Academic Board

Meeting date	6 March 2024
Paper reference	AB-24-03-06-02
Status	Final

Meeting of the Academic Board to be held on **Wednesday 6 March 2024** 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-24-03-06-02	Chair
3	**Unanimous Consent Agenda** including:	AB-24-03-06-03	Chair
3.1	*Minutes of the Previous Meeting*	AB-24-03-06-03.1	
3.2	*Actions Log*	AB-24-03-06-03.2	
3.3	*Rolling Calendar of Academic Board Business*	AB-24-03-06-03.3	
4	**Matters arising from the Minutes**		
4.1	Freedom of Expression Standing Advisory Group (FESAG)	AB-24-03-06-04.1	Chair
STRATEGIC DISCUSSION			
5	**Research Strategy** (to discuss) Enhancing research: removing barriers and stimulating activity		Director of Research Strategy & Development
REGULAR BUSINESS ITEMS			
6	**Report of the Vice-Chancellor & President** (to note)		
6.1	Summary of Key Issues	AB-24-03-06-06.1	Chair
6.2	Magna Charta application (to approve)	AB-24-03-06-06.2	Chair
	On the Unanimous Consent Agenda:		
6.3	*Portfolio Simplification – Chair's Action (to approve)*	*AB-24-03-06-06.3*	*VP E&SS*
6.4	*Wholly Online Admissions Administration (to approve)*	*AB-24-03-06-06.4*	*Chair*
7	**Report of the President of KCLSU** (to discuss)	AB-24-03-06-07	KCLSU President
8	**Reports of Committees**		
8.1	**Report of the College Education Committee** *All items are on the Unanimous Consent Agenda.*	AB-24-03-06-08.2	Chair, CEC
8.2	**Report of the College Research Committee** *All items are on the Unanimous Consent Agenda.*	AB-24-03-06-08.3	Chair, CRC
9	**The Dean**		
9.1	**Report of The Dean** (to note)	AB-24-03-06-09.1	Dean
9.2	*AKC (on the Unanimous Consent Agenda)*	*AB-24-03-06-09.2*	
10	**Report from Council** (to note)	AB-24-03-06-10	Council Member
11	**Any Other Business**	Verbal	Chair

Irene Birrell, College Secretary
March 2024

Academic Board		
Meeting date	13 December 2023	
Paper reference	AB-23-12-13-03.1	
Status	Final	

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 2023 meeting		AB-24-03-06-03.1	Approve
3.2	Actions Log		AB-24-03-06-03.2	Note
3.3	Academic Board Business Plan		AB-24-03-06-03.3	Note
Report of the Vice-Chancellor & President				
6.3	Portfolio Simplification: request to change module outcome (Chair's Action)		AB-24-03-06-06.3	Approve
6.4	Wholly Online Admissions Administration – Report on Chair's Action		AB-24-03-06-06.4	Approve
Report of the College Education Committee (CEC)			AB-24-03-06-08.1	
8.1	(i)	Feedback Policy – providing access to examination scripts	Annex 1	Confirm
	(ii)	Amendment to chapter 8 of the academic regulations 23/24		Confirm
	(iii)	External Examiner Reports 22/23 – overview of UG programmes	Annex 2	Approve
	(iv)	Race Equality Charter: Action Plan update		Note
	(v)	Duty of Care Statement	Annex 3	Note
	(vi)	Student Deaths: Procedure, Data and Context		Note
	(vii)	KBS 5 credit modules pilot		Note
	(viii)	Strategic College Teaching Fund 2024: Education Scholarship Development in the Disciplines		Note
	(ix)	Welcome Events 2023 update		Note
	(x)	Academic Calendar: Operational dates 2023-2024		Note
	(xi)	OfS update: Quality Assessment reports	Annex 4	Note

	(xii) Professional, Statutory and Regulatory Body report		Note
	(xiii) Periodic Programme Review Reports		Note
	(xiv) Reports of Sub-Committees including:		Note
	• Annual report on Student Conduct and Appeals	Annex 5	Note
	• Annual report on Examinations and Assessment	Annex 6	Note
Report of the College Research Committee (CRC)		AB-24-03-06-08.2	
8.2	(i) Generative AI in Education and Research		Note
	(ii) UKRI Open Access Policy		Note
	(iii) Multidisciplinary Institutes Call		Note
	(iv) Research Income and Award Trends		Note
Report of the Dean			
9.2	To elect Associates of King's College	AB-24-03-06-09.2	Approve

