
Academic Board

Meeting date 8 March 2023

Paper reference AB-23-03-08-02

Status Final



Meeting of the Academic Board to be held on **Wednesday 8 March 2023** at 14.00, in The Great Hall, King's Building, Strand Campus

Agenda

1	Welcome, apologies and notices	Verbal	Chair
2	Approval of agenda	AB-23-03-08-02	Chair
3	Unanimous Consent Agenda including:	AB-23-03-08-03	Chair
3.1	Minutes of the Previous Meeting	AB-23-03-08-03.1	
3.2	Actions Log	AB-23-03-08-03.2	
3.3	Rolling Calendar of Academic Board Business	AB-23-03-08-03.3	
4	Matters arising from the Minutes		Chair
4.1	Academic Workforce Report	AB-23-03-08-04.1	
4.2	Any other matters arising	Verbal	
STRATEGIC DISCUSSION			
5	Research Strategy (to discuss)	AB-23-03-08-05	VP (Research & Innovation)
REGULAR BUSINESS ITEMS			
6	Report of the President & Principal (to note)		
6.1	Summary of Key Issues	AB-23-03-08-06.1	Chair
6.2	Evolution of the AKC	AB-23-03-08-06.2	AKC Director
7	Report of the President of KCLSU (to discuss)	AB-23-03-08-07	KCLSU President
8	Reports of Committees		
8.1	Report of the Academic Board Operations Committee (i) Academic Board Suggested Agenda Items <i>All remaining items are on the Unanimous Consent Agenda.</i>	AB-23-03-08-08.1	Chair, ABOC
8.2	Report of the College Education Committee <i>All items are on the Unanimous Consent Agenda.</i>	AB-23-03-08-08.2	Chair, CEC
8.3	Report of the College Research Committee <i>All items are on the Unanimous Consent Agenda.</i>	AB-23-03-08-08.3	Chair, CRC
9	The Dean		
9.1	Report of The Dean (to note)	AB-23-03-08-09.1	Dean
9.2	To elect Associates of King's College (to approve – <i>on the Unanimous consent agenda</i>)	AB-23-03-08-09.2	Dean
10	Report from Council (to note)	AB-23-03-08-10	Council Member Professor Kim Piper
11	Any Other Business	Verbal	Chair

Irene Birrell, College Secretary
February 2023

Academic Board	
Meeting date	8 March 2023
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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
3.1	Minutes of December 2022 meeting	AB-23-03-08-03.1	Approve
3.2	Actions Log	AB-23-03-08-03.2	Note
3.3	Rolling Calendar of Academic Board Business	AB-23-03-08-03.3	Note
Report of the Academic Board Operations Committee (ABOC)		AB-23-03-08-08.1	All to note
8.1	(i) Academic Board Election Voting Details (ii) Academic Board Meeting Space Options (iii) Academic Board – Options for Student Elections (v) Staff and Culture Strategy Committee		
Report of the College Education Committee (CEC)		AB-23-03-08-08.2	
8.2	(i) Interruption of Study Framework	Annex 1	Approve
	(ii) Proposal for Foundation Certificate Award	Annex 2	Approve
	(iii) TEF Final Provider Submission		Note
	(iv) Proposal for Assessment & Feedback Priority Projects		Note
	(v) QAA Quality Enhancement of Transnational Education Scheme		Note
	(vi) Overview of Strategic Programmes Office Projects		Note
	(vii) Mitigating Circumstances: Update		Note
	(viii) Student Mind's University Mental Health Charter Award		Note
	(ix) Exams and Assessments Annual Report 2021/22		Note
	(x) Professional Statutory & Regulatory Body activity		Note
	(xi) Periodic Programme Review: KBS – Finance online		Note
	(xii) Periodic Programme Review: KBS – MSc in HRM & Organisational Analysis		Note

(xiii)	Annual Report Student Conduct & Appeals 2021/22	Note
(xiv)	Scheduling of Periodic Programme Reviews 2022/23 for the Faculty of Social Science & Public Policy	Note
(xv)	Update on the start of Semester 2: 2022/23	Note

Report of the College Research Committee (CRC)

AB-23-03-08-08.3 All to note

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|-----|-------|---|
| 8.3 | (i) | Environment and Sustainability |
| | (ii) | KBS Institute for Sustainable Business |
| | (iii) | Research Culture |
| | (iv) | Enabling Research Strategy Initiatives |
| | (v) | Public and Community Engagement with Research |
| | (vi) | Departure of Committee Chair |

Report of the Dean

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|-----|---------------------------------------|
| 9.2 | To elect Associates of King's College |
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AB-23-03-08-09.2 Approve

Irene Birrell
College Secretary
February 2023

Academic Board
Meeting date 8 March 2023

Paper reference AB-23-03-08-03.1

Status Unconfirmed

Minutes

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

Date 14 December 2022, 14.00

Location MS Teams

Composition			Members		Attendance 2022-23				
					22.11.22	14.12.22	08.03.23	19.04.23	28.06.23
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur		P	P			
	Senior Vice	SVP Academic	Professor Rachel Mills		P	P			
	Presidents & Vice Principals	SVP Health & Life Sciences	Professor Richard Trembath		P	P			
		VP Education & Student Success	Professor Adam Fagan		P	P			
		VP Research & Innovation	Professor Reza Razavi (to 31.12.22)		P	P			
		VP International, Engagement & Service	Professor 'Funmi Olonisakin		P	P			
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King		P	A			
	The President of the Students' Union		Yasir Khan		A	P			
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Sara Osman Saeed		P	P			
		Vice President for Education (Health)	Julia Kosowska		P	P			
		Vice President for Postgraduate	Shagun Bhandari		P	P			
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain		P	P			
		Dentistry, Oral & Craniofacial Sciences	Professor Michael Escudier		P	P			
		Dickson Poon School of Law	Professor Dan Hunter		P	P			
		King's Business School	Professor Stephen Bach		P	P			
		Life Sciences & Medicine	Professor Ajay Shah		P	P			
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi (to 31.12.22)		P	P			
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson		P	P			
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Sir Simon Wessely		P	P			
		Social Science and Public Policy	Professor Linda McKie		P	P			
	Dean for Doctoral Studies		Professor Rebecca Oakey		P	A			
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott		P	A			
Elected Students	One student from each faculty, split equally across UG/PGT/ PGR	Arts and Humanities	Kriti Gupta (from 14.12.22)		V	P			
		Dentistry, Oral & Craniofacial Sciences	Vacancy		V	V			
		Dickson Poon School of Law	Vacancy		V	V			
		King's Business School	Vacancy		V	V			
		Life Sciences & Medicine	Vacancy		V	V			
		Natural, Mathematical and Engineering Sciences	Vacancy		V	V			
		Nursing, Midwifery & Palliative Care	Amelia Martin (from 14.12.22)		V	P			
		Institute of Psychiatry, Psychology & Neuroscience	Bella Zilan Demirci (from 14.12.22)		V	P			
		Social Science and Public Policy	Ting Meng (from 14.12.22)		V	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			
			Professor Matthew Head		A	P			
			Dr Hannah Crawforth		A	P			
			Dr Zeena Feldman		P	P			
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Nick Harrison		P	P			
			Professor Kim Piper		P	P			
			Dr Ana Angelova		A	P			
			Professor Jeremy Green		P	P			
			Professor Richard Cook		P	P			
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Ann Mumford		P	P			
			Dr Ewan McGaughey		P	P			
			Professor Satvinder Juss		P	P			
		King's Business School (4 members, including HOD equivalent)	Dr Jonathan Gingerich		A	P			
			Professor Gulcin Ozcan		P	A			
			Dr Jack Fosten		P	P			

			Dr Juan Baeza	P	P			
			Dr Andrew McFaul	P	P			
		Life Sciences & Medicine (5 members, including HOD equivalent)	Professor Susan Brain	A	P			
			Dr Manasi Nandi	A	P			
			Professor Clare Wells	P	P			
			Dr Baljinder Mankoo	A	P			
			Dr Anna Battaglia	P	P			
		Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Luc Moreau	P	P			
			Professor Michael Kölling	P	P			
			Professor Sameer Murthy	A	P			
			Dr Andre Cobb	P	P			
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	<i>Vacancy (HoD)</i>	V	P			
			Dr Jocelyn Cornish	P	P			
			Dr Wladzia Czuber-Dochan	P	P			
			Irene Zeller	P	P			
		Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Matthew Hotopf	P	A			
			Dr Eleanor Dommett	P	P			
			Dr Rina Dutta	P	A			
			Dr Yannis Paloyelis	P	P			
			Dr Eamonn Walsh	P	P			
		Social Science and Public Policy (5 members, including HOD equivalent)	Professor Jelke Boesten	P	P			
			Dr Tim Benbow	P	P			
			Dr Hillary Briffa	P	P			
			Dr Sunil Mitra Kumar	P	P			
			Dr Kiran Phull	P	P			
		Three staff members on contracts which include teaching from Professional and Continuing Education (PACE) elected by and from the staff members on contracts which include teaching in PACE. One of the three seats will be held by a Head of Department or equivalent.	Sarah Shirley	P	P			
			Suzie Coates	P	P			
			Dr Michael Elliott	P	P			
	Three professional staff	Education Support	Syreeta Allen	A	A			
		Research Support	Dr Natasha Awais-Dean	P	P			
		Service Support	Akic Lwaldeng	P	A			
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	A	P			
		Health Faculties	Dr Moritz Herle	P	P			

v= vacant post

In attendance:

Darren Wallis, Executive Director, SED (Standing attendee)

Lynne Barker, Associate Director (Academic Regulations, Quality and Standards) (Standing attendee)

Revd Sarah Farrow, Vice Dean, attending on behalf of Rev'd Canon Dr Ellen Clark-King

Professor Peter Heather, attending on behalf of Professor Rebecca Oakey

Professor Ian McFadzean, (for Item 5.1)

Michael Bennett, Director of Social Mobility & Widening Participation (for Item 5.2)

Secretariat:

Irene Birrell (College Secretary)

Xan Kite (Director of Governance Services)

Sheronlyn Balfour (Governance Manager)

1 Welcome, apologies and notices

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

2 Approval of agenda

The agenda was approved.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-22-12-14-03]

Decision

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

4 Matters Arising from the Minutes

None.

5.1 TEF Submission [AB-22-12-14-05.1]

Academic Board considered a near-final version of the provider TEF submission 2023 to the Office for Students (OfS). It noted the work undertaken to review and re-draft drawing on comments from across the College and advice from an external editing company to fine-tune structure, readability and tone. The Board made further comments on the draft that it received and noted that the final version would be submitted on the approval of the VP (Education).

Points raised in discussion included the following:

- The staff/student ratio trajectory was not explicit in the report and Academic Board members would be interested to see this. It was noted that there would be significant disciplinary differences. Investigations into the availability of the data for the Board would be made.
- The submission came across as a little defensive and focused on addressing weaknesses. It might benefit from different presentation and this was being considered, but the requirements and advice received from the OfS for the submission might preclude significant change.
- The increased investment in mental health resourcing was heartening and Academic Board would like to know how this matched with demand. This information would be provided for the Board in due course.
- The Principal thanked all involved in the production of the submission.

The final submission would be shared with Council and Academic Board Members when available.

5.2 Social Mobility & Widening Participation Strategy [AB-22-12-14-05.2]

Academic Board received a presentation of The Social Mobility & Widening Participation Strategy 2022-25 which set out the way in which King's will achieve its Access & Participation Plan targets. The targets are regulatory commitments made with the Office for Students and an approved Access & Participation Plan is a condition of charging higher level tuition fees. Progress against targets is monitored annually and failure to make sufficient gains must be explained and addressed. The Strategy was the primary means by which King's will fulfil its responsibility to widen access for underrepresented students and had been approved by the Academic Board College Education Committee.

The aims of the strategy were: (1) to continue to increase the proportion of students from underrepresented backgrounds enrolling at university; (2) to raise the GCSE and A-Level attainment of learners from underrepresented backgrounds; (3) to improve social mobility in regions with high deprivation and low university participation; (4) support the mental health and wellbeing of our young people; and (5) to increase knowledge of what works in widening participation.

Alongside delivering King's Access & Participation Plan targets, these aims respond to the Office for Students' requirement that universities do more to raise attainment in schools and generate stronger evidence of impact. They also respond to the instruction of King's Council that we further expand our work in regions outside of London.

The strategy would deliver Vision 2029's goal to lead the Russell Group in social mobility and widening participation. It supports Strategy 2026's priority of reaching new groups of learners from widening participation backgrounds and supports its focus on mental health. It would be delivered using Access & Participation Plan funding.

In discussion the following points were raised:

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- The Principal noted that this work was an area in which King's was peer-leading and we should all be proud of that.
 - A member asked whether King's had commissioned research about the efficacy of online interventions for WP communities and whether this could be shared. It was reported that significant research had been undertaken during Covid and actions that worked well had been retained with an emphasis on effectiveness over speed and much more work would be undertaken on those actions over time. In addition, discussions were underway with Estates to identify academic colleagues who could advise on the best ways to support schools and teachers most effectively; expertise was available from digital humanities which would be very helpful.
 - The Extended Medical Degree Programme was available for students from disadvantaged backgrounds who do their first year over two years and receive extra support and it could be a helpful model for other parts of King's.
 - Layers of access were required for international students who cannot afford fees which would require provision of flexible attendance, changes to fee structures and partnership with philanthropists and agencies.
 - The main criteria for widening participation included postcode areas that were statistically under-represented, free school meal eligibility, first-in-family, care-leavers, estranged students, forced migrants, and some ethnic minority students. Data was held for state school/private school backgrounds in the UK, but not internationally.
 - Existing partnerships concerning widening participation were mainly third-party charities with similar missions to King's. It was suggested that there could be benefits in developing partnerships in cultural areas.
 - It would be helpful to see the Headcount as well as percentage increases to understand the scale. This information would be shared. Cohort information on sense of belonging, self-efficacy and mental health survey work was available but further granularity was being sought.
 - Scholarships required funding via donation and these would go further if the internal calculations changed to make them charged against a domestic fee rate as opposed to an international fee rate.
 - Around 40 students/family refugees were currently being housed by King's.
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6 Report of the President & Principal

6.1 Summary Report on Key Issues [AB-22-11-02-06.1]

The Principal presented his report. The following questions and issues were addressed in discussion:

- A member asked what investment was being made in staff in the Student Success Transformation Project and whether a union representative could be included in the creation. It was noted that staff resourcing was critical and significant effort was being put into the structure of groups and co-design mechanisms at different levels. The governance of the project would be subject to consultation and engagement early in 2023.
 - The way in which technologies communicated in the Student Success Transformation Project was critical and Professor Moreau offered help with this and suggested that an architecture oversight board be put in place. The offer of help was welcomed.
 - Equality of benefit to King's and the Courtauld in the new partnership would balance out over time with levels of activity varying from one side to the other. This would be tracked.
 - Progress with the SUSTech partnership in China was delayed to September 2023 because of the ongoing effects of COVID. Governance structures had been established including a joint management committee co-chaired by the Principal and the Vice-Chancellor of SUSTech. A Dean had been
-

appointed and work was being undertaken with the General Medical Council to gain recognised academic equivalence to MBBS programmes. Progress would be reported back to Academic Board.

- The current Personal Tutor Dashboard was agreed not to be fit for purpose. However, it was also acknowledged that the high number of personal tutees per tutor (as high as 45 in some areas) was a critical problem. Pilots to triage students in most difficulty were being modelled and examples of real innovation in some areas of King's would be shared. Improvements to the dashboard were critical because at the moment most personal tutor interactions were not data-informed.
- Under-recruitment to The Engineering & Design Institute London (TEDI), a collaboration between King's ASU and UNSW led members to question its viability. It was noted that TEDI was an independent institution and King's had a fixed commitment that had been restructured because of COVID and would need to make any decisions on viability by 2024-25. The VP (Research and Innovation) would serve on the Board of TEDI.

