	P	P		
		VP Research	Professor Reza Razavi	P	P	P		
		VP Global Engagement	Professor 'Funmi Olonisakin	P	P	A		
		VP Communities & National Engagement	Baroness Bull	P	P	A		
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	P	P	P		
	The President of the Students' Union		Zahra Syed	P	P	A		
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone	P	P	A		
		Vice President for Education (Health)	Fatimah Patel	P	A	P		
		Vice President for Postgraduate	Rebecca Seling	P	P	A		
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	A	P	P		
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier	P	P	P		
		Dickson Poon School of Law (Interim)	Professor Alex Türk	P	P	P		
		King's Business School	Professor Stephen Bach	A	P	P		
		Life Sciences & Medicine	Professor Ajay Shah	P	P	A		
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi	A	P	A		
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P	P	P		
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	A	P	P		
		Social Science and Public Policy	Professor Linda McKie	P	P	P		
	Dean for Doctoral Studies		Professor Rebecca Oakey	A	P	P		
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott	P	P	P		
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Claude Lynch	P	A	A		
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani	P	P	A		
		Dickson Poon School of Law	Chriso Panayi	P	P	P		
		King's Business School	William Shiue	P	P	P		
		Life Sciences & Medicine	Amy Lock	P	P	A		
		Natural, Mathematical and Engineering Sciences	*Vacancy*	-	-	-		
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj	A	A	A		
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini	P	P	P		
		Social Science and Public Policy	Hassan Faouaz	A	P	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	P		
			Dr Simon Sleight	A	P	P		
			Professor Mark Textor	A	A	P		
			Professor Matthew Head	P	P	P		
			Dr Hannah Crawforth	P	P	P		
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P	P	P		
			Dr Anitha Bartlett	P	P	P		
			Dr Ana Angelova	P	P	P		
			Professor Jeremy Green	P	P	P		
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Alison Jones	P	P	A		
			Professor Federico Ortino	P	P	P		
			Dr Ewan McGaughey	P	P	A		
			Professor Satvinder Juss	P	P	P		
		King's Business School (4 members, including HOD equivalent)	*Vacancy (HoD)*	-	-	-		
			Dr Jack Fosten	P	P	P		
			Dr Juan Baeza	P	P	A		
			Dr Daniele Massacci	P	A	A		
		Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape	P	P	P		
			Professor Maddy Parsons	P	A	P		
			Dr Baljinder Mankoo	P	P	A		
			Dr Susan Cox	P	P	A		
			Dr Manasi Nandi	P	P	A		
		Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Paula Booth	P	P	P		
			Professor David Burns	A	A	A		
			Professor Michael Kölling	P	P	P		
			Professor Sameer Murthy	P	P	A		
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson	P	P	A		
			Dr Julia Philippou	P	P	P		
			Irene Zeller	P	P	A		
			Dr Jocelyn Cornish	P	A	P		
		Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear	P	P	A		
			Dr Marija Petrinovic	P	P	P		
			Dr Yannis Paloyelis	P	P	A		
			Dr Eamonn Walsh	P	P	P		
			Professor Robert Hindges	P	P	P		
		Social Science and Public Policy (5 members, including HOD equivalent)	Professor Alfredo Saad-Filho	P	P	P		
			Dr Ye Liu	P	A	P		
			Dr Jane Catford	P	P	P		
			Dr Sunil Mitra Kumar	P	P	A		
			Dr Hillary Briffa	P	P	P		
	Three professional staff	Education Support	Syreeta Allen	P	P	P		
		Research Support	James Gagen	P	P	P		
		Service Support	Kat Thorne	P	P	P		
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	P	A	P		
		Health Faculties	Dr Moritz Herle	A	P	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 (Research Strategy Refresh)
Mark Pelling (Professor of Geography)
Kawal Rhode (Professor of Biomedical Engineering)
Group discussion coordinators: Declan Mulkeen, Tom Foulkes, Maria Rabanser, Jone De Roode Jauregui, Lauren Cracknell

For item 6.1
(Principal's Report)
Steve Large, Senior Vice President (Operations)
Annabel Chalker, Director of Corporate Communications

Secretariat:
Irene Birrell (College Secretary)
Joanna Brown (Governance Manager)

1   Welcome, apologies and notices

The Chair welcomed new members and guests in attendance to the meeting. This was the last meeting for Professor Ian Everall as IoPPN Executive Dean. An announcement would be made soon about who would step into the role as an interim.

2   Approval of agenda

The agenda was approved.

3   Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-22-03-09-03]

The Principal reported that Academic Board member, Dr Ewan McGaughey, had proposed some amendments to the draft minutes of the 8 December 2021 Academic Board meeting. The College Secretary reported that the proposed amendments had been reviewed against staff notes and given due consideration with respect to the Secretariat's regular practices for minutes. A note had been sent to Dr McGaughey responding to each proposed amendment as several of the proposed changes did not align with Secretariat notes or practices, along with a revised set of minutes including the amendments that did align.   As Dr McGaughey did not agree with the College Secretary's response, the minutes had been removed from the consent agenda and Academic Board members had been sent the revised set of minutes to consider for approval, along with Dr McGaughey's original proposals and the College Secretary's summary note to Dr McGaughey in response to each amendment.

The Principal proposed (i) the amended minutes before the Board for approval with the option for Dr McGaughey to raise his concerns under Matters Arising at the next meeting; and (ii) that the Academic Board Operations Committee be requested to review the larger question of switching to a verbatim recording of proceedings with all names and interactions recorded, versus continuing with appropriate brevity and synthesis. [*ACTION*]

No objections were raised to taking the revised version of the 8 December 2021 minutes, as prepared by the College Secretary, as approved.

Decisions

(i)   That the revised version of the 8 December 2021 minutes prepared by the College Secretary be approved, with the option for Dr McGaughey to raise his proposals with respect to additional amendments under Matters Arising at the next meeting;

(ii)   That the Academic Board Operations Committee be requested to review the format of minutes, and report back to the Academic Board; and

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

4   Matters Arising from the Minutes [AB-22-03-09-04]

The Service, People & Planning Portfolio
Following the new senior leadership team restructure, the Senior Vice President (Service, People & Planning) had been asked to provide the Academic Board with a broad description of her new role and portfolio. The report outlined the new portfolio, its key priorities and its engagement with the Strategy refresh. During discussion of the report points raised included:

- Workload: this was a huge issue affecting many staff. The SVP (SPP) confirmed that as part of the Strategy refresh it was top of the agenda, along with pay and performance. Data revealed (with a number of exceptions) that, for the most part, staff/student ratios had not changed but in many cases the type of work had changed, meaning that individuals were not always able to do the work that provided the greatest job satisfaction because of work pressures in other areas. The workload

issue was about balance as well as about the amount of work. The aim was to focus on looking for ways forward, which would involve developing a better understanding of how work across the higher education sector was changing and what could be done to respond to that.

- The Principal reported on Universities UK (UUK) and Russell Group meetings, and confirmed that the sense of workload was pervasive within the higher education system.
- A member commented on efficiency and reported scepticism from colleagues about the development of multiple roles in the central administration, and the added complexity this seemed to present. The Principal noted that King's sat in the middle of its peers with respect to the number of senior, central roles. However, the notion of central versus faculty costs was more nuanced. For example, at King's the largest increases in costs were related to estates and were paid centrally. However, the largest users of the estate were the Faculties. He had committed to the Executive Deans that there would be a much deeper discussion of this through the next business planning round. The SVP (SSP) added that her report had not provided a clear enough sense of the extraordinary amount of work done by everybody on the senior team every day for the sake of collective responsibility and accountability.

5   **Research Strategy Refresh** *[STRATEGIC DISCUSSION]* [AB-**22-03-09-**05]

The Vice President (Research) introduced the discussion session. Academic Board received two presentations on Environment and Sustainability (**Annex 1**) and Research Enhanced Education (**Annex 2**). The Board were invited to contribute to the Strategy Refresh through group discussion and feedback.

Environment and Sustainability feedback (groups one to three):

- An interest in connecting sustainability across the College and whether there were effective models for bringing various initiatives and practices together.
- Success would involve integrating environment and sustainability into the formal syllabus and connecting research and education with service and beyond to create a sense of a community of action.
- It's important to take into account the extent of engagement in sustainability and environment research across all partners. For example, the new Circle U international partnership has a strong focus on climate change.
- Not all departments would readily see where they could contribute but that could be addressed case by case. For example, members of the Department of Music might see this as a challenge, but there was a lot music could and did do to towards understanding and meaning of environmental change.
- The need to understand where we have research and education expertise and where we don't and identify gaps and means of filling them. A combination of expertise and leadership needed for discussions with funders.
- Progress in an academic career and work to enhance the College's scholarly reputation often has a negative impact on the environment, for example through travel, and the need to practice what we preach rather than accepting established practices.
- Focus on the environment and sustainability is of increasing importance to business and, therefore, is highly relevant to business and professional/executive education.
- We should be engaging with a wide range of stakeholders to look forward and achieve a depth of understanding of the issues and key disrupters for the next five, ten and 20 years. What are the trade-offs going to be? How will we measure progress?
- Education, research and climate action at King's are inter-related and need to be seen as such. Most of King's researchers are also educators. Each strand needs to be developed at pace with clear objectives, timelines and deadlines.
- Interdisciplinary research, while important, is challenging and many research funders are rather conventional. We will either need to work around this, or work with others to ensure suitable funding models for the challenge emerge.

- We should move beyond thinking of sustainability research in terms of physical sciences, environmental and technology research. Cross-disciplinary research initiatives will be just as important.
- Since King's works with almost all the UK health professional groups, and given the size of King's health faculties, it would be important to find ways they could make a large contribution to the area through research or education.

Research Enhanced Education –feedback (groups four and five):
- Understanding REE might improve the quality of King's courses and help students understand their curricula better regarding the research content embedded in them.
- Things that would be crucial: mapping of curricula exercise; how REE would relate to skills development and courses with professional requirements; different requirements for undergraduate and postgraduate students.
- We need to think about the impact on time and resources. This cannot be a tick box exercise and needs real engagement.
- As well as linking research into education there is a need to consider how education can impact research.
- What can we learn from models at other institutions: How effective are they? How do they evaluate the impact of what they do? (and the importance of this). How do their frameworks integrate and overlap with other frameworks in place.
- The challenge of motivation and avoiding the creation of additional workload for students and staff. How do we frame discussion around REE?
- We need to recognise what we do already and how to make these things more visible.
- Where and how does the value of pedagogy research get recognised? There are people who do educational research already that informs not only their own practice but practice elsewhere.
- How does qualitative improvement, which is a key part of healthcare education, fit within REE?

The Principal summarised the feedback as a clear message that environment and sustainability (E&S) must cut across education and research in an interrelated way. The environment and sustainability agenda resonated passionately with King's students. King's ranked well in league tables of sustainable practices but had been late in giving prominence to its E&S academic offering.

With respect to REE the Principal recognised that King's already did this well, and it would be key to improve without increasing bureaucracy. As well as genuine quality improvement there was also a very important narrative to develop - universities were under a lot of political pressure to demonstrate the value of teaching and research cross subsidising and reinforcing each other and also to demonstrate why research intensive universities such as King's were, with good reason, costlier than other institutions which were not research-led. Members were requested to get in touch with Academic Board member Kat Thorne if they had any further thoughts to share.

6   Report of the President & Principal

6.1   Summary Report on Key Issues [AB-22-03-09-06.1]
The Principal presented his summary report which set out updates on the coronavirus, King's Business School Accreditation and an admissions update. He provided updates and information about additional matters:

Coronavirus: latest data indicated that the level of infection on campus had stabilised, following a slight peak as people returned to campus after a quiet first two weeks of January. Compliance with face masks was ebbing away but a spike as a result of that had not been seen.

King's Business School (KBS) Accreditation: The KBS application to be accredited by the Association to Advance Collegiate Schools of Business (AACSB) had been formally ratified by that organisation. This was an

internationally recognised mark of excellence held by fewer than six per cent of the world's institutions offering business degree programmes and involved a rigorous peer review process.

The Executive Dean of KBS further updated the Board that in addition to the AACSB accreditation, European accreditors had visited the school last week with results yet to come, but he was hopeful given the tenor of the visit. Both the AACSB (American) and the European accreditor were major quality assurance bodies. He estimated that probably three percent or less of business degree institutions had received both American and European accreditation.

Admissions update: The situation had moved on since the graphs in the report, but the general direction had not changed. European student applicants were down in number and home students slightly up, though not at postgraduate level; at the overseas level there was again growth in applications. Notable was the increase in diversity of overseas students with respect to country of origin, with the number of applicants from India increasing significantly. It was noted important to diversify where students come from. The key focus this year was to not be faced with further unexpected/unplanned growth.

Masterplanning at the Strand and Waterloo campuses: a masterplanning process was underway addressing better use of space on the Strand and the impact of changes in those parts of the College on other campuses.

Online learning: Discussions were underway about the place of online learning post-Covid and how it would interact with on campus activity. Consideration was being given to how and with whom King's should partner.

Global staff mobility: Issues related to staff working from outside the UK had been highlighted by Covid and the move to remote working. There were huge and significant employment, social insurance and tax considerations for individuals and for the College and those implications were being considered. It was a complex topic involving both Finance and HR. The first draft of a policy was under discussion.

Student mental health and wellbeing support: Ambition for King's to be seen as a leader in this space.

Ukraine – The university had issued two statements: the first, on the first day of the invasion focused on student support; the second was unequivocal in condemnation of the action by the Russian leader. The Principal acknowledged that the university's usual policy of acknowledging first the impact on students and staff rather than the political aspects meant that the university had been slower than it could have been in responding to the atrocity of the situation. The university considered the care of all of its students wherever they were from.

The Vice President (Education) and the Executive Director (SED) provided assurance to the Board as to what was being done for King's students in terms of both academic issues and personal support. Emphasis was being put on supporting cases of hardship. There was a coordinating group with wide representation from Faculties and speciality services to ensure that issues were identified quickly; all Ukrainian and Russian students had been contacted and those with support needs had been signposted to where in the university they could get help. The need for hardship funding was being closely monitored. Academically, Faculties had been advised to apply mitigating circumstances empathetically and the political and humanitarian crisis had been added to the list that would not require evidence regarding mitigating circumstances.

King's had 99 students from Ukraine and 420 from Russia/Belarus. There were currently only 100 applicants from the area, and consideration was needed about how and if to support them in their applications.

A member put forward that the university, while it should not take sides for students personally, it must do so as an institution. It was imperative to be seen as thought leaders: silence was seen as a statement – reference was made to universities in Nazi Germany that tried to stay apolitical and the consequences of that.

The Senior Vice President (Service, People & Planning) requested that any student or staff issues or enquiries be logged through Robin McIver, Deputy Vice President (Operations) to be sure that all elements of concern

for students were captured. The College's partnership with the Russian university, Higher School of Economics, had been suspended. The College had been contacted by medical and dental students in the Ukraine wishing to transfer to King's. This was being dealt with at national level but departments could expect to be contacted, particularly by Russian students wanting to leave Russia. It was noted that one Russian university had just announced it was dismissing students involved in anti-war protests. Investments and fundraising had been reviewed. The College had received one donation from someone who had spoken out against Russia; and held one very small investment from which the College was divesting as were university pension providers SAUL and USS divesting from such investments. The reflection from King's Russia Institute and its School of Security Studies was that this would be a long-term situation and that the College needed to consider its participation as a sanctuary university, without forgetting there are other parts of the world also suffering from conflict.

In response to a query about what King's was doing for academic staff, Board members were informed that the Council for At Risk Academics (CARA) was the main liaison, and that King's would have to provide funding to CARA. There was also an alumni association in the Ukraine that King's was involved with.

The Principal added that an emergency fund had been set aside that can help fund relief at scale. It was deemed sufficient for the short term but might need to be considered again as the situation developed.

During discussion of other matters related to the Principal's report, questions were asked about:

- Hyflex: Colleagues had asked whether Hyflex would continue to be used in the next academic year. Board members were assured that the intention was for a return to full teaching on campus. However, there were benefits that had been realised from digital learning and teaching and progressive innovations that should be recognised. The College wanted to enable instructors who wished to continue to use digital content and tools but needed to ensure that quality was maintained and that the number of student hours on campus was carefully balanced against digital elements.
- A member noted that the next two meetings of the board were intended to be on campus but asked for consideration for them to remain online as she believed the online meetings provided for more equalisation amongst members. It was suggested that the April meeting would be a good candidate to keep online due to its proximity to the Easter Holidays. The Chair highlighted the value of face-to-face meetings, acknowledged the positives of Teams, and agreed to reconsider.

7   Report of the KCLSU President [AB-22-03-09-07]

The KCLSU Vice President for Education (Health) presented the report. She reported on what the KLCSU had been doing regarding the situation in Ukraine. Officers had released a statement of support for all students impacted and highlighting the resources students could utilise. Emailed enquiries were being directed to the right people for the support needed.

Other updates included: The most recent KCLSU Town Hall had been cancelled and would be rescheduled; KCLSU officers had been in conversation with the university about the strategy refresh and officers had been assigned themes to focus on; progress was being made on the KCL/KCLSU relationship agreement; and the KCLSU had had an internal advice audit.

8   Reports of Committees

8.1   Report of the Academic Board Operations Committee (ABOC) [AB-22-03-09-08.1]
Mike Curtis presented the report.

(i)   **ABOC Membership Amendments**
Decision: That the Academic Board recommend to Council approval of the proposed amendments to the membership of the Academic Board Operations Committee Terms of Reference and to the relevant Ordinance.

(ii) **Academic Board agenda items proposed by members**

A member asked for clarification of the level of discretion that would remain with the Principal when the proposed change was initiated. The College Secretary explained that currently the Chair's discretion was absolute but that would no longer be the case with this change. ABOC was proposing that it be at the discretion of the Chair to determine whether a proposal meets the outlined criteria for adding an item to the agenda, and that if there is disagreement between the group making the proposal and the Chair then the proposal would be referred to ABOC for resolution. The College Secretary referred to the bullet point in the report which set this out, and agreed that this could be added to the list of points to be included in the Ordinances.

Decision: 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:

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:

(i)   It is supported by 10% of the membership of the Academic Board.

(ii)   It is received by the Secretariat six weeks prior to the date of the meeting at which the members seek 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 the Academic Board Operations Committee in the event that more requests are submitted than can be managed in a meeting alongside other necessary business.

(v)   A decision regarding the pertinence of particular criteria to a proposed item would continue to lie with the Principal. If such a decision were challenged the Academic Board Operations Committee would be consulted for a resolution.

(iii)   **Election process issues – length of appointment**

Decision: 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.

The *Remaining items noted on the Consent Agenda:*

(iv)   Election Issues (remaining)

(v)   Elections timetable

(vi)   Annual Agenda Plan

(vii)   Future meeting locations

8.2   Report of the College Education Committee (CEC) [AB-22-03-09-08.2]

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

(i)   *Proposal for a new type of King's Award (**approved**)*

(ii)   *ICCA Regulations (**approved**)*

(iii)   *Education Strategy Refresh*

(iv)   *Student Mental Health & Wellbeing Strategy*

(v)   *Student Lecture Capture*

(vi)   *Initial Teacher Training Accreditation*

(vii)   *Closing Attainment Gaps Update*

(viii) *Race Equity & Inclusive Education Fund 2021/22*
(ix) *Policy for Module & Teaching Evaluations*
(x) *College Teaching Fund*
(xi) *OfS Consultations*
(xii) *Exams Annual report*

8.3 **Report of the College Research Committee (CRC)** [AB-22-03-09-08.3]
Items noted on the Consent Agenda:
(i) *ED&I Update*
(ii) *Research Culture*
(iii) *Reactivation of Science Gallery London*

9 **Report of The Dean**

9.1 **Report of the Dean** [AB-22-03-09-09.1]
The report of the Dean was noted as read. The Dean highlighted the vigil for Ukraine on Monday 14 March at 5pm in Bush House courtyard and the upcoming colloquium on Archbishop Desmond Tutu's legacy in early April.