Joanna Brown
Governance Manager
March 2024

King's College LONDON

Minutes

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

Date 13 December 2023, 14.00

Location Great Hall, Strand Campus and MS Teams

Composition			Members	Attendance 2023-2024				
				1 Nov 23	13 Dec	6 Mar 24	17 Apr	26 Jun
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur	P	P			
	Senior Vice Presidents & Vice Principals	SVP Academic	Professor Rachel Mills	P	P			
		SVP Health & Life Sciences	Professor Richard Trembath	P	P			
		VP Education & Student Success	Professor Adam Fagan	P	P			
		VP Research & Innovation	Professor Bashir Al-Hashimi	P	P			
		VP International, Engagement & Service	Professor 'Funmi Olonisakin	P	P			
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	A	P			
	The President of the Students' Union		Steven Suresh	P	P			
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Sadaf Abbas Cheema	P	-			
		Vice President for Education (Health)	Janvi Jagasia	P	P			
		Vice President for Postgraduate	Alizeh Abrar	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	A			
		King's Business School	Professor Stephen Bach	P	P			
		Life Sciences & Medicine	Professor Ajay Shah	P	P			
		Natural, Mathematical & Engineering Sciences	Professor Mark French (Interim)	P	P			
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	A	A			
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Matthew Hotopf	P	P			
		Social Science and Public Policy	Professor Linda McKie	P	A			
	Dean for Doctoral Studies		Professor Rebecca Oakey	P	P			
	Executive Director: Centre for International Education & Languages (CIEL)		Sarah Shirley	P	P			
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Jenee Gardner	P	P			
		Dentistry, Oral & Craniofacial Sciences	Jekaterina Polomarenko	P	P			
		Dickson Poon School of Law	Emilia Britain	P	P			
		King's Business School	*Vacancy*	-	-			
		Life Sciences & Medicine	Mariana Ferreira Teixeira Da Silva	P	A			
		Natural, Mathematical and Engineering Sciences	Navye Jain	P	P			
		Nursing, Midwifery & Palliative Care	Marie Martos	P	A			
		Institute of Psychiatry, Psychology & Neuroscience	Emil Galanides	P	P			
		Social Science and Public Policy	Joep Lahaije	P	P			
Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of	Arts & Humanities (5 members, including HOD equivalent)	Dr Virginia Crisp (HoD)	P	p			
			Dr Hannah Crawforth	A	P			
			Dr Zeena Feldman	P	P			
			Professor Nick Harrison	P	P			
			Dr Laura Gibson	P	P			
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper (HoD)	P	P			
			Professor Jeremy Green	A	P			
			Professor Richard Cook	P	P			
			Dr David Moyes	P	P			
		Dickson Poon School of Law (4 members, including HOD equivalent)	*Vacancy*	-	-			
			Professor Ann Mumford	P	P			
			Professor Ewan McGaughey	A	A			
			Dr Elin Weston	P	P			
			Professor Gulcin Ozkan (HoD)	P	P			

each faculty.	King's Business School (4 members, including HOD equivalent)		Dr Jack Fosten	A	P		
			Dr Juan Baeza	P	P		
			Dr Andrew McFaull	P	P		
	Life Sciences & Medicine (5 members, including HOD equivalent)		Professor Susan Brain (HoD)	P	P		
			Dr Manasi Nandi	P	P		
			Professor Claire Wells	P	P		
			Dr Baljinder Mankoo	P	P		
			Dr Anna Battaglia	P	P		
	Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)		Professor Luc Moreau (HoD)	P	P		
			Dr Andre Cobb	P	P		
			Professor David Richards	P	P		
			Professor Gerard Watts	P	P		
	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)		Dr Lorraine Robinson (HoD)	P	A		
			Dr Jocelyn Cornish	P	A		
			Dr Wladzia Czuber-Dochan	A	A		
			Irene Zeller	P	A		
	Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)		Professor Sarah Byford (HoD)	A	P		
			Dr Eleanor Dommett	P	P		
			Dr Rina Dutta	A	P		
			Dr Yannis Paloyelis	P	P		
			Dr Eamonn Walsh	P	A		
	Social Science and Public Policy (5 members, including HOD equivalent)		Professor Jelke Boesten (HoD)	P	P		
			Dr Hillary Briffa	P	A		
			Dr Sunil Mitra Kumar	P	P		
			Dr Tim Benbow	P	P		
			Tomas Maltby	P	P		
Three staff members on contracts which include teaching from Professional and Continuing Education 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 (see ex-officio)*	-	-		
			Suzie Coates	P	P		
			Dr Michael Elliott	P	P		
Three professional staff	Education Support		Thomas Seagroatt	P	P		
	Research Support		Dr Natasha Awais-Dean	P	P		
	Service Support		Akic Lwaldeng	P	P		
Two academic staff on research-only contracts	Arts and Sciences Faculties		Dr Harriet Boulding	P	p		
	Health Faculties		Dr Joanna Davies	P	P		

v= vacant post

In attendance:

Darren Wallis, Executive Director, SED

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

Robin McIver, Deputy Vice President Operations (Item 5)

Lorraine Kelly, Director, Organisational Development/EDI (Item 6.2)

Liviu Matei, HoS, School of Education, Communication and Society (representing Linda McKie, Executive Dean of the Faculty of Social Science and Public Policy)

Secretariat:

Paul Mould (Deputy College Secretary)

Joanna Brown (Governance Manager)

Sheron Balfour (Governance & Compliance Manager)

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1 **Welcome, apologies and notices**

The Chair announced the new members of the Academic Board Operations Committee. There had been a call for nominations for two vacancies, and as there had been only one nomination received for each of those positions the new members were automatically acclaimed:

- Staff member: Professor Jack Fosten (King's Business School)
- Student member: Jekaterina Polomarenko (Faculty of Dentistry, Oral & Craniofacial Sciences)

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2   Approval of agenda

The agenda was approved.

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3   Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-23-12-13-03]

There had been two requests to remove items from the College Research Committee report from the Unanimous Consent Agenda:

(i) Proposal for New Equity Participation Policy (Annex 1)

(ii) Policy on the Ethical Conduct of Research paper (Annex 2)

Decision

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

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4   Matters Arising from the Minutes

There were no matters arising.

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5   In Defence of Value-Based Impartiality [AB-23-12-13-05]

Academic Board received a report from the Vice President (International, Engagement & Service). The Vice-Chancellor introduced the report which set out the balance between freedom of expression and a harmonious community, and how, as a university, to be impartial and handle disagreements. Often disagreements were theoretical but recent events had raised the issues of freedom of expression for universities across the world more concretely and formally. He stated that it was important to consider what was meant by academic freedom, and to take the time to think through all the implications.

The Vice President (IES) stated the importance of context, noting that background research for the paper had generated a list of geopolitical emergencies in the last ten years of different levels of complexity. There were students and staff from every community in every case: it was not the University's responsibility to respond in every single case. However, there had not been consistency in deciding whether to respond and King's, as an institution, had sometimes been caught off-guard. King's held certain values dearly, and would speak on them: protection of its students and staff; protection of academic freedom; protection of an environment where every student and all staff could express themselves freely within the law.

During discussion points made included:
- General feedback that this was a good and necessary document, and an important step on the way to a university reference for providing the basis for taking positions on geopolitical and complex social issues.

- The term "sociopolitical" referred to social tensions that affected King's community.

- It was clarified that the terms "we" and "University" throughout the document referred to the institution and was not prescribing opinions of individuals within the University. The document intended to protect individuals' ability to speak and reflect their own opinions.

- A member noted that the University had taken political stances on some issues in the past, for example Equality, Diversity & Inclusion (EDI) and fossil fuels. The Vice-Chancellor stated that with respect to matters concerning the regular operations of the University, it would take a stance, as would any corporation. With respect to divestment of fossil fuels, this had been the right ethical path for the University and did not prevent the right of an academic to take an opposing view. The Princeton Principles on academic freedom set out that: whereas individual students and faculty members [had] the right to speak out regarding any matter,

the institution… should speak out only about matters that clearly affect their normal operations and the intellectual freedom they must protect…"

- Staff and students could speak out as individuals and say what they wanted to say and to whom (within the bounds of the law), including when they had an opposite view to the University, whereas the institutional view, which was the responsibility of management, would be limited to matters that related to its operations.

- As well as having guidelines the University should educate its community on the principles of freedom of expression, providing training and workshops. For example, the Chicago Principles were used widely as a pedagogical tool.

- That it be made clear that the wording of "safety" for staff and students referred to physical safety. Physical safety is sacrosanct, while emotional safety was more contextual. Psychological safety was not defined in law except with respect to harassment and bullying.

- Freedom of Expression Standing Advisory Group (FESAG): It was suggested by a member that FESAG's mandate be expanded to include academic freedom to enable it to help with the implementation of the document. The FESAG mandate was currently restricted to freedom of speech. It was noted that FESAG had been set up to provide support for high risk events, that only a tiny proportion of events got considered by FESAG, and it had never disallowed an event. Staff perceptions about FESAG being used to restrict events highlighted that more needed to be done to communicate its supportive role. A paper would be brought to the next Academic Board detailing its history. [*ACTION*]

- The KCLSU President corroborated that students needed the protection of clear communication of legal guidance, and that they looked to their academics for leadership and guidance. King's had a very diverse international student body, and it had been an extremely challenging time for KCLSU, with groups of students expecting it to take a clear partisan position. KCLSU represented all students, and was also subject to charity law, and so could not use its resources to enter into political discourse. KCLSU attempts at approaching (or not approaching) individual groups of students had sometimes been misunderstood.