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

6.2 Curriculum Commission Update (**approved**)

6.3 NMPC Quinquennial Review Progress Report (**approved**)

7 Report of the KCLSU President [AB-22-12-14-07]

The KCLSU President presented his report. The following issues were addressed in discussion:

- The delays experienced in the release of exam timetables had significant impact on students. It was reported that there were three exam periods and for the main two (the first two) the timetable was released about 50 days in advance of the first exam, but the last assessment period presented a structural challenge because of the timing of examination boards before it and because of COVID pressures that had led to increased numbers of referrals and resits. King's would work with KCLSU to clarify student expectations and improve processes to move towards release 21 days before examinations from the current 14.
- The Mitigating Circumstances Form (MCF) system was under stress with increased numbers of applications and students seeking support with the process from the KCLSU Advice Service. KCLSU proposed that support be given to students who regularly submit MCFs rather than making the system more punitive. It was reported that a working group would be looking at this early in 2023 taking accounts of stakeholder engagement, diagnosis and consultation and would actively consider the KCLSU suggestions. The aim would be to move to a process where exceptional circumstances were driving the process rather than routine issues.
- The KCLSU was producing a TEF Student Submission which was independent of the King's Provider Submission.

8 Reports of Committees

8.1 Report of the Academic Board Operations Committee [AB-22-12-14-08.1]

(i) Member-requested agenda items

The Committee had considered two proposals concerning items to be added to the Academic Board which had been submitted within the six-week time frame required which, with 10 signatories, had met the requirement that it be supported by at least 10 percent of the membership of the Academic Board. The Principal had referred consideration of these to ABOC in line with procedure because the first was a matter of business that fell within the terms of reference of ABOC. The second of the proposals fell outside of the current terms of reference of the Board and had already been considered by ABOC at its previous meeting.

The first proposal was that the time for members submitting agenda items to the Academic Board should be reduced from 6 weeks before a meeting to 2 to 3 weeks. It was noted that the requirement for 6 weeks was a timing and workload issue for the Secretariat. Two years ago, it had been agreed at the request of some Academic Board members that the agenda be distributed two weeks in advance of the meeting rather than one week. This pushed back on the ability to produce materials in a timely way. In light of that, ABOC had established the six-week deadline for matters not already in the pipeline. The Secretariat had advised that four weeks could work with the caveat that on occasion, for complex items that needed ABOC's consideration, deferral to a subsequent meeting might be necessary. ABOC supported that position.

The second proposal was that there should be a vote on "the principle of whether the Academic Board approves establishing a committee, elected by staff, that will oversee Human Resources policy, can require information, and can intervene in any decision particularly in relation to dismissal and contract terms". ABOC noted that the critical governance requirement underlying the request was the need for a governing and decision-making structure that was transparent, accountable, and engaged in appropriate oversight. It noted that a thorough five-year governance review was due to take place in 2023. This would be a complicated and detailed piece of work and the issues raised with respect to Academic Board oversight of human resource matters related to academic staff had already been noted as one question to be answered in the review. ABOC recommends that the review should be carried out in a holistic manner, rather than taking a piecemeal approach to policy. The issue would not be delayed unduly as it was expected that the review would be conducted expeditiously beginning early in the 2023-24 academic year with a report to Council early in 2024.

In discussion some members emphasised their views on the importance at a university of academic staff monitoring human resource policy related to academic staff independently of management. It was noted that the university community and key stakeholder groups, including unions, would be consulted in the course of the governance review., including groups.

Decision:

Academic Board approved the motion that the time for members submitting agenda items to the Academic Board be reduced from 6 weeks before a meeting to 4 weeks, subject to the caveat that there may be times when ABOC is not able to deal with a matter received four weeks in advance and will on those occasions carry the matter over to the subsequent meeting of the Board.

(ii) Operational Matters

Academic Board noted ABOC's report that that hybrid attendance should be offered for all Board meetings to take account of new ways of working, travel, EDI matters and time efficiency, but that the current facilities did not appropriately allow for this and work was underway to secure a space that would allow for some members to attend in person and others virtually.

All remaining items had been noted on the Consent Agenda:

- (iii) Academic Board Election Report (noted)
- (iv) Current Academic Board Committees (noted)
- (v) Update on Staff & Culture Strategy Committee (noted)
- (vi) Rolling Calendar of Academic Board Business (noted)

8.2 Report of the College Education Committee (CEC) [AB-22-12-14-08.2]

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

- (i) Teaching Excellence Framework Provider Submission process (**approved**)
 - (ii) Research Experience Visiting Student (Taught Degrees) (**approved**)
 - (iii) External Examiner Reports 2021/22 – UG programmes (**approved**)
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- (iv) Minor Corrections to Academic Appeal Regulations (**approved**)
 - (v) University-wide e-Assessment Platform (noted)
 - (vi) TEF 2023 update (noted)
 - (vii) Social Mobility & WP Strategy 22-25 (noted)
 - (viii) Welcome to King's 2022 (noted)
 - (ix) Careers & Employability within King's and HE Sector (noted)
 - (x) NSS & PTES Strategy update (noted)
 - (xi) In-Sessional Provision at King's College London (noted)
 - (xii) The Future of Online Education at King's (noted)
 - (xiii) Professional Statutory and Regulatory Bodies update (noted)
 - (xiii) King's Education Awards 2020/21 (noted)
 - (xiv) Report of the Programme Development & Approval Sub-Committee (noted)
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9 Report of The Dean

9.1 Report of the Dean [AB-22-12-14-9.1]

The report of the Dean was noted as read.

9.2 Election of Associates of King's College (AKC) [AB-22-12-14-9.2]

*Item **approved** on Consent.*

Decision:

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

10 Report from Council [AB-22-12-14-10]

The report from Council was presented by staff Council Member Natasha Awais-Dean.

11 Any Other Business

The meeting adjourned at 16:30.

Irene Birrell

College Secretary

January 2023

Academic Board

Meeting date 8 March 2023

Paper reference AB-23-03-08-03.2

Status Final



Actions Log

Action required

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

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

Meeting	Minute	Topic	Action	Owner	Deadline (and any Revisions)	Notes	Progress
14 December 2022	5.1	TEF Submission	Final submission to be shared with Academic Board Members.	VP (Education)	2023		Complete
2 November 2022	5.1	The Future of Online Education at King's	That Academic Board would discuss the mix of online and campus provision.	VP (Education)	2023		Pending
29 June 2022	8.1	Academic Board Operations Committee – membership numbers	That a mechanism to address the differential between the FTEs of faculties and the capacity for these to change over time and the consequence for membership numbers on the Academic Board be considered in the next governance review in 2023-24	College Secretary	July 2024		Pending

Irene Birrell, College Secretary
 Xan Kite, Director of Governance Services
 February 2023

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-03.3
Status	Final



Academic Board Business Plan

Action required

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

Executive summary

Academic Board is asked to note the updated Agenda Plan.

Academic Board Business Plan

Strategic discussion

A strategic discussion on Education will be held at the first strategic discussion meeting (December) and on Research at the second strategic discussion meeting (March) each year.

Strategies

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

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

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

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

Policies and Regulations

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

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

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

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

The Board expects to receive a quinquennial report from: Nursing.

Updates from the Equality, Diversity & Inclusion Team to be received three times a year.

The Board will continue to receive its regular reports from the President & Principal, KCLSU, Council and the College Dean, and the regular reports from its committees.

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

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year.

Date	Item	Action	Responsible	Next Steps
2 Nov 2022	King's Global	Strategic discussion	VP(IES)	
	Strategy Refresh	Strategic discussion	Principal	
	EDI	discuss	EDI	EDI discussion 1 of 3
	<i>OfS Conditions of Registration</i>	<i>Approve recom.</i>	CEC	Council approval
	<i>Degree Outcomes Statement 2021-22</i>	<i>Approve</i>	CEC - ASSC	
	<i>Interruption of Study Policy and Guidance</i>	<i>Approve</i>	CEC - ASSC	
	<i>External Examiners report</i>	<i>Approve</i>	CEC - ASSC	Update as necessary
14 Dec 2022 <i>(Strategic focus)</i>	Education: TOPIC TBC	Strategic discussion	ED (SED)	
	Marking Framework	Note	CEC	-
	<i>OfS TEF Return</i>	<i>Approve recom.</i>	CEC	Council approval
	<i>Assessment Board Annual Report</i>	<i>Note</i>	CEC	
	<i>Annual Report on Student Misconduct, Appeals & Complaints</i>	<i>Note</i>	CEC	
	<i>Annual report on Examinations & Assessment</i>	<i>Note</i>	CEC	
	<i>Assessment Boards UG Awards Data</i>	<i>Note</i>	CEC	
	<i>King's Education Awards</i>	<i>Note</i>	CEC	
8 March 2023	Research Strategy Update	Strategic discussion	VP (R&I)	
19 April 2023 <i>(Strategic Focus)</i>	Climate & Sustainability Action Plan	Strategic discussion	VP (E&SS)	
	EDI update	Discuss	EDI	EDI discussion 2 of 3
	<i>Code of Practice Intellectual Property, Commercial Exploitation & Financial Benefits</i>	Approve	CRC	Publish
28 June 2023	TBC	Strategic discussion	TBC	
	<i>Student Terms & Conditions 2024-25</i>	<i>Approve</i>	ED (S&E)	Publish
	<i>Academic Regulations 2023-24</i>	<i>Approve</i>	CEC - ASSC	Link on web
	<i>External King's validation regs: RADA and ICCA</i>	<i>Approve</i>	CEC	
	King's First Year: Credit Framework & Gateway	Approve	CEC	
	<i>External Examiners Report (PGT)</i>	<i>Approve</i>	CEC - ASSC	Update as necessary
	<i>Support for Study</i>	<i>Approve</i>	CEC	Publish
	<i>Assessment Boards PGT Awards Data</i>	<i>Approve</i>	CEC	Publish

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-04.1
Status	Final

Matters Arising - Academic Workforce Paper

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Some members have requested amendments to a report on academic workforce data provided at the meeting 2 November 2022
What are the key points/issues?	Areas for amendment cited in the copy of the request, attached hereto.
What is required from members?	To receive a response from the Senior Vice-President (Operations)

Paper Submitted by:

Irene Birrell, College Secretary irene.birrell@kcl.ac.uk

Matters Arising - Academic Workforce Paper

Members submitted the following request:

“To revise and resubmit the “Academic Workforce Report” from 2 November 2022

This report (pages 47-55) of the November meeting papers had important sets of data. It also needs to be corrected to give an accurate picture, and address the reasons it was produced, namely:

- **(a) the number of gagging contracts:** the original purpose of a Report was to state the number of confidentiality clauses or non-disclosure agreements (better known as “gagging contracts”), by year, and by faculty or department, that KCL has made staff enter into as a result of discrimination or dismissal cases pending litigation.
 - In 2021-22, Freedom of Information requests for these figures received the replies that numbers could not be given for each faculty because it would cost too much. This suggests that the true number is significantly more than zero;
- **(b) complying with employment rights:** on page 51, the Report inaccurately states “It should be noted that our policies and procedures are fully compliant with employment legislation requirements.”
 - This is false, and needs to be corrected so as not to mislead the Academic Board.
 - There have been multiple cases of discrimination and dismissals reversed under the threat of litigation by staff members and the branch union, in particular for pregnancy discrimination, disability discrimination, and sex discrimination, all in violation of the Equality Act 2010, resulting in costly proceedings and settlements.
 - There are multiple instances of HR ‘policies and procedures’ not complying with the law, including believing that cost-saving is a justification for indirect discrimination, and
 - There must be an open and honest appraisal, including disclosure of the sums of money HR has paid to lawyers for their actions.
- **(c) legally accurate classifications of dismissals:** on page 50, the table showing “Reason for Leaving Summary”:
 - fails to include the categories “Expiry of Fixed-Term Contract” and “Expiry of FTC With Severance” as a sub-category of “Dismissal” and/or “Redundancy”. By law, under the Employment Rights Act 1996 [section 95\(1\)\(c\)](#), the expiry of a fixed-term contract is always a dismissal, and usually this will be a dismissal by reason of redundancy (unless there is a conduct or capability dismissal): [section 98\(2\)](#). This matters so that HR and all persons performing management functions understands its legal obligations.
 - fails to state what the reasons for “Resignation” of 80 people were, based on accurate surveys. Many of these will include constructive dismissals by the College, which people have not pursued in court, for instance because of HR’s practice of attempting to unilaterally force changes of contract terms onto staff.
 - inappropriately states “Grand” Total for 125 staff members that have been fired, suffered discrimination, or unfair dismissal, left, or otherwise. Appropriate use of language to discuss legal obligations should be observed.

The authors should attend Academic Board to explain if they disagree with anything above, and how they will correct their Report, ensure accuracy in future, and comply with legal obligations.”

The Senior Vice-President (Operations) will provide a response to the various comments/suggested amendments at the meeting.

Irene Birrell
College Secretary
8 February 2023

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-05
Status	Final



King's Research Strategy

Action required

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

Executive summary

This paper provides Academic Board with an overview of King's current standing in research, and our strategy and progress.

Academic Board's last substantial discussion of research was in October 2021, considering the factors that should be explored in the strategy refresh in 2022, followed in March 2022 by a focused discussion on two areas of strategy.

This high-level overview paper concentrates on developments since the October 2021 meeting and the strategic plans for the next few years. We intend to follow this with more regular discussion of specific research issues at the Board.

Academic Board is invited to discuss the opportunities and challenges for King's in achieving its aims, implementing strategy, and responding to a changing external context.

King's Research Strategy

1. Research profile and income update

Over the last two years external assessments have confirmed the strong national and international standing of King's research and impact, alongside an upward trend in our research funding.

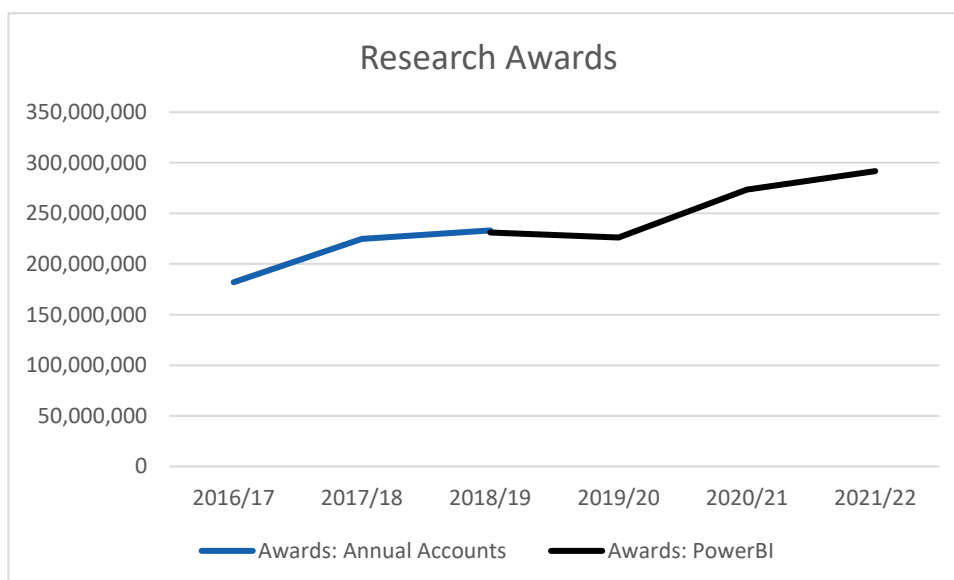
- **Research Excellence Framework and Knowledge Exchange Framework**

The REF results released in Summer of 2022 showed King's continuing to perform in the top group of UK universities. With ratings improving across most universities, and with many showing larger growth than us in the numbers of staff submitted, King's maintained its ranking of 6th for 'research power' (quality and volume combined). King's achieved some outstanding results, not only in UoAs reflecting established strengths but also in areas reflecting recent redevelopment such as Chemistry and Business & Management Studies.

Compared to other universities, our overall rating relied more on impact scores (we would have ranked 3rd among multidisciplinary universities) and less on research outputs (we would have only ranked 8th on 4* outputs) and here there is evident room for improvement. The KEF2 results also confirmed our strengths in impact and partnerships: we were among the strongest universities for engagement beyond academia, with business and with the public sector, commercialisation and IP, and CPD and spin-outs.