*Item **approved** on Consent*

9.2 **Election of Associates of King's College (AKC)** [AB-22-03-09-09.2]
Decision:
That those students and staff listed in the report be elected as Associates of King's College.

10 **Report from Council** [AB-22-03-09-10]
Academic Board received the report from Council, presented by Kat Thorne, one of the three elected staff members of the Board who serve on Council. Kat Thorne presented the issues that had been considered by Council as set out in the report.

11 **Any Other Business**
A question was raised requesting an explanation from senior management regarding the alignment between the joint statement issued from UCU/KCL, and the university voting with UUK on pension decisions the following day. This had been a disappointment to staff and had seemed corrosive to good will. It fed into a perception that academic staff were simply employees, not recognise that if staff worked only their contractual hours the university would stop. Academic staff were looking for actions that supported statements about their value to the College.

The Senior Vice President (Operations) noted that this same question had been addressed at a recent pensions Town Hall. There were only two options available to select from. The national UCU option which required significant increases in contributions - which UCU was willing to agree to for a short time followed by a further valuation – or the UUK option which was to move now to keep costs reasonable for all in exchange for a good pension. In the joint statement King's UCU believed it was possible to maintain existing benefits without increasing contributions but no proposals had been put forward to achieve this. The national UCU option would almost certainly require an increase in contributions and unspecified benefit changes in future and the mitigation by a future valuation was far from certain. King's would of course like to see lower contributions with unchanged benefits but that was not a choice in front of the university at this time.

The Principal acknowledged the concerns of those who had not been party to the detail of the discussion and pointed out the value of the joint statement was that it demonstrated where there are areas of agreement (for example, disinvestment in fossil fuels and shareholder representation) and areas for joint work (conditional indexation, flexible options). He was keen to continue to work with UCU and to maintain goodwill. Antagonism between academic staff and management was not good for the sector

or for King's. However, it needed to be recognised that King's cannot shift the sectors position unilaterally with 154 other institutions, many very different from King's, being party to decisions.

The meeting adjourned at 16:33.

Irene Birrell
College Secretary
March 2022

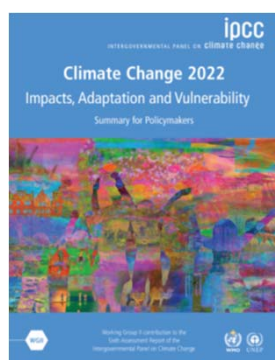# King's Environment and Sustainability Strategy Research and Impact

KING'S College LONDON

Mark Pelling
Kat Thorne

Academic Board
9th March 2022

Motivation and the science-policy-practice opportunity
Policy demand: IPCC report, 28 February 2022 *(Two Lead Authors from King's: Dr Helen Adams and Prof Mark Pelling)*
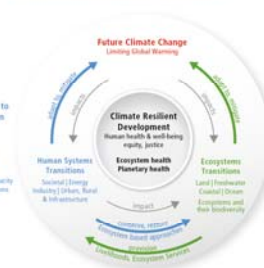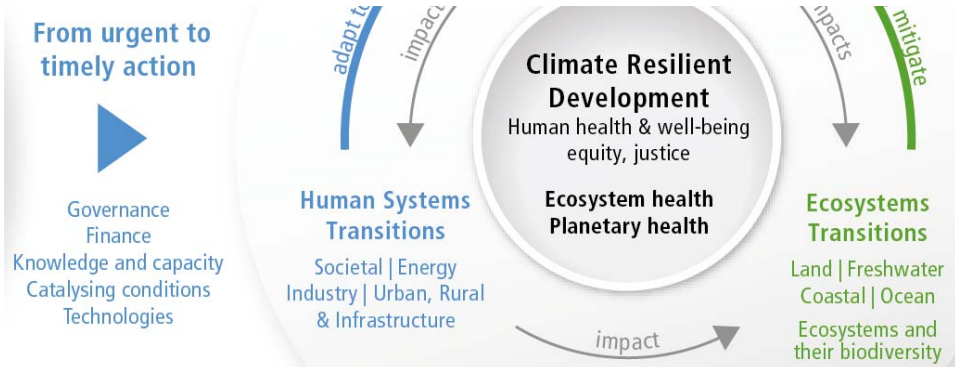

Transition becomes the key focus for understanding and action on adaptation, mitigation and development.
Through innovative action in: *governance, finance, knowledge and capacity, catalysing conditions and technology.*
In specific policy contexts: *social policy, energy and industry, urban/rural and infrastructure, ecosystems and biodiversity.*

Key words: urgency; integration; multiple risks; cascading risks; integrated planning, monitoring and evaluation, feasibility and evaluation, Indigenous Knowledge and Local Knowledge; social justice; Climate Resilient Development.

Motivation and the science-policy-practice opportunity
Policy demand: IPCC report, 28 February 2022 *(Two Lead Authors from King's: Dr Helen Adams and Prof Mark Pelling)*

Transition becomes <u>the </u>key focus for understanding and action on adaptation, mitigation and development.
Through <u>innovative action </u>in: *governance, finance, knowledge and capacity, catalysing conditions and technology.*
In <u>specific policy contexts</u>: *social policy, energy and industry, urban/rural and infrastructure, ecosystems and biodiversity*.

Key words: urgency; integration; multiple risks; cascading risks; integrated planning, monitoring and evaluation, feasibility and evaluation, Indigenous Knowledge and Local Knowledge; social justice; Climate Resilient Development.

Connecting short-term and long-term threats across many sectors

Sustainable Development navigates multiple threats, demanding a joined-up science of transition to inform, challenge, and train for action

- COVID/public health
- Climate adaptation
- Net Zero
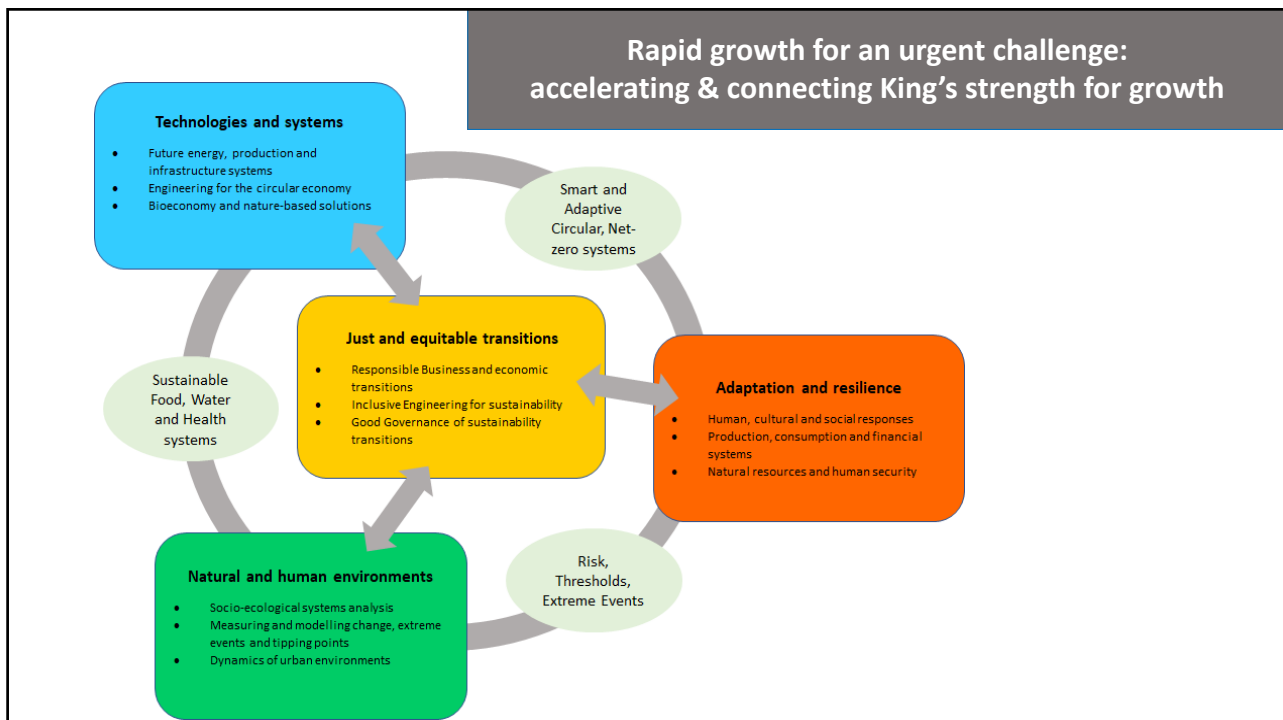- Biodiversity
- Social justice
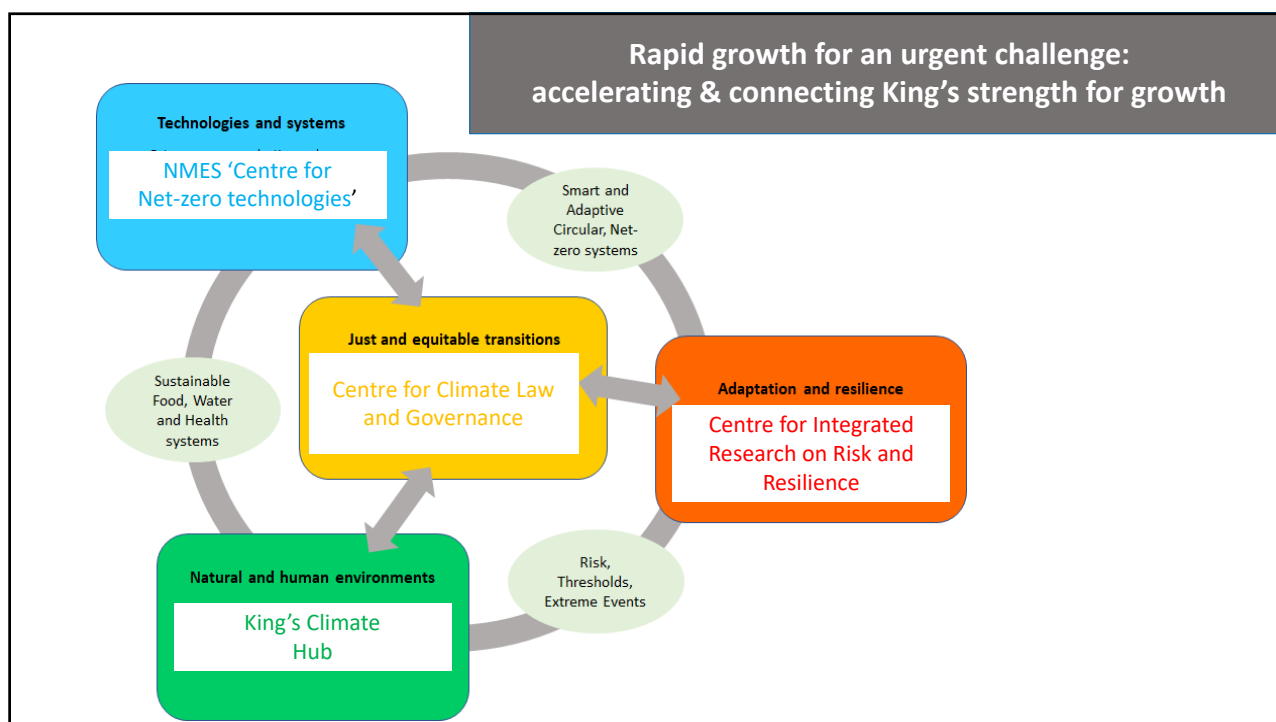- Conflict
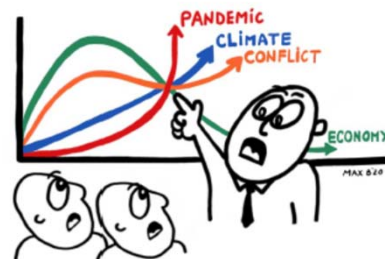
King's distinctive opportunity

How we view the challenge :
- **Closing the action gap** as the gap between what could be done and what is being done is widening.
- **Accelerated action** needs **transdisciplinary** insights into the factors determining transition across sectors & nations.
- King's is already home to **distinctive and excellent research** with **global and local impact**.
- But as an institution, King's hits below its weight, lacking visibility, scale & connectedness.
- **King's strengths** distributed across social science, policy, environment, engineering, law, business, humanities & health.
- **Mobilising latent potential** at King's and linking strengths can offer **whole system views on just and resilient transition**.
- **Growing our research and impact** needs both big "centre" awards *and* broad spectrum growth.

Our approach:
- Interdisciplinary and cross-departmental
- Problem focused (culture of coproduction)
- Solution driven (research embedded in practice and policy)
- Equity and justice centred
- Systems-wide and at scale (capacity building, engagement and impact)

Rapid growth for an urgent challenge: accelerating & connecting King's strength for growth

Technologies and systems
- Future energy, production and infrastructure systems
- Engineering for the circular economy
- Bioeconomy and nature-based solutions

Smart and Adaptive Circular, Net-zero systems

Just and equitable transitions
- Responsible Business and economic transitions
- Inclusive Engineering for sustainability
- Good Governance of sustainability transitions

Adaptation and resilience
- Human, cultural and social responses
- Production, consumption and financial systems
- Natural resources and human security

Sustainable Food, Water and Health systems

Natural and human environments
- Socio-ecological systems analysis
- Measuring and modelling change, extreme events and tipping points
- Dynamics of urban environments

Risk, Thresholds, Extreme Events

Rapid growth for an urgent challenge: accelerating & connecting King's strength for growth

Technologies and systems
NMES 'Centre for Net-zero technologies'

Smart and Adaptive Circular, Net-zero systems

Just and equitable transitions
Centre for Climate Law and Governance

Sustainable Food, Water and Health systems

Adaptation and resilience
Centre for Integrated Research on Risk and Resilience

Natural and human environments
King's Climate Hub

Risk, Thresholds, Extreme Events

Implementation - research

Already begun:
- Mapping and connecting academics across the university
    - Climate and sustainability researchers network, PhD network, events and communications, central webpages
- Preparing for potential funding bids:
    - Doctoral Training Centre (1) Engineering and Geography, (2) Health and Geography
    - NERC discipline hopping award for Engineering and Geography
- Climate Action Network – operations, research, education, community engagement
- Education: Mapping education for sustainability & cocreation with students Climate and Sustainability KEATS module

Proposals:
- Leadership and coordination
- Externally, project a strong strategic commitment and engage partners in government, business, and third sector
- Mobilise and connect research strengths in adjacent areas
- Mid-career and senior appointments to address gaps and intersections between disciplines
- Post-graduate research and early career researcher opportunities
- Develop our research partnerships in the global North and South
- Use Affiliate / Professor of Practice appointments to develop co-production and impact
- Target large awards that can reinforce our multidisciplinary approach

Goal
A 3x – 4x increase in our externally funded environment and sustainability research by 2029

Questions?

Mark Pelling
Kat Thorne

Suggested breakout discussion topics (20 mins)

1. ***Ambition and approach*** **:**
   - Are we being ambitious enough ?
   - What are the challenges/ success factors in implementing a multi-disciplinary, problem-focussed strategy ?

2. ***Learning for transition:***
   - How **do we develop opportunities to embed sustainability in learning across King's (e.g.) in the formal** syllabus; action learning (student co-creation) beyond syllabus; professional and executive education; and public engagement beyond King's?

3. ***Impact :*** The range and complexity of sustainability and transition research will need new approaches beyond 'linear' work on research uptake and innovation.
   - What new approaches might help with coproduced research, research legacy (capability development, user owned), convening (new stakeholders), and public impact?

   - Each group will have 2 mins to report back highlights of discussion
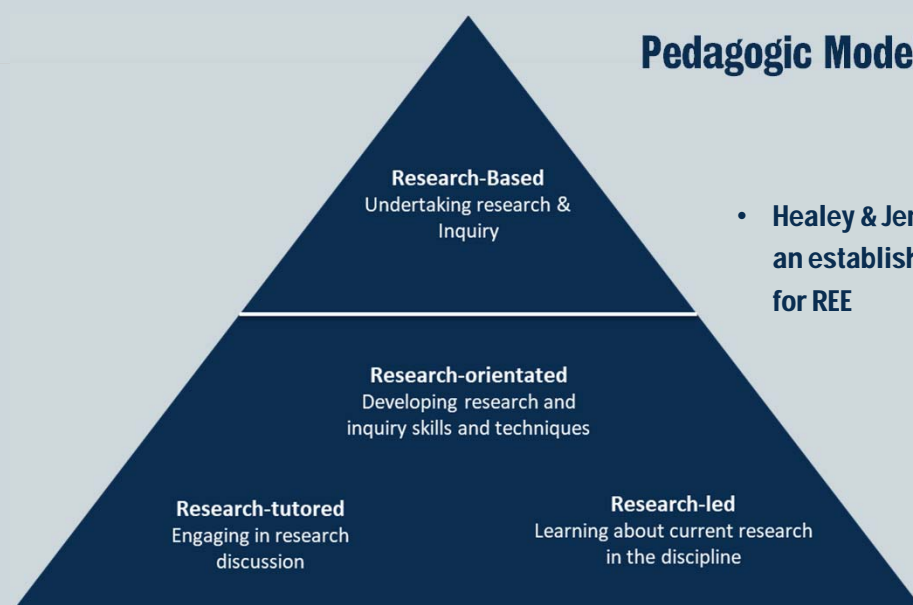
Research Enhanced Education

Academic Board Meeting
9th March 2022
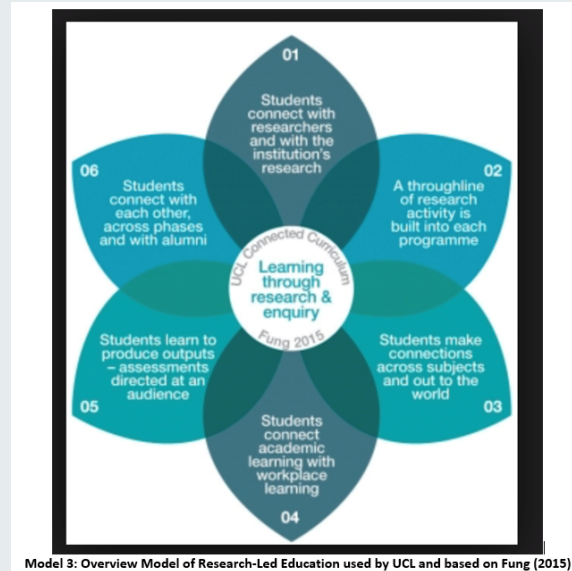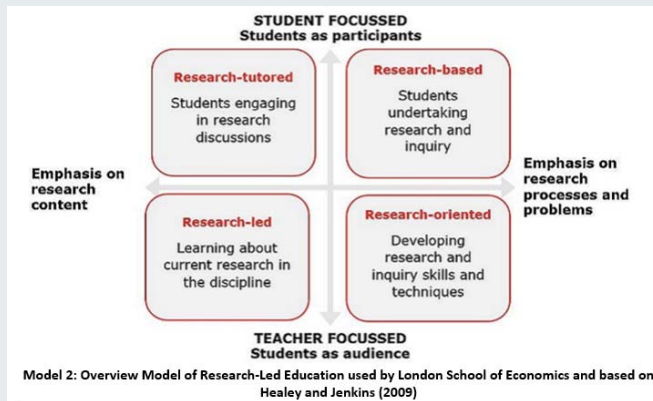
Kawal Rhode
Mandeep Gill Sagoo
Lauren Cracknell

Pedagogic Models for REE

Research-Based
Undertaking research &
Inquiry

Research-orientated
Developing research and
inquiry skills and techniques

Research-tutored
Engaging in research
discussion

Research-led
Learning about current research
in the discipline

- Healey & Jenkins 2009 –
  an established model
  for REE

REE = Learning & Teaching through Inquiry

Pedagogic Models for REE – ICL, UCL & LSE

STUDENT FOCUSSED
Students as participants

Research-tutored
Students engaging in research discussions

Research-based
Students undertaking research and inquiry

Emphasis on research content

Emphasis on research processes and problems

Research-led
Learning about current research in the discipline

Research-oriented
Developing research and inquiry skills and techniques

TEACHER FOCUSSED
Students as audience

Model 2: Overview Model of Research-Led Education used by London School of Economics and based on Healey and Jenkins (2009)

01
Students connect with researchers and with the institution's research

02
A throughline of research activity is built into each programme

06
Students connect with each other, across phases and with alumni

UCL Connected Curriculum
Learning through research & enquiry
Fung 2015

03
Students make connections across subjects and out to the world

05
Students learn to produce outputs – assessments directed at an audience

04
Students connect academic learning with workplace learning

Model 3: Overview Model of Research-Led Education used by UCL and based on Fung (2015)

Vision 2029

Research Strategy

Education Strategy

VISION 2029: EDUCATE TO INSPIRE AND IMPROVE – DELIVER TOWARDS THE FIVE STEPS TO TRANSFORMATION EDUCATION

BUILD A COMMUNITY OF LEARNERS

BECOME THE LEADING UK RUSSELL GROUP UNIVERSITY FOR RESEARCH-ENHANCED LEARNING

EMPOWER OUR LEARNERS TO TAKE RESPONSIBILITY FOR MAKING THEIR OWN CHOICES ABOUT WHAT, WHERE AND HOW THEY LEARN

PROVIDE A LEARNING ENVIRONMENT THAT STIMULATES CURIOSITY, SUPPORTS INTELLECTUAL ENDEAVOUR AND ENCOURAGES INDEPENDENCE OVER TIME

CARE ABOUT OUR LEARNERS ON AN INDIVIDUAL BASIS AND DESIGN MAINSTREAM INTERVENTIONS THAT REMOVE ALL FORMS OF INEQUALITY IN LEARNER ENGAGEMENT, RETENTION AND SUCCESS

KING'S EDUCATION STRATEGY 2017–22

KING'S STUDENTS
THROUGH EXCELLENT TEACHING AND TRANSFORMATIVE EDUCATIONAL OPPORTUNITIES OUR GRADUATES WILL BE:

KNOWLEDGEABLE IN THEIR CHOSEN FIELD, WITH AN INTER-DISCIPLINARY MIND SET	HIGHLY EMPLOYABLE, AMBITIOUS AND ENTREPRENEURIAL PROBLEM SOLVERS	INTERNATIONALLY-ORIENTED AND INDEPENDENT CRITICAL THINKERS
CIVICALLY AND SOCIALLY MINDED WORLD CITIZENS	CONFIDENT, ENGAGED AND CONNECTED WITH THE BROADER KING'S COMMUNITY	INSPIRED PARTICIPANTS IN LIFELONG LEARNING

The five pillars
The five pillars allow us to build on our disciplinary excellence, engage in multi- and inter-disciplinary research and ultimately deliver our vision of transformative research that crosses disciplines and changes paradigms.