- The guidance being developed to help King's community in understanding the legal boundaries both in the UK and elsewhere was the responsibility of senior management. An example of UK law which the University was under a duty to communicate clearly to its community included the proscription of Hamas in the UK as a terrorist organisation, making comments in support of Hamas illegal in this country. It was noted that such communications had been interpreted, in the past, as threatening though the intent had been to assist groups within King's to ensure they remained compliant with the law. Similarly, it was King's duty to provide its academic staff with guidance of the legal situations in other countries on work trips abroad.

Suggestions on wording/rephrasing/clarification:

- many of the key terms on which the paper rested were difficult to define but the ambiguities should not prevent the University from holding a position.

- Rephrasing of point 9.3 in case it could be read as lending support in one place and not another.

- The difficulty of knowing reliably which individuals identified with particular groups was noted, and caution sounded about the institution attempting to do this (Point 10).

The Deputy Vice President (Operations) stated that conversations were much harder in times of crisis and the utility of the paper went beyond the current crisis in Israel and Gaza, during which there had been many representations from different groups insisting that the University take a clear partisan position on one side or another. It would have been much preferable to communicate the messages about legal limits when not in the middle of a crisis.

The Vice President (IES) stated that she wanted to see an emerging pattern where the University was not seen to be taking sides. Historically, issues had arisen because of communication issues, about who was making the decisions and how they were being made. This paper proposed to make the process consistent. Providing clarity would help to demonstrate that the University, and its community, were mature enough to have difficult and critically important discussions about what was going on in society with civility.

The Vice-Chancellor reflected that the Israel/Gaza conflict was a difficult issue for all universities, and that he was reasonably confident that King's had managed it well so far and had protected the physical well-being of staff, but acknowledged that there had been concerns raised by individuals about their sense of safety on campus. There had been a lot of pastoral support; there had been protests, and King's had supported individuals who had been challenged by the authorities because of their views, but there had not yet been any formal, academic events tackling the issues and encouraging a deeper discussion about what this conflict was all about and how it could be understood and he saw this as a shortfall.

The Vice-Chancellor & President thanked the Vice President (IES) for the discussion paper. Freedom of speech was about creating conditions that enabled dialogue and discourse to take place. He encouraged anyone thinking of holding an event on the Israel/Gaza conflict to do so. It would be uncomfortable, and there would not be a consensus, but it would engender more understanding about the conflict, because difficult discussion was what a scholarly community did best.

6   Report of the Vice-Chancellor & President

6.1   Summary Report on Key Issues [AB-23-12-13-06.1]

The Vice-Chancellor & President presented his report, which highlighted current issues, events and developments since the last meeting of the Academic Board, including: Admissions, King's Doctoral College, Campus Futures, PFI insourcing, AI courses, Academic titles, AEP Review Group. Updates included:

King's and the University of Portsmouth had that morning opened a branch campus at Portsmouth to deliver a medical degree leading to a King's degree, while the University of Portsmouth's plans for its own independent medical school were progressed. Portsmouth was one of the most deprived areas for GP services in the UK.

Admissions update: As previously reported, admissions were lower than expected and it was the first time King's had fallen below international UG and PGT targets. Some of the reasons were clear: the external environment had changed, with for example the UK introducing stricter visa regulations while other countries were relaxing theirs. King's also had implemented a conservative bias to try to avoid over enrolment – a problem in previous years.

6.2   EDI Update on current activity and plans [AB-23-12-13-06.2]

The Director, Organisational Development/Equality, Diversity & Inclusion, presented the report, which provided an update on current EDI activity, issues and plans. A key challenge of bringing people together across the organisation in an inclusive culture was having programming that worked across the whole institution.

Recent and ongoing project highlights included: wellbeing; tackling harassment and bullying; new platform for Report and Support providing data not available previously and increasing the call out of inappropriate behaviour; active bystander training; identifying gaps in supporting colleagues with disabilities; the hidden disability sunshine scheme; the race equality maturity model; and a staff wellbeing network.

During discussion points made included:
- Report and Support: staff concern over who views the reporting data and what happened to reports once they had been made was discussed. Introducing clarity about who sees the information once complainants identified themselves would make staff more comfortable about reporting. It was noted that most of the reports were anonymous but it was usually possible to identify the area and provide reports back to units concerned.