More details on the next REF (2027/2028) should be available this Summer. A significant change being considered is an increased weighting for research environment (potentially rising to 20% of the overall assessment).

- **Research Awards and Income**



The annual value of new research awards shows an upward trend over the last few years with award value reaching £291,764,510 in 2021/22, 8% above the previous peak. As the total value of awards has grown, the balance between health faculties and King's other faculties has also shifted.

2. External context – developments in policy and funding since 2021

The key developments in the UK have been :

- in 2021 UK Government committed to a target for increasing research and innovation activity to 2.4% of GDPⁱ by 2027. This will need both initial growth in public funding, and leveraging in substantially more private sector investment.

- public funding allocations will grow by ~35% by 2024/5 (reaching £20.0Bn), although high inflation will reduce the value of the increases, and there may also be some rescheduling of EU-linked funding.
- support for business-oriented research (Innovate UK, +57%) and more applied health research (NIHR + 43%) has increased more than core Research Council budgets (+23%)
- there is considerable policy interest in how research can be organised at scale to address major challenges or provide focal points for private sector research and innovation; in new ways of supporting ambitious projects (ARIA). Research talent and mobility between sectors and levelling up are also still getting attention.
- the UK is still unable to complete association with Horizon Europe, but a 'Plan B' scheme has been prepared and UK Government has been providing EU awardees with alternative UKRI awards.
- the amount of UK's Official Development Assistance committed to research remains reduced, but is projected to get back to ~ £1Bn p.a. by 2025. The GCRF and Newton programmes that previously channelled ODA research funding have been discontinued, and a new "International Scientific Partnership Fund" for worldwide collaborations has been announced, but is not open yet.
- the strong policy focus on science and technology driving economic growth was carried forward into the January 2023 Cabinet reshuffle, with the formation of a new Department for Science, Innovation and Technology (DSIT).

The national strategies around larger scale investments and consortia are directly influencing King's plans. The MRC has launched a new 'Centres of Research Excellence' model, and EPSRC is making use of both focal Hubs, and larger multi-university leadership structures (e.g. in Responsible and Trustworthy AI). These are offering King's new opportunities, but also make it important to proactively develop external partnerships, support staff development for collaborative leadership roles, and to efficiently link into the national centres of excellence that are based elsewhere.

In EU funding schemes, King's has continued to be successful in winning awards. The block on activating new Horizon Europe awards (from 2020) dramatically slowed research, as awardees had to switch to the guaranteed UKRI alternative, but this was followed by a catch-up in 2021/22.

Lower EU and ODA funding have not yet affected King's output of internationally co-authored papers, but probably will over the next few years. Between 2017 and 2022, numbers of internationally co-authored papers continued to rise, alongside similar increases in the UK overall.

3. Strategy 2026 – Sustainable Research and Innovation Excellence

3.1 Strategic research directions

[Strategy 2026](#) recognised the significance of external policy and funding shifts towards more mission-focussed research and innovation, and the need to strengthen external collaborations. The specific objectives addressed:

- *continuing and consolidating* the existing directions of travel in health, natural sciences and engineering
- *new research objectives* in environmental sustainability and digital and AI
- *more ambitious plans* for innovation and impact, research culture and careers.

Successfully achieving these will need sustained and consistent effort over the next three years at least, but considerable progress is already being made:

- In **health research**, we are continuing the long-term aim of developing three focal areas – advanced therapies and experimental medicine, neuroscience and mental health, and healthcare engineering – ensuring that each has critical mass and synergy between different types of capability and different public and private investments. We are looking to new large funding opportunities to reinforce these,

and are increasing business engagement. The strategy also calls for closer integration with clinical and innovation networks through King's Health Partners and joint planning for this is ongoing.

- **Natural, Mathematical and Engineering Sciences** – a new graduate school and fellowship schemes are now operational, alongside extra faculty support for business and enterprise connections and new focal centres in the Physical Sciences of Life and Net Zero Technologies. In 2021/22 the Faculty won new research funding of £23.4m, 50% above its three-year average. Decisions on the next phase of development of 'King's Inspired Science' will be taken later in 2023.
- In **digital, AI and data-driven research**, 2022 saw the **Institute for AI** widen its work on building connections and communities, and the formation of the **Digital Futures Institute**, led from Arts and Humanities to explore human and cultural responses that shape the use of new technologies. In the first part of 2023 we will complete a cross-faculty review of health data sciences, respond to the new opportunity to join the **Alan Turing Institute**.
- The **King's Climate and Sustainability** initiative launched at the end of 2022, and Professor Frans Berkhout has been appointed to a new Assistant Principal role to lead a step-change in King's responses to the climate across all areas. The first research development workshops have already taken place, and the first call for seed funding is in progress.

3.2 Innovation and impact

Realising King's potential will need further progress in developing partnerships with business and non-profit organisations, initiating new partnerships in growth areas (e.g., NMES, sustainability) and forming longer-term strategic partnerships wherever possible, and also further progress in increasing our impact and commercialisation.

To deliver on these aims, King's has already formed a new **Innovation@King's** grouping, bringing together our expertise in industry partnership development and management, IP and licensing, and translational research support. This will strengthen coordination and support the growth of a larger opportunity pipeline and, while also providing a simple single point of contact both for King's researchers and for external businesses.

Innovation@King's will work closely with the faculties and the knowledge exchange institutes to identify and set up **accelerators**, which will support researchers in developing their knowledge, skills and leadership, business and investment contacts, and developing spin-out ideas and business cases. Complementing this, plans for **One King's Impact Challenges** are at an advanced stage, and will address broader opportunities and connect across research, education and other actions for greater impact.

It will also work with **King's UKRI Impact Accelerator Accounts (IAAs)**, where over the last two years we have secured awards from MRC, EPSRC, AHRC and ESRC which provide small scale funding for early-stage research-based innovations, and develop them to successfully compete for larger scale investment, or non-commercial dissemination and uptake. Previous IAAs at King's led to investments ten times larger than the IAA fund.

During 2023, we will also strengthen the **governance framework** for all aspects of innovation and impact, and establish a unified plan for metrics and reporting, to ensure King's progresses as a well-coordinated, learning organisation, and to improve readiness for future KEF and REF exercises.

3.3 Research development and performance

To succeed in our research strategy we need to have an environment in which people, ideas, and capabilities develop and flourish. An important part of this is ensuring that the core features we need in

King's environment receive sustained attention and sufficient resource, independent of external funding schemes and initiatives.

- ***Support for research careers, leadership, ideas and partnerships***

In the Autumn, King's provided budgets for four development and support programmes that had previously depended in whole or in part on external grants – such as the Wellcome Trust's ISSF scheme – which limited continuity and scope:

- **King's Prize Fellowships** – these will provide two years of salary to allow promising internal or external post-doctoral researchers (~6 each year) to develop their research and compete for major external fellowships. So far the scheme has resulted in 23 external fellowships: it has been oriented towards the numerous health-related fellowship programmes, but the scope to widen out is being explored
- **Leading Researchers Programme** – supporting academic staff who already successfully lead their own research programmes, and who may want to step up to leading large research or innovation centres or external national or international partnerships
- **Parents and Carers fund** – small supplements to minimise impacts on research from longer periods of parental or carer leave
- **King's Together Fund** – offering seed funding twice a year to accelerate the development of new multidisciplinary collaborations across faculties in King's. The programme to date has helped generate ~ £40m in external grants.

- ***Research staff employed on grants***

Focussing on the opportunities and conditions for research staff employed on grants, King's has for over a decade been very actively committing to work based on the Concordat to Support the Career Development of Researchers (the Centre for Research Staff Development was set up on 2016) and in January renewed our 'HR Excellence in Research' award, which we have held for ten years. As part of this we are committing to a variety of new projects including on career development support for opportunities beyond academia and within, researcher line management, and reward and recognition – as well as continuing established programmes on research integrity, bullying and harassment, and ED&I.

- ***Research culture***

Over the last five years much of King's programmes on research culture have both addressed the priority issues for our staff and students and ensured engagement and/or compliance with national programmes, and this has placed limits on the scope for innovative in-depth projects, or for King's to lead the way in developing good practice. In 2023 we will test a new way of working, with additional resource to work with faculties to explore a selected set of possible improvements with greater depth and focus.

- ***Research management and support services***

King's Research Management and Innovation Directorate (RMID) delivers a wide spectrum of essential support for research – including grant winning and administration, research platforms, REF and KEF, doctoral studies and research staff development, Innovation@King's, and governance and ethics.

As King's research develops RMID's support will similarly need to continually evolve in its scope, operations and scale. Coming to the end of a three-year transformation programme, the development strategy is based on a continuous, sustainable improvement (the 'Accelerating Research' programme), including:

- 'One King's' projects bringing together finance, HR, estates, RMID and faculties to ensure support is balanced across end-to-end processes, and procedures are as aligned and seamless as possible.
- Agile responses to fluctuations in work volumes or new external funder or regulatory requirements
- Research award productivity – ensuring that researchers can make full and timely use of awards, avoiding delays to getting research underway, or underspends, or unnecessary work.

4. Conclusion

King's has world-class strengths in research and impact across all faculties, and we are committed to planning and investing to build further on these and including new capabilities to remain competitive in the international environment. Continued development of our research is important for several reasons: to ensure our staff and students can realise their full potential and we attract the best talent for the future; to deliver on our mission to make the world a better place; and to ensure our income and facilities can be sustained.

In this short paper we have only presented highlights from the achievements and changes since the Board's last full discussion of research strategy in October 2021, but plan to bring research discussions to Academic Board more regularly, in addition to reports from each meeting of College Research Committee.

The Board is invited to:

- note these developments
- discuss the future opportunities or obstacles – external or internal – we may need to address in taking forward King's strategy
- suggest topics for future discussions at Academic Board or College Research Committee.

ⁱ Since the 2.4% target was set, Government has reviewed how business R&D investment is estimated and the baseline figures will increase substantially. A revised baseline and the new growth target will be published in 2023.

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-06.1
Status	Final

Principal's report

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Report from President & Principal highlighting current issues and events and developments since the last meeting of Academic Board.
What are the key points/issues?	Turkey/Syria earthquake; admissions; Strand pedestrianisation; New Year Honours; Sustainability; Stonewall; Staff Changes
What is required from members?	To note

Paper Submitted by:

President & Principal

Principal's Report

Section A - Current topics

Support for staff and students affected by the earthquake in Turkey and Syria

We have put out a number of messages of support and guidance to our students, staff and alumni from Turkey and Syria and those with family and friends affected by the recent earthquakes. Our Faculty Wellbeing and Welfare Advisors contacted students with relevant nationality or registered domicile; counselling support was made available; support was offered by the Chaplaincy and through the Employee Assistance Programme. We also distributed details of agencies offering aid so staff and students could donate.

Admissions Update

THIS SECTION IS REDACTED

Strand Pedestrianisation

I joined partners and neighbours on 6 December at the official opening of the Strand Aldwych redevelopment, which has transformed one of the capital's most congested and polluted streets into a bright welcoming destination. The £22m, three-year redevelopment led by Westminster City Council, has created a green and tranquil [pedestrianised space](#) unifying the area between Bush House, Somerset House and the Strand Building for the first time, improving the experience for students and staff moving between different areas.

This completion of the physical redevelopment of Strand Aldwych marks the establishment of a new 'creative thinking quarter' and is the largest new public space in London for a decade. The space will benefit from the long-established cultural and learning stature of the area, with collective innovation and experimentation by King's and other partners leading to a co-created programme of educational and creative commissions on display throughout the year.

NY Honours

In his first New Year Honours List as monarch, King Charles III has awarded King's staff:

- Knighthood to **Professor Sir Vernon Bogdanor**, Research Professor at the Centre for British Politics and Government, for services to Political Science.
- CBE to **Professor David Mosey**, Professor of Law for services to the construction industry.
- **CBE to Professor Robert Plomin**, Research Professor in Behavioural Genetics for services to scientific research.
- **OBE to Professor Geoffrey Till**, Emeritus Professor of Maritime Studies for services to defence.
- **OBE to Professor Rachel Jenkins**, Emeritus Professor of Epidemiology and International Mental Health Policy for services to Mental Health policy and research in the UK and overseas.
- **OBE to Dan Abramson**, Headteacher at King's College London Mathematics School for services to education.
- **MBE to Professor Louise Rose**, Professor of Critical Care Nursing for services to the NHS during Covid-19.

In addition, 17 alumni were honoured:

- Professor Dr Nishi Chaturvedi (St Thomas', Medicine, 1985) awarded an OBE for services to Medical Research.
- Dawn Childs (MA Defence & Government, 2008) appointed Dame Commander of the Order of the British Empire for services to engineering.
- Mary French (German with French, 2009) awarded a BEM for services to Borough of Waltham Fore
- Professor Sian Griffiths (KCMSD, Medicine, 1977) awarded a CBE for voluntary and charitable services

- Professor Isobel Heyman (UMSD, Medicine, 1995) awarded an MBE for services to Child Mental Health Services
- Krish Kandiah (PhD Education Research, 2005) awarded an OBE for services to Refugee Integration
- Reverend Peter King (Law, 1970) awarded a BEM for services to the Church in South London
- Lucy Maguire (Music, 2014) awarded an MBE for services to Children and Young People
- Jennie Martin (History, 1986) awarded an MBE for services to Transport Technology
- Louis Mignot (War Studies & History, 2016) awarded a BEM for services to British foreign policy
- David Mosey (PhD Construction Law and Arbitration, 2008) awarded a CBE for services to the Construction Industry
- Zebina Ratansi (MSc Professional Leadership in Health Care, 2005) awarded an MBE for services to Nursing Leadership
- Samantha Salaver (Nursing Studies, 2017-18) awarded an MBE for services to Dental Nursing
- Susan Sayer (Geography, 1984) awarded an MBE for services to Wildlife Protection
- June Simm (Theology, 1971) awarded an MBE for services to Education
- Jasvir Singh (History, 2001) awarded a CBE for services to Charity and Faith Communities
- Paula Sussex (Law, 1987) awarded a CBE for services to Higher Education

Sustainability and Net Zero action plan

One of the goals in Strategy 2026 is to be “a leader in education and research for a just transition to net zero and will build sustainability into all our actions, aiming to become a net zero institution by 2030” and to scale up our research, education, UK and global partnerships, philanthropy and impact to address this goal. The initiative has five strategic objectives:

- to grow substantially the volume and quality of environment and sustainability research and our research impact
- to provide environment, climate and sustainability education for *all* King’s undergraduates, taught and extra-curricular and to expand research-enhanced PGT (including online programmes), CPD and Exec Education
- to continue making plans and investments to accelerate King’s progress towards its 2030 emissions targets (Scope 1, 2, 3 emissions reductions of 50%) and Net Zero target engaging our academic expertise and students to achieve these goals
- to reposition and build King’s academic and public profile to include excellence and contributions to UK and global sustainability problem-solving in policy, business, and civil society
- to attract substantial philanthropic funding for new environment, climate and sustainability education, research, and impact

We launched our Climate & Sustainability Action Plan last month which outlines 13 key impact areas to guide the university’s approach to sustainability and climate change and sets targets for holistic and sustainable global development by 2030.

We will have a full discussion on this topic at the April meeting.

Stonewall

Following University Executive, we received endorsement to renew our annual membership for Stonewall 2023, and continue our relationship with Stonewall. We applied for the Equality Workplace Index in 2021, so will not be applying to renew this at this time.

The discussion at the University Executive also highlighted that there are a variety of views on Stonewall membership within the King’s community and beyond. This issue has been further highlighted by the recent decisions at some other organizations. The University Executive underlined that our support for our LGBTQ+ community was unwavering and is not limited to our relationship with Stonewall. The University Executive

suggested that we garner a broader view on this matter and work to publish a LGBTQ+ plan to ensure that together we build an inclusive environment that we can all be proud of.

Staff Changes

VP (People & Talent) Interim Appointment

A major goal in [Strategy 2026](#) is building a Thriving Staff Community and at the heart of that goal are our people and the talent and passion they bring to King's. We have committed to give this focus and prominence and in keeping with that we have agreed a full-time position of a Vice President (People & Talent) to spearhead this priority.