CHANNEL OUR CREATIVITY TO FURTHER KNOWLEDGE AND UNDERSTANDING, CHALLENGE CONVENTION AND DELIVER IMPACT

KING'S TOGETHER: ENABLING MULTI- AND INTER-DISCIPLINARY RESEARCH

DISCIPLINARY STRENGTHS

RETAINING, DEVELOPING AND RECRUITING WORLD CLASS TALENT

PROVIDING THE BEST ENVIRONMENT AND SYSTEMS TO DELIVER WORLD-LEADING RESEARCH

BROADENING THE RESEARCH BASE WHILST INCREASING QUALITY

INCREASING IMPACT AND EXPANDING RESEARCH PARTNERSHIPS

DELIVERING RESEARCH-ENHANCED EDUCATION

OUR STRATEGIC GOALS

1 Drive world class learning and knowledge creation through research-enhanced education
Page 10
Foster student inquiry and involvement in research to benefit and enrich the educational experience and outcomes of our students. Create a learning environment that is accessible to our students and which supports inquiry led learning.

2 Expand learning opportunities through flexing the curriculum and increasing access to co-curricular activities
Page 12
Deliver a curriculum which is high quality, responds to changing demand and supports flexible learning to enable King's students all over the world to meet their personal, scholarly and career objectives and are equipped as lifelong learners.

3 Embed civic engagement and service learning across King's
Page 14
Promote and enhance civic engagement and service learning across King's, for educational and community benefit. This will manifest differently in different parts of the university, but is fundamental to our ambition to deliver on our shared ethos

SSPP Task and Finish Group on REE 2017/18: Main goals and themes found from documents at other universities

Goals of Research-Enhanced Education

1. Increase university **potential** for **innovative research**, awards and grants through university-wide collaboration.
2. Create the forum for **research to be at the basis for all learning** in the university.
3. **Guide students in research** to increase awareness of the importance of research.
4. **Enhance student employability**.
5. Enhance potential for students to pursue higher degree research.

Overall Themes of Research-Enhanced Education

1. Teaching is informed by research staff.
2. Research findings are integrated into modules, programmes and curricula at all levels.
3. Students should be an audience for research and engage in research themselves.
4. Students begin as consumers of knowledge, learn to critique current research to begin developing skills, and move toward actively participating in research.

Jenna Marie Randolph, SSPP

Building a sense of belonging for students within KCL

Stronger relationships between staff and students

Empowering students in their education

Bridging the education-research divide

REE Activities at King's are widespread

Journal Clubs

Research Methods Training

Summer Projects e.g. KURF

UG / PGT Projects

But we have no way to assess REE or it's impact at King's

Research Enhanced Education Theme

- Theme within the College's Research Strategy Refresh

- Overall Aim:

  - To set and implement a strategy for REE @ KCL

- Tasks

  - **Engage** with stakeholders – students, teaching/research staff and professional services staff

  - Form an **understanding** of what REE means @ KCL

  - Carry out an **evaluation** of REE activities across all curricula

  - **Share** examples of good practice @ KCL and at other HEIs

  - Set **targets** that enable **consistency of approach** of REE across the College

  - Periodic **review** and **evaluation of impact**

Research Enhanced Education – Working Group

Working Group

- Kawal Rhode (Professor, FoLSM)
- Lauren Cracknell (Associate Director, King's Academy)
- Mandeep Gill (Senior Lecturer, FoLSM)
- Andrew McFaull (Lecturer, KBS)
- Dionysia Katelouzou (Reader, School of Law)
- Anatoliy Markiv (Senior Lecturer, Technology Enhanced Education, FoLSM)
- Steven Lester (Lecturer, Dept. of Mathematics, NMES)
- Paul Spence (Senior Lecturer, Dept. of Digital Humanities) – joining in July 2022
- Members from FoLSM TEL (Samrat Sarkar and David Byrne)

Work in Progress

- **Defining the REE model** @ KCL – based on Healey & Jenkins 2009 and more recent work by Böttcher & Thiel 2018

- **Engaging students & staff** – REMAS application in progress for questionnaires and focus groups for understanding perceptions and experience of REE @ KCL

- **Accessing and querying King's modules** – access to module data on SITS & working on College's new module database; software for interacting with module REE content

Timelines

- Defining REE @ KCL – by end of 2022
- Pilot evaluation – Semester 2 2022/23
- Wider evaluation – from 2023/24

Questions?

Kawal Rhode
kawal.rhode@kcl.ac.uk

Suggested questions for Breakout Discussions

1. Where will a structured and evaluation-informed approach to Research-enhanced Education set us apart from our competitors?

2. How heterogenous are the needs for REE across disciplines ?

3. What processes, debates, and viewpoints will we need to set the right targets for developing REE ?

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
9 March 2022	3	Minutes	That the Academic Board Operations Committee be requested to review the format of minutes, and report back to the Academic Board	College Secretary	June meeting		In progress
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	On April 2022 agenda	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	June 2022	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	20 April 2022
Paper reference	AB-22-04-20-05.1
Status	Final

Decolonisation of the Curriculum statement

Action required

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

Paper Explanation for Members

Why is this paper being presented?	To provide an opportunity to discuss how we as a community are engaging with the complex matter of decolonisation of the curriculum and education more generally and how this can be supported. To support leaders across King's to engage with their communities on this matter.
What are the key points/issues?	This paper outlines the institutional perspective on decolonisation at King's, in summary, the University Executive has agreed that: • We acknowledge there is a global dialogue around the concept of decolonization and that our academic community is engaging dynamically in this debate. • We are committed to broadening and internationalising our curriculum to equip our students to flourish in a globalised world. • We believe in free speech and encourage our communities to explore what decolonisation of the curriculum might mean to them. • We believe in the constructive power of rigorous and open debate and actively seek to bring people together who think differently and may disagree with one another.
What is required from members?	Engage in discussion and raise any questions.

Paper History

Action Taken	By	Date of Meeting
Approved	University Executive	17 March 2022

Paper Submitted by:

Adam Fagan, Vice Principal of Education
'Funmi Olonisakin, Vice Principal International

Decolonisation of the Curriculum statement

1. At King's we believe that being exposed to diverse perspectives and forms of knowledge is critical for developing understanding, identifying and solving global problems, and bringing about positive change.

2. We do not believe that any one system of knowledge should be replaced with another but are committed to creating an environment where all voices are heard and considered, and students and staff can share knowledge and draw on their different experiences in a safe environment. We acknowledge that debating conflicting viewpoints can be challenging, and it may be uncomfortable, but we believe in the constructive power of rigorous and open debate and actively seek to bring people together who think differently and may disagree with one another. King's students and staff should be able to share knowledge confidently, debate complex issues with civility, and ideally learn to disagree well. Tolerating the right of others to disagree with you is foundational to the King's experience.

3. Staff across King's engage in critical reflection on the depth and breadth of the curriculum, with each other and with our students, but we do not take a single ideological stance as an institution as we do so. We acknowledge there is a global dialogue around the concept of decolonisation, and the diversity of opinion and nuances in defining what the word decolonisation means. We acknowledge that the word decolonisation is itself polarising and that there is a lot to settle and debate. Our academic community is engaging dynamically in this debate and with the means through which we aim to foster a consideration of how to reflect a diversity of world views in our curriculum and what inclusive education looks like in practice for different disciplines and environments. We do not believe that all knowledge claims are equal but hold fast to the belief that it is the task of education to discern between conflicting claims.

4. We are committed to seeking to broaden and internationalise our curriculum in order to enrich and widen the panorama of learning opportunities available to equip our students to flourish in a globalised world. It is also in this context that we are fostering a culture of inclusion, understanding and respect at King's. In 2020 and 2021 we accelerated extra-curricular opportunities for students and staff to engage with the foundational concept of cultural competency – which we define at King's as the ability to *view the world through the lens of other people* – so that we become more self-aware and better able to communicate across difference, including the multiplicity of voices and identities at King's.[1] Our appointment of Faculty Inclusive Education Leads is also evidence of our commitment to engaging diverse knowledge and acknowledging difference.

5. We believe in free speech and encourage our communities to explore what decolonisation of the curriculum might mean to them in theory and practice, including its complexity and challenges to it. There is no one-size-fits all model of education at King's, and we will not enforce rigid methods of teaching on our staff and students. We acknowledge the commitment of our many staff and students already engaged in this debate and others across our communities who will join in this spirit in order to discuss and share perspectives and points of view.

---

[1] The Cultural Competency Kickstarter for students launched in September 2021. The staff offer will be developed throughout 2022.

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-05.2
Status	Final

Strategy Refresh: World-Class Education

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Development of a refreshed set of strategic objectives for education at King's (covering the period from 2022-2026) has been ongoing since autumn 2021. Discussion in break out groups at the 8 December meeting of Academic Board helped to shape these. On 20 April, the Senior Vice Principal (Education) will introduce Academic Board to the draft strategic objectives as they currently stand, following iteration and review through the strategy refresh process.
What are the key points/issues?	Vision 2029 sets out our ambition to deliver a transformative King's education, to talented students from around the world, supporting them to fulfil their potential and preparing them for future success. Our focus for the next phase of delivery towards this vision is firmly on student success, enabled by world-class teaching, supported by outstanding physical and digital learning environments, and personalised student journeys: '*We will enable success for an increasingly diverse student body through world-class education*' The strategy refresh process to date has engaged key stakeholders in students & education and across King's senior leadership in developing four draft objectives that capture and articulate King's strategic ambitions for education to 2026. A final objective focuses on developing King's physical & digital estate to support King's pedagogy. The draft objectives will be iterated further, with feedback from Academic Board an important part of this process. Further engagement with the wider King's community, across the strategy as a whole, will take place from May onwards. The King's strategic plan to 2026 will be signed off by Council in September.
What is required from members?	Reflections and feedback in response to the presentation that will be delivered at the meeting – See Slide 6 (final slide) questions in Annex 1

Paper History

Action Taken	By	Date of Meeting
Discussed	**Curriculum Commission**	29 March 2022

Paper Submitted by:

Ceri Margerison, Associate Director (Strategy): Strategy, Planning & Analytics

Annex 1 – Slides to be presented at Academic Board, 20 April 2022

Strategy Refresh: Education

Update on progress and next steps

EDUCATE TO INSPIRE AND IMPROVE

1

King's Strategy 2025: Key Events Timeline

Strategy exploration

Strategy development

Strategic planning

Community Engagement

Education summit

Research summit

Investment summit

Simple, Nimble Effective summit

People & Culture/Impact summit

7 April University Exec Strategy Review

12 May Council Strategy Away Day

19 May Uni Exec Draft Strategy & Budget

Near-final draft strategy considered

22 Jun Finance Cttee

13 Jul Council

Strategy to receive final sign-off

21 Sept Council

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
12 Jan	3 Feb 10 Feb	21 Mar	5 April					

2

Developing our strategic objectives for education

Strategy propositions	Reviewed and combined	DRAFT: One strategic goal Four objectives	Test & refine

• **Questions** developed for education that strategy refresh must address (October 2021)
 • Areas asked to **submit propositions** in response (November – December 2021)
 • First critique of propositions.
	• Constructive review & challenge: **Education Summit** (January)
	 • Engagement with **Academic Board.**
	 • **Workshops** to refine, review & combine (Feb – March)
		• **This is where we are now**: a strategic goal for education
		 • 4 objectives that bring propositions together into coherent ambition.
			• Further engagement with the community (e.g.):
			   • KCLSU (tbc)
			   • King's staff 100 (16 May)

3

World Class Education: From Vision 2029 to 'Strategy 2025'

BY 2029…

King's will be a world-leading community of learners in which students and staff across disciplines collaborate and connect to change the world.

We will be a world leader in promoting the wellbeing of our students, drawing upon our clinical and research strengths in mental health. We will provide equal access and a supportive environment for students with the highest potential, from across the UK and globally, to study at King's. King's graduates will be recognised for their ability to think laterally across disciplines and their analysis of knowledge and evidence. They will embrace creativity, take risks and become adaptive, agile and resilient.

'Enabling success for an increasingly diverse student body through world-class education'

4

"We will enable success for an increasingly diverse student body through world-class education"

Our focus for this next phase of delivery towards Vision 2029 is firmly on student success, enabled by world-class teaching, supported by outstanding physical and digital learning environments, and personalised student journeys. Investing in data is at the heart of our approach, to allow us to provide bespoke services and early interventions, as is investing in the success of our staff as world-class educators. At the same time, we will attract a broader demographic in the UK and internationally, including widening King's educational reach to students beyond degree study, to bring a King's education to the greatest talent across the world.

1. We will equip students for academic and lifelong success through a focus on data-informed and personalised student journeys and support.	• Support student transitions into King's via a transformational first year. • Support development of critical skills for academic & career success via interdisciplinary flexible curriculum. • Enhance quality, use and integration of student data to provide personalised student services & early interventions, and empower students to use their own data for success.
2. We will become a sector-leader in supporting student mental health and wellbeing.	• Operationalise a whole university approach, embedding consideration of good mental health in all we do. • Invest in our capacity to support student mental health & wellbeing. • Pilot an innovative approach to community and belonging, for both students and staff.
3. We will enable and support our academic staff to design and deliver an education that is world-class.	• Transform King's Academy to ensure its effectiveness for staff developing world-class teaching practices. • Increase academic staff capacity to focus on development of their teaching practices, through simple, nimble effective processes & systems, addressing workload and via cultural change. • Recruit and retain world-class educators by recognising and rewarding their value to King's.
4. We will widen King's educational reach to new and increasingly diverse groups of learners.	• Expand K+ programme beyond London, supporting widening participation students from broader geographies. • Deliver education beyond degree study, to meet learners' needs at different stages of their lives. • Develop plans for 'Global King's' online, to attract learners to study with us who would not otherwise come to London.
We will develop world-class physical and digital environments, informed by our pedagogical principles.	• Engage our academic community and students to define the pedagogical principles informing our development of digitally-enhanced physical spaces and digital technology to enhance teaching & learning. • Undertake an audit of our teaching spaces, to understand the teaching each supports, to be used in timetabling. • Be pragmatic in how we can use the spaces we have in different ways, informed by pedagogy, whilst defining how we want to change the estate for the future.

5

Initial thoughts/ reflections

1. How do these strategic objectives resonate with you?

2. Do these capture the highest priorities for education at King's to 2025?

3. Is anything significant missing?

6

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-06
Status	Final

Principal's report

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Report from President & Principal highlighting current issues and events and developments since the last meeting of Academic Board.
What are the key points/issues?	Covid; admissions; module evaluation; KBS accreditation
What is required from members?	To note

Paper Submitted by:

President & Principal

Principal's report

Section A - Current topics

1. **Coronavirus update**
   The university continues to manage the risks and impact of coronavirus. Teaching and research activities have largely returned to normal since the release of Government restrictions with ongoing advice to test regularly if attending campus, take up vaccinations when offered and recommendation to wear a face covering. We continue to monitor on-campus infection rates and footfall for both staff and students and will adjust our safety plan accordingly.

2. **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.

3. **Admissions**
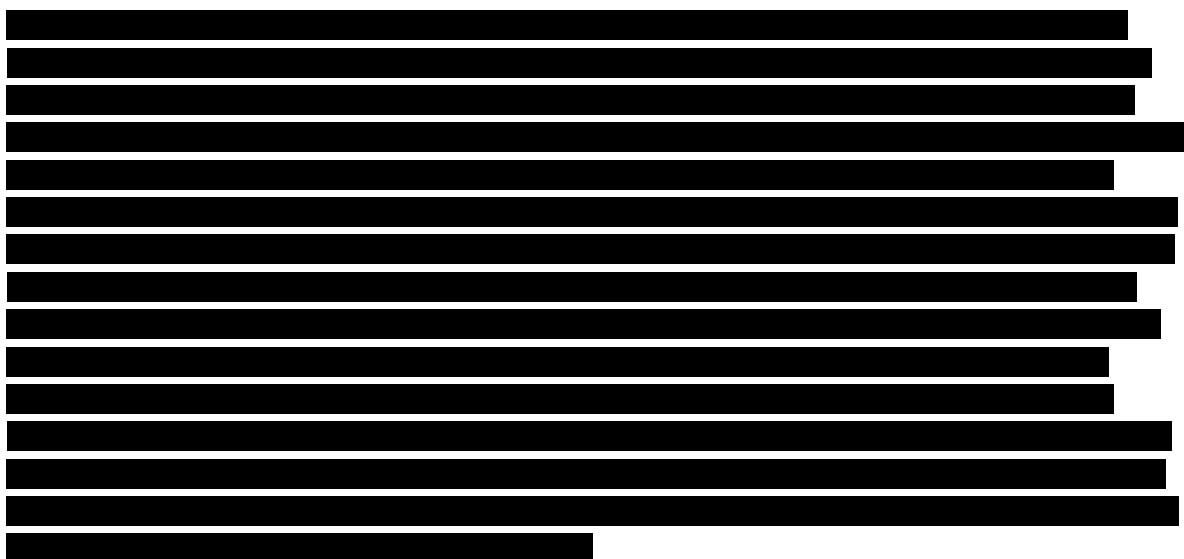
4. **Module Survey Results**
   Since 2018-19 we have been collecting module evaluation data from students via a standard set of survey questions. We have more than 2.7M individual question responses which represents a substantial pool of feedback on various aspects of the King's student experience. In the four years the survey has been in place satisfaction has increased from 79.3% to 83.8%. Improvements has been across all sections of the survey with the biggest improvements seen in Assessment and Feedback and Academic Support. Teaching scores continue to be the most consistent with Law achieving the highest rating so far at 92.2%. Results are available at Faculty, Departmental and individual staff level and are discussed within the relevant executive structures.