- Regarding bullying and harassment and Report and Support, more people were coming forward than in the past. In the first instance staff were making attempts to fix the problem informally, but were unsure where to go after that to get the negotiation skills needed to move forward. The Director of EDI reported that there was now a dedicated Employee Relations team who could assist, and that there was a plan for staff development in this space.

- Concern was raised that insufficient attention was being put to those who held gender critical views. Assurance was provided that university policy did not discriminate against such views. It was further clarified that during the promotion process, the information provided in the free text box on the form that allowed individuals to note what work they were doing on issues that may be controversial, did not impact the promotion decision.

- It was clarified that Stonewall had no impact on the University's policies and in no way presented any inhibition on academic freedom. The annual subscription offered King's some value but could be reconsidered at any time.

- Senior women's leadership programme pilot being run through Advance HE: There were four participants: two academic and two professional services staff. The University Executive had been asked to make nominations. The pilot was being run across the Higher Education Sector and updates would be provided in the next iterations of the EDI report.

7   Report of the KCLSU President [AB-23-12-13-07]

The KCLSU President took his report as read and highlighted KCLSU training of Academic Representatives and that the KCLSU was working closely with the Student Success Transformation Programme.

The Vice-Chancellor lauded the leadership of the KCLSU President and the KCLSU Executive Director, for maintaining a fine balance in such difficult times. With 40,000 students at King's this was a huge task and greatly appreciated.

8   Reports of Committees

8.1   Report of the College Education Committee (CEC) [AB-23-12-13-08.1]

*The items in the CEC report were **approved** or noted on the Unanimous Consent Agenda:*
   (i)   *King's Online Managed Programmes Academic Calendar [**approved**]*
   (ii)   *Lifelong Learning Entitlement*
   (iii)   *Review of UK Transnational Education Case Study*
   (iv)   *Academic Skills update*
   (v)   *King's Education Awards 2023-24*
   (vi)   *Professional, Statutory and Regulatory Body Reports*
   (vii)   *Periodic Programme Review reports*
   (viii)   *Reports of Sub-Committees*

8.2   Report of the College Research Committee (CRC) [AB-23-12-13-08.3]

   (a)   Proposal for New Equity Participation Policy

Academic Board member, Professor David Richards, welcomed the policy, and commented that obtaining evidence of impact was fundamental to how relationships with partners were maintained, and that this was an opportunity to embed the concept of impact evidence in the policy, in order to encourage those intending to enter into relationships to make this a key criterion. An additional sentence at the end of the "Tracking Impact" paragraph would bring impact evidence into the policy, and future iterations of the policy could further develop the concept: "Evidence of research impact will also be collected annually through REF and KEF exercises, and monitored through King's Innovation Board and 'One King's Impact'.

Professor Bashir Al-Hashimi, Chair of the College Research Committee, and Professor Richards agreed to work together on a form of words to include in the active sharing model to capture the message that as part of the partnership King's would have with spinouts, that the spinout would be expected to work with King's to provide impact evidence.

Decision:
That the proposal for a new equity participation policy within the Code of Practice for IP, Commercialisation and Financial Benefits, be approved.

   (b)   Policy on the Ethical Conduct of Research Involving Human Participants

Academic Board member, Professor Gerard Watts had raised some questions on "fully-informed consent" that had resulted in amendments to the proposed policy being circulated to Academic Board members in advance of the meeting. He had stated that: "Fully informed consent is not necessary for research to be ethical. For example, people taking a survey do not need to know all the research questions being considered. There is no doubt it is relevant in medical situations, but the question is whether it is necessary, or possible, in sociological or psychological situations."

The circulated revisions, set out below, addressed the points of concern, but Professor Watts had a further suggestion on replacing the word "strong" and commented that the requirement within the policy to respect values was unqualified in a way that it could hinder research or prevent publication. Professor Al-Hashimi had sought legal advice on the words used, and while it was agreed that Professor Watts would suggest minor revisions to wording, Academic Board would be asked to approve the policy. The focus could then be on embedding the practice and on how the policy was implemented.

   Reworded point 2:
   2. Primarily, this principle implies that researchers should obtain the informed consent of all participants in their research. 'Informed consent' requires that the potential participant should be given all information relevant to making an informed decision about participation and that once the

participant has reached a decision, no information should be given which has the potential to materially change that decision (see further details under 3.7).