Since the search for a substantive appointee will take some time and we do not want to wait on this important priority, Professor Stephen Bach has been appointed to the role of Interim Vice President (People & Talent). Stephen will continue in his role as Executive Dean of King's Business School.

Assistant Principal (Climate & Sustainability)

[Strategy 2026](#) sets out our intention to rapidly scale our response to the climate emergency through King's Climate & Sustainability, a cross-university drive to accelerate transformative multidisciplinary research and embed sustainability more deeply into our teaching, impact, partnerships and operations. To help drive forward these ambitions, Professor Frans Berkhout, Professor of Environment, Society & Climate, has been appointed Assistant Principal (King's Climate & Sustainability) for a three-year period.

Executive Dean, Faculty of Arts & Humanities

Professor Marion Thain, has been appointed for a new term as Executive Dean of the Faculty of Arts & Humanities (A&H). Marion's new three-year tenure will begin in November 2023.

Executive Dean, IoPPN

Professor Matthew Hotopf has been appointed Executive Dean of the Institute of Psychiatry, Psychology & Neuroscience. Matthew is a Professor of General Hospital Psychiatry, a consultant liaison psychiatrist, and Director of The National Institute for Health and Care Research (NIHR) Maudsley Biomedical Research Centre (BRC).

As an alumnus of King's, Matthew has a rich history with the university as a student and a valued member of staff. Matthew joined King's as a Senior Lecturer in Psychiatry at Guy's King's and St Thomas' School of Medicine in 1998, establishing an eminent career which includes roles within King's Health Partners (KHP) and at the IoPPN. He has held his current role of Vice Dean of Research at the IoPPN, since 2017 and led the IoPPN's return to the Research Excellence Framework (REF) 2021.

Section B - Active Considerations by Management

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

Academic Board

Meeting date 8 March 2023

Paper reference AB-23-03-08-06.2

Status Final

AKC Evolution

Action required

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

Paper Explanation for Members

Why is this paper being presented?	To provide the Board with an update on the continued evolution of the AKC programme.
What are the key points/issues?	
What is required from members?	To discuss

Paper Submitted by:

Prof. Clare Carlisle

Professor of Philosophy (TRS) and AKC Director (Dean's Office)

The Evolution of the AKC

Background: 1829 to 2011/12

The AKC (Associateship of King's College) dates back to the College's foundation in 1829, and has been taught continuously since that time. It is **an optional programme in ethics, philosophy, religion and culture open to all King's students and staff**. It comprises two lecture series per academic year. The AKC is run by the Dean's Office, with each series curated by a King's academic on a topic agreed by the AKC Steering Committee.

When I took up the role of AKC Director in 2011/12, 600-700 students were enthusiastically participating in the AKC. It was a fairly traditional programme in Theology and Religious Studies, covering 'other' religious traditions yet with a predominantly Christian orientation. Uncritical of this colonial heritage, the Dean's Office emphasised tradition and prestige: the AKC was marketed as the original award of the College, 'at the heart of King's thinking since 1829.' While the AKC was an academic course, it retained some vestige of its confessional origins. King's was established, in reaction to UCL, to teach 'the Doctrines and Duties' of Anglican Christianity, and the AKC to some extent still reflected this conservative mission.

The last ten years: 2011/12 to 2021/22

Over the last 10 years we have gradually transformed the AKC by adopting a simple guiding strategic principle: how can the AKC best serve the entire King's community?

We interpret the College's motto, Sancte et Sapiente, as a provocation to explore our highest, deepest values (what we hold to be sacred), and to cultivate the wisdom needed to put those values into practice in a complex challenging world.

Many students value the AKC as an authentic part of the College's tradition, rather than a superficial branding exercise. This prestige now goes hand in hand with a celebration of our diverse community and a deep commitment to inclusivity. The reorientation of the AKC around the College's distinctive ethos of Service, Internationalisation and EDI was consolidated by the arrival of Ellen Clark-King as Dean of King's in 2020. **Student engagement has increased more than five-fold since 2011/12:** there are currently 3815 students enrolled on the AKC.

Summary of student engagement over the last three academic years

- Total number of students enrolled on the AKC: 3000 to 4000 per annum
- Student engagement varies significantly across Faculties:
 - between 10% and 15% in A&H, Law, SSPP, FoLSM
 - between 8% and 10% in NMES, Dentistry
 - between 3% and 6% in IoPPN and KBS

2022/23 snapshot: AKC curriculum and delivery

- The AKC curriculum is multidisciplinary, drawing on expertise across the College, with a centre of gravity in Arts and Humanities and a strong interest in ethical questions
- AKC lectures are both accessible and research-led (not introductory surveys)
- Lectures may encourage a spirit of challenge, with each series offering different and sometimes opposing perspectives

- Where appropriate, academic perspectives are supplemented by practitioners from different sectors, e.g. the current series on 'Climate Change: What Can We Do About It?' features distinguished academics from a range of disciplines alongside artists and activists arguing for radical new paradigms
- At least one lecture series per year takes a topical theme, e.g., Mental Health (during the pandemic); Radicalisation and Culture Wars in 2021/22; Climate Change in 2022/23; a series on free speech and academic freedom is planned for 2023/24, in collaboration with the Cultural Competency Unit
- Student polls show that our students are as keen to explore enduring questions as topical issues: 'World Philosophies' and 'The Afterlife' were popular themes in a recent poll, and a lecture series on World Philosophies is planned for 2023/24
- Online delivery (developed in stages since 2013) extends access to Distance Learning cohorts and King's alumni
- Since the pandemic we have retained online delivery as an option for on-campus students to maximise engagement, combined with a robust live lecture format attractive to distinguished speakers

2022/23 snapshot: Collaboration across King's

The AKC team works closely with the Student Experience and Education directorate. Darren Wallis is a member of the AKC Steering Committee. The Dean and AKC Director liaise with Adam Fagan to ensure the AKC complements and coheres with the College's broader educational offering.

In recent months we have collaborated with colleagues leading curriculum initiatives on Interdisciplinary Education, the King's First Year, the Flex Curriculum, and Cultural Competency.

We are currently developing a pilot to incorporate King's Volunteering into the AKC for 2023/24.

The AKC curriculum has the flexibility to disseminate new research initiatives to large student cohorts. For example, research conducted by the Policy Institute was presented in AKC lectures on 'culture wars'. In 2022/23 we will run an AKC series on free speech in collaboration with researchers in the Cultural Competency Unit. Further ahead, we are hoping to curate AKC series that showcase research projects run by the new Global Cultures and Digital Futures institutes.

Prof. Clare Carlisle
 Professor of Philosophy (TRS) and AKC Director (Dean's Office)
 February 2023

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-07
Status	Final

KCLSU President's Report

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Academic Board receives a report from the King's College London Students' Union (KCLSU) President at each of its meetings; this is the second report of the year.
What are the key points/issues?	<ul style="list-style-type: none"> • TEF Follow-Up • KCLSU Organisational Updates
What is required from members?	To consider our TEF student submission, agree to prioritise key areas and discuss how KCLSU can be involved in the next steps for implementation.

Paper History

Paper Submitted by:

Mohd Yasir Khan, KCLSU President
president@kclsu.org

KCLSU President's Report

1. TEF Student Submission: Next Steps

- 1.1 As of last month, we have now sent our TEF student submission to the OfS. It outlines the key areas we observe King's succeeding in and those that need to have more attention and resource put into from the student perspective. We worked closely with our TEF Student Executive Panel, with representatives from each Faculty and across all year groups, and collated the most crucial and fundamental parts of the student experience that we expect significant improvement on. Our goal is to be involved in the next steps of delivering these improvements, through collaboration in the Student Voice Partnership Agreement as part of our Relationship Agreement with King's, and the Student Success Transformation Programme. These are the areas we identified as priorities and we hope to have an involvement in their implementation and tracking of progress.
- 1.2 **Assessment and Feedback** – We have emphasised that one of the most stressful parts of a student's journey is assessments, and that the consistency of timeliness and quality of feedback enhances the student experience. King's is doing an excellent job on its Assessment for Learning framework and as made apparent in our Officer Priorities, we want to make sure that this quality of teaching, assessment and feedback is standard across Faculties and development is consistent and equal. We have also highlighted the need to ensure that the Mitigating Circumstances (MCF) system is fit for purpose, sensitive and inclusive but also understand the need to avoid the administrative load, and we are pleased to be a part of the newly established MCF Working Group. Timetabling was also an often-raised key point among students and we are also pleased that King's is prioritising this in their strategy.
- 1.3 **Student Support and Communication** – In light of issues like the rise of MCFs, academic misconduct and appeals, we know that the presence of adequate pastoral care should supplement academic support and attempt to recognise students in need prior to the stress of the exam period. Now more than ever, we know that students should have access to one-to-one support right away. There should be a simple segue or referral connecting academic processes to support services. They should not have to deal with the maze of communication at King's and this is where the university's work on improving organisation and management as well as its overall infrastructure is important as a student app does not fix systemic problems. We have shared in our report that international students deal with the brunt of these issues and that the KCLSU advice service has seen the prevalence of mature students struggling with transition – we should ensure that academic support enables all students to understand how they will be assessed and the skills they are expected to demonstrate, instead of assuming prior knowledge and putting students from 'non-traditional' backgrounds at a disadvantage. We are glad that KCL is moving in the right direction with plans for a personal tutor dashboard and would like to see a timescale and KPIs on how student support will be navigated. With King's expanding its online education for international students, we would also like to know how this support would be extended.
- 1.4 **Student Voice** – Our TEF submission shows our commitment to work with KCL on student voice through the Student Voice Partnership Agreement (SVPA) where we outlined a shared set of expectations to follow and will continually review. We want to ensure that there are coordinated and standardised student voice mechanisms in place and that faculties can work closely with KCLSU to deliver them, so that the work of individual Faculties is reflected throughout the rest of the institution. In particular, we would like to see more central support for the delivery of effective Student Staff Liaison Committees (SSLCs), including the collation of records from these meetings in one place that can be viewed by student representatives and shared with KCLSU.
- 1.5 **Careers, Employability and Development Opportunities** – In our submission, the TEF Student Executive Panel members pointed out that some faculties are more career focused than others and

that it is not always easy to secure an appointment at King's Careers service. The many extra-curricular development opportunities that King's offers are often not taken up by large amounts of students, due to issues with communication as well as students' capacity to take on challenges additional to their existing workloads and financial, caring, and other responsibilities. We would like to work with King's to ensure these opportunities are as accessible and equitable as possible, and advertised effectively to students.

1.6 Next steps – One message that came through clearly in the TEF student submission is that while King's recognises and has plans to improve many of the issues students raised, the wider student body is not aware of these plans, or of the interventions King's has begun implementing already. We would like to use the TEF as an opportunity to communicate this work and its planned outcomes to students, as well as ensure students know about how they can be involved in shaping any interventions. Moving forward, KCLSU would like to work with King's to:

- Publicise information about the Student Success Transformation Programme to students
- Identify specific KPIs for improvements to student experience in our shared priorities, including timeframes
- Annually update students on how work towards these KPIs is progressing, leading up to TEF 2027

1.7 We know that King's is committed to bring forth changes in these foundational areas and are very keen to work closely with academics and management in delivering to these priorities in accordance with King's Strategy. KCLSU is committed to ensuring this work is based on the evidence of students' experience, shaped by student representatives, and brings the student body along on the journey.

2. KCLSU organisational updates

2.1 Spring elections – KCLSU is currently preparing to run our Spring elections, where King's students will be electing the six KCLSU sabbatical officers for 2023/24. Alongside this, elections will also be held for Academic Association committee members, student group committee members, and four KCLSU student trustees. Nominations for Spring elections will be open 27th February to 21st March, while voting will be open 27th to 30th March.

2.2 KCLSU Advice Service update – The KCLSU Advice Service provides free, confidential, and impartial academic advice to students with issues affecting their studies. So far in 2022/23 there has been an increase in Advice cases every month from the previous academic year, although the increase in January is slightly lower than that of previous months. A table showing cases by month is included below. Over half of the cases seen by Advice so far this year have been Academic Appeals, while Complaints and Mitigating Circumstances have each been more than 10%.

	2020-2021	2021-2022	2022-2023	<i>Diff from prev</i>	<i>Diff %</i>
August	114	115	171	56	+49
September	128	200	304	104	+52
October	87	99	145	46	+46
November	94	122	173	51	+42
December	74	92	128	36	+39
January	145	160	181	21	+13
Total	642	788	1102	314	+39.8

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board Election Report [Annex 1]	14 Feb 2023	Consent	Note	No
2. Academic Board Meeting Space Options	14 Feb 2023	Consent	Note	No
3. Academic Board Options for Student Elections	14 Feb 2023	Consent	Note	No
4. Academic Board Suggested Agenda Items	14 Feb 2023	Main	Note	No
5. Update on Staff & Culture Strategy Committee	14 Feb 2023	Consent	Note	No

To Note

1. Academic Board Election Report

The Committee considered data showing the number of votes cast and number of votes eligible for the various by-elections to the Academic Board conducted in October 2022 as requested at the previous meeting. In discussion, Members expressed concern at participation rates and suggested that this might be due to a lack of understanding of the role or might require additional promotion of the elections in addition to the existing personal emails and prompting from Executive Deans and Directors. Data showing the participation rates in the main Spring elections should also be considered. A full set of data for the 2022-23 elections is attached in Annex 1.

2. Academic Board Meeting Space Options

The Committee considered meeting room availability for hybrid meetings of the full Academic Board, and the key finding that access to any room that is used as teaching space cannot be guaranteed with advance booking for the Board before 17:30. The only room that was not used for teaching and could be booked and guaranteed for the Board was the Great Hall. It was agreed that steps would be taken to improve the set up of the Great Hall to maximise the quality of the online experience. It was further agreed that the expectation could be that members would attend meetings in person whenever possible, with the online option being available when circumstances from time to time made it difficult for a member to attend in person. It was further suggested that those who could not attend in person could provide notes/questions/comments in writing in advance of the meeting.

3. Academic Board Options for Student Elections

The Committee considered an update on discussions with the KCLSU concerning improvements that could be made to student engagement with the Academic Board following the discussion of the difficulties faced in filling student seats on the Board (four of nine elected seats were filled this year). Full detailed proposals would be provided at the Committee's March meeting for consideration. Some initial proposals being explored in discussion with the KCLSU included:

- Moving the elections from the autumn to coincide with the spring KCLSU elections for sabbatical officers which would allow for a longer lead time for student members to be inducted and become comfortable with their role before their first meeting.

- Narrowing the field of eligible candidates to the 800 or so students already engaged in governance at the faculty level on the assumption that their involvement within faculties might mean a greater understanding, and willingness, to engage at a higher level of institutional governance
- Moving away from direct election to a student-led appointments process

ABOC noted that the timing of elections would affect the ability of first-year students to serve and would require a separate process for many PGT students, and, given the turn out for election of sabbatical officers was also lower than desired, might not solve the issue. Some concern was expressed at moving to an appointment process rather than using some form of election. It was also suggested that consideration might be given to paying student members as was the case for King's 100, another potential source of already-engaged students.

A detailed report will come from the KCLSU to the next meeting of ABOC and a fuller report presented to the April meeting of the Academic Board once the details of proposals have been thoroughly reviewed.

4. Academic Board Suggested Agenda Items

The Committee considered two requests to add items to the March Academic Board Agenda.

The first was to revise and resubmit the 'Academic Workforce Report' [addressed at item 4.1 of the Academic Board Agenda]. This was a matter that could be dealt with under Matters Arising on the Academic Board Agenda and the Principal had agreed to provide a response to the various comments/suggested amendments. This did not require decision by ABOC.

The second was to discuss the Climate & Sustainability Action Plan, and steps to end fossil fuel use. This was a very broad and complex topic, with a large number of detailed questions for discussion and ABOC agreed that it would be best to defer the discussion to the April meeting of the Academic Board in order to do the topic justice. The April meeting was already designated as having a 'strategic focus' and with less operational business to consider an appropriate amount of time could be allotted to the discussion, helpful materials could be prepared, and invitations extended to key individuals in the College, particularly Professor Frans Berkhout who has recently been appointed Assistant Principal (King's Climate & Sustainability).