Senior Leadership

SVP/VP:

- **SVP (Service, People & Planning)** – Professor Evelyn Welch is leaving at the end of August to become Vice-Chancellor and President of the University of Bristol. Arrangements for the future leadership of her portfolio will be communicated in due course.

- **SVP (Academic) –** we are coming to the end of an international search process for a permanent SVP (Academic) with final interviews scheduled for 31 March.

Executive Deans:

- **The Dickson Poon School of Law** - Following an international search, Professor Dan Hunter has been appointed as the new Executive Dean of the Dickson Poon School of Law. Professor Hunter joins us from Queensland University of Technology (QUT).

- **King's Business School** - Professor Stephen Bach has been appointed for a further term as Executive Dean.

- **Institute of Psychiatry, Psychology & Neuroscience** - Professor Simon Wessely has been appointed interim Executive Dean of IoPPN whilst a search is underway for a permanent replacement for Professor Ian Everall.

Section B - Active Considerations by Management

- Pay and Pensions
- Industrial Action
- Strategy Refresh
- Budget 2022-25
- Academic Strategy 2022-23
- London Weighting Allowance
- Refugee support particularly in relation to Ukraine
- KCL test continuation
- King's contribution to mental health agenda post COVID

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-06.2
Status	Final

Equality, Diversity & Inclusion Update

Action required

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

Paper Explanation for Members

Why is this paper being presented?	This paper is part of regular reporting to Academic Board on EDI progress and activity.
What are the key points/issues?	The paper identifies leadership changes, and oversight to Academic Board on gender and ethnicity pay gaps, USS pensions, government consultation, training and development opportunities, EDI internal resources, as well as accreditation results (Stonewall) and recent activity (Race Equality Charter and Athena Swan).
What is required from members?	We welcome engagement and promotion of: • Microaggressions training and WorkRite EDI e-course • Volunteering as a mentor for More than Mentoring, and encouraging others to register as a mentor • Testing, bookmarking and sharing EDI Sharepoint Hub • Signing up to celebrate with Proudly on WEI results

Paper Submitted by:

Helena Mattingley, Head of Equality, Diversity & Inclusion

Equality, Diversity & Inclusion Paper for Academic Board

Governance, Executive Management & Leadership

Governance – People & Culture

1. During the Principal's listening exercise, undertaken in June and July 2021, a number of key issues emerged around how we work together post-Covid19. As part of the review and refresh of Vision 2029, we are now including a new theme on 'People & Culture' to bring focus on the multiple communities that make up King's College London. This work connects with our EDI ambitions and with the many elements of workforce engagement, experience, performance and planning.

2. In order to ensure the successful delivery of this new focus, we are creating a new governance framework for People & Culture, including a new subcommittee of Council and a new operational oversight group, the Staff Community Committee. This will advise the relevant Senior Vice-President who will be responsible to the University Executive for delivery of our new strategic actions. The Staff Community Committee will oversee all EDI accreditations and connect in on the multiple delivery mechanisms for work around People and Culture.

3. The changes in governance structure will be implemented in the coming weeks. Our existing EDI committees will, in turn, be reassessed in alignment with the university management structures.

Leadership Changes – Sarah Guerra and Evelyn Welch

4. In May, Sarah Guerra, EDI Director, will be leaving King's after five years in post. In this time, she has led and overseen significant change in the EDI function, supported transformation in HR, and acted as a catalyst for change in many other areas of King's. An interim replacement role will be advertised internally while we review our approach, using an external consultant specialising in inclusive leadership. Initial Faculty discussions suggest that the central EDI expertise is highly valued but that there is an ever-increasing demand for local support, faculty-specific knowledge and dedicated help with chartermark applications such as Athena Swan.

5. Later this year, SVP SPP Professor Evelyn Welch will be leaving King's. As an active senior sponsor for EDI, and in particular gender equality, her leadership and input has been transformational for EDI activity. It is fortunate that King's has leaders at all levels who are committed to inclusion and we will need to ensure that everyone, not just EDI specialists, asks the right questions about inclusive decision making, embedding Equality Analyses and taking steps to connect EDI to business planning and every-day Business as Usual activities.

USS Equality Analysis (EA)

6. In January, King's completed a high-level EA for the USS pensions changes. This was produced quickly due to short consultation periods, and was shared with UCU in mid-January. In the EA, King's committed to further, deeper analyses by EDI characteristics.

7. There are concerns from our staff on the USS pension changes, and through unions and through self-organised groups, senior leadership have heard staff voice very clearly on their concerns with the USS changes. There are concerns around the depth of the Equality Analysis, the impact of structural inequalities which are compounded by pension changes, and a clear need to understand what is within King's control in terms of pension changes and what is within King's influence.

8. The Senior Leadership Team have had an initial conversation and will be meeting a larger group in coming days. EDI and HR colleagues are inputting into these discussions.

9. While working within the legal limitations of the USS Pension Scheme, there is opportunity to focus together on common interests where we can make change, to work together to identify a new set of

sector-wide proposals for valuation principles, governance and benefits, and to influence to alternative future reform.

Disability Inclusion

10. Following the learning and reflection arising from a specific student case, the mechanisms for disability transformation are being considered. EDI and SED are discussing a transformation proposal with University Executive in later March.

11. A cross King's response to the Government consultation on Disability Workforce reporting led by EDI is being prepared. Staff have also been encouraged to respond to the consultation as individuals through extensive comms. The consultation aims to explore how employers with more than 250 staff may be encouraged to collect and report statistics about disability to make their workforces more inclusive. King's already reports on disability workforce data, primarily through the annual EDI report. Our consultation response will suggest that all organisations should be required to collect and report on this data but that in and of itself reporting does not necessarily improve disability inclusion and other initiatives must also be supported to improve transparency and inclusion.

Education, Awareness and Development

12. EDI training offer has developed significantly. Following a full review of Diversity Matters (DM), an EDI Workrite e-learning module is being finalized for launch in the coming weeks. This will provide foundational level EDI training available to all staff and will enable the 'in person' DM and DM for Managers to be adapted to reflect the needs of attendees. Content will be higher level, more focused on structural inequalities, and more informed by King's context, data and challenges.

13. DM is being retendered, and its course content and delivery is being reviewed. Consultation with OD, EDIC and EDIF, HR and all staff have been undertaken and will influence the specification.

Microaggressions

14. Microaggressions training, designed by EDI is available via Skillsforge. Experiencing Microaggressions, and holding biased beliefs, can affect career and degree progression and promotions, perceived academic credibility, which are barriers to diversity and diverse staff retention, and staff and student wellbeing. Tackling microaggressions are of strategic importance to the welfare and long-term sustainability of the institution, student, and staff experience.

15. The Microaggressions training enables staff and students to identify and respond to racial microaggressions. There are currently sessions for staff and students available on Skillsforge. This training contributes to our university Race Equality Action Plan to be anti-racist, and to nurture an inclusive culture which eliminates bullying and harassment, including microaggressions. Tackling Microaggressions was one of the top four actions in the REAP. Our activity is in response and informed by King's Student 100, who gave a clear steer in seeking greater leadership presence in calling out microaggressions.

16. This is an interim pilot training solution, while DM staff training is retendered as described above.

17. Academic Board members are asked to undertake this training and encourage their teams to participate in microaggressions training. Sign up on SkillsForge.

More than Mentoring

18. The 2022 More than Mentoring Scheme has recently closed for applications. The scheme will run April – September. Alongside mentoring, the scheme a provides opportunities to network and develop a community through training, workshops and events. Please contact Adam Perry if you are interested in acting as a Mentor.

19. More than Mentoring contributes to our work on gender, race and LGBTQ+ equality and disability inclusion. Through mentoring, we support personal and professional development, with an aim to improve internal mobility and increase underrepresented groups in senior roles at King's.

Mutual Mentoring

20. The mutual mentoring pilot scheme is based on 'reverse mentoring' principles: pairing senior staff and staff with lived EDI experience to share their skills, knowledge and experiences. Following two successful waves, EDI are evaluating the scheme to inform future rollout.

21. We would like to identify members of Academic Board as future senior mentors of the scheme. Senior Mentors use their professional experience to help Lived Experience Mentors with their personal and professional development goals, and in return benefit from insights and experiences of Lived Experience Mentors. Please contact Adam Perry if you are interested.

EDI Sharepoint Hub

22. EDI have produced a number of sharepoint resources which are available to colleagues. An EDI Hub has been created to draw EDI and other community resources together, so that staff can find guidance and resources they need quickly and easily. Links include Equality Analysis pages, Disability Inclusion Hub, LGBTQ+ Guidance, as well as links to areas owned by other areas in King's including Flexible Working and IoPPN and FoLSM Community Corner.

23. Future development will include Gender Equality and Race Equality resources. Please share ideas for future content or useful signposts to diversity@kcl.ac.uk.

Recognition – Race Equality, Athena Swan and Workplace Equality Index

Race Equality and Race Equality Chartermark

24. As part of King's Race Equality Action Plan (REAP) we committed to developing the Harold Moody fellowship scheme to support Black early career researchers to transition to academic roles. The funding for these posts has been confirmed and we are now working with colleagues from Research, Strategy and Development to implement the scheme. Four Harold Moody PhD Studentships were awarded for the year 2021-22 across A&H and SSPP and a further four studentships have been advertised. Alongside full funding, consideration is being given to increasing the accessibility of networking opportunities for these students.

25. The REAP also includes an annual Harold Moody Lecture that celebrates our Black and Minority Ethnic alumni. This likely to happen towards the 2021-22 academic year and we welcome Academic Board's suggestions of possible speakers. Please contact Jennifer Hastings with suggestions.

26. King's Ethnicity Pay Gap was published in February and stands at 19.1% (2021 census) compared to 19.9% (2020 census). Activity to further reduce this figure is captured in the Race Equality Action Plan, and further focused activity may be needed to tackle this stubborn pay gap.

27. Our Race Equality Charter (REC) survey recently closed, and we have had 731 online responses (463 staff and 268 students). We took additional steps to ensure the survey was accessible to colleagues who don't tend to use email and are less confident English speakers. This involved providing paper copies of the survey translated into Spanish in different parts of campus, which we are now in the process of collecting. We will share our analysis in the coming months.

28. 13 awards have been made from the Race Equity and Inclusive Education Fund (REIEF) amounting to £99,244. Projects include research into the Black, Asian and Minority Ethnic attainment gap, anti-racism interventions and decolonising the curriculum.

29. EDI have developed a form for collecting information on race equality activity across King's. The purpose of gathering this information is to understand what makes an intervention successful, gather evidence for our next Race Equality Charter submission and identify potential collaborations. We will be implementing a plan to communicate this as widely as possible.

Stonewall Workplace Equality Index

30. King's achieved 14th place in the Stonewall Workplace Equality Index, and 2nd of 51 Universities. This is a significant increase from our 2018 ranking, due to the energy of Proudly King's staff network, efforts of Nicole Robinson as programme manager, and the work of leaders in supporting and enabling changes in their policies, practices and processes. Proudly King's, our LGBTQ+ staff network received a Highly Commended Award as part of Stonewall's 'Bring Yourself to Work' campaign for their activity and leadership. Summary of Stonewall WEI feedback will be shared to Academic Board and other key committees at King's after our feedback meeting at the end of March.

31. Proudly, with EDI are hosting a celebration event. Staff can sign up to the event here: https://www.eventbrite.co.uk/e/edi-and-proudly-kings-stonewall-celebration-tickets-301406935257

Gender Equality and Athena Swan

32. King's Gender Pay Gap has decreased for the third year in a row, and for 2021, stands at 14.8%. Activity to further reduce this figure is in place via Athena Swan Action Plan and specific HR recommendations. Faculty interventions, such as Promotions workshops, focused PDR discussions and local Athena Swan actions have also been key in making this progress possible. We recognise that there is more to do in terms of occupational segregation and career development, particularly in terms of our PS workforce.

Cicely Saunders Institute of Palliative Care, Policy and Rehabilitation

33. Following their recent submission, Cicely Saunders Institute have been successful in their Silver Athena Swan application. This is testament to the leadership and commitment of Sabrina Bajwah and India Tunnard, alongside the Athena Swan self assessment team and the department and faculty leadership.

International Women's Day

34. To mark International Women's Day, Elevate and EDI commissioned a poem and recital from Karen Ng.

35. Elevate and EDI invited contributions from the King's Community into a padlet which imagined what a gender equal world would look like. Karen took inspiration from these powerful words, creating a poem specifically for King's International Women's Day. You can watch and share the recording of the poem here. Other activities that took place included a visit by the leader of the Labour Party, Sir Keir Starmer MP and the Shadow Chancellor, Rachel Reeves MP to the Entrepreneurship Institute to meet our King's female entrepreneurs: https://www.kcl.ac.uk/news/leader-of-the-labour-party-and-shadow-chancellor-visit-kings-college-london-to-hear-from-female-entrepreneurs . We also hosted a frank and open conversation between two female Prime Ministers: Julia Gillard and Teresa May under the auspices of the Global Institute for Women's Leadership: https://www.kcl.ac.uk/events/theresa-may-julia-gillard-an-international-womens-day-conversation-live-stream .

Global Institute for Women's Leadership and Athena Swan

36. As part of the Athena Swan Action Plan, the Global Institute for Women's Leadership (GIWL) is conducting an inward facing research study into King's Business School and RMID. GIWL is a leading voice in gender research, practice and advocacy for women's equal access to leadership. Using our own research expertise to inform and strengthen our internal processes provides an opportunity to build a detailed evidence based specifically for King's and which can inform the sector.

37. The purpose behind this intervention is to tackle stubborn challenges within King's, kickstart inclusion conversations where these are less mature, and to leverage our unique GIWL assets and skills and demonstrate the value of the methodology and disseminate it as good practice across the sector. GIWL provide objective scrutiny through our significant in-house expertise. We anticipate the intervention to act as a catalyst for reflection and action, and raise the quality of our research, teaching and working spaces. This will improve our environment, productivity and staff and student engagement.

British Council GATI Project

38. In 2021, the British Council with AdvanceHE announced a grant award to work collaboratively with a group of Indian HE and Research institutions. GATI (Gender Advancement for Transforming Institutions) aims to introduce a gender equality framework contextualised to the Indian context, and drawing on the successful AS work in the UK. King's is one of 6 UK HEIs to collaborate and peer mentor Indian HEIs. Our bid was informed by our Internationalisation work, India Institute, and Global Institute for Women's Leadership, as well as our EDI and AS credentials. We have reiterated our proposal with our five Indian partners, and begun delivery of our main strands.

39. GATI is a great opportunity for King's to:
    • Build links with international partners and demonstrate our intersectional approach to EDI practice
    • Strengthen our own understanding of gender as well as build evidence for Beacon activity
    • Recognise AS expertise internally through global influence and collaborative working

40. We have completed:
    • Recruitment of GATI coordination support
    • Peer Mentor recruitment, training and ongoing support, including briefing on Indian HE context and specifics of our partners
    • Baselining activities
    • British Council engagement
    • Introductory session with each partner
    • Peer mentor session with each partner
    • First Symposium – Building the evidence for gender empowerment: the importance of networks in gender advancement

Parents and Carers Fund Review

41. The Parents and Carers Fund (PCF) has been a keystone in our gender equality work at King's. The PCF is a positive action scheme for academic and research staff, designed to mitigate the impact that career breaks might have on research portfolios and career progression.

42. For many years, the PCF has been match funded between King's and the Wellcome Trust Institution Strategic Support Fund (ISSF). The external funding is coming to an end, and under the oversight of the university Athena Swan Delivery Team, there is an opportunity to review the PCF and set recommendations for how King's can continually improve our support to parents and carers.

43. EDI are bringing together a group of colleagues to undertake the review, with the high-level purpose to create the most impactful scheme to support returning parents and carers within a limited financial envelope. Members from different roles, backgrounds and experiences are being contacted to input into the review.

Helena Mattingley
Head of Equality, Diversity & Inclusion
March 2022

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-07
Status	Final

Report of the President of KCLSU

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Academic Board receives a report from the KCLSU President at each of its meetings. This report outlines a summary of actions being undertaken by the King's College London Student's Union's (KCLSU) Sabbatical Officers.
What are the key points/issues?	Keep it real, Ukraine Refugee Crisis, graduation costs, UCU strikes, KCLSU Cultural Ball; and Annex 1 – KCLSU Officers' report – key objectives
What is required from members?	To note

Paper Submitted by:

Zahra Syed, KCLSU President

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

Annex 1 – KCLSU Officers' report (see Teams/Knowledge Area)

KCLSU President's report

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 several 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** – see Teams/Knowledge Area).

Since the last time this report was shared with KCL, the below issues have been bought to attention of the Students' Union.

Keep it real: The asks of this objective have been met. Close work with KCL and KCLSU representatives has ensured that as many classes are being held in person again. This, in turn means that the campaign asks are fulfilled - VP PG is working on ensuring increased offering of in person teaching remains available monitoring attendance and exploring increased lecture engagement.

Ukraine Refugee Crisis: The officer team have placed a statement on Ukraine invasion/war on the KCLSU (King's College London Students Union) website, as well as our VP PG liaising with KCL on their position and statement. There have been sensitivities about this issue and KCLSU is keen to ensure that KCL provide support to both our Russian and Ukrainian students who are impacted. Additionally, KCLSU has been flagged regarding the discrimination of Russian student who has been removed from the Tennis team which was due to play on Friday 19th of March in varsity as members refused to play with her on the team. Furthermore, there is also a narrative that KCL will need to be mindful of, which is that the effort shown by KCL on this Ukraine situation, although full of merit, can be seen as prioritising 'White Lives' versus those that are not, such as incidents that have happened in Afghanistan, Myanmar and Syria. It is important that KCL provide a full explanation in their position in relation to their response on Ukraine vs. others that have taken place, considering the context of race and religion to debunk any narratives, that KCL tends to respond to European issues more so than others.

Graduation costs: The officers and KCL senior colleagues met to discuss, the impact of Covid and UCU strikes on all aspects of the student experience, in which the SU officers have asked KCL to consider providing free graduations to the student body. KCL have indicated that they have reviewed the request and that they will possibly be providing free gowns to students attending graduating in 2022. KCLSU is keen to confirm this position and overall wants to understand all of the options explored and why it was deemed only gowns to be given as opposed to providing a free graduation experience to students.

UCU Strikes: KCLSU is concerned with the student experience being adversely impacted due to UCU announcing a further five-day strike dates at the end of the March period, which is the last week of teaching for many students. In total, students have lost 17 days of teaching across the academic year, which have significantly impacted student experience. KCL has been in conversation with King's to tackle and mitigate the impacts.

KCLSU Cultural Ball: Considering the increased number of students at KCL, KCLSU was given extra provision from the Tiger Team funding. This provision helped put on a Cultural Ball to celebrate the diversity of the students at KCL. The event was held on the 8th of March 2022 and was attended by approximately 700 students. This was the first-time event that was held and KCLSU will be keen to repeat the event next year and with invitations being made to KCL senior leaders and council members.