New points 3.7 & 3.8

3.7 It is recognised that the determination of the information required to obtain 'informed consent' is a matter of judgement. Provision of some information may be burdensome to participants and/or detrimental to the integrity of the research. In all cases researchers must provide a strong justification, in their ethics application, for the degree of information provided, to demonstrate that the process they propose is appropriate and ethical. *This justification would then be considered by the relevant Research Ethics Committee or Panel to ensure its use is appropriate and will not place participants at any undue risk, with appropriate safeguards and mitigations in place.*

3.8 **For research categorised as minimal risk where participation is completely anonymous, the researcher is responsible for determining the level of information that should be provided to participants to qualify as informed consent. This should be measured against the complexity of the project and the time commitment of participation and must not discount any additional risk as a result of limited information being provided to participants. In such cases, at a minimum, participants should be informed about the purpose of the research and that their anonymous data, which cannot be withdrawn once submitted, will be used for a King's College London research output. Justification for this determination must be documented when registering a project as minimal risk.**

<u>Decision:</u>

That the Policy on Ethical Conduct of Research Involving Human Participants, be approved.

The remaining items in the CRC report were noted on the Unanimous Consent Agenda:

(i)	*Research Capability Fund*
(ii)	*Establishment of King's Doctoral College*
(iii)	*Financial Sustainability of Research*
(iv)	*Multidisciplinary Institutes Call*

9	**Report of The Dean**

9.1 **Report of The Dean** [AB-23-12-13-09.1]

The Dean took her report as read, and stated that lectures and podcasts on freedom of expression were available on line for all members of the community to listen to.

9.2 **Election of Associates of King's College (AKC)** [AB-23-12-13-09.2]

*Item **approved** on Consent.*

<u>Decision</u>: That those students and staff listed in the report be elected as Associates of King's College.

10	**Report from Council** [AB-23-12-13-10]

The report from Council was presented by staff Council Member, Professor Kim Piper. Issues considered at the most recent meetings had included approval of the Financial Statements, and the external audit report as well as discussion of a Board Assurance Framework. Academic Board members were encouraged to contact any of the elected members of Council outside of the meeting if they wished to talk further about Council's work.

A question was asked about Council decision making in terms of the paper discussed earlier on communications and geopolitical emergencies: Council approvals were for governance and not for operational issues. Council approval was not sought for decisions on the daily management of the University. However, it did act as a critical friend when advice was sought, and it could be argued that a discussion paper such as "In defence of value-based impartiality" should be discussed and endorsed by Council.

11	**Any Other Business**

None.

The meeting adjourned at 16:15.

Irene Birrell
College Secretary
December 2023

Academic Board	
Meeting date	13 December 2023
Paper reference	AB-23-12-13-03.2
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
13 December 2023	5	In Defence of Value-Based Impartiality	Staff perceptions about FESAG being used to restrict events highlighted that more needed to be done to communicate its supportive role. A paper would be brought to the next Academic Board detailing its history	Vice-Chancellor	6 March 2024	See agenda, item 4.1	Complete
1 November 2023	8.3 (ii)	Concordat Action Plan	There had not been very much specific training in the past for the management of research staff. Management of the redundancy process was not as clear as it should be and this would be addressed. Academic Board members were urged to contact the Associate Director (Research Staff Development) if any other gaps were identified.	Academic Board members	End 2023	Deadline passed	Complete
1 November 2023	8.3 (ii)	Concordat Action Plan	College-wide survey of research staff against Concordat principles was currently in progress with an aim of developing a comprehensive set of data. It was noted that HR did not have the numbers on fixed-term contracts for research staff. Academic Board members were encouraged to encourage colleagues to complete the survey.	Academic Board members	End 2023	Deadline passed	Complete
8 March 2023	5	Research Strategy	Report on progress made in connection with research culture.	VP Research & Innovation	17 April AB meeting		Pending
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

Meeting	Minute	Topic	Action	Owner	Deadline (*and any Revisions*)	Notes	Progress
29 June 2022	8.1	Academic Board Operations Committee – membership numbers	That a mechanism to address the differential between the FTEs of faculties and the capacity for these to change over time and the consequence for membership numbers on the Academic Board be considered in the next governance review in 2023-24	College Secretary	July 2024		Pending

Academic Board Forward Business Plan

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

The Board is asked to note the updated forward business 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:
- Strategy 2026 (through reports from CEC)
- International Strategy
- Widening Participation Strategy
- Student Mental Health & Wellbeing Strategy & Action Plan (through reports from CEC)

And receive reports as appropriate from its standing committees[1] including on:
- Assessment and Feedback Review 2023/2024 (through reports from CEC)
- Lifelong Learning Entitlement (through reports from CEC)
- Education Governance Review 2023/2024 (through reports from CEC)
- Online professional education
- Student Success Transformation Programme
- Professional Statutory and Regulatory Body (PSRB) Updates
- Teaching Excellence Framework (TEF) related matters
- Research Excellence Framework (REF)

The following policies are being reviewed in 23/24 and are due to come to Academic Board for approval:
- International Athlete Policy
- Multiple Choice Question Policy
- Support for Students in the Armed Forces Policy
- Postgraduate Code of Practice for Research Governance and Dissertation Framework
- Intercollegiate Policy
- Policy on Closing or Suspending a Programme
- Sunset Clause for New Taught Programmes Policy
- Non-academic misconduct and mitigating circumstances
- Complaints Policy

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

Periodic updates from the Equality, Diversity & Inclusion Team.