The Secretariat had contacted Professor Berkhout who was available to attend the next meeting of the Academic Board.

5. Update on Staff & Culture Strategy Committee

The Staff and Culture Strategy Committee now had a full roster of members. A brief report on this would be included in the next edition of King's Essentials for all staff with more detail to follow in the Spring. Its first meeting would be held on 21 March. As a standing committee of Council, it would report directly to Council, but its work would feature in the regular reports from Council to the Academic Board.

Professor Rachel Mills
Chair, Academic Board Operations Committee
February 2023

Academic Board October By-Elections

Position	Winner	Number of candidates	Number voted	Number Eligible to vote	% participation
FoLSM Teaching	Dr Anna Battaglia	9	129	569	23%
IoPPN HoD	Professor Matthew Hotopf	4	240	1423	17%
KBS Teaching	Dr Andrew McFaull	2	70	225	31%
PACE HoD	Sarah Shirley	2	129	325	40%
SSPP HoD	Professor Jelke Boesten	5	187	917	20%
PACE Teaching	Suzie Coates Dr Michael Elliott	8	89	185	48%

Academic Board

Meeting date 8 March 2023

Paper reference AB-23-03-08-08.2

Status Final

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board Action	Reserved item?
1. Interruption of Study Framework [Annex 1]	1 February	Consent	Approve	No
2. Proposal for Foundation Certificate Award [Annex 2]	1 February	Consent	Approve	No
3. Teaching Excellence Framework (TEF) Final Provider Submission	1 February	Consent	Note	No
4. Proposal for Assessment & Feedback Priority Projects	1 February	Consent	Note	No
5. QAA Quality Enhancement of Transnational Education (QE-TNE) Scheme	1 February	Consent	Note	No
6. Overview of Strategic Programmes Office Projects	1 February	Consent	Note	No
7. Mitigating Circumstances: Update	1 February	Consent	Note	No
8. Student Mind's University Mental Health Charter Award	1 February	Consent	Note	No
9. Exams and Assessments Annual Report 2021/22	1 February	Consent	Note	No
10. Professional Statutory & Regulatory Body activity	1 February	Consent	Note	No
11. Periodic Programme Review report: KBS – Finance online programmes	1 February	Consent	Note	No
12. Periodic Programme Review report: KBS – MSc in HRM & Organisational Analysis	1 February	Consent	Note	No
13. Annual Report for Student Conduct & Appeals 2021/22	1 February	Consent	Note	No
14. Periodic Programme Reviews 2022/23 for the Faculty of Social Science & Public Policy	1 February	Consent	Note	No
15. Update on the start of Semester 2: 2022/23	1 February	Consent	Note	No

Approval

1. Interruption of Study Framework **[Annex 1]**

Motion: That the Academic Board approve the Interruption of Study Framework.

Background:

The Interruption of Study Framework, has been developed to provide a College-wide approach to the management of interruption of study. The framework consists of a policy and a procedure including templates for communications re-engagement plans. The framework is to support staff to:

- Help students decide when an interruption is appropriate
- Offer students tailored advice on the implications of interruption
- Communicate with students appropriately during their interruption;
- Plan effectively for their return

- Help students to re-engage and reintegrate into their studies.

Once approved, ARQS will devise a plan to explain and promote it and support faculties to introduce the framework at the start of 2023/24. ASSC will be kept updated on progress and will be asked to approve any further developments.

2. Proposal for a Foundation Certificate Award [Annex 2]

Motion: That the Academic Board approve the award of a Foundation Certificate at Level 3, in line with [national qualification levels](#). Foundation Certificates will replace diplomas awarded to new students who enrol on King's International Foundation (KIF) programmes from 2023-24.

Background:

King's has been awarding Foundation Diplomas since 2008-09. Marks and awards, however, have only been recorded on SITS for these programmes since 2012-13 and they have not been fully incorporated into the academic regulations during this time. Developments in the sector mean that Foundation Certificates are more appropriate for this type and level of award. Annex 2 outlines the rationale for this award as well as the existing KIF/EKIF structure and seeks approval to establish a Level 3 Foundation Certificate as a King's award to be awarded from 2023-24.

Work is underway to embed Level 3 awards in the King's Academic Regulations 2023-24, and to establish clear criteria at Level 3 within the King's Marking Framework (in collaboration with King's Academy). Alignment of the programmes with King's quality assurance framework is also being reviewed and refinements to current practice made where necessary. A review of published information and definitive past, present and future programme documentation, will also take place to ensure the accuracy and reliability of these auditable records.

For note

3. Teaching Excellence Framework (TEF) Final Provider Submission

The TEF Provider Submission was submitted to the OfS in January following approval by the VP (Education and Student Success). The final submitted version has been circulated to Academic Board Members by email.

The Committee noted the following:

- The TEF was not a forward-looking process but backward looking, so the submission reviewed King's over the period 2018/9 – 2021/22.
- The College has impressive student outcomes during this period – in line with the TEF metrics, that are set at a high benchmark.
- The College student experience metrics for Assessment and Feedback, Academic Support and Student Voice were all below the TEF metrics, but Learning Resources and Teaching on Course metrics were in line with the TEF benchmarks.
- In preparation for future TEF iterations, the College will need to work on evidencing particular activity (policy implementation, strategy implementation etc.) across *all* of the College and the impact that it will have on student experience and student outcomes.
- The College will be notified of the provisional award during summer 2023 (July – August), with the final awards being published September 2023.

4. Proposal for Assessment & Feedback Priority Projects

The Committee approved the proposal which noted that the College Assessment Working Group (AWG) had prioritised seven key assessment and feedback projects to take place within the next two years. These aimed to align with the College strategies/priorities for Assessment for Learning (AfL) and Inclusive Education as per King's

Education Strategy presented to College Council on 22 November 2022 as part of the Student Success Transformation Programme.

The project outcomes would include a coherent College overview of assessment enhancements for future TEF submissions and address key points raised in the NSS - overassessment, inclusive education, student mental health and wellbeing and issues of academic integrity.

The Committee felt that there needed to be a College Assessment Strategy worked on in parallel as part of the work, and a proposal for support and resourcing.

5. QAA for the Quality Enhancement of Transnational Education (QE-TNE) Scheme (Consent)

The Committee approved the College's Transnational Education activity relating to China and Saudi Arabia, to the QAA for the QE-TNE (Quality Enhancement of Transnational Education) scheme for the 2022/23.

A risk was noted in that there was no TNE strategy in the College, with no central oversight or register of T&E programme activity. With future changes to the regulatory environment, this was going to have increased impact on the College in terms of its TNE provision and conditions of registration needed to be met.

Recommendations to be addressed included:

- A TNE Strategic Plan should be developed addressing the inclusion of external quality assurance in King's International Strategic plans, marketing abroad and the use of data for business purposes, along with resources required.
- TNE activity should be formally reported within King's governance structures and be included in the annual monitoring processes.
- A process should be established to identify/monitor and log countries that do not recognise King's awards or where recognition was in question for their TNE program activity to be reported to the College International Committee on an annual basis.
- The Project Board for Data Futures should consider the benefits and obstacles to King's taking an individualised approach to collecting TNE data, in anticipation of the review outcomes from the aggregate offshore record and again with the outcomes from the review to be reported to CEC

6. Overview of Strategic Programmes Office Projects

The Committee discussed an overview of the projects in scope. It would be beneficial for the Committee to be aware of the overall portfolio of projects in future to gain some understanding of some of the individual constituent projects at a greater level of detail, at specific points in the project lifecycle. An important consideration would be to ensure that there was sufficient detail around engagement, consultation, feedback and core design mechanisms, with both a staff and student dimension included.

7. Mitigating Circumstances: Update on the Oversight Committee & some Guiding Principles

The Committee discussed the outcomes of the first meeting of the Mitigating Circumstances Oversight Group, which would report into CEC. Six workstreams had been set up which would feedback into the Oversight Group, and it was intended that a number of preliminary changes would be implemented for September 2023, but some more substantial policy changes might take a little longer to be implemented. An immediate action would be to improve automated messaging to students to signpost support and provide clearer guidance on next steps at the point of the submission of the MCF.

8. King's Submission to the Student Mind's University Mental Health Charter Award

The Committee discussed the application and assessment procedure for the submission to the Student Mind's University Mental Health Charter Award. It was felt that King's was in a good position to be one of the first to receive an 'award with merit'. An important part of the process was to provide evidential data and to demonstrate that it was being evaluated and used.

9. Exams and Assessments Annual Report 2021/22

The Committee noted the report which detailed the accomplishments, observations and on-going work of the Examinations and Assessment service, and the highlights re exams, taught assessments & awards and assessment standards for 2021/22.

10. Professional Statutory & Regulatory Body Activity

The Committee noted PSRB reports following re-accreditation activity:

- General Medical Council
- British Council

The report provided assurance of reaccreditation with the PSRBs involved, and the response to the MBBS was included in the report.

11. Periodic Programme Review report: KBS – Finance Online Programmes

The Committee noted the King's Business School Finance Online Programmes: MSc in Global Finance Analytics and MSc in Global Finance and Banking had been successfully reviewed and re-approved.

12. Periodic Programme Review report: KBS – MSc in HRM and Organisational Analysis

The Committee noted the King's Business School MSc in HRM and Organisational Analysis has been successfully reviewed and re-approved.

13. Annual Report for Student Conduct & Appeals 2021-22

The Committee noted the annual report for student misconduct, appeals, complaints, support for study and fitness to practise, during the reporting period 1st September 2021 – 31st August 2022.

14. Requested changes to the scheduling of Periodic Programme Reviews 2022/23 for the Faculty of Social Science and Public Policy

The Committee approved requested changes to the scheduling of Periodic Programme Reviews 2022/23 in SSPP for two programmes.

- **BA English Language & Linguistics programme** – due to be reviewed in March 2023. A postponement was requested due to staffing changes on the programme.
- **PGCE programme** - the programme is currently being amended to satisfy the new requirements of its accrediting body. It is planned to run a newly accredited set of PGCE programmes within a new framework from 2024/25 and so it is suggested that an appropriate point for review would be after three years of operation – 2027/28.

15. Update on start of Semester 2: 2022/23

The Committee approved a recommendation to support the use of TeamCo in P2 Examinations similar to the P1 provision, and noted the updates on the key activities delivered in January 2023 and an outline of opportunities for improvements going forward.

Interruption of Study Framework

1. Introduction

- 1.1 Interruption should be a supportive intervention in the lifecycle of the student which promotes positive wellbeing. Continuity for the student is a priority and wherever possible, students should not be disadvantaged by taking an interruption. The framework has been created to:
- Clarify and articulate policy positions to ensure consistent application
 - Provide a clear procedure that is consistent across all faculties and which
 - helps students decide when an interruption is appropriate
 - offers students tailored advice on the implications of interruption
 - communicates with students appropriately during their interruption
 - plans effectively for their return
 - Promote consistent decision making which:
 - considers the personal circumstances of the student including any protected characteristics they have.
 - balances the best interests of the student with the specific needs of the programme.
- 1.2 While most of the framework captures present practice, some proposals involve a change in current policy which were discussed and endorsed at ASSC in September 2022 and are summarised below.

2. New policy positions incorporated into the framework

- 2.1 An interruption may start at any point in the academic year.
- 2.2 Backdating of the start date of an interruption should not be the norm and only applied where it is necessary to do so. It is not possible to backdate an interruption beyond the student's last known point of engagement.
- 2.3 Students will retain access to their IT account and will still be able to access Library Services and support from Student Services.
- 2.4 Students may be required to submit supporting documentation for their interruption of study request. The relevant faculty will advise the student where this is the case and the type of documentation required. In some cases, it may not be possible for a student to provide the requested documentation. In such instances the student's request will still be considered.
- 2.5 An interruption should be for a specific period. For research students the minimum term for an interruption is one calendar month.
- 2.6 Further information is available on request at ARQS@kcl.ac.uk.

3. Recommendations for action

- 3.1 ASSC to endorse ownership of the interruption of study framework (policy and procedure), and the systems that underpin it. Ownership will then be communicated clearly to all professional services staff who support students.

- 3.2 ARQS to promote the framework to all faculties and stakeholders and advise stakeholders on introducing the provisions contained in it.
- 3.3 ASSC to recommend to the framework owner that:
 - 3.3.1 College-level oversight of the operation of the framework is developed. It is recommended that this is done through an annual meeting of the decision makers from each faculty and should also include representatives of student facing services that are involved in implementation of the framework. If the decision maker has delegated the decision making, the person with delegated authority should attend. This meeting should:
 - a. Promote consistency and equitable treatment for students.
 - b. Introduce an internal review of how the process is working to inform improvements to policy and procedure.
 - 3.3.2 The owner of the framework should consider:
 - a. developing guidance to support decision makers, and
 - b. standardising the administration of the process across all faculties including:
 - i. should there be a standard, college-wide appeals process against requests that have been turned down?
 - ii. should the decision-making roles be standardised across faculties?
 - 3.3.3 An explanation of the process involved in an Interruption of study request should be the subject of a student services online article or included in the student handbook.
- 4 ASSC to recommend that the framework is developed in the following ways:
 - a. linking the framework into other processes. For example, links between the IoS framework and mitigating circumstances process should be strengthened and the framework should be developed in conjunction with the ASSC working group on mitigating circumstances.
 - b. developing process and support within faculties to introduce the framework and develop their communications and re-engagement processes.
 - c. developing tools to support faculties to record interrupted students and their return data accurately.

Interruption of Study Framework

Interruption of Study Policy and Procedure

Policy Category:	Academic, student.
Subject:	University-wide Interruption of study
Approving Authority:	Academic Board
Responsible Officer:	Vice-President (Education & Student Success)
Responsible Office:	SED
Related Procedures:	Mitigating circumstances procedure Prolonged lack of student contact procedure
Effective Date:	01/09/23
Supersedes:	N/A
Next Review:	01/09/26

I PURPOSE & SCOPE

An interruption of study is a supportive mechanism normally initiated by students on a voluntary basis when they need to formally step away from their programme for a defined period. This policy describes how the university should manage requests for an interruption of study.

This policy does not cover:

- Interruptions under Support for Study and Fitness to Practise policies
- Exclusions or suspensions under the principal's emergency powers as set out in the [Academic Regulations](#)
- Interruptions required due to failure to meet progression requirements for regulated programmes

The policy has been developed with regard to equal opportunities legislation, which ensures that the rights of students are protected, and judgements are free from prejudice on the basis of protected characteristics.

II DEFINITIONS

The following definitions can be found in the [Academic Regulation Glossary](#):

- Interruption
- Mitigating Circumstances

III POLICY

1. Introduction

- 1.1 An interruption of study is for students who require time away from their studies due to personal circumstances and where this will assist them in achieving the best academic outcomes. An interruption of study is for a sustained period. It is important that the student applies formally for an interruption using a [Change of Circumstances](#) form and a request for an interruption must be approved by the relevant faculty.
- 1.2 For short absences, faculties should provide information about how and when to report them.

- 1.3 The [Mitigating Circumstances](#) procedure is for unexpected or disruptive events beyond the student's control which might have a significant or adverse impact on their academic performance.
- 1.4 Where a student has had several short absences or mitigating circumstances requests, the faculty should consider whether an interruption of study or alternative, such as a change to mode of study, might be appropriate.
- 1.5 If a faculty or department is concerned that a student has not engaged with teaching activities, the [Prolonged Lack of Student Contact Procedure](#) should be followed, and discussions held with the student regarding whether an interruption may be appropriate.

2. Reasons for interruption

- 2.1 Interruptions of study may be requested for a number of reasons, including mental or physical illness, maternity and parental leave, personal and family reasons, and financial hardship. This list is not exhaustive, and faculties may grant interruptions for other reasons they consider acceptable.
- 2.2 Faculties may approve an interruption for any reason they consider acceptable and have discretion to determine if an interruption is appropriate for the student based on their personal and academic circumstances.
- 2.3 For research students, there are some circumstances where a request for an interruption of study would not normally be permitted and this includes: a change of research topic, lack of progress, fieldwork, or time spent training or undertaking work experience where this is part of the research programme.