Academic Board				
Meeting date	20 April 2022			
Paper reference	AB-22-04-20-08.1			
Status	Final			
FOI exemption	None			

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Student Admissions & Procedures **[Annex 1]**	Chairs Action	Consent	Approve	No
2. Applicant Misconduct Policy **[Annex 2]**	Chairs Action	Consent	Approve	No
3. Request to include 10 credit modules in executive degrees **[Annex 3]**	23 March	Consent	Approve	No
4. Proposal to update the Academic Calendar	23 March	Consent	Note	No
5. Transition at King's: The state of play	23 March	Consent	Note	No
6. Journeys (Curriculum 2029) progress report	23 March	Consent	Note	No
7. Update on the Assessment Working Group	23 March	Consent	Note	No
8. Periodic Programme Review working group update	23 March	Consent	Note	No
9. ASSC working group: Referencing framework update	23 March	Consent	Note	No
10. College Teaching Fund – mid-year report	23 March	Consent	Note	No
11. King's Staff 100 report: Inclusive Education Panel Assembly (Nov 2021)	23 March	Consent	Note	No
12. Reading List Service (System Change)	23 March	Consent	Note	No

Approval

1. Chairs Action: Student Admissions & Procedures (Consent) [Annex 1]

Motion: That the Student Admissions & Procedures paper submitted by the King's Admissions Office be approved.

Background: This is a revised policy and procedure for interviews for Student Admissions. If approved, this will be implemented from October 2022 for use at the commencement of the next admissions cycle. The current policy is concurrent to 2017 so a reconsideration and redrafting is appropriate. The revised policy removes procedural content and places this into process specific documents for clarity. Therefore, the documents being submitted for endorsement are:

1. Interview Policy (Student Admissions)
2. Interview Procedure for Faculties (Requesting Interviews as a Selection method)
3. Interview Procedure for Applicants
4. Interview Procedure for Applicants under the age of 16

As part of the consideration, it was identified that there was a gap in King's processes for Faculties/Departments to implement and make changes to an interview as part of the selection method. Therefore, a new procedure has been devised to formalise this. The procedure ensures that Equality, Diversity and Inclusion (EDI) issues are considered as part of the establishment of the interview process which supports King's legal obligations to demonstrate due regard for EDI matters under the Public Sector Equality Duty in Equality Act 2010.

This policy and accompanying procedures have been endorsed by CEC via Chair's Actions.

Admissions have consulted with and requested feedback from a number of colleagues in developing the policies and procedures including, Faculty Operating Officer and Directors of Administration, academics represented on ASSC, Centre for Doctoral Studies and Disability Support. Admissions have also considered policies from competitors in the Russell Group and aligned the revised policy to these.

2. Chairs Action: Applicant Misconduct Policy (Consent) [Annex 2]

Motion: That the Applicant Misconduct Policy submitted by King's Admissions Office be approved.

Background: This is a new policy to address Applicant Misconduct. If approved, this will be implemented from October 2022 for use at the commencement of the next admissions cycle. Following an acute case of misconduct involving an applicant in the previous admissions cycle, it was identified that there was a gap in the suite of admissions policies in tackling these cases. Admissions has therefore written the Applicant Misconduct policy to address any future cases that may occur.

This has been developed with the Student Conduct and Appeals team and aligns closely to the university's Student Misconduct Policies.

This policy and procedure has been endorsed by CEC via Chair's Actions. Faculty Operating Officer, Directors of Administration and academics represented on ASSC have been asked for feedback. Admissions have also considered a number of policies in the Russell Group and have aligned this to the sector.

3. Request to include 10 credit modules in executive degrees (Consent) [Annex 3]

Motion: That the paper submitted by King's Business School requesting that 10 credit modules be included in executive degrees, be approved.

Background: The Committee noted that 5 and 10 credit modules were available for executive education and CPD purposes to allow the creation of short courses and learning activities appropriate to the professional market with a 30-credit research methods and 60-credit dissertation for masters programmes. The King's Business School sought an exception to the policy above to allow them to use limited 10 credit modules in two new KBS executive masters level degree programmes without the inclusion of the 30 credit research methods and 60 credit dissertation modules. Instead the programmes would use a 45-credit project in line with the college dissertation framework and options.

The request was approved by CEC.

For note

4. Proposal to update the Academic Calendar (Consent)
The Committee noted that the last Academic Calendar was approved to cover the university up to 2025/26. The calendar currently covers dates relating to Welcome to King's, teaching dates, reading weeks, assessment periods and holidays, and is focused primarily on UG provision. CEC considered and approved the addition of 2026/27 and 2027/28 for immediate update and publication, and approved the establishment of a Working Group to review the long-term content of the academic calendar from 2028/29 onwards.

The proposal was approved by CEC.

5. Transition at King's: The state of play (Consent)
The Committee noted the key findings and recommendations from a scoping exercise on Transition at King's, culminating in the State of Play report, and the areas of priority for delivery for the Transition Team. The main paper outlined the remit of the Transition Team, the internal strategic and data context, the external policy context and evidence base, the transition activities currently being delivered at King's, and reflections from King's faculties on the specific transition challenges faced by their students.

6. Journeys (Curriculum 2029) progress report (Consent)

The Committee noted that as a result of the Strategy Refresh, the Curriculum 2029 programme had been redefined as "Journeys, Student Journeys in, through and beyond King's."

The progress report highlighted:
- The mature planning stage of King's First Year which is on track to launch in September 2022.
- Detailed process and requirements mapping taking place to support planning for the operationalization of Flexible Curriculum.
- Plans to engage faculties with the credit framework question for Flexible Curriculum.
- Plans for King's Edge to be approved as a transformation project in March 2022.
- Accompanied by an outline of the Journeys programme and roadmap to be cascaded to faculties and teams.

7. Update on the Assessment Working Group (Consent)

The Committee noted that the Assessment Working Group (AWG) had recently undergone a restructuring process. The paper outlined the revised Terms of reference, structure and priorities for the group and associated boards going forward. The group was keen to have discussion around assessment as a key element of the Ed Strategy, and to gain support for the Faculty Implementation Board through the membership.

8. Periodic Programme Review working group update (Consent)

The Committee noted that at the June 2021 CEC, there was approval for a working group to be established to determine how the College should undertake periodic programme reviews from 2022/23. The submitted paper provided an update on the work from that group.

9. ASSC working group: Referencing Framework update (Consent)

The Committee noted the current position regarding piloting the proposed referencing framework. A way forward was suggested and agreement was requested from CEC on this. This was approved on the basis that there was optionality as part of the framework, for Faculties to use additional referencing systems when required.

The paper was submitted to the March ASSC meeting.

10. College Teaching Fund – midyear report (Consent)

The Committee noted the mid-year spending position of the College Teaching Fund, and the implications for spend in the remainder of the financial year.

11. King's Staff 100 report: Inclusive Education Panel Assembly (Nov 2021) (Consent)

The Committee noted the key findings from the 4th King's Staff 100 panel assembly, which focused on the four priority areas for the Inclusive Education Steering Committee and offered some recommendations and considerations for developing any future strategies and initiatives.

12. Reading List Service (System Change) (Consent)

The Committee noted that in line with Libraries & Collections strategy and commitment to enhancing digital services, a project is underway between IT and Libraries & Collections to replace the current reading list system, Talis, with Leganto, which offers more functionality and connectivity. The paper outlined some of the high-level goals and deliverables for the new service.

Interview Policy (Student Admissions)

Policy Category: Academic
Subject: Policy to outline when it is appropriate to utilise interviews as part of the student admissions process and to provide principles for how admissions interviews should be conducted.
Approving Authority: (SMT OR College Council)
Responsible Officer: Vice-Principal (Education) and the Executive Director, Students & Education
Delegated Authority: **King's Admissions Office**

Related Procedures   (Title & URL)
Related College Policies: Fair Admissions Policy, Safeguarding Policy, Equal Opportunities, Regulation
Effective Date: January 2022
Supersedes: May 2017
Next review: October 2024

_____

PURPOSE & SCOPE

King's College London is committed to creating an inclusive environment that promotes equity of opportunity for students from diverse backgrounds who have the potential to succeed on its programmes of study.

This policy outlines the principles for conducting interviews for admission to study at the university to ensure that interviews are implemented appropriately, consistently and in line with the university's Fair Admissions Policy.

This policy applies to all interviews at all levels of study, which result in a formal offer or unsuccessful decision. It applies to all interview formats.

This policy does not cover informal meetings with university staff or recruitment activities where prospective applicants may discuss the university's programmes, entry requirements and their suitability for selected programmes. This includes but is not limited to activities such as open days and email correspondence with departments regarding the programme.

DEFINITIONS

Multiple Mini Interview (MMI) – a style of interview which consists of a series of short and carefully timed interview stations. An interviewer is based at each station and asks the candidate one question. As a result of this process the views of multiple interviewers are collated about each candidate.

POLICY

1.   Introduction

1.1   This policy outlines the principles for conducting interviews for admission to study at King's College London. It applies to all interviews conducted to assess applicants for admission to study, at all levels of study and covers all interview formats. For the context of this policy, interviews result in a formal offer or unsuccessful decision.

2.   Responsibilities

Applicants

2.1   Applicants must apply to the university by specified deadlines to be considered for an invitation to interview. Applicants must engage with the King's Apply admissions portal to receive and respond to interview invitations within stipulated deadlines.

2.2   By participating in an admissions interview, applicants accept and agree that they will not share the content of the interview. This includes, but is not limited to, fellow applicants or online forums.

Interviewers

2.3   Interviewers are required to:

     i.   complete training prior to interview as directed by the Admissions Office. This will include and is not limited to Diversity Matters training and safeguarding training in some cases;

     ii.   ensure they attend any interviews in which they have agreed to partake;

     iii.   keep a record of the interview in line with agreed scoring criteria and admissions guidelines;

     iv.   engage with Disability Support for advice on adjustments for interviews, as appropriate.

2.4   Failure to comply with the above may result in interviewers being removed from any future interviewing opportunities.

3   Rationale for interview

3.1   Where an interview is part of the admissions process it will be clearly documented on the university's online prospectus. An interview is not required for entry for the majority of programmes and modules on offer at the university.

3.2   An interview is permissible as part of the selection and admissions process for the following reasons:

     i.   where there is a relevant legal or regulatory requirement or guideline;

     ii.   where either full or partial funding is available for a limited number of applicants, to identify the best candidate(s) for the award (this may take the form of funding to cover tuition fees; a bursary award for living costs; or sponsorship for a project);

     iii.   if it is considered that this is the best method of identifying potential for study, e.g. to assess research potential or suitability to the programme.

3.3   Applicants who will be under the age of 16 on entry will be required to attend an interview, whether or not the application process for that programme requires an interview for admittance. Please see section 8 for more information.

3.4   If a Department, Faculty or King's Foundations wishes to introduce an interview as part of the selection process or modify an approach to interviews, it must request this via the Interview Procedure (Departments).

4.   Interview Types

4.1.   The university offers either Multiple Mini Interviews (MMI) or panel interviews of at least two individuals, all of which can be conducted either in person or virtually.

4.2.   Where a panel interview is not possible and the interview is conducted on a 1-2-1 basis, the interview may be recorded for audit purposes and the applicant will be entitled to bring a chaperone or an observer to the interview. If the candidate is under the age of 18, the interviewer must be DBS-checked as per the university's Safeguarding Policy.

4.3.   For Postgraduate Research programmes, selection will be by interview, either face to face or by another communication method as deemed appropriate by the faculty. Offers for a place can then only be made by the appropriate authority within the faculty and via the King's Admissions Office.

5.   Invitation to interview

5.1.   The university aims to inform applicants of an interview no later than one week before the interview date. However, applicants need to be aware that during time-sensitive periods such as Confirmation and Clearing, there may only be 24 hours' notice between the invitation to interview and the interview commencing.

5.2.   The invitation will provide further details of the interview for example the time and the venue.

5.3.   For undergraduate programmes, invitations are sent via King's Apply.

5.4.   For postgraduate taught programmes where there is a regulatory requirement for an interview to be held, invitations will be sent via King's Apply. However, for postgraduate taught programmes where tutors wish to conduct interviews to assess suitability for the programme, tutors may contact applicants directly to arrange an appropriate interview date and time.

5.5.   Applicants are encouraged to accept and attend their first interview invitation. However, applicants will be given an opportunity to request the interview is rescheduled if they are unable to attend. Where competition for places is high, only one reschedule request is permitted. The university will endeavour to accommodate requests where availability allows.

5.6.   Failure to attend an interview without informing the university within 24 hours of the interview date via King's Apply, and without good reason, will mean that the university can no longer consider an application and it will be made unsuccessful. Failure to respond to an interview invitation within stipulated deadlines may also result in an unsuccessful decision.

6. Support at interview

6.1.   Applicants should inform the university of any support they may require at interview, as soon as possible after they receive the invitation, and preferably no later than one week before the interview date, to give time to requests being considered, and when approved, arrangements implemented.

6.2.   If invited via King's Apply, the applicant should respond in the King's Apply portal to discuss reasonable adjustments.

6.3.   If a tutor has contacted the applicant directly to arrange an interview, the applicant should contact the tutor directly to discuss arrangements.

6.4.   Possible adjustments will vary depending on the needs of the individual and are subject to any core requirements related to the interview itself or required in the interview process by external or regulatory bodies. There may be occasions where interviews will be postponed if time is required to put arrangements in place.

6.5.   Where is it not appropriate to make at-interview adjustments, applicants will be given a full explanation in writing.

7. Selection and interview assessment principles

7.1.   The use of an interview as a selection tool and selection criteria for interview will be agreed in advance at the start of the admissions cycle by the King's Admissions Office and the relevant departments. Criteria is to be applied consistently to the cohort of applicants as per the Fair Admissions Policy.

7.2.   The aims of the interview and the skills and qualities sought must be agreed in advance and incorporated into questions. Questions must be written with relevance to the programme, clarity, purpose and implemented consistently.

7.3.   There must be agreed assessment criteria, such as a scoring system and examples of "model answers" for reference, that is consistently applied to each interviewee.

7.4.   A record of each interview, such as notes and/or score sheets must be completed at the time of the interview. These must be returned to the King's Admissions Office or department administering the interview and associated with the application either on King's Apply or held electronically and securely by the Admissions Office. Interviewer comments must be factual and professional.

8. Applicants who will be under the age of 16 on entry

8.1.   Applicants who will be **under 16 years old on entry** will be required to attend an interview with the relevant Faculty or King's Foundations before their application can be processed. This applies to all programmes, whether or not the application process for that programme otherwise requires an interview for admittance. The applicant's Parent(s) or Legal Guardian(s) are also required to attend. These can be conducted in person or virtually.

8.2.   The aims of these interviews are to ensure the applicant understands and agrees that by enrolling at the university they will be entering an **adult learning environment** and explicitly that the university does not act *in loco parentis*. The interviews are used to assess if the applicant possesses the appropriate academic maturity for their chosen course of study and their understanding of the declarations on the agreement to study form. They can also identify issues that need to be highlighted in a risk assessment for under 16 applicants before they enrol. More information for staff can be found here and this procedure is documented for applicants here.

9. Outcomes, feedback and appeals

9.1.   Final outcomes are communicated to applicants using King's Apply and/or UCAS or Department for Education Apply for PGCE programmes. A final decision will be made in line with response deadlines.

9.2.   Applicants may request feedback using King's Apply. The university will endeavour to answer requests within 10 working days.

9.3.   Applicants may appeal using the Admissions Appeals Procedure.

9.4.   Applicants can use the Admissions Complaints procedure should they wish to complain.

10. Policy Implementation and Review

10.1.   Unless there is a change to the legal or political landscape or internal monitoring suggests an urgent review of this policy is required, the policy will be reviewed every three years by the Admissions Operations team.

11. Reporting

11.1.   All interview notes will be collated and stored by the university's central admissions office in accordance with the Admissions Privacy Notice and retention schedules.

11.2.   The university's Senior Admissions Officers and Admissions Managers have oversight of interview notes and scores. These will be reviewed on an ongoing basis throughout the admissions cycle to ensure consistent application of the interview policy.

11.3.   The university will also use this data to review and consider the interview process, including but not limited to, the composition of interview panels, whether the use of interviews is appropriate for a particular programme and whether the format of the interview is valid. Adjustments may be made at the start of each admissions cycle on the basis of this evidence.

Interview Procedure for Applicants (Student Admissions)

This procedure outlines the steps that are taken in the administration of interviews for admissions to study at King's College London. It outlines the expectations of the interview experience from the applicant's perspective.

Invitation to interview

Applicants must apply via King's Apply, UCAS or the Department for Education Apply (for PGCE programmes) by stipulated deadlines to be considered for an invitation to interview.

For undergraduate programmes and postgraduate taught programmes that are regulated, if selected for interview an invitation will be sent to the applicant via King's Apply at least one week before the interview date. The exception to this is during Clearing and Adjustment when an invitation will be sent in reduced timeframes and applicants may only have 24 hours' notice.

For some postgraduate taught programmes, interview invitations will be sent directly to the applicant via email.

The invitation will contain pertinent information about the interview, including but not limited to the date, time and location.

Applicants are expected to regularly monitor their King's Apply account to check for an invitation. They are required to respond to their invitation via King's Apply (or via email if invited via email) by specified deadlines. They may:
   i.   Accept the invitation and attend;
   ii. Request a reschedule if they cannot attend;
   iii. Decline their attendance if they no longer wish to be considered for the programme of study. An unsuccessful decision will be made if the applicant does not wish to attend an interview.

If an interview invitation does not receive a response by specified deadlines, and without any communication from the applicant and/or good reason, the university will no longer be able to consider an application and it will be made unsuccessful.

Reschedules and non-attendance
Applicants are permitted to request that their interview is rescheduled via King's Apply. However, for highly competitive programmes, this request can usually only be made once. If, after accepting an invitation to interview, the applicant can no longer attend, they must proactively inform the university of this via King's Apply. The university will endeavour to accommodate rescheduling requests where availability allows.

If an applicant accepts an invitation to interview but does not attend without informing the university of this within 24 hours of the interview date and/or without good reason, the application will be made unsuccessful.

Disability declarations

When accepting an invitation to interview, the university encourages applicants to inform the admissions office of any disabilities that may require reasonable adjustments to be put in place to facilitate the interview process. Disclosures are made via King's Apply. The university will open a dialogue with the applicant via King's Apply at the time of disclosure to organise reasonable adjustments or provide a full explanation as to why reasonable adjustments are not possible.

If a disability declaration has been made at the time of application, the admissions team may also proactively contact applicants via King's Apply to discuss any reasonable adjustments in advance of the interview.

Chaperone requests

If the interview is a 121 format, the applicant is permitted to request a chaperone is present at the interview. When responding to the interview request, the applicant should message the Admissions Office using a King's Apply message to notify that they would like to bring a chaperone. Admissions will then send a form to the applicant via King's Apply which the chaperone must complete to confirm who they are and that they understand their responsibilities at the interview. The chaperone is not permitted to contribute to the applicant's interview performance but can observe the interview.

At the interview

Applicants will be required to provide ID on the day to confirm their identity. Where face coverings are worn, for medical or religious reasons, appropriate procedures will be followed to facilitate identification, such as social distancing or a private one on one space with a person of the same gender.

The format of the interview will either be:
   i.   A Mini Multiple Interview (MMI)- a series of timed interview stations where applicants meet several interviewers who each ask a question. The views of several interviewers are collected in this method.
   ii.   A panel interview – at least two interviewers ask a series of questions.
   iii. A 121 interview- one interviewer asks questions to the candidate.

Where a 121 interview takes place, this may be recorded for audit purposes and applicants are permitted to have a chaperone or observer present. Where applicants are under the age of 18

in a 121 scenario, the interviewer must be DBS checked as per the university's Safeguarding Policy.

Record of the interview

Interviewers are obliged to produce a record of the interview. This will be an interview score based on a pre-agreed scoring system and/or interview notes. The interview notes must be returned to admissions or the department that is administering the interview within 24 hours. These must be associated with the application or held electronically and securely by the admissions office. The notes are then kept in accordance with the university's privacy notice and retention schedule.

Outcomes and feedback

The final decision, either an offer or unsuccessful decision, will be recorded on King's Apply and UCAS (for undergraduate programmes). The decision will be made within response deadlines.

Applicants are permitted to request feedback on a decision using King's Apply. The Admissions Office endeavours to respond to feedback requests within 10 working days although at busy times of the year, it is likely that there will be a delay in the response time.