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, usually in the same time frame.

Date	Item	Action	Responsible	Next Steps
1 Nov 2023	**Student Success Transformation Programme**	Strategic discussion	VP Education	
	OfS Conditions of Registration	Approve recommendation	CEC	Council approval
	Regular items approved by CEC	*Approve & Note*	*CEC*	*Update as necessary*
	REF Process Update	Note	CRC	
	Concordat Action Plan – Progress Update to UUK	Approve	CRC	Council Approval
13 Dec 2023 (Strategic focus)	**Freedom of Speech – Defence of Value Based Neutrality**	Strategic discussion	VP (IES)	Council session
	EDI Update on current activity and plans	Discuss	EDI	-
	King's Online Managed Programmes Academic Calendar	Approve	CEC	-
	King's Education Awards	Note	CEC	-
	Lifelong Learning Entitlement	Note	CEC	-
	Review of UK Transnational Education Case Study	Note	CEC	-
	Academic Skills Update	Note	CEC	-
	Professional, Statutory and Regulatory Body	Note	CEC	-
	Periodic Programme Review Reports	Note	CEC	-
	Proposal for New Equity Participation Policy	Approve	CRC	Publish
	Policy on the Ethical Conduct of Research Involving Human Participants	Approve	CRC	Publish
	Research Capability Fund	Note	CRC	-
	Establishment of King's Doctoral College	Note	CRC	-
	Financial Sustainability of Research	Note	CRC	-
	Multidisciplinary Institutes Call	Note	CRC	-
6 March 2024	**Research Strategy**	Strategic discussion	Director (RS&D)	
	Magna Charta application	Approve	SVP (academic)	Council
	Chief External Examiner overview report	*Approve*	*CEC - ASSC*	Update as necessary
	Annual Report on Student Conduct & Appeals	*Note*	*CEC - ASSC*	
	Annual Report of Examinations & Assessment	*Note*	*CEC - ASSC*	
	Feedback Policy – providing access to examination scripts	Confirm Chair's Action	CEC	publish
	Amendment to Chapter 8 of the academic regulations	Confirm Chair's Action	CEC	
	Duty of Care Statement	Note	CEC	

	Student Deaths: Procedure, Data and Context	Note	CEC	
	5-credit UG modules – KBS	Note	CEC	
	OfS Update: Quality Assessment Reports	Note	CEC	
	UKRI Open Access Policy	Note	CRC	
	Multidisciplinary Institutes Call	Note	CRC	
	Research Income and Award Trends	Note	CRC	
17 April 2024 (Strategic Focus)	**TBD**	Strategic discussion		
26 June 2024	**TBD**	Strategic discussion		
	Assessment Boards UG and PGT Awards Data	*Note*	*CEC - ASSC*	
	Student Terms & Conditions 2024-25	*Approve*	*ED (S&E)*	*Publish*
	Academic Regulations 2024-25	*Approve*	*CEC - ASSC*	*Link on web*
	Degree Outcome Statement update 2024-25	*Approve*	*CEC - ASSC*	
	External King's validation regs: RADA and ICCA	*Approve*	*CEC*	
	External Examiners Report (PGT)	*Approve*	*CEC - ASSC*	*Update as necessary*
	EDI update	*Discuss*	*EDI*	
	King's Digital 2025-6 academic calendar	Approve	CEC	

Freedom of Expression Standing Advisory Group (FESAG)

Action required

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

Paper Explanation for Members

Why is this paper being presented?	At the last meeting of the Academic Board, on 13 December 2023, during the discussion on Value-Based Impartiality, it became apparent that staff perceptions exist about FESAG being used to restrict events. This paper seeks to communicate its supportive role.
What are the key points/issues?	The history of FESAG
What is required from members?	To note

Paper History

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
n/a	n/a	n/a

Paper Submitted by:

Professor Rachel Mills, Senior Vice President (Academic)
Robin McIver, Deputy Vice President (Operations)
Professor Frans Berkhout, Assistant Principal (Climate & Sustainability)

Freedom of Expression Standing Advisory Group (FESAG)

FESAG was established in 2018 in order to operationalise the [Joint Statement on Freedom of Expression](#) agreed between the University and the KCLSU.