3. Application

- 3.1 Faculties are responsible for appointing a decision maker who is responsible for reviewing any interruption of study request within their faculty. The decision maker can delegate their authority and they, or their nominee, should be supported by professional services staff.
- 3.2 Before applying for an interruption, students should discuss their reasons for requesting an interruption with their Programme Director, Supervisor or Personal Tutor who should keep a record of any conversation with the student related to an interruption.
- 3.3 Students should make sure they understand all possible implications of taking an interruption of study. Information can be found in Student Services Online articles, and it is recommended that all students considering an interruption speak to the [Advice & Guidance Team](#) to talk through the practicalities.
- 3.4 A period of interruption will have an impact on a number of areas, including but not limited to:
 - **student visas** – students who are studying on a student visa must speak with the [Visa and International Student Advice](#) team requesting an interruption of study
 - **fees** – students who interrupt during the academic year may be charged pro rata tuition fees to the date of interruption and are required to pay the sum owing within 14 days of the date of invoice
 - **funding**
 - **maximum periods of registration** – all periods of interruption will count towards the maximum period of study for an individual programme
 - **access to university services** – students will retain access to their IT account, which includes KEATS and will still be able to access Library Services and Student Services, unless there is good reason to put limitations in place. Any limitations should be imposed rarely, and decisions on restricting certain aspects, such as course information on KEATS, should be made at department level, with input from key stakeholders and only if it is considered to be in the student's best interests.

- **Access to King's student housing** – in exceptional circumstances, a student may be permitted to stay in King's halls of residences whilst on interruption, depending on their personal circumstances and the reasons for interruption. This decision would be the product of discussions with King's Residences.
- 3.5 Students studying on a visa are expected to speak to the [Visa and International Student Advice Team](#) before requesting an interruption. Information regarding a student's status will be shared with external organisations as appropriate; this may include student funding bodies and UKVI. There is more information on this in the [Student Data Collection Notice](#).
- 4. Supporting documents**
- 4.1 If appropriate, faculties can ask students to provide supporting documentation for their interruption of study request. Faculties should be clear about the type of documentation required. In some cases, it may not be possible for a student to provide the documentation, and in such instances the student's request should still be considered. Where faculties require supporting documents, they should ensure students are asked to provide only the minimum information necessary for the Faculty to make a decision and handle any personal information confidentially in compliance with the College's [Data Protection Policy](#). If staff are unsure how to proceed with such a request, they should contact Information Compliance for advice at info-compliance@kcl.ac.uk.
- 5. The decision**
- 5.1 Each faculty should make available to students and staff details of who reviews and makes decisions on applications within their respective faculty.
- 5.2 Decision makers should have a complete picture of the student's academic and personal profile, as appropriate, including if the student's protected characteristics may affect their circumstances and may consult the university's [Equality, Diversity & Inclusion \(EDI\)](#) Team for guidance.
- 5.3 Decision makers must consider the best interest of the student, and the structure and requirements of the student's programme.
- 6. Terms of the interruption**
- 6.1 The terms for an interruption of study will be the product of a discussion between the student and the faculty, taking into consideration the specific circumstances of the individual student and the requirements of their programme.
- 6.2 Start date
- 6.2.1 An interruption may start at any point during the academic year.
- 6.2.2 In most circumstances the start date of the interruption will be the date specified in the application request which will often be the date of the application. If appropriate, an interruption can start immediately.
- 6.3 Requests to backdate the start date of an interruption
- 6.3.1 A student may ask to have their interruption start before the date they applied. This is referred to as backdating. Requests to backdate the start date of an interruption will be considered by the faculty depending on the student's individual circumstances, the date of last engagement, and the requirements of the programme.
- 6.3.2 Backdating the start of an interruption may affect student visas, fees, and/or funding, and the implications should be fully explored before the start date is agreed.
- 6.3.3 It is not possible to backdate an interruption beyond the student's date of last engagement, which is the date that it can be reasonably established that a student last attended or engaged with their studies.

6.4 Length of interruption

- 6.4.1 An interruption should be for a specific period with a return date agreed between the student and their faculty prior to the start of the interruption. For research students the minimum term for an interruption is one calendar month.
- 6.4.2 The return from an interruption will normally be scheduled for the start of a period of study; however, this will be part of the discussion between the student and the faculty. To extend a period of interruption, the student must complete another Change of Circumstances form.

7. Changes to programme

- 7.1 Under Consumer Law, material changes to courses that will affect currently enrolled students should be avoided and only contemplated in exceptional circumstances. The university's general principle is that any significant changes should only be introduced for new cohorts of students. However, there will be occasions when changes need to be made that affect students already registered on the programme.
- 7.2 Where it is known that changes are to be introduced to a programme that will impact a student if they go on interruption of study, the following should be discussed with the student before the interruption of study is agreed:
- the incoming changes and the implications these will have for the student;
 - the options available to the student considering the changes.
- 7.3 Where a change is brought in whilst a student is on interruption, the student should be informed at the earliest opportunity, including the rationale for the change and any benefits, and they should be made aware of the options available to them. It is good practice to arrange a meeting with the student to discuss the changes.

8. Re-engagement plan

- 8.1 Faculties must have re-engagement plans (appendix 1) in place for all students returning from an interruption of study and students should be consulted on these plans. An initial discussion on the contents of the plan may take place before the start of the interruption and a more detailed conversation should happen as part of the planning for return. Students should be given a copy of the re-engagement plan.

9. PSRB Requirements

- 9.1 For students on PSRB programmes, there may be additional mandatory requirements attached to their return, expected by the relevant external regulator.
- 9.2 Where the faculty thinks that the reason for an interruption of study might impact a student's fitness to practise, the faculty may consider implementing the provisions in the [Fitness to Practise policy](#) and the faculty's Fitness to Practise procedures.

10. Communications

- 10.1 Faculties will keep in contact with students while they are on an interruption and, wherever possible, a communications plan (appendix 1) should be agreed with the student at the point that the interruption is approved.

Links

[Academic Regulations](#)

[Mitigating Circumstances Policy](#)

Student Services Online Articles

- [How can I take a break from my course?](#)
- [Assessment - Mitigating Circumstances](#)

Information and resources for students

- [KCL Advice & Guidance](#)
- [KCL Visa and International Student Advice](#)
- [KCL Money Advice](#)
- [KCL Fees and Funding](#)
- [Student Parents and Carers](#)
- [Faculty Wellbeing and Welfare Advisors](#)
- [KCLSU advice](#)
- [King's Academic Skills for Learning](#)

Interruption of study procedure

1 Introduction

It is important that the student applies formally for an interruption. The time it takes to process an interruption request may vary. Normally requests should take no longer than six weeks to process in full, and in many instances it will be less. However, on occasion complex requests may take longer than six weeks to process, and in these instances the faculty should contact the student to make them aware of any delays.

2 Considerations

If a faculty is aware that a student is considering an interruption of study, they should encourage the student to access university support and advice services to make sure the student understands all possible implications of an interruption including the impact on their fees, visa implications and that the student will not be able to graduate with their existing cohort.

3 Student Services Online Articles

- [How can I take a break from my course?](#)
- [Assessment - Mitigating Circumstances](#)

4 Information and resources for students

- [KCL Advice & Guidance](#)
- [KCL Visa and International Student Advice](#)
- [KCL Money Advice](#)
- [KCL Fees and Funding](#)
- [Student Parents and Carers](#)
- [Faculty Wellbeing and Welfare Advisors](#)
- [KCLSU advice](#)

5 Decision

- 5.1 When considering whether to approve a request for an interruption, the decision maker must consider the best interest of the student. This includes whether the student is applying for an interruption to avoid assessments. In such cases, faculties should explore alternative options with the student including referral to student support services ([LINK](#))
- 5.2 The decision maker must pay due regard to the way that a student's protected characteristics may affect their circumstances and must consider the best interest of the student, within the parameters set by the requirements of the programme. They may consult academic and professional services staff to gather further information about the student, their personal circumstances, academic record and programme, and consulting with the EDI team for guidance if appropriate.
- 5.3 If the application is refused
 - 5.3.1 If the application is refused, the reasons for this decision should be made clear to the student, in writing, and they should be signposted to appropriate support services, for example, the faculty Wellbeing and Welfare Advisor.
 - 5.3.2 If the student or faculty possesses further information or supporting documentation that they believe may affect the decision, a further application may be submitted. In such cases, it may be appropriate for the decision maker to nominate an alternative decision maker, which should be an academic member of staff with similar standing in the university or higher or convene a panel to reconsider the application.

6. Terms of the interruption

6.1 When agreeing the terms of an interruption, the faculty must consider the best interest of the student, within the parameters set by the requirements of the programme.

6.2 Start date

Wherever possible students are encouraged to apply for an interruption before it is due to start. In most circumstances, the start date of the interruption will be the date of the application or a later date

6.3 Requests to backdate the start date of an interruption

6.3.1 A student may ask to have their interruption start before the date they applied. If the student is able to provide good reason and supporting evidence why they did not apply for an interruption earlier, the start date may be backdated.

6.3.2 Requests to backdate the start date of an interruption will be considered by the decision maker within the faculty depending on the student's individual circumstances, the date of last engagement, and the requirements of the programme. The views of the student should also be taken into account.

6.3.3 The date of last engagement

The date of last engagement is the last date that it can be reasonably established that a student attended or engaged with their studies. To establish this date, faculties should review attendance records, engagement with online learning activities, submissions of assessment and any contact made with staff related to teaching and learning. If the date of last engagement cannot be established, the date that the lack of engagement was first highlighted may be the appropriate date.

Please note: It is not possible to backdate an interruption beyond the student's last known point of engagement.

6.4 The student's profile and the implications of a period of interruption.

6.4.1 If a student is in receipt of funding or a student loan and their interruption is backdated, they may be required to return all funds received immediately.

6.4.2 Backdating will also result in a loss to the university, which will be assigned as a credit note to the relevant faculty. Faculties should consider if this cost can be absorbed by the faculty.

6.4.3 As part of the Data Futures return, the university is required to submit data on students' whereabouts at the end of each term. Backdating may affect the quality and reliability of this data.

6.4.5 The requirements of the programme, particularly where there are PSRB requirements.

6.4.6 If faculties would like to backdate the start of an interruption, they should get advice on the implications for the specific situation from relevant teams, including Finance, Student Funding and Data Governance. If a request to backdate has been approved, the faculty should inform these teams for the student record to be updated.

6.5 Length of interruption

6.5.1 An interruption should be for a specific period and an expected return date should be agreed prior to the start of an interruption. Wherever possible students should return at the start of a period of study although there may be circumstances where it is appropriate for a student to re-join their programme mid-way through a period of study.

6.5.2 The point of return may be influenced by:

- the point in the programme at which the interruption started
- the scheduling of modules on their programme during the academic year of anticipated return
- the timing of any assessments

- the personal circumstances of the student

- 6.5.3 Input should be sought from members of the programme team in making decisions about the point of return.
- 6.5.4 Faculties must make sure students are aware of the impact of the point of return including any extra fees they may be liable for and any period of study they may need to repeat. Faculties should also encourage students to make sure they understand any funding or immigration implications upon this return.
- 6.5.5 Faculties must also make sure that all relevant staff are aware of the agreed point of return.

7. Changes to programme

- 7.1 Under Consumer Law, material changes to courses that will affect currently enrolled students should be avoided and only contemplated in exceptional circumstances. The university's general principle is that any significant changes should only be introduced for new cohorts of students. However, there will be occasions when changes need to be made that affect students already registered on the programme. Where changes do need to be introduced, students (and where appropriate, accepted offer holders) need to be consulted beforehand to ensure they agree to the proposed changes.

- 7.2 Changes that are known about before a student goes on interruption

Where it is known that changes are to be introduced to a programme that will impact a student if they go on interruption of study, the following should be discussed with the student **before** the interruption of study is agreed:

- the incoming changes and the implications these will have for the student;
- the options available to the student considering the changes.

An example of this, could be that a change to compulsory modules on the programme has been introduced for the next cohort and will be implemented in the next academic year and so if the student interrupts they may need to follow the new curriculum on their return in the next academic year.

- 7.3 Changes that are brought in while a student is on an interruption

In some circumstances changes may be brought in whilst a student is on interruption and so prior notification and discussion is not possible.

Where a change is brought in whilst a student is on interruption, the student should be informed at the earliest opportunity, including the rationale for the change and any benefits, and they should be made aware of the options available to them. It is good practice to arrange a meeting with the student to discuss the changes.

Note, consideration will need to be given to the university's obligations under the Equality Act 2010. Faculties should consult the university's [Equality, Diversity & Inclusion \(EDI\)](#) team for guidance.

- 7.4 Consultation

Where consultation is required because of programme changes, faculties should ask the Academic Regulations, Quality and Standards team for advice at arqs@kcl.ac.uk.

Further information on the university's contractual obligations and the requirements under Consumer Law can be found on the CMA Intranet area: [CMA | King's College London Intranet. \(kcl.ac.uk\)](#).

8. Communications plan

- 8.1 Faculties will keep in contact with students while they are on an interruption. The frequency and content of the communications will vary depending on the individual circumstances of the student and the reason for their interruption.
- 8.2 Wherever possible, a communications plan should be agreed with the student at the point that the interruption is approved. The communications plan should include:

- Points of contact, including
 - who the student can contact for pastoral support;
 - who may contact the student while they are on interruption.
- Circumstances in which the university will contact the student during their interruption. For example
 - assessment results and feedback
 - in order to make preparation for their return, for example, module selection or placement allocation
 - to discuss mandatory requirements for students on PSRB programmes, for example, DBS checks or Occupational Health clearance
- Method of contact. This could be via email, Microsoft Teams video call, telephone or letter. Up-to-date contact details should be obtained, including a personal email address.

8.3 If it is not possible to agree a communications plan at the time the interruption is approved, faculties should contact the student by the mid-point of the interruption, or six months after the start date of the interruption, whichever is sooner, to establish a plan.

8.4 Students should be made aware that all methods of contact may be used if the faculty are unable to contact the student using their preferred method of communication.

8.5 When developing the communications plan, faculties should consider the appropriate timing of communications taking into account the reasons for interruption while also ensuring the student is not disadvantaged, for example, for placement allocation, module selection and study abroad options.

8.6 Faculties should consider sending keeping in touch emails; these could be individual or cohort-wide for students on interruption. Cohort-wide, keeping in touch emails should:

- be personalised to the students and be relevant to their situation
- have no requirement for, or expectation of, a response
- not be sent from a no-reply email address
- not include the contact details or email addresses of other students on an interruption

8.7 During an interruption, students may still receive general communications from the university or faculties. Students should be made aware of this before they start their interruption.

9. **After Terms are agreed**

At the point the terms of the interruption have been agreed, the faculty should make sure relevant staff members are provided with the appropriate level of detail about the terms of the interruption. For example, Personal Tutors should be informed about an interruption if they were not involved in earlier discussions, and the programme team should be made aware of the anticipated date of return.

10. **Return**

10.1 Students should agree their expected date for return to study at the point of interruption.

10.2 An automated email is sent from Student Administrative Services one month prior to the student's return to establish whether they intend to return on the agreed date or if they would like to apply for an extension to their interruption.

10.3 It is recommended that faculties also contact students separately to establish whether they would like to return on the agreed date or extend their interruption. It may be appropriate to initiate this conversation before the automated email from Student Administrative Services is sent.

11. Re-engagement plan

11.1 Students will be provided with support on their return to study. This support should be set out in the student's re-engagement plan which will be tailored to reflect the student's circumstances and the requirements of their programme. A re-engagement plan may cover:

- an initial meeting with the Personal Tutor and/or the Faculty Wellbeing and Welfare Advisor
- reading lists and support materials
- any other appropriate meetings, with information about their purpose

11.2 Students who are returning mid-way through a period of study should have an enhanced re-engagement plan which should include how the student will be supported to successfully re-integrate into their programme.