Admissions Interview Procedure for Applicants who are Under 16 Years Old on Entry

For applicants who are under 16 years old on entry, Faculties/King's Foundations are required to arrange an interview with the applicant and their Parent(s) or Legal Guardian(s), before their application can be processed.

The aim of these interviews are:

i.   to ensure these applicants understand and agree that by enrolling at the university they will be entering an adult learning environment and explicitly that the university does not act in loco parentis;

ii.   to assess that the applicant has the appropriate academic maturity for their chosen course of study;

iii.   to confirm the applicant understands the declarations on the agreement to study form;

iv.   to identify any issues that need to be highlighted in a risk assessment for each under 16 applicant before they enrol.

Procedure

Once the applicant receives an offer, the King's Admissions Office sends the applicant specific under 16 guidance via King's Apply. The applicant is also sent an "Agreement to Study form" via King's Apply. The applicant and their parent/guardian is asked to read and sign this form and return it to admissions via King's Apply.

The relevant Faculty/King's Foundations is also notified of the under 16 offer holder by Admissions and is asked to organise a meeting (either in person or via Skype). The following should be present:

i.   Applicant and Parent or Guardian;
ii.   Representative from Student Support and Wellbeing Services;
iii.   Faculty / King's Foundation Staff.

During the meeting the point outlined above in "aims of the meeting", should be discussed.

Following the meeting, Admissions are provided with the outcome to relay to the applicant via King's Apply. This can either be:

a.   Progress with the offer for entry in the concurrent admissions cycle;
b.   Defer entry to the following admissions cycle.

Admissions Interview Procedure (Faculties and King's Foundations)

Procedure to Introduce Admissions Interviews and to make Changes to Existing Interview Practices

For many programmes on offer at King's College London, an interview will not be required as a selection tool for admissions.

However, if Faculties or King's Foundations wish to introduce an interview or make significant changes their interview practices, they must follow this procedure to ensure that due consideration has taken place.

Significant changes are considered to be alteration to the interview structure, format and/or interviewer composition. Changes to interview questions would not be considered a significant change, although Faculties may wish to consider the impact on EDI and recruitment before implementing any alteration. Faculties are welcome to seek advice from Admissions regarding any changes before implementation.

As a first step, Departments and King's Foundations, must first complete the Interview Introduction or Change Request Form available on the Admissions Hub. An example of this can be found in Appendix A.

The form asks colleagues making the submission to declare which criteria they are using to request an interview as outlined in the Interview Policy (Student Admissions) and to demonstrate due consideration has taken place for the impact this practice may have on recruitment and Equality, Diversity and Inclusion. An evidence-based approach must be taken.

Once submitted via the Admissions Hub, this form will be sent to Admissions who will share it with an appropriate senior colleague in the Faculty for consultation such as the Vice-Dean for Education, Director of Operations or their equivalent. Admissions and the Faculty will then discuss the proposal, agree and approve the interview process for use in the following admissions cycle.

Agreement and approval will be reached if both the Faculty and Admissions are satisfied that due consideration has taken place. Colleagues submitting the form should be prepared that there may be follow-up questions, including operational queries. Additionally, a full Equality Analysis may be required before the use of an interview is approved.

The deadline for submitting the interview request form will be 30 April each year to allow for adequate consideration and preparation time proceeding the start of an admissions cycle. For PGR, where there are rolling intakes, Faculties would be required to submit any requests by 30 July each year to allow for adequate consideration.

The Admissions Operations team will hold a record of all interviews that have been approved and will monitor their implementation. If unapproved or unsolicited activity is identified, this will be reported to the Vice-Dean for Education, Director of Operations or their equivalent and addressed in the Faculty.

Applicant Misconduct Policy Statement

This policy statement outlines King's College London's stance on applicant misconduct. This is applicable to any person once they have submitted an application to study at the university, for any level of study, and up to the point of enrolment. Post enrolment, students will be required to adhere to the university's [regulations](#) and [policies](#) regarding conduct. This statement will be subsumed into the wider King's College London Admissions Policy once this is reviewed in Summer 2022.

King's College London is committed to creating an inclusive environment that promotes equality of opportunity for everyone in its community. It will not tolerate discrimination, victimisation or harassment.

As aspiring members of the King's community, applicants to the university are expected to demonstrate these values by displaying good conduct, showing respect for the persons within and for the property of the King's community, and to behave in a way that does not interfere with the proper functioning or activities of the university.

This includes, but is not limited to, their behaviour and conduct at university site visits, open days or interviews, correspondence with the university via email, telephone calls and/or King's Apply messages, and the use of social media.

The university reserves the right to withdraw an offer and/or cancel an application where evidence can be provided that an applicant's behaviour falls short of these expected standards.

Examples of unacceptable behaviour can be found in the university's [Academic Misconduct Guidance](#). This list is not exhaustive and other examples of inappropriate behaviour will not be tolerated.

Behaviour related to Academic Misconduct such as plagiarism or falsifying documents as part of the application process, is covered by the university's [Fair Admissions Policy](#). The university reserves the right to withdraw an offer if incorrect or misleading information is provided in the application.

Linked policies

- [King's College London - Equality, Diversity, Inclusion Policy](#)
- [King's College London – Student Misconduct Regulation (Non-Academic)](#)
- [Student Misconduct Guidance](#)

Procedure

1. If applicant misconduct is identified, the Head of Admissions (Undergraduate or Postgraduate) (HoA) should be notified in writing as soon as possible. Evidence should also be provided at this time to the HoA of the alleged behaviour.

2. The HoA, or nominee, will then carry out an investigation as to whether the alleged behaviour is misconduct.

3. The applicant in question will be informed via King's Apply that an investigation is taking place into their behaviour. They will also be given the opportunity to provide a written statement within 5 working days to explain their behaviour.
4. If the misconduct is deemed to be a minor offence, the HoA will issue a penalty to the applicant which may include but is not limited to a written warning.
5. If the offence is serious or the applicant conducts multiple or repetitive offences, the HoA will convene a panel to consider the case further. The panel will adhere to the principles outlined in the Student Misconduct Regulation (G.27) and will consist of:
    i. Associate Director of Admissions or nominee;
    ii. Representation from a senior member of staff from the faculty such as the Vice Dean for Education, Head of Admissions, Associate Dean for Education, Director of Operations or their equivalent. The representative may appoint an appropriate nominee.

6. The panel should be formed within 10 working days of the collection of the evidence and supporting statement, or at the soonest available time when all representatives can meet. The HoA will present their findings to the panel.
7. The role of the panel is to consider the evidence and supporting statement and decide if misconduct has taken place. The outcome of the meeting will be recorded on King's Apply, and the applicant will be informed in writing via King's Apply of the final decision, which can be one of the following:
    i. To continue with the application because it is judged that there has not been misconduct;
    ii. To continue with the application, but there has been some misconduct.
    iii. To withdraw the offer and/or application due to the applicant's misconduct.

8. If "no misconduct" is the agreed outcome of the panel (point i.), this will be noted on the application, but records of the alleged behaviour will be destroyed.
9. Where an application is permitted to continue, but some misconduct has been identified (point ii above), this will be reported to the Student Conduct and Appeals team. The incident may be treated as a first offence of misconduct if there are future incidents, and a minor penalty may be issued once the applicant has enrolled.
10. The final outcome and communication will be actioned within 5 working days of the panel's decision.

Right to Appeal

Applicants may appeal the decision of the Applicant Misconduct Panel on either or both of the following grounds:
    i. 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;
    ii. evidence can be produced of significant procedural error on the part of the university before or during the Panel, and the case warrants further consideration.

Appeals must be submitted to the Student Conduct and Appeals team no later than ten working days after the final outcome from the Applicant Misconduct Panel is communicated. Appeals submitted after this date will not be considered.

Request to include 10 credit modules in executive degrees

Background

As a result of the 2017 review across college, KCL decided to bolster and expand its executive education and CPD provision. These activities are designed to take a KCL education to a wider group of professionals offering strategic and commercial benefits to the college including building a senior, professional community of alumni, further connecting KCL and academics to practice and industry, and diversifying and generating additional revenue.

The CPD and executive education model included the creation of a number of new activities including credit bearing short courses, non-credit bearing short courses and executive degrees, including a KBS Executive MBA (EMBA).

Current policy

5 and 10 credit modules are available for executive education and CPD purposes to allow the creation of short courses and learning activities appropriate to the professional market. The 2021-22 KCL QA handbook states in items 12.7 and 5.14 that "5 and 10 credit modules can be developed for CPD/Executive Education purposes and a combination of modules can lead to a Postgraduate Certificate award. Proposals for the programme should ensure that consideration is made of assessment load to ensure there is no overburdening of students. For a Postgraduate Diploma a combination of 5 or 10-credit modules can be used but there must be in addition a 30-credit research module. For a full Masters programme a 60-credit dissertation (following the College's Dissertation Framework) must also be included with the 30-credit research methods module."

Request and rationale

We are now seeking an exception to the policy above to allow us to use limited 10 credit modules in two new KBS executive masters level degree programmes without the inclusion of the 30 credit research methods and 60 credit dissertation modules. Instead the programmes will use a 45 credit project in line with the college dissertation framework and options. The rationale and structure for these programmes is set out below. We believe this is both workable and appropriate for the following reasons:

1) The programmes will be standalone and will not share core or optional modules with other programmes across the college. We are aware the college has been moving towards credit harmonisation for UG and PGT degree programmes, however due to the nature of our executive cohorts and study (students on these programmes will have at least seven years of work experience in their chosen field and it is therefore not beneficial for them to share modules with UG or early career PG students or vice versa) these programme modules would not be included in shared access in any case.

2) We are seeking to use 10 credit modules as there are a number of topics to include in these programmes where, due to the executive nature and background of the students, they will need a level of education and depth in the topics, but they do not need a full 15 credit breadth of information. For instance, a professional student will join the Executive MBA programme with a prior acquired knowledge of accounting due to the nature of their work and seniority (having worked in management for a period of at least seven years this is inevitable and it will be assessed on admission in a personal statement, career history and entry test). Our 10 credit module will elevate that existing knowledge and understanding to provide depth, complexity and critical thinking to an already understood topic.

Request – Executive MBA

The Executive MBA (Masters in Business Administration) programme at King's Business School is a key flagship initiative for both the business school and KPED, underpinning our expansion into the executive education market. Executive MBAs are specific awards and programmes designed for senior executives with at least seven

years of relevant full-time work experience which enable them to build on their existing professional practice, knowledge and skills to accelerate their careers and move into the most senior positions leading companies and organisations. MBA programmes are an established and regulated landscape of their own offering a general management education of breadth to round out professionals in their leadership practice. Best practice across international MBA provision is anchored around the Association of MBAs (AMBA) guidelines which can be found here and the international Executive MBA Council guidelines, found here.

To provide the most appropriate learning to this group the EMBA programme will include up to four 10 credit modules that provide "business tools" including accounting, HR, finance and marketing. These provide an advanced level of exploration of these tools to equip students with insights and evidence-based learning. Using 10 credit modules in this instance provides space in the curriculum to cover the breadth of topics and disciplines which is required in a MBA general management programme, whilst also acknowledging and building on the existing knowledge of the students due to their prior professional experience. The 10 credit modules will sit alongside larger 15 and 30 credit modules that will be interdisciplinary in nature, tackling large, complex, cross-topic themes in business and providing the advanced level of interdisciplinary education unique to King's and outlined in our education strategy. It is within these larger modules that students will gain and practice the deep research, analytical and critical thinking skills that are appropriate to a King's masters level education.

The programme will not include a 60 credit dissertation, rather it will use dissertation Model 7 – a 45 credit project. MBA programmes are particularly built on practical relevance and the assessments throughout the programme will mimic real-life business challenges and tasks to enhance the skills and continued employability of the students. The 45 credit project will see students providing a deep dive, multi- and inter-disciplinary consulting service to a non-profit, charity or social enterprise organisation external to King's as part of our commitment to service. The students will understand and explore a detailed business problem for these organisations, using the learnings from all of their modules to provide an actionable business solution and to produce a detailed reflective and analytical internal report/assessment on their experience.

We are aware that using 10 credit modules can increase the assessment burden when mishandled and we will be ensuring that this does not happen by creating an implementation group and ongoing monitoring group for the Executive MBA which will include all module leaders and our representative from King's Academy. The group, led by the Programme Director, will ensure all modules and the detailed activities within them are mapped and tracked so that the end-to-end student learning journey is deliberately designed to both build and enhance knowledge and manage the workload for busy professional students so that it does not become prohibitive or reductive.

Request – Executive MSc Marketing Leadership (was MSc International Marketing Part-time)

KBS currently runs a part-time format of the MSc International Marketing. Building on the success of this programme and the impressive profile of professional students who enter it, we are now adapting this programme into a standalone programme that will become a MSc Marketing Leadership (title to be confirmed). This new programme proposal will be proceeding through the approval committee channels in the coming months.

As with the EMBA, we would like to include up to six 10 credit modules that provide advanced and practice-led modules that are highly relevant to practicing marketing professionals but leverage our particular excellence in the complex and advanced marketing research within KBS. Again, using 10 credit modules in this instance provides space in the curriculum to cover the breadth of topics whilst also acknowledging and building on the existing knowledge of the students due to their prior professional experience. The 10 credit modules will sit alongside larger 15 and 30 credit modules that deal with the more complex cross-business elements of this discipline and the roles the students are in and provide the deep, analytical skills and mastery required at masters level.

The programme will not include a 60 credit dissertation, rather it will use dissertation Model 7 – a 45 credit project to mirror the MBA style of the programme. Many professionals at this level will be considering MBA programmes, this programme is not a MBA but it will seek to provide the advanced marketing and leadership

elements that a professional in this career stage will need. As with the EMBA, the 45 credit project will ensure students make a deep dive, multi- and inter-disciplinary assessment of a real marketing-related business problem.

This programme will also create an ongoing group of module leaders and Programme Director to track and map the student learning journey, content and workload.

For information – MA/MSc Professional Development

As additional context, PACE is also leading on the design of a MA/MSc Professional Development, which is a stackable framework designed to enhance the CPD offering at King's and allow professionals to engage in flexible, multidisciplinary education. The MA/MSc Professional Development will potentially include 5 and 10 credit modules in future, though it is not requesting the exemption around 30 credit research and 60 credit dissertation modules.

College Education Committee and Academic Board has reviewed and approved the stackable degree framework at prior meetings.

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-09.3
Status	Final

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Guide to Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits **[Annex 1]**	21 February 2022	Consent	Approve	No
2. Research Facilities Fair Publication Policy **[Annex 2]**	21 February 2022	Consent	Approve	No
3. Rights Retention in Journal Papers - Funder Requirements and Sector Update	21 February 2022	Consent	Note	No

For approval

1. Guide to Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits

Motion: That Academic Board approves the guide to the Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits **[see Annex 1]**.

Background:

The guide to the Code of Practice for Intellectual Property, Commercial Exploitation and Financial benefits was considered at the 21 February meeting of the College Research Committee.

The REF/KEF Director presented the guide to the Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits, a document that was recently created to help staff navigate the code. It was noted that there is also an online form that staff can complete in order to determine whether they are working on a project that requires intellectual property protection and to assess what action they may need to take if so.

The Head of Open Research stated that the College Secretary had recently established a working group to address some of the gaps in governance and policy relating to copyright, and that this group intended to develop a copyright policy for staff and students in the near future.

2. Research Facilities Fair Publication Policy

Motion: That Academic Board approves the Research Facilities Fair Publication Policy.

Background:
The draft Research Facilities Fair Publication Policy was considered at the 21 February meeting of the College Research Committee.

The Manager of the Microscopy Innovation Centre presented the draft Research Facilities Fair Publication Policy, a document that has been put together to aid researchers across the university in recognising the contributions of research facility staff to research outputs.

The Manager of the Microscopy Innovation Centre stated that he and the Operations Manager for the Centre for Ultrastructural Imaging had led on the drafting of the policy, which is based on a document that is widely used by the Royal Microscopical Society. They asked committee members for their input and ultimate endorsement, and for guidance regarding how the policy could be effectively implemented across the college.

The committee asked how information relating to the contribution of research facility staff to a publication is recorded. The Manager of the Microscopy Innovation Centre stated that each facility has its own reporting metrics which they use to help measure their impact. The committee noted that many facilities utilise a DOI as this can easily be included on papers or in acknowledgements and asked whether the college would consider adopting this approach. The Manager of the Microscopy Innovation Centre stated that various research facilities at the college utilise the RRID system and that those that do not are being encouraged to do so.

The committee stated that the policy needs to clearly assert that research facility staff are not automatically entitled to be included as an author on a publication, as this is an issue that arises periodically, though it was noted that the level of involvement and expertise varies significantly between facilities which can make this difficult to assess.

For note

2. **Rights Retention in Journal Papers - Funder Requirements and Sector Update**
   The Associate Director (Research & Impact) Libraries and Collections stated that many funders that have signed up to Plan S are encouraging researchers to include a rights retention statement on papers they submit, as this will enable them to publish the paper in both a journal and on an open access repository such as Pure.

   The Associate Director (Research & Impact) Libraries and Collections stated that Edinburgh University have revised their publications policy to assert that whilst researchers have the right to any content they produce, the university also has a non-exclusive licence to the content, noting that the N8 Research Partnership are intending to adopt this policy and that King's may wish to also. The Associate Director (Research & Impact) Libraries and Collections and the Head of Open Research have sought advice from external legal advisors to help them determine how to progress this activity.

An Explanatory Guide to Intellectual Property at King's College London

This guide is designed to be read alongside [King's IP Code](#) and aims to
- explain the intent behind the code
- clarify what it does and does not cover
- describe its benefits to you
- indicate whom to contact if you have queries or IP which may require protecting

Intent & Scope

King's Vision 2029 sets out our ambition to make the world a better place. The code aims to ensure that ideas at King's are optimised, solving problems for society and delivering tangible impact.

The code aims to describe clearly how the ownership of ideas works at King's and how we will support you to optimise your ideas. In some instances, the best way of doing this is through business routes, commercialisation, licensing and other vehicles. We can often best ensure the rapid translation and application of ideas to patients, users, communities, economies and society through deploying university assets, knowledge and other optimising agents. We will share the benefits to incentivise all stakeholders and optimise the impact of your work.

Ideas are likely to be partly or wholly owned by King's. However, King's will not seek to assert a right for:
- Any Intellectual Property (IP) produced by undergraduate or taught postgraduate students whilst registered as a student of King's
- Examination manuscripts or course work
- Non-commissioned fine art works (including painting, sculpture, and performance pieces); musical compositions (including scores and lyrics); poetry; works of fiction (including novels, graphic novels, short stories, screenplays, stageplays) and creative non-fiction (including memoirs, biographies, nature writing, and personal essays)

The IP Code details:
- What IP rights King's owns or jointly owns
- What IP rights King's does not own or seek to claim rights over
- What support you get
- Exploitation and licensing of Covered IP
- Benefits of the code

The Code applies to:
- Any individual employed by King's
- Any undergraduate or taught postgraduate student involved in any research project within King's that is formally managed by King's academics or makes significant use of King's financial, human or intellectual resources (beyond normal academic supervision of such projects)

- Any postgraduate research student involved in any research project within King's
- Any visiting, Adjunct Appointment,, honorary, visiting or emeritus staff engaged in study or research at King's

What King's owns or jointly owns

The IP code includes "Covered IP" (see Glossary) in the following:
- Inventions (whether patented or not)
- Works within the scope of the employment duties of the creators that is created using King's equipment or facilities, even if that work has been externally funded
- Confidential information contained within King's laboratory notebooks (whether electronic or hard copy) or other King's information storage systems including theses or papers
- Any works or intellectual property rights arising from works or services commissioned by King's or an external funder
- Materials (in any form, and including biological materials)
- Computer software
- Databases
- Teaching materials including course notes and audio and visual aids

However, in some situations, King's will not seek to assert a right, as described above.

Available support: who to contact and when

We have IP & Licensing Managers who are responsible for each of the King's Divisions and manage the commercialisation process. This process is rarely straightforward and there will be many often complex issues to consider. If you think that you have an innovation you wish to see supported by King's we encourage you to speak directly with your specific IP & Licensing contact at the earliest opportunity.