12 PSRB Requirements

Any additional mandatory requirements for students on PSRB programmes that are attached to their return, for example: DBS or occupational health clearance requirements, or pending professionalism matters, should be discussed before the interruption starts. It is recommended that a plan for completing the mandatory requirements is developed for the student's return.

Communication Plan Template

Wherever possible, a communications plan should be agreed between the university and the student before the interruption starts. This document includes a template for use in developing a plan.

- 1) Once it is confirmed that a student will be going on an interruption of study the department should consult with the student on a communications plan.
- 2) The lead officer in this process may vary depending on the department or faculty but it should be made clear to the student at the beginning of the process, who their named contact is.
- 3) This template is a suggestion only and is not intended to limit support provided to students. Depending on the reasons for the interruption, the type, frequency and means of communication may vary and departments should also consider the individual student's personal circumstances and the requirements of their programme.
- 4) Departments should be aware, and make students aware, that they will still receive general college-wide communications.

If it is not possible to agree a plan before the interruption starts, the department should attempt to contact the student by the mid-point of the interruption, or six months after the start date of the interruption, whichever is sooner, to establish a plan. If this is not possible the department should complete the plan, and share this with the student, providing them with the opportunity to discuss it further should they wish to do so.

Student Name:	
K Number:	
Programme and Year of Study:	
Return Date:	

Student's preferred method of contact

, all methods of contact may be used if the university is unable to get in touch using the student's preferred method of communication

Email ☐

Microsoft Teams video call ☐

Telephone ☐

Letter ☐

Student's Contact Details whilst on interruption, if different from details on their student record

Address	
Telephone	
Email	

Points of contact for support whilst on interruption

Name	Email Address	Issues contact can provide support for

Individuals who may be in touch during the interruption

Name	Email Address	Likely purpose for contact

Circumstances where the university may make contact during the interruption:

Reason for Contact	Likely point at which contact will be made	Notes
Module selection		
Placement allocation		
Study abroad options		
Any changes to programme		

Keeping in touch arrangements

Any other relevant notes

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Date of discussion and agreement	
Student Signature	
Faculty Representative Signature	

For administrative use - who needs to be informed of Communication Plan Arrangements?

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Re-engagement plan for returning students

One month before a student is due to return from an interruption of study, they receive an email from King's directing them to re-enroll. This document sets out how a re-engagement plan should be developed with students who intend to return from interruption and includes a template for use in developing a plan.

- 5) Once it is confirmed that a student will return from interruption the student should be contacted by a member of the faculty or department in advance of their return date so they can be included in developing their re-engagement plan.
- 6) The lead officer in this process may vary depending on the department or faculty but it should be made clear to the student at the beginning of the process, who their named contact is.
- 7) This template is a suggestion only and is not intended to limit support provided to students. The re-engagement plan must be specific to the individual student, their personal circumstances and the requirements of their programme. Depending on the reasons for the interruption, extra welfare support may be appropriate. If a student is returning part way through the academic year, extra academic support may be appropriate.
- 8) Faculties may consider providing faculty or department bulletins and may organise re-fresher events for returning students as additional support and engagement for returning students. This will depend on when in the academic year a student is returning.

Re-engagement Plan Template

Please complete the following form as fully as possible. Add appropriate details and do not use To Be Confirmed (TBC) in any section.

Student Name:	
K Number:	
Programme and Year of Study:	
Return Date:	

Is the scheduled return at the start of the period of study, or a midway point?

Note, further support may be required if the return is during the mid-point of a period of study.

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Are there any outstanding assessments for completion on return from interruption?

Note, if assessments are outstanding deadlines must be clear and meetings with the relevant module leads may be beneficial.

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Contacts to meet during the first week of return

Faculty contacts	Student Services
Personal Tutor <input type="checkbox"/>	Money & Advice <input type="checkbox"/>
Module Lead <input type="checkbox"/>	Student Funding <input type="checkbox"/>
Programme Lead <input type="checkbox"/>	Visa & International Advice <input type="checkbox"/>
Student Experience Manager <input type="checkbox"/>	King's Academic Skills for Learning <input type="checkbox"/>
FWWA <input type="checkbox"/>	Counselling & Mental Health <input type="checkbox"/>
	King's Careers & Employability <input type="checkbox"/>

Meeting Arrangements for first week

Contact	Date & Time	Location

Contacts to meet during the first four weeks following the return to study

Faculty contacts	Student Services
Personal Tutor <input type="checkbox"/>	Money & Advice <input type="checkbox"/>
Module Lead <input type="checkbox"/>	Student Funding <input type="checkbox"/>
Programme Lead <input type="checkbox"/>	Visa & International Advice <input type="checkbox"/>
Student Experience Manager <input type="checkbox"/>	King's Academic Skills for Learning <input type="checkbox"/>
FWWA <input type="checkbox"/>	Counselling & Mental Health <input type="checkbox"/>
	King's Careers & Employability <input type="checkbox"/>

Meeting Arrangements for first four weeks following return

Contact	Date & Time	Location

Actions to support return

Actions to be completed by the student

Note, this could include engagement with any relevant King's Academic Skills for Learning resources and activities.

Actions	Timeframes for completion

Other actions

Action	Owner	Timeframe for completion

Ongoing support requirements

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Other re-engagement activities and requirements for return

Note, this could include any PSRB requirements.

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Any other relevant notes

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Date of discussion and agreement	
Student Signature	
Faculty Representative Signature	

For administrative use - who needs to be informed of Re-Engagement Plan Arrangements?

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Proposal for Foundation Certificate award

Introduction

The School of Professional and Continuing Education (PACE) request that the Academic Standards Sub-Committee (ASSC) endorses the proposal for King's College London to add to its portfolio a Foundation Certificate at Level 3.

Following the paper submitted to the September ASSC (paper ref: ASSC-2022-09-28-02), CEC and Academic Board (November) meetings to approve current regulatory practice at Level 3 and endorse the need to embed this throughout the King's Academic Regulations going forward, it has now become clear that the Academic Regulations do not currently include any award at Level 3. In previous years, the award detailed on the student transcript has been "diploma"; however, PACE and ARQS have agreed that a Foundation Certificate is a more accurate reflection of the award and its corresponding level in the sector. Whilst this change cannot be made mid-year, it is proposed that the award is approved for use in 2023-24 and so it can be detailed on programme information sheets as part of the recruitment process.

Background

As is understood from the SITS record, the King's International Foundation (KIF) programme has been running since the 2008-09 academic year, with no changes to the award and level in that time. Marks and awards, however, have only been recorded on SITS for these programmes since 2012-13.

King's Foundations offer the International Foundation Programme at Level 3 for international students who have not completed the equivalent of level 3 study to year 13. Students will either come from countries where the education system ends in Year 12, leaving out the equivalent of year 2 of A Levels, or they have chosen to exit their current education system early in order to complete their Level 3 studies in the UK. An International Foundation programme, which provides academic, language and study skills content is the most common mechanism for this in the UK. The KIF/EKIF is primarily designed as a feeder for international students to enable progression to year 1 undergraduate study at King's, although it is possible upon successful completion for students to study from Level 4 at another university.

An Extended King's International Foundation (EKIF) programme is also now available as part of the King's Foundations portfolio, which offers the same level of study, credit and award, with the only difference in programme structure being an earlier programme start date in order for students to complete an additional non-credit bearing English language module. SITS correctly records the KIF and EKIF programmes as 120 credits at Level 3, with the programme title being a King's International Foundation Programme (followed by the specialism taken e.g., Biology and Chemistry).

As noted in the previous paper, work is planned during this academic session to incorporate Level 3 awards and credit fully within the Academic Regulations, including policies and procedures which underpin them.

Confirmation the award will meet RQF/SEEC standards

A Foundation Certificate will align with Regulated Qualifications Framework (RQF) and the SEEC Level Descriptor for Level 3 awards. These benchmark standards will form the guiding principles for the content and delivery of the KIF/EKIF.

Comparison of Award

It is common practice for a Foundation Certificate to be awarded at Level 3 within the sector. Examples of this, to which King's Foundations have benchmarked, where Level 3 Foundation Certificates are listed within their qualifications and credit frameworks include [Goldsmiths](#), [KAPLAN](#), [University of Liverpool](#), [University of London](#), [Aberystwyth](#) and [Exeter](#), among others.

Description of Award (KIF and EKIF)

Award name: Foundation Certificate

RQF Level: Level 3

Duration of award: 12 months FT. Minimum period of study – 1 year; maximum period of study – 2 years

Educational aims:

The King's International Foundation Programme is designed to provide a structured pathway into King's College London and other UK undergraduate programmes and is aimed at international students of high academic potential who have completed their high school education but who do not yet qualify for direct entry into undergraduate programmes at top UK universities or who wish to better prepare themselves for entry into such universities.

The Extended International Foundation Programme is as above but with an additional intensive language element before the start of the academic year. This language element is to support students entering with a lower IELTS requirement than the KIF programme. After this intensive language element students on the Extended International Foundation Programme join students on the King's International Programme in the same modules.

Both programmes introduce students to academic study and critical thinking in UK academia and are aimed at students who do not yet possess the subject knowledge or the linguistic, rhetorical and/or analytical skills needed to reach their full potential on a UK undergraduate course. They help students develop core academic skills and subject knowledge within their chosen pathway as well as their critical, analytical and linguistic skills in a university environment, and support them in understanding and adapting to studying in the British higher education system.

All students follow a combination of four modules, which are equivalent to year 13 of schooling. Two of these are optional modules related to the fields students will pursue at UG level and which provide academic subject input, which supports students in fulfilling UK HE entry criteria and provides a pathway into undergraduate study. All students will take two other modules determined by their choice of optional modules and designed to develop their academic English and enhance their critical and analytical skills as well as develop their study skills and broader cultural and theoretical knowledge to support them in integrating into their future UG programmes.

Specifically, the principal aims of this programme are to:

- Support the transition of engaged, effective and independent learners onto undergraduate programmes at every faculty of KCL.
- Provide students with the specific, underlying academic knowledge, study skills and language base from which they can fully engage with competitive undergraduate programmes.
- Harness the wide range of individual backgrounds that our students bring with them and stretch them to achieve their potential through a rounded approach to the overall student experience.

Educational Objectives:

1. Defined areas of the knowledge base, at the appropriate level, related to each specific pathway.

2. Common spoken and written academic forms and conventions required for successful undergraduate study such as seminars, essays and referencing.
3. The academic English required for successful undergraduate study in their specific fields.
4. The range of extra and co-curricular opportunities available at King's and across London and how these can be used to support their personal and academic development.
5. Development of analytical and critical thinking skills relating to the target UG programmes with tutor guidance as well as the development of the application of those skills in a broader societal context.
6. The ability to act with limited autonomy, taking responsibility for initiating and completing tasks and procedures with an awareness of strategies for developing this skill area.
7. Carrying out defined investigative strategies and communicating results effectively in a given format relating to the target UG programmes.
8. Use of appropriate technologies and tools to produce a range of outputs related to the target UG programmes and future career.
9. The ability to work productively and safely in a range of learning environments related to the specific pathway.
10. Students will be able to demonstrate the personal and professional behaviours and communications that will enable them to positively contribute to the community at King's and to wider society.
11. Students can interact effectively within a diverse team in order to meet a given task.
12. Students can evaluate their strengths and weaknesses, and identify their support needs, equipping them with the resilience to succeed at university.

Structure: The KIF/EKIF Foundation Certificate is comprised of four equally weighted modules worth 30 credits each. The award is 120 credits and all modules are at Level 3.

Foundation Certificate				
	RQF Level	Minimum credit required for award including credit allowance that can be condoned	Range of credit levels	Condonement for non-core modules
Foundation Certificate	3	120	3	Non-core module worth up to 30 credits
a. Students must take 120 credits per year. b. Students must achieve a pass mark in all core modules. c. Students must achieve a pass mark of 40 in two of the three non-core modules.				

Condonement Range: 1-39 (to align with the undergraduate condonement range).

Assessment Governance: There is a dedicated Assessment Sub-Board with a number of External Examiners from across the subject specialisms. The Sub-Board will report to the existing Faculty/School Assessment Board.

The existing marking scheme will be used for all assessment whilst work is underway between PACE and King's Academy to align the Level 3 marking criteria to the College Marking Framework.

Proposal for Foundation Certificate award

Appendix – Regulation Changes

The following regulation changes have been discussed with colleagues in the Academic Regulations, Quality & Standards team. The following proposals include a limited number of mid-year changes/additions, whilst the majority of amendments are to be included in the 23/24 regulations.

Changes to be made for 22/23 (in-session; attached as an addendum on the regulation webpages and communicated to students)

1. New section to clarify pre-undergraduate rules (to be positioned before regulation 4.55 in reassessment section of Chapter 4 from 23/24):

Reassessment for pre-undergraduate

Students will be offered one reassessment opportunity in failed core modules.

Students will not normally be offered a reassessment opportunity in non-core modules they have failed if:

- a. they have achieved a mark in the condonable range, and they have not reached the overall condonable credit volume permitted; or*
 - b. they have achieved a mark in the condonable range and have met the requirements for their registered award*
2. Clarification of condonement rules for L3 to align with undergraduate programmes (to be added to the condonement section of Chapter 5 of the regulations from 23/24):
For non-core modules at level 3, condonement will normally be granted after the first attempt, where students have achieved a mark in the range of 1-39 inclusive.

3. Amendment to Condonement glossary definition

Existing definition: Condonement can only be applied in years two and above of a student's programme of study. Condonement can be utilised if a student fails up to 30 credits of a non-core module (for a 3-year programme) or 45 credits of a non-core module (if a 4-year programme) and the student has no further attempts at re-assessment (or the student has chosen not to resit a particular module). The failure must be within the condonable range for the programme. Condoned modules will not apply to any progression rules. The marks for modules that have been condoned will be in the final degree calculation according to the year of study the module was initially started, as per the degree algorithm.

To be replaced with the following definition to capture L3 and PGT:

Condonement (pre-undergraduate; all undergraduate programmes, year two onwards; all postgraduate taught programmes)

Condonement can be utilised if:

- a student on a pre-undergraduate, 3-year (undergraduate), or postgraduate taught programme fails up to 30 credits of non-core modules

- a student on a 4-year integrated masters programme fails up to 45 credits of a non-core module and the student has no further attempts at re-assessment or the student has chosen not to resit a particular module. The following conditions apply:
- The failure must be within the condonable range for the programme.
- Condoned modules will not apply to any progression rules.

The marks for modules that have been condoned will be included in the final award calculation for the programme as set out in the academic regulations. For 3- and 4-year undergraduate programmes, the marks will be weighted in the final degree calculation according to the year of study the module was initially started. Students should refer to their programme specification and the credit tables in Chapter 5 of the regulations for further details. Please note: condonement may not apply to programmes with PSRB requirements.

Changes to be made for 2023/24 academic year

Introduction

1. Amendment to: *The King's Academic Manual includes academic regulations, policies and procedures applicable to all King's College London taught and research students enrolled on a programme of study in 2022/23, including programmes delivered by King's Online and King's Foundations, free-standing credit bearing modules and credit-bearing MOOCs.*

This is to provide clarity that pre-sessional programmes are included (and as stated in the T&Cs).

Chapter 2

2. Additional entry to the minimum and maximum periods of registration table:

Programme type	Minimum period of study	Maximum period of study
Foundation Certificate	1 year full-time	2 years full-time

Chapter 3

3. Amendment to regulation 3.1:
The College offers teaching and research at undergraduate, postgraduate taught and postgraduate research levels. The College also offers teaching at pre-undergraduate level. All programmes will be assigned to a level from the Quality Assurance Agency (QAA) [Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies \(FHEQ\)](#), except pre-undergraduate programmes which are assigned to a level from the [Regulated Qualifications Framework \(RQF\)](#) by the relevant Faculty Education Committee, as detailed below.

4. Additional entry to the award table:

Level	Awards
Level 3	Foundation Certificate

This will replace the previous reference to diploma in 5.46 and will be effective from 23/24.

5. Additional Level 3 descriptor:

An academically coherent programme of study that is aligned to the Regulated Qualifications Framework and designed to ensure students can demonstrate:

- *the ability to identify and use relevant understanding, methods and skills to complete tasks*
- *address problems that, while well defined, have a measure of complexity*
- *take responsibility for initiating and completing tasks and procedures*
- *exercise autonomy and judgment within limited parameters*
- *an awareness of different perspectives or approaches within an area of study or work*

Chapter 4

6. Amendment to regulation 4.36:
Modules at Level 3-6:

- *The overall module pass mark is 40.*
- *The pass mark for each module component is 40, unless a qualifying mark has been set.*
- *Programme specifications and/or module specifications will outline conditions relating to qualifying marks (see regulation 4.62).*

Chapter 5

7. Amendment to section title:
Condonement (all pre-undergraduate; undergraduate programmes, year two onwards; all postgraduate taught programmes)

8. Amendment to regulation 5.10:
For non-core modules at level 3, 5 and 6, condonement will normally be granted after the first attempt, where students have achieved a mark in the range of 1-39 inclusive.

9. New inclusion of table for KIF programme:

Foundation Certificate				
	RQF Level	Minimum credit required for award including credit allowance that can be condoned	Range of credit levels	Condonement for non- core modules
Foundation Certificate	3	120	3	Non-core modules worth up to 30 credits
d. Students must take 120 credits per year. e. Students must achieve a pass mark in all core modules. f. Students must achieve a pass mark of 40 in two of the three non-core modules.				

10. Amendment to section title on substitute modules:
Substitute modules (all programmes, excluding pre-undergraduate)

11. From 2023/24, removal of regulation 5.46:

The King's International Foundation Diploma is pass or fail and is comprised of four equally weighted 30 credit modules. Students are awarded a grade based on their overall percentage score. The [King's International Foundation Grading System](#) gives further information about grades and descriptors for assessment. In order to pass, students must:

- a. achieve an overall mark of 40 or greater for the programme; and*
- b. achieve a pass mark in all core modules, and*
- c. achieve a pass mark in two of three non-core modules; and*
- d. achieve a mark in the condonable range of 33-39 in the remaining non-core module.*

From 23/24 the programme will be noted as a certificate to align with the sector (reference found in the award table in chapter 3 and the minimum and maximum periods of registration table in chapter 2). Programme structure will be included in a KIF table as outlined above. The change proposed to the L3 condonement range being 1-39 instead of 33-39 is proposed for immediate implementation (to apply to 22/23 students) and will be noted in the condonement section (5.8-5.16). References to pre-undergraduate will also be included in the General Award Rules section of Chapter 5.

12. New section to clarify pre-undergraduate rules and replace content in regulation 5.64 (to be positioned before regulation section on undergraduate award rules in Chapter 5:

Pre-undergraduate

To qualify for a pre-undergraduate award, students must achieve:

- *an overall classification score of 40 or greater for the entire programme; and*
- *a pass mark in all core modules; and*
- *a pass mark of 40 in two of the three non-core modules.*

13. Foundation Certificate added to Regulation 5.64:

For the following awards, an overall score between 0 – 100 is calculated as follows: the weighted average of all individual module marks where each module is weighted by its credit volume.

- Foundation Certificate

Academic Board

Meeting date 08 March 2023

Paper reference AB-23-03-08.3

Status Final

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Environment and Sustainability	29 November	Consent	Note	No
2. King's Business School - Institute for Sustainable Business	29 November	Consent	Note	No
3. Research Culture	29 November	Consent	Note	No
4. Enabling Research Strategy Initiatives	29 November	Consent	Note	No
5. Public and Community Engagement with Research	29 November	Consent	Note	No

For note

1. Environment and Sustainability

The Professor of Environment, Society and Climate, SSPP gave a presentation which outlined King's new strategy for climate and sustainability.

King's is behind its peers when it comes to climate and sustainability; universities such as Oxford and Edinburgh have established strong research profiles over the past 20 years and we are now seeking to catch up. Though a notable amount of work has been undertaken across the College to date, the majority has been at a grass-roots level, and those undertaking it have not actively publicised their outputs. In order to accelerate our activity in this space, climate and sustainability has been embedded across all areas that comprise the new strategy. The five key objectives are:

- **Education:** Sustainability will be an element of all undergraduate programmes by AY 2025/2026
- **Research:** Quadruple climate and sustainability research income by 2028/2029
- **Impact:** Aim for internal/external audiences to associate King's with impact relating to climate and sustainability agendas
- **Philanthropy:** Aim to attract significant gifts or donations related to climate and sustainability
- **Operations:** Actively progress towards net-zero goal by 2030

Rachel Mills, Senior Vice-President (Academic) is the lead sponsor for this activity, she will be supported by a small delivery team led by a senior academic; this team will be in place for three years. The College has recently committed £5.8M funding which will enable the team to: establish a cross-college interdisciplinary seed-funding scheme focused on climate and sustainability; recruit for several strategic senior academic positions; provide a number of postdoctoral fellowships.

Committee members praised the team's fresh approach to climate and sustainability - focusing on solutions rather than defining problems - whilst the Dean of Research Impact noted that the One King's Impact consultation had revealed that it was the most resonant topic across all groups at King's. It was suggested that the delivery team should capitalise on the community's genuine desire to engage with work being undertaken in this area.

The Committee Chair noted that the Wellcome Trust's new research strategy focuses on three key health challenges, one of which is 'climate and health'. In light of the fact that the Wellcome Trust will provide £1.6bn funding for research per year from April 2023, King's will need to consider how its existing research can be adapted to qualify for this funding.

2. King's Business School - Institute for Sustainable Business

The Vice-Dean (Research), King's Business School presented an overview of the Institute for Sustainable Business.

Businesses are aware that the current world economy needs to be transitioned to a net-carbon zero economy as soon as is feasible, if they want future generations to thrive. Businesses will play a pivotal role in this transition as they influence both what we consume and the way that we consume, as well as providing employment and dictating the way that we work.

Establishment of the institute has enabled the team to harvest the knowledge, skills and values that were already present across the College; the team are now working to provide the resources, support and connectivity that researchers require in order to progress in this space.

In order to build a strong community of interdisciplinary researchers, the institute will continue to develop relationships with faculties, centres and teams across the college, with a specific focus on early and mid-career researchers, as these groups will benefit the most from guidance and workshops focused on grant writing, leadership, and management skills.

The Institute is currently recruiting for an Academic and Impact Director, an Institute Manager, workstream leaders and postdoctoral researchers. Its activities and resource allocation will be overseen by the Institute Management Committee, which features representatives from faculties across the College.

3. Research Culture

The Committee received an update from the Dean of Research Culture on the College's research culture activities. Over the past year, the Research Culture team have undertaken a scoping exercise in order to identify existing projects; examples of best practice; gaps or barriers. Following the exercise, they drafted recommendations for future action and areas of collective focus. Additionally, the team intend to appoint a Head of Research Culture - the postholder will act as a liaison between the Dean of Research Culture and staff working in the faculties - and three Research Culture Managers who will work with the faculties to help them identify their priorities and consider how they will invest in research culture going forward. The recommendation for future actions and proposed recruitment was presented to the Principal's Senior Team for consideration at the meeting on 6 December.

The Head of Centre for Research Staff Development provided an update on the project which proposes that research staff on fixed-term contracts should transition to open contracts to reduce the feeling of precarity regarding employment. It was stated that the university is supportive of this initiative and that the project is referenced in the new College strategy. The Principal's Senior Team had asked the team to conduct a feasibility study, which will lead to further scoping conversations and process mapping. The team was scheduled to meet with the Vice-Principal (Research) in the week beginning 5 December to discuss things further.

4. Enabling Research Strategy Initiatives

The Director of Research Strategy and Development and the Director of Research Development: Arts and Sciences led an exercise to compile the key outcomes resulting from the College's flagship research enhancement schemes - King's Together, Leading Researchers Programme, King's Prize Fellowships, King's Parents and Carers Support Fund. The resulting report was presented to both the Principal's Senior Team and the University Executive Committee for consideration, following which they agreed to commit funding for three further years.

It was noted that as the King's Together scheme will now be centrally funded, the focus of calls will no longer be defined, providing an opportunity for any researchers that have conceived an innovative, multidisciplinary project to apply.

5. Public and Community Engagement with Research

The Public Engagement team presented an update on the ongoing Public and Community Engagement with Research project.

The Team recapped their journey, and reiterated the purpose of the project, which is to improve the quality and relevance of King's research to society through meaningful public engagement and involvement. They then outlined their approach to engaging with external organisations and local communities, which included interviews and workshops. The team received varied feedback from participants regarding their prior engagement with the King's. Whilst some felt that King's researchers were more willing than those from other institutions to actively engage with local communities, others felt that there were examples where they had taken a more tokenistic approach. Separately, the team were surprised to learn that the majority of participants from local communities were unaware of King's vast research portfolio and had assumed that it was solely a hospital and teaching body. The exercise also served to highlight the local communities' broad distrust in research. In response to the feedback gathered, the team have identified several barriers and devised approaches for overcoming each of them. The Team noted that the community consultation exercise they have undertaken will be included as part of their KEF submission in March.

6. Departure of Committee Chair

The Committee thanked the Vice-President (Research) for the leadership, support and encouragement he had provided over the course of his term as chair of the committee. The Chair thanked the Committee for its sustained support during this period. Bashir Al-Hashimi undertook the role of Vice-President (Research and Innovation) in January and will chair his first CRC meeting on 28 March.

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-09.1
Status	Final

Report from The Dean

Action required

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

Paper Explanation for Members

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

Paper Submitted by:

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

Report from The Dean

1. Dean's Office

- a) With the Muslim holy month of Ramadan approaching, I am glad to have been working with colleagues in other areas of King's on the new Ramadan guidance, which is now nearly complete. We hope that this will help to ensure our Muslim students' sense of belonging at King's through providing clear guidance for all Departments and Faculties for supporting observance of the Ramadan fast and other aspects.
- b) Sadly, we have recently noted an increase in the number of antisemitic incidents being reported, and I have been having conversations with colleagues and contacts in KCLSU about responses and next steps. It was encouraging, though, to see the [Antisemitism Awareness staff training sessions](#) being promoted via King's Essentials, and I hope that there has been a good take-up for these.
- c) On a more positive note, we have just finished shortlisting ahead of interviews at the end of the month for the three new part-time Dharmic Chaplain posts (Buddhist, Hindu, and Sikh). We received many more applications than we were expecting, so details of the posts were obviously circulated widely, which is very encouraging.

2. AKC (Associate of King's College)

- a) This semester's lecture series on 'Climate Change: What can we do?' is half-way through at the time of writing, and has been well-received. On Monday 27 February, the lecture will take the form of an interactive panel event in collaboration with KCL Climate Action Society, convened by Prof Clare Carlisle (AKC Director), with speakers Sarah Lunnon (Former Green Party Councillor and Climate Change Activist), [Prof Frans Berkhout](#) (Assistant Principal King's Climate and Sustainability), and Jone de Roode Jauregi (Climate Action Officer, [King's Sustainability Office](#)).
- b) Following on from last term's lecture series on Art and the Sacred, we will be running a screening of ['Call to Holy Ground'](#) in collaboration with Fourthland and Art + Christianity on Monday 20 March from 5.30pm to 6.30pm in the Strand Chapel. This will be followed by Q and A with the artists involved (chaired by [Laura Moffatt, Director of Art + Christianity](#)). The film was commissioned by Art + Christianity in 2021 in response to the current global ecological crisis, and was a collaboration between women from a Christian church and a Hindu temple in Leytonstone. All are welcome; free tickets need to be booked via Eventbrite, and more details are available from [the AKC office](#).
- c) The AKC Steering Committee next meets on Wednesday 15 March, when it is hoped that the topics for the lecture series in 2023/24 will be confirmed.

3. Chaplaincy

- a) We were glad to be able to offer a number of mindfulness and other sessions for staff as part of the Well-being Festival in January, as well as being involved in the Welcome programme for students starting at King's this semester. As a reminder, we have regular Mindfulness sessions each week during term-time (online and in-person) which are open to all at King's; please see [our website](#) for more details.
- b) Our regular services continue as always, with occasional additional special services. One of these was the Service of Thanksgiving for 10 years of the Marriage (Same Sex Couples) Act, which took place in the Strand Chapel on Tuesday 14 February (yes, Valentine's Day!). It was lovely to have a good turn-out from staff, students, and others with links to King's for this service, which included music written for the Choir (although not specifically for this occasion).

4. Chapel Choir

- a) The Choir has continued with the regular pattern of sung services in the Strand Chapel this term, which will finish with the annual [Service of the Passion](#) on Tuesday 28 March at 5.30pm. Similar in feeling to the Advent Carol services, this uses words and music to reflect on the end of Jesus' life, and all are welcome.
- b) As always, a highlight of Semester II is the service of Sung Vespers before the annual Runciman Lecture. This year's is likely to have been the last one led by Fr Alexander Fostiropoulos, before he retires as Orthodox Chaplain at the end of the academic year. It has been a privilege to contribute to Orthodox worship in this way, and we hope to continue the tradition with whoever succeeds Fr Alexander.
- c) From 24 February, though, you will be able to hear the Choir sing Choral Vespers at a time of your choosing, as our recording of [Sergei Rachmaninoff's All-Night Vigil](#) is officially released on that date. As is the case with all of the Choir's releases, this can be ordered from the Dean's Office [via the e-store](#).
- d) The Choir will be giving a number of concerts to promote the recording, including at [the Temple Church on Monday 3 April](#) as part of their Holy Week Festival. Then on Wednesday 5 April they will be performing [JS Bach's St Matthew Passion at St John's Smith Square](#) – details of how to book tickets for both concerts can be found via the links.

20 February 2023

Academic Board	
Meeting date	8 March 2023
Paper reference	AB-23-03-08-09.2
Status	Final

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 authority to elect as Associates of King's College London those students and staff listed.
What are the key points/issues?	<p>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'.</p> <p>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.</p>
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
February 2023

Election of Associates of King's College

THIS SECTION IS REDACTED

Academic Board

Meeting date 14 December 2022

Paper reference AB-22-12-14-10

Status Final



Report from Council

Action required

- ☐ For approval
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meeting of Council held on 19 January 2023
What is required from members?	To note

Paper Submitted by:

Irene Birrell, College Secretary
irene.birrell@kcl.ac.uk

Report from Council – Meeting of 19 January 2023

Agenda materials and minutes of the meeting will be found [here](#) following the 30 March 2023 meeting of Council.

Council received, discussed and/or approved

- Update on the conclusions of the first five-year review of the Francis Crick Institute, its aims for the next seven-year funding period and the benefits to King's.
- Ambitions for philanthropy in support of the strategy and vision of King's by the end of Vision 2029.
- King's Climate and Sustainability progress update and key priorities over the short to mid-term (noting goal to be "a leader in education and research for a just transition to net zero and build sustainability into all our actions, aiming to become a net zero institution by 2030").
- TEF Provider Submission update (discussion of near-final draft prior to submission on 24th January 2023).
- Report of the KCLSU President with focus on fee payment in instalments to assist with the cost of living crisis.
- New Council appointments: [Stephan Weiner](#) appointed as the new Honorary Treasurer and [Tom Berry](#) as an Independent Member.
- Membership of the new Staff and Culture Strategy Committee including independent members:
 - Maria Kokkinoiu, Chief People Officer & Internal Communications Director, Rolls Royce PLC
 - Dale Haddon, HR Director, The Royal Opera House
 - Stuart MacDonald, Director of Industrial Relations, Royal Mail Group

and Staff Members:

- Sabrina Fernandez, Head of Operations, Sanctuary Programme
- Niamh Godfrey, Associate Director, Change Management, Strategy, Planning & Analytics Directorate
- Humeira Iqtidar, Professor, Department of Political Economy
- Yeme Onoabagbe, Head of Student Outcomes, Students & Education Directorate
- Sacha Scambler, Reader, Faculty of Dentistry, Oral & Craniofacial Sciences

The first meeting of SCSC will be held on 21 March 2023.

- The Social Mobility and Widening Participation Strategy which sets out the way in which King's would achieve its Access & Participation Plan targets which are regulatory commitments made with the Office for Students.

Council's next meeting is scheduled for **30 March 2023**.

Irene Birrell
College Secretary
February 2023