Similarly, before making any scholarly publication (including through information contained in a grant application) staff must assess the nature of the information being considered for publication and work out whether notification under this Code is required.
If in any doubt about information being considered for publication or included in a grant application, please contact your relevant IP & Licensing Manager. If you think you may have something with commercial value, you should complete an Invention Disclosure Form. This should be done well before presenting the discovery through publications, poster sessions, conferences, press releases, or other communications. Further information on invention disclosure is available in the Invention Disclosure Guide. Other useful Inventors Guides are also available that describe disclosing inventions, the patenting and technology transfer process, marketing to find licensees and spinning out new companies.

For more general information about any aspect of our IP and Licensing work, please contact licensing@kcl.ac.uk.

If you are a postgraduate research student

You should first discuss the situation with your supervisor and make sure you have read and signed the PGR Assignment & Acknowledgement form to confirm your agreement with the King's IP Code.

If you have a question about the form, please contact Registry Services for students in Arts & Sciences faculties, the Education Support Team for students at the IoPPN and the Academic Centre for students in the other Health faculties.

If you are a non-King's employee such as a visiting, Adjunct Appointment, honorary or emeritus staff please talk to the Head of your Academic Unit at King's, School or Department Manager.

If you have a general copyright query

Please visit https://www.kcl.ac.uk/researchsupport/copyright or contact copyright@kcl.ac.uk

For queries specifically about copyright considerations within your PhD thesis, visit the copyright tab at https://www.kcl.ac.uk/researchsupport/open-access/phd-etheses and contact theses@kcl.ac.uk.

There are guides on the Tech transfer process and Considerations for a spin-out company and Start-up support available at the Entrepreneurship Institute.

If you have any questions, please first read the FAQs below and then contact RMID-Help if necessary.

Exploitation and licensing of Covered IP

King's will discuss the intended route for exploitation and licensing with all Personnel involved in creating the Covered IP and will consult with the Personnel to ensure their views have been obtained. However, the decision on which route to take will vest solely with King's. King's may choose to exploit or commercialise the Covered IP in a number of ways, including:

- Publication of the Covered IP
- Licensing of the Covered IP, either on a long term basis or on an evaluation basis
- Transferring or licensing the Covered IP into a company in which King's takes a shareholding (or equivalent interest)

Revenue Sharing

King's wants to encourage all staff and students to create and notify us of Covered IP. As a result King's will share any Net Income it receives from exploitation of any Covered IP with the Personnel responsible for creating that Covered IP. Such Personnel may include inventors on patent applications as well as other individuals who may have made a significant contribution to the creation or reduction to practice of the Covered IP. The King's revenue sharing approach is tiered, with up to 90% of Net Income being distributed to eligible Personnel where the cumulative Net Income is <£10K, and reducing to 33% when cumulative Net Income >£250K. Net income does not include income received as research funding.

Examples of successful commercialisation

University IPMerck, Sharp & Dohme – Prof. Peter McNaughton

King's developed Know-How and Patent Rights in the field of therapeutics for treatment of neuropathic pain and tinnitus. This IP was exclusively licensed to Merck under an Exclusive Patent Licence and Research Collaboration Agreement that includes milestones payments aggregating in excess of £256 million, plus royalties.

Described in the FT as follows: "**The deal is believed to be the most valuable achieved by a British university for a specific drug development programme**". Fiona Marshall, head of MSD's UK Discovery Centre in London, told the Financial Times: "With its development and sales milestones, this is very similar to a substantial deal between a pharmaceutical group and a biotech company."

GammaDelta Therapeutics Ltd – Prof. Adrian Hayday

Investment secured from Abingworth LLP and Takeda totalling $100 million has enabled the formation of GammaDelta Therapeutics Ltd for the development of anti-cancer cell therapy approaches based on methods designed by Adrian Hayday's lab at King's to isolate and expand tissue resident gamma delta (γδ) T-cells. This deal was a so-called "build-to-buy" business model, with an investor team derived from a major pharmaceutical company and venture capital, enabling the strongest chance of successful and rapid product development for a variety of diseases. The build-to-buy strategy partners venture-capital financed spin-outs directly with pharma companies holding options to buy the spin-out at a pre-set price. Such an approach aligns the activities of the spin-out with the needs of Pharma and avoids having to seek multiple rounds of venture capital financing and therefore the risk of seeing King's shareholding significantly diluted.

Femtogenix Ltd – Prof. David Thurston and Dr. Miraz Rahman

Femtogenix was founded in 2015 to discover and develop next generation DNA-interactive payload molecules for use in antibody-drug conjugates. The payloads are designed through a development platform combining proprietary computational chemistry techniques, and founder know-how. Seed investment by RCT (Tucson based investor), who followed this investment with further funds in 2016/2017. The first fee-bearing out-license was announced in 2019 with Iksuda Pharmaceuticals.

VitaeVR Ltd – Prof. Sukhi Shergil

King's has granted an exclusive Know-How License to VVR of jointly owned Know-How developed by King's in conjunction with VVR and a non-exclusive licence of King's solely owned Know-How, that together comprise a prototype VR product, "VStore", which allows assessment and diagnosis of cognitive impairment in dementia and neuropsychiatric disorders such as Schizophrenia.

King's and VVR have jointly developed the VStore prototype as a virtual reality tool for assessment of cognitive function. VVR is now seeking to raise funding and/or investment for further development of VStore and therefore have sought an exclusive licence to King's rights in the jointly created VStore. Financial consideration for grant of the Know-How License comprises equity in VVR and royalty payments to King's.

Frequently Asked Questions

1. Is this a new policy?

The university has had [a code of practice for intellectual property](#) in place for many years, covering the intellectual output of its staff and students. The policy has been defined and modified over the years, but the basic tenets of the policy have remained consistent.

2. What is the Intellectual Property Code of Practice about?

The code sets out the terms governing the ownership, protection and commercial exploitation of Intellectual Property by King's College London.

For postgraduate research students, the 'IP Assignment and Acknowledgement form' formalises the assignment that you agree to undertake by taking up your research degree programme at King's and makes sure that you have read and understood the [Intellectual Property Code of Practice](#).

3. If I think that I have developed IP what should I do next?

You should complete an [Invention Disclosure Form](#), as described above.

If you are a postgraduate research student, in the first instance you should contact your supervisor and discuss it with them.

I am a postgraduate research student...

4. I pay tuition fees and generally work on my own, so why am I required to assign IP rights to the university?

In order to develop your research at King's to a point that you can develop commercially viable IP there will be substantial involvement from academics employed by the university (i.e. formal supervision of or input to your research) and you may also make significant use of the university's resources (labs, libraries, databases). It is this input from King's that is the reason IP rights need to be assigned.

5. Is assigning my IP rights to the university mandatory?

Yes, it is mandatory and in line with most other UK universities. This is because of the input that the university will have, either through its staff or resources, into your project.

6. What do I get from assigning my IP to King's?

In the small number cases where the university proceeds with commercialising any student [Covered IP](#), the student will be treated in the same way as a member of staff and any income will be covered by King's College London's Revenue Sharing policy ([Clause 9 in the Intellectual Property Code of Practice](#)).

King's has the resources to exploit the invention and will take on the responsibility for marketing, legal and other costs (to get a granted patent in the UK alone can cost around £10,000).

7. Do I still own copyright in my thesis?

The university does not require the assignment of copyright in a thesis as a literary output, however there may be [Confidential Information](#) within the thesis, such as how to work an

invention that would be owned by King's. [For further information, see the Library Services pages on Copyright](#).

8. Will this interfere with my intention to publish an article/monograph etc?

In most cases it shouldn't interfere with this, but in circumstances where patent protection is sought by King's, and the work you wish to publish contains an enabling disclosure (i.e. by reading it you could make or work the invention), you will need to keep it confidential until protection has been sought. [For further information, see the Library Services pages on Copyright](#).

9. I am working on a project that is moving to/managed by another institution – do I need to sign the form?

You will still need to sign the form for any work you have undertaken at King's College London. If there is any IP that needs to be assigned across to another university or institution under a research agreement then King's will need the ability to assign rights to the other institution.

10. I am self-funded – what are the implications for me?

You are still covered by the policy (see question 3 above) but otherwise no specific implications apply.

11. I am working on a project supported by funding provided by a third-party – do I need to sign?

Yes, you will still need to sign. Even if the funder has set conditions of the funding which require they own all IP, it will still need to be assigned with King's College London to enable this to take place. Where necessary, we will then work with the funder and potentially assign across IP.

12. I am working on a project which is not related to my research degree, will King's still claim IP on this?

As long as it is not in the course of your research at King's, then you won't be required to assign that IP to the university.

If you want help developing an idea external to your research at King's, you can get advice and support from the [King's Entrepreneurship Institute](#).

Glossary

Copyright

Copyright is one of the main types of intellectual property. It allows the copyright owner to protect against others copying or reproducing their work without their permission. You get copyright protection automatically (- you don't have to apply or pay a fee) when you create:

- original literary, dramatic, musical and artistic work, including illustration and photography
- original non-literary written work, such as software, web content and databases
- sound and music recordings
- film and television recordings

- broadcasts
- the layout of published editions of written, dramatic and musical works

Owners can mark their work with the copyright symbol (©), their name and the year of creation. Whether owners mark the work or not doesn't affect the level of protection they have. However, copyright is an automatic right and does not need to be registered.

Covered IP

The intellectual property rights in confidential information, copyright, design rights, moral rights, patents and patent applications, database rights, publication rights and any similar rights whether registered or not in the following:
- inventions (whether patented or not)
- works created using King's equipment or facilities including films, photographs, digital media works, films, audio works, manuscripts for publication in academic journals, monographs, book chapters, books;
- confidential information contained within King's laboratory notebooks (whether electronic or hard copy) or other university information storage systems including theses or papers
- any works or intellectual property rights arising from works or services commissioned by King's
- materials (in any form including biological materials)
- software
- databases (provided such databases extend beyond use by or for the university itself) and data sets

Confidential Information

Information of any sort that is not generally or publicly known, and consequently should can only be discussed and disclosed under conditions that maintain that confidentiality in a confidential situation, such as when a non-disclosure agreement (NDA) or Confidential Disclosure Agreement (CDA) has been put in place.

A student's thesis may contain many elements of confidential information and therefore special consideration should be given to this especially if the student is working on a funded project or if the results in the thesis might be that is the subject of a patent request.

Design Right

A right that protects the shape, appearance or design features of an object rather than its function (e.g. innovative packaging, the shape of a mobile phone).

Moral Rights

An individual's rights to attribution, and to object to certain uses of their work on moral grounds and they protect the ownership and integrity of the creator. These are the rights:
- to be identified as the author or inventor of a work
- to object to alterations to that work
- to object to false attribution of a work

A moral right cannot be assigned but it may be waived by the right holder; however, in the UK, moral rights to not exist unless they are first asserted by the creator. Further, moral

rights do not exist in works created by an employee in the course of their normal College duties.

Patent

A property right granted to an inventor (or the owner of the invention) by the State, which allows the patent owner to stop other people making use of their invention.

An invention that is capable of being a patented needs to be novel, inventive, capable of industrial application and not in the excluded subject matter.

In general patents tend to be on a process or a device.

Personnel

The people who are employed by King's College London.

- Any individual employed by the College;
- Any undergraduate or taught postgraduate student being assigned or engaged in any research project within the College (a) formally managed by College academics or (b) which makes significant use of College's financial, human or intellectual resources (beyond normal academic supervision of such projects).
- Any postgraduate research student being assigned or engaged in any research project within the College.
- Any visiting, Adjunct Appointment or emeritus staff engaged in study or research at the College (provided in each case such individual has agreed in writing to comply with this code);
- Any individual who has signed a contract for services or consultancy agreement with the College (provided that the terms of that contract for services do not expressly vary any of this code)

Registered

Means all Intellectual Property that is the subject of an application, certificate, filing, registration or other document issued, filed with, or recorded by any private, state, government or other legal authority.

Reduced to practice

A "reduction to practice" is the embodiment of the concept of an invention.

There are **two** ways that an invention may be reduced to practice:

1. By producing a physical embodiment of the invention (*actual* reduction to practice). For example:

- for an item of manufacture, provide a prototype or model of the invention
- for a method, perform the method and confirm the results
- for a composition of matter, synthesize or otherwise produce the composition

2. By filing a patent application (*constructive* reduction to practice).

Works

Articles of IP that are created such as an artistic work or a literary work and normally used when referring to copyright.

Research Facilities Fair Publication Policy

Introduction

In 2017 King's College London became a founding signatory to the Technician Commitment, aimed at ensuring the visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.

This document aims to aid researchers in recognising and acknowledging the work performed by Research Facility staff, formally and informally, in research outputs and their contribution to the advancement of scientific research. Fair acknowledgement of research technicians and technology and skills specialists (RTPs) provides a visible measure of the impact and successes of Research Facilities and helps to secure support and funding.

Rationale

1. Research facilities provide expertise, training, and support for use of equipment that is critical to the wider research community. It is important to recognise the contributions of Research Facility staff, who are themselves scientists, researchers, or research software engineers, and who actively enable and contribute to the research being performed at King's. Research Facility staff contribute knowledge and expertise to experimental approaches and research outputs. Appropriate recognition and acknowledgement of their level of contribution to publications should be standard practice within our research community.

2. Fair acknowledgment of Research Facilities in research outputs is an important metric for their continued ability to provide research support, enabling future funding and professional development of associated staff.

3. Engagement with Research Facility staff during preparation of research outputs ensures that data, systems, and methodologies are accurately interpreted and reported, strengthening the integrity and reproducibility of the research.

The services provided by Research Facilities are more than just access to equipment or an online environment, they are staffed by highly skilled and experienced individuals, who enable analysis and complex experiments to take place using their essential knowledge, support, and expertise.

Research Facilities are required to charge for some services rendered, in line with King's accounting practices and TRAC methodology. However, charging for a service does not preclude authorship, and should not impact the recognition of the Research Facility who assisted, enabled, or performed, the research.

The research community across King's collectively works to enable research excellence within the institution. Fair acknowledgment of all contributions to research outputs must be an accepted baseline.

Fair Publication Policy

To acknowledge the role of Research Facilities fairly and accurately in research outputs, the following guidelines have been implemented:

1. Research outputs using data, software, or tools from a Research Facility should always acknowledge the Research Facility by name in the acknowledgments section, e.g., "The authors gratefully acknowledge the [Research Facility Name] of King's College London for their support and expertise in this work".

2. Where a particular Research Facility staff member has meaningfully supported the performed research, but not directly contributed to the research output, this staff member should be acknowledged by name alongside the Research Facility, e.g., "The authors gratefully acknowledge [Staff Name] at the [Research Facility Name] of King's College London for their support and expertise in this work"

3. If the Research Facility, or a specific staff member, has substantially contributed to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work, they should be considered for inclusion as a co-author in all publications that use the data, software, or tools, in the same way as any other researcher, in line with disciplinary norms and journal guidelines.

   Unassisted collection of raw data and standard/regular user training do not, by themselves, merit co-authorship. However, non-routine data collection and sample preparation, analysis, or support (e.g., development of bespoke protocols or materials, experimental design, extensive data analysis and/or interpretation, etc.) should be appropriately recognised and acknowledged. If in doubt, please discuss this with the member of staff involved and/or the Facility Manager.

Discussions about appropriate acknowledgement should begin at the outset of the project and be revisited as the project develops. When a publication or other research output is being prepared, informing the Research Facility will ensure correct reporting methods are followed, and that they may contribute to the manuscript or other output where appropriate (e.g., specific descriptions of equipment, data collection and analysis methods).

Once papers or the publication of other outputs are accepted, please inform the Facility Manager, and provide the DOI for recording on their metrics.

When a poster, presentation, or grant application includes media assets (e.g. images), software, or data obtained from equipment managed by a Research Facility, please also acknowledge the facility. The Facility will be able to advise how best to do this.

It is the collective responsibility of all those involved in conducting the work to ensure fair acknowledgement. Any questions or concerns about acknowledgements or co-authorship should be discussed with the Facility Manager in advance. If a user is found to have acted against this policy, appropriate action may also be taken by the Research Facility, in accordance with the seriousness of the infraction.

Further guidance around appropriate acknowledgement or authorship may also be sought from the Research Integrity Office, or your local Research Integrity Advisor.

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-08.3
Status	Final

Report of the College Service Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair and Director's Report	17 March 2022	Consent	Note	No

For note

1. Chair and Director's Report

This report sets out an update on the main areas of work in the central Service team and through our partners, since the last College Service Committee meeting in September 2021.

1. King's Response to Emergency in Ukraine - Service contribution
2. UPP Foundation Student Futures Commission Report
3. Service at King's Case-study – Harvard University
4. Upcoming activities & events
    a) Update on Global Day of Service
    b) Launch of the Service Seed Fund 2021/22
    c) Volunteers' Week (1-7 June 2022)
    d) Refugee Week (20-26 June 2022)
    e) Community Organising Training with Citizens UK (June-August 2022)

See full report in **Annex 1**.

Chair and Director's Report - September Service Committee

1. King's Response to Emergency in Ukraine - Service contribution

Please note this information is already out of date. See the articles below for the latest information about the ways in which King's is supporting Ukrainian refugees:

- *Ways to support communities impacted by the invasion of Ukraine*
- *King's leads universities' response to hosting Ukrainian refugee students and academics*

Many of our students, staff and alumni have expressed concern and asked what they can do to help communities impacted by the invasion of Ukraine. The Service and Volunteering Teams have pulled together a King's news story that is being regularly updated with information about how individuals can support our students by donating to the King's Hardship Fund and academics through supporting The Council for At Risk Academics (CARA). The news story also includes information about organisations that are raising emergency funds, seeking the support of volunteers and collecting essential items.

Researchers and academics are using their expertise to inform discussion and debate around Russia's invasion of Ukraine, the ongoing war and its implications across the world. You can read expertise and insights on the war in Ukraine from King's in this news story.

We are part of the Ukraine Response Coordination Group which covers many different facets of support from student services, visa advice, to hardship funding. We are specifically working on the Sanctuary Scholarships to explore if they can be expanded.

As part of a longer-term process, we are also working on a review of Sanctuary and our work in supporting forcibly displaced people whose education has been disrupted. We will be able to report back at a future Service committee. If you would like to be involved, please contact louise.gough@kcl.ac.uk.

2. UPP Foundation Student Futures Commission Report

King's was invited to contribute a case study to the UPP Foundation's Student Futures Commission Report, covering our ambition to create a generation of empowered changemakers through Service-learning and King's First Year: Gateway to King's. The report was published on 14 February 2022 and is freely available to download from the UPP Foundation's webpages. You can find the case study on p.63 of the report. A news article on King's contribution to the Report was also published.

3. Service at King's Case-study – Harvard University

The Service Team at King's has been approached by a researcher (Megan Bogia) from the Graduate School of Education at Harvard University to undertake some research and produce a case study. The focus is around how King's College London developed and implemented its Service strategy as part of Vision 2029. This study seeks to ask: what are the critical points of success and the challenges of transforming a university into a service-committed organisation? The researcher is interested in how King's reimagined its historical Service commitment to be responsive to the current community of students, staff and community partners. Megan is particularly interested in how we did this, what the successes and challenges were, and what other institutions, particularly in the US can learn from our approach.

We are currently in the process of finalising the necessary approvals and paperwork and will be developing an interview and information gathering approach based on the study's needs. Megan would like to interview Service Committee members, and we thank you in advance for your time.

4. Upcoming activities & events

a)   Update on Global Day of Service

Each year in March, students, staff and alumni take part in a range of volunteering activities across the world for King's Global Day of Service. King's Global Day of Service is on 25 March (in recognition of the day King's was founded) but any volunteering activities that take place in March can contribute to our volunteering hours and demonstrate the positive impact that the King's community has locally, nationally and internationally.

For Global Day of Service 2021, 544 volunteers from across 53 different countries spent 2,323 hours volunteering. We want to have even greater impact this year, so we are calling on students, staff and alumni to arrange or take part in a volunteering event this March. There are several events taking place throughout March. Please see full details in the King's Global Day of Service 2022 news story.

We are also asking students, staff and alumni to log their volunteering hours by completing the short Global Day of Service Impact Form so that we can keep track of our positive impact and celebrate the voluntary activities that take place during Global Day of Service 2022 during Volunteers' Week 2022 in June.

b)   Launch of the Service Seed Fund 2021/22

Service at King's embodies our commitment to positive societal impact at home in London, across the UK and around the world. To enable and facilitate students and staff to contribute to this agenda, we are launching the next round of the Service Seed Fund to coincide with King's Global Day of Service. This fund is open to applications from King's students and staff (academic and professional services). It provides seed funding to try new ideas, or scale existing projects, and the maximum funding per project is £5,000. After learning from previous rounds, we will be seeking to provide training on social impact methods to successful applicants.

The application process will open in April 2022. More information as well as the application form will be advertised on the Service webpages.

c)   Volunteers' Week (1-7 June 2022)

Volunteers' Week is a national awareness campaign that aims to raise awareness of and recognise the contribution millions of people make across the UK through volunteering. Volunteering is an important way in which King's students, staff and alumni serve society and so we use national Volunteers' Week as an opportunity to thank them for their contribution and encourage others to volunteer.

This year, we will use Volunteers' Week to launch the new volunteering service and celebrate the voluntary activities undertaken during King's Global Day of Service 2022. This communications and engagement campaign will thank the King's community for their voluntary efforts and raise awareness of the many ways in which students, staff and alumni are making a difference in our local, national and international communities. It will also aim to inspire others to get involved in volunteering, share information about the Service Time allowance (for staff), and highlight resources available to support volunteering.

To ensure we capture the diversity of volunteering activities taking place across King's, we are encouraging students, staff and alumni to share their volunteering experiences by tagging the @ServiceAtKings accounts in social media posts or by contacting the team by email at service@kcl.ac.uk.

d)   Refugee Week (20-26 June 2022)

Refugee Week is a UK-wide festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary. Founded in 1998 and held every year around World Refugee Day on the 20 June, Refugee Week is a growing global movement. The 2022 theme for Refugee Week and World Refugee Week is 'Healing'.

Nicole Mennell (Engagement Lead- Vision 2029), is coordinating a cross-university campaign for Refugee Week and World Refugee Day. In addition to articles, video content and podcasts, this week-long campaign will include panel events involving leading academics, students with lived experience and charities that support refugees and forced migrants, as well as creative workshops led by a King's artist-in-residence at Science Gallery London.

To ensure we capture the diversity of related initiatives taking place across King's in support of refugees, we are encouraging students, staff and alumni to contact Nicole Mennell (nicole.s.mennell@kcl.ac.uk) with ideas for features, events or other activities that we can share during Refugee Week 2022.

e)   Community Organising Training with Citizens UK (June-August 2022)

The Service Team will deliver Community Organising Training with Citizens UK during the summer term. This training is designed specifically with King's in mind in order to explore how students can utilise the university's power to bring about positive change in their communities. Through this training, students will be encouraged to develop and build their own ideas, thereby helping create an impactful social movement around Service at King's. Additionally, the transferrable skills presented in negotiation, problem-solving and leadership will help build on their employability skills.

No prior knowledge of Community Organising is necessary, but applicants should have an interest in learning more about the principles of Community Organising and a desire to create positive change in the world. The deadline for applications is 9 May 2022.

Community Organising Training Dates:
- Wednesday 1 June, 10:00-12:30 (BST)
- Wednesday 22 June, 15:00-17:30 (BST)

Students who attend the introductory training course will receive a certificate and have the opportunity to participate in Community Organising Masterclasses throughout the summer, which will delve deeper into building power, campaigning and taking action, and storytelling for power and action.

We are encouraging committee members to share information about this training with students. Please contact Nicole Mennell (nicole.s.mennell@kcl.ac.uk) for a communications pack to support dissemination of information.

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-08.4
Status	Final

Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's report	01 March 2022	Consent	Note	No
2. King's Culture, London Committee presentation	01 March 2022	Consent	Note	No
3. Strategy Refresh: One King's	01 March 2022	Consent	Note	No
4. Public & Community Engagement with Research	01 March 2022	Consent	Note	No
5. King's London Highlights	01 March 2022	Consent	Note	No

For note

1. **Chair's Report**

   The Chair's provided an update on the King's Parliamentary Research Internship programme, noting that feedback from both interns and Peers has been extremely positive. Exclusively available to PhD students and researchers, the part-time internships directly support the work of Parliamentarians in the House of Lords and are designed to give participants a direct insight into working in policy. The programme was developed in collaboration with the Policy Institute alongside King's Careers and Employability; and was one of the new extracurricular initiatives launched under the auspices of King's Edge in 2021. Planning is now underway to launch the next iteration of the programme building on feedback gathered throughout the pilot.

   The report presented to the committee included an update on this year's King's Civic Challenge and Board Bank. 13 teams of students, staff and community partners are taking part in this year's King's Civic Challenge. Teams have taken part in a development programme of workshops including idea generation, communication and stakeholder engagement, project planning and monitoring and evaluation to hone their solutions to local issues. The next phase of the programme will focus on supporting teams to refine and develop their solutions before pitching to a panel of judges, drawn from King's and from our local boroughs, for the chance to win funding to get their projects off the ground.

   King's Board Bank programme returned in February 2022, delivered in partnership with Getting on Board and KLSCU, it connects local organisations looking for trustees with the skills and experience of our students and staff. This year, the programme included discovery information sessions about trusteeship and charity boards, and hands-on masterclasses to support individuals to explore what they could bring, where they want to focus their efforts and how to find, apply for and be successfully onboarded into a trustee role.

2. **King's Culture, London Committee presentation**

   Beatrice Pembroke, Executive Director, Culture, delivered a presentation on King's Culture (CLC_220301_08). Key examples highlighted in the report and presentation include:

- [At Home in Cultural London](#) is an extra-curricular online (20-21) and hybrid (21-22) course that connects students to London, and King's, through arts and culture.

- *Visible Skin* and *People & Pandemic* are two examples of outdoor exhibitions on the Strand and Guy's campus.

- The Culture team worked with CMCI (A&H) as research partner on the All Party Parliamentary Group for Creative Diversity '[Creative Majority](#)' report, published September 2021.

3. **Strategy Refresh: One King's**

Professor Nigel Pitts and Professor Bobby Duffy delivered a presentation on the development of a programme called One King's (CLC_220301_09) which emerged simultaneously from two strands of King's Strategy refresh. (1) Strategically-Focused Impacts on the World and (2) Sustainable Research Excellence.

Over the next few months, through consultation and participation, One King's will bring together colleagues across King's to identify a small number of impact challenges where we can collectively map our internal expertise and then deploy that expertise over time, to address these challenges. The ambition is that by addressing these challenges together King's can mobilise our community and partners in the process and our responses and impact will be both distinctive and novel.

An update on the development and delivery of the programme will be provided at the next meeting of the Committee in June 2022.

4. **Public & Community Engagement with Research**

Dr Shalini Jadeja and Stephen Roberts delivered a presentation on Public & Community Engagement with Research (CLC_220203_10). Key points to note:
- King's undertook a Research Impact Stocktake in 2021 to look at the progress to date on delivering King's research impact priorities. The review focused on five areas: ambition, culture, coordination, collaboration and communication.
- Process change workshops were held for Public & Community Engagement with research to bring stakeholders across King's together to develop a shared ambition for the College. The first workshop was held with senior leadership and the second was with public and community engagement practitioners.
- Emerging themes from the workshops included: the importance of engaging underserved audiences and the public, highlighting good practice and upskilling teams, central coordination with local delivery, enthusiasm to develop support and the need for a plurality of approaches.
- A third workshop is planned with representatives of King's local community partners.

5. **King's London Highlights**

A paper (CLC_220301_05) providing an update on London highlights drawn from the entire King's community was submitted to the CLC. The examples included in the paper demonstrate the wide range of King's engagements and collaborations with communities and organisations across London. Copies are available from the College London Committee Secretariat.

Meeting date	20 April 2022
Paper reference	AB-22-04-20-09
Status	Final

Academic Board Annual Agenda Plan

Action required

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

Paper Explanation for Members

Why is this paper being presented?	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.
What are the key points/issues?	The strategies, policies and regulations requiring monitoring and final decision by the Academic Board over the course of the academic year
What is required from members?	To note the Academic Board annual agenda plan

Paper Submitted by:

Irene Birrell, College Secretary

Academic Board Annual Agenda Plan

Strategic discussion

The Academic Board Operations Committee has allocated Education to the first strategic discussion meeting (December) and Research to the second strategic discussion meeting (March) and proposed a different thematic focus, but consistency with the education and research focus year on year.

Strategies

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

- Refresh of the overarching university strategy Vision2029
- Research Strategy

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

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

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

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

Policies and Regulations

Policies and regulations scheduled for review during 2021/2022 include[1]:

- Academic Regulations 2022/2023 (and associated education/student policies)
- Mitigating Circumstances Policy
- KBS Supplementary Academic Regulations
- External institution regulations that King's validates

The Board will receive reports on the following business during the year, with a view to enabling the Board to reassure itself and the Council that the King's mission and strategies are being implemented:

- Ongoing Conditions for OfS
- National Student Survey Results
- Postgraduate Taught Experience Results
- Admissions
- Student number planning
- King's degree awards

The Board expects to receive a quinquennial report from: Nursing.
Updates from the Equality, Diversity & Inclusion Team to be received three times a year.
The Board will continue to receive its regular reports from the President & Principal, KCLSU, Council and the College Dean, and the regular reports from its committees.

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

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year

	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
	Office for Students Conditions of Registration	*Approve for recommendation to Council*	*CEC*	Council approval
	Mitigating Circumstances Policy	*Approve*	*CEC*	Publish on web
	Academic Regulations (amendments)	*Approve*	*ASSC*	Publish on web
	KBS Supplementary Academic Regulations 2020-2021 and 2021-2022	Approve	ASSC	Publish on web
	Undergraduate Progression and Award Policy	*Approve*	*ASSC*	Publish on web
	External Examiners report	*Approve*	*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	
	Assessment Board Annual Report	*Note*	*CEC*	
	Annual Report on Student Misconduct, Appeals & Complaints	*Note*	*CEC*	

	King's Education Awards	Note	CEC	
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 *(Strategic Focus)*	Education: (i) Decolonising the Curriculum (ii) Education Strategy Refresh Update	Strategic Discussion	CEC/VP Education	
	EDI update	Discuss	EDI	Three EDI discussions per year (2 of 3)
	Student Admissions and procedures	Approve	*CEC Chair's action*	publish
	Applicant Misconduct Policy	Approve	*CEC Chair's action*	publish
	Request to include 10 credit modules in executive degrees	Approve	*CEC*	
29 June 2022 **On Campus (Great Hall)**	People & Culture Strategy *(including academic workload and interface between research and education, tackling the explosion of MCFs, protecting period 3)*		SVP (SPP)	
	EDI update		EDI	Three EDI discussions per year (3 of 3)
	KCL/KCLSU Relationship Agreement	Approve	CEC	
	TEF submission	*Note*	*CEC (TBC depending on OfS timelines)*	
	Degree Outcome Statement	*Approve*	*CEC*	
	Student Terms & Conditions 23/24	*Approve*	*Executive Director of Students & Education*	Publish on web
	Academic Regulations 22/23	*Approve*	*ASSC*	publication
	External Examiners Report	*Approve*	*ASSC*	
	External institution regulations that King's validates	*Approve*	*CEC*	-
	Academic Board forward plan	*Approve*	*ABOC*	To keep under review

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-2022-04-20-10.1
Status	Final

Report from the Dean

Action required

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

Paper Explanation for Members

Why is this paper being presented?	This paper provides an update on areas within the remit of the Dean's Office, including updates to the progress of this year's AKC Programme, events within the Chaplaincy, and the activities of the Chapel Choir.
What are the key points/issues?	Dean's Office, AKC, Chaplaincy, Chapel Choir
What is required from members?	Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all Board members are asked to send appropriate comments to the Dean and the College Chaplain in regard to the ongoing community and network building across the College as we begin to emerge from the Covid-19 pandemic.

Paper Submitted by:

Ellen Clark-King, Dean of King's College London, Dean's Office & Chaplaincy

Report from the Dean

1. Dean's Office

a) At the time of writing, we are finalising the arrangements for the Memorial Service for Archbishop Desmond Tutu in the Strand Chapel on Tuesday 5 April at 6pm. We have been able to contact quite a few of those who were in the Archbishop's year in the Theology Department in the 1960s, so we look forward to welcoming a good number of those back to King's on this occasion. The service will be livestreamed, and should be available to watch afterwards on the Choir's YouTube channel.

b) I am also, although rather nervously, looking forward to the broadcast of 'Anyone Can Sing' on Sky Arts (Freeview channel 11) from Wednesday 30 March at 8pm. This short series of four episodes, filmed last autumn, followed me and five other members of the public who had always understood that we couldn't sing, as we were mentored and tutored by some fabulously patient singing teachers, culminating in joining the ENO Chorus on stage at the London Coliseum. I've just been to the official launch screening event, and I have to admit that seeing myself on a big cinema screen was almost as nerve-wracking than the actual singing!

2. AKC (Associate of King's College)

a) The titles of the lecture series for 2022/23 have now been confirmed. Semester I will cover 'Inside London: Art and the Sacred', curated by Professor Ben Quash, and semester II will look at 'Climate Change: What can we do?', curated by Professor Clare Carlisle. Details of individual lecture topics will be available nearer the start of the new academic year.

b) In the meantime, now that this year's lectures have finished the attention of the AKC team turns towards collating quiz scores and finalising overall results. More information in that area should be available for the next meeting of the Academic Board in June.

3. Chaplaincy

a) The usual routine of Chaplaincy services and other events has gone on throughout the term, and there continues to be a steady increase in the number of people dropping into the Chaplaincy rooms on all campuses.

b) In addition, we have put on various additional events to link with wider themed occasions; these have included a screening of the film 'Stranger/Sister' as part of the Women's History Month 'Movies & Meaning', a screening of the film 'My Name is Pauli' for LGBT+ History Month, and a discussion panel on gender, sexuality and faith, also as part of LGBT+ History Month. Many of these have been co-ordinated by the Revd Sarah Farrow, Chaplain to the St Thomas' & Waterloo Campuses, and Vice-Dean, who is settling in well after six months at King's.

c) In March, we held a memorial service in the Strand Chapel for Stephen Harrow FKC, who was a former member of staff in Registry, and who was a great supporter of the Chapel and the Chapel Choir. Amongst the music included in the service was the anthem 'Sancte et Sapienter', composed by Philip Moore for King's 175th anniversary in 2004, and commissioned for that occasion by Stephen.

d) As might be expected, we have been involved in aspects of King's response to the war in Ukraine, which included hosting a Peace Vigil in the Courtyard of Bush House. We also continue to have a brief time of prayers for peace in the Strand Chapel each Tuesday and Thursday at 12noon, and candles are always available in the Chapel if anyone is passing and wants to come in for a moment of personal reflection.

e) Looking ahead to next term, we are part of the planning for 'Take Time Out', the campaign co-ordinated by KCLSU to encourage students to do just that during revision and exams. There will be various in-person activities on the different campuses in the exam period, as well as ways of engaging online.

4. <u>Chapel Choir</u>

a) I am delighted to announce that the Choir's latest recording was officially released on Friday 25 March. Working as usual with Delphian Records, and featuring the soprano Ruby Hughes and organist Joshua Simões, this CD features sacred choral music by <u>Dr Edward Nesbit of the Department of Music</u>; all the pieces are première recordings, and some were written specifically for the Choir. The CD can be bought <u>via the King's e-store</u>.

b) The fruits of the Choir's most recent recording session, of Sergei Rachmaninoff's *All-Night Vigil*, made during Reading Week at the end of February, will be available at some point in 2023. There was a definite poignancy in recording a deeply resonant piece of Russian Orthodox church music just as the invasion of Ukraine began, and we certainly hope that the world will be more peaceful when that CD is released next year.

c) Next term is a little quieter for the Choir as they attend to the small(-ish!) matter of their exams, but in addition to the continuing round of services in the Strand Chapel, they will be singing for the annual Anatomy Service at St George's Roman Catholic Cathedral in Southwark in mid-May (remembering those who have donated their bodies to medical research). Then in the summer they will twice be performing Dr Joe Fort's arrangement of Holst's 'The Cloud Messenger' (also available as a CD), on <u>Sunday 29 May</u> as part of the English Music Festival at Dorchester Abbey, and on Friday 1 July as part of <u>the Thaxted Festival</u> (north-west Essex).

29 March 2022

Academic Board	
Meeting date	20 April 2022
Paper reference	AB-22-04-20-10.2
Status	Final
Access	Members and senior executives
FOI exemptions	s.40 personal information

Election of Associates of King's College

Action required

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

Motion: That the students listed be elected as Associates of King's College.

Paper Explanation for Members

Why is this paper being presented?	The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.
What are the key points/issues?	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. |
| **What is required from members?** | To approve the election of the below students as Associates of King's College. |

Paper Submitted by:

The Revd Dr Ellen Clark-King, Dean of King's College London

This page has been redacted

Report from Council

Action required

☐ For approval
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	This report presents a summary of key issues discussed and decisions taken at the meeting of Council held on 31 March 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.
What are the key points/issues?	Ordinances amendments, committee reports, planning for the REF2021 results
What is required from members?	To note

Paper Submitted by:

Irene Birrell, College Secretary

Report from Council – meeting of 31 March 2022

Agenda materials and minutes of the meeting will be found here following the 12 May 2022 meeting of Council.

Ordinances amendments
Council approved proposed amendments to its Ordinances, notice of which it had received two weeks in advance, namely regarding terms of reference for the new Staff and Culture Strategy Committee; amendments to the Academic Board terms of reference and amendments to the Academic Board Operations Committee terms of reference regarding composition.

Principal's Report
The Principal reported on:
- Coronavirus update – testing continuing until June and then review
- Industrial Action – recent strikes and impact on student education; and that UCU has sought another ballot that could align with the exam period.
- King's Business School Accreditation
- Admissions – looking well
- Student experience – there had been focus on the module experience with module surveys and results showed that satisfaction with the teaching experience was improving.
- Senior Leadership updates
- Ukraine – partnership with Citizens UK/supporting Ukrainian and Russian students

Balanced Scorecard Update
The Principal reported on a revised set of key performance metrics designed to provide a comprehensive overview of the University's performance and enable progress in delivering Vision 2029 to be assessed against benchmarks based on the latest data available.

Planning for the REF2021 results
The Vice President (Research) reported on a plan for engagement, preparation and release of King's REF results.

Governance & Nominations Committee
From the Governance & Nominations Committee, Council
- Received and approved a hybrid pattern of meetings
- Received and approved new Finance Committee appointments
- Received a report on the search for the current Council member vacancy

Finance Committee
From the Finance Committee, Council
- Discussed the Strategy Refresh and Financial Sustainability
- Discussed Directions and implications for budget 2022-23
- Received a report from the Chief Finance Officer
- Noted the reappointment of members of the Investment SubCommittee

Audit, Risk & Compliance Committee
From the Audit, Risk & Compliance Committee, Council
- Received and approved the Annual Report of Health & Safety Services
- Received the compliance report
- Received the annual report of the Chief Procurement Officer
- Received an update on Enterprise Risk Management

Academic Board

From the Academic Board, Council

- Received reports on the Service, People & Planning portfolio, the Research strategy refresh, the KCL/UCU Joint statement and Academic Board Subcommittee reports

Report of the KCLSU President

The President reported on

- Graduation being an important opportunity to celebrate and provide a memorable moment
- Impact of UCU strikes and a student led campaign on reimbursement
- Statement of solidarity with Russian and Ukrainian students
- KCLSU election results