It was conceived as a joint committee between the University and the KLCSU, co-chaired by an appointed member of the University Executive and the President of the KCLSU and having equal membership from both parties.

Key elements of its initial terms of reference included:

- Developing, implementing and overseeing a single risk assessment process for student group events with external speakers
- Agreeing a common and transparent understanding of 'risk' and a consistent and reasoned set of mitigations for managing risk
- Dealing with issues related to the KCLSU Safe Space policy and clarifying the role of safe space marshalls
- Creating a cohort of trained 'chairs' to help manage high risk events
- Supporting E&F in reviewing and updating guidance for students and staff on peaceful protest at King's

Over time, FESAG worked to integrate the room and event booking processes of both the KCLSU and King's to make the process seamless and minimise bureaucracy and the time it took to assess events. It also developed an [External Speakers Policy (https://www.kcl.ac.uk/assets/policyzone/governancelegal/external-speakers-policy.pdf)](https://www.kcl.ac.uk/assets/policyzone/governancelegal/external-speakers-policy.pdf) that, in part, met the University's statutory obligation under the 1986 Education Act to 'take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured'. In 2019, the Committee's terms of reference were expanded to include staff-booked events with external speakers where additional steps may be required to achieve this outcome.

In order to streamline processes, FESAG developed for the Senior Management Team (and later the University Executive) a policy on External Speakers that codified the principles for events involving external speakers. The aim was to create conditions that enable a large and diverse range of topical events each year, in line with King's core mission of education and research, values around encouraging vibrant debate and a clear commitment to securing freedom of speech and expression within the law. The Policy makes clear that the principles and procedures apply to all events that include an external speaker that are **not** part of the curriculum of a course, academic programme or any research series of a faculty, school, department, institute or centre.

The procedures for managing events were also simplified with the creation of the FESAG Operations Group (also joint KCLSU and KCL) that reviews events assessed as medium or high risk by KCLSU and King's Venues with the goal of agreeing mitigations to reduce risk and ensure that events can go ahead. The numbers speak for themselves, we hold a significant number of events each month and no events are turned down. An internal audit of compliance with existing freedom of expression legislation and preparedness for new legislation enacted in 2023 found that:

"the amount of work done by FESAG to create an overall framework and to ensure mitigations are put in place for each individual speaker event, provides ample evidence of the College's commitment to discharging its obligations to free speech in relation to events (1986 Education Act, OfS Conditions of Registration & HRA Articles 10 & 11). The processes were found not only to allow speaker meetings to go

ahead on campus, but also allowed for lawful protest against those meetings. This was considered to support a full understanding of Freedom of Expression. Over the time in which FESAG has operated, no events have been cancelled by the College. This is particularly remarkable given the number of speakers meetings which are requested each year."

(The most recent report on the outcomes of the external speakers processes is attached as **Annex 1**).

Over time, the terms of reference of FESAG have continued to evolve and it now carries responsibility to advise the University Executive on policies and procedures related to freedom of speech and freedom of expression, maintain an external scan of how issues are being managed elsewhere, overseeing events involving external speakers, responding to any breach the University's legal obligations, breach the peace or significantly disrupt the normal teaching learning or research at King's. FESAG continues to focus on putting in place appropriate mitigations to ensure that events can go ahead. FESAG does not have a process for oversight of internal events. It is for local leadership and management to promote and safeguard freedom of speech for internal events. Staff and students can complain - using Report+Support - where they believe FoE rights have been contravened.

Since October 2023, FESAG has formed a new subgroup (consisting of Professors Frans Berkhout (Co-Chair of FESAG), Linda Woodhouse, Satvinder Juss and the CEO of KCLSU) to assist the University in resolving complaints made through Report & Support in relation to Israel/Gaza. This sub-group advises the SVP-A and SVP-O on whether complaints on freedom of expression require investigation, or not. Where the sub-group is unsure, advice is commissioned from 3rd party solicitors. This has proven to be helpful and likely to be retained post the immediate conflict in Israel/Gaza, which will be captured in a further evolution of the FESAG Terms of Reference.

In the coming few months, FESAG will be focused on reviewing the fundamental statements and policies underpinning its work and the procedures in place to ensure that the requirements of the new Higher Education (Freedom of Speech) Act are met and that the OfS regulations and complaints process, that will be effective from 1 August 2024 and is still being finalised, are met.

Professor Rachel Mills, Senior Vice President (Academic)
Robin McIver, Deputy Vice President (Operations)
Professor Frans Berkhout, Assistant Principal (Climate & Sustainability)
13 February 2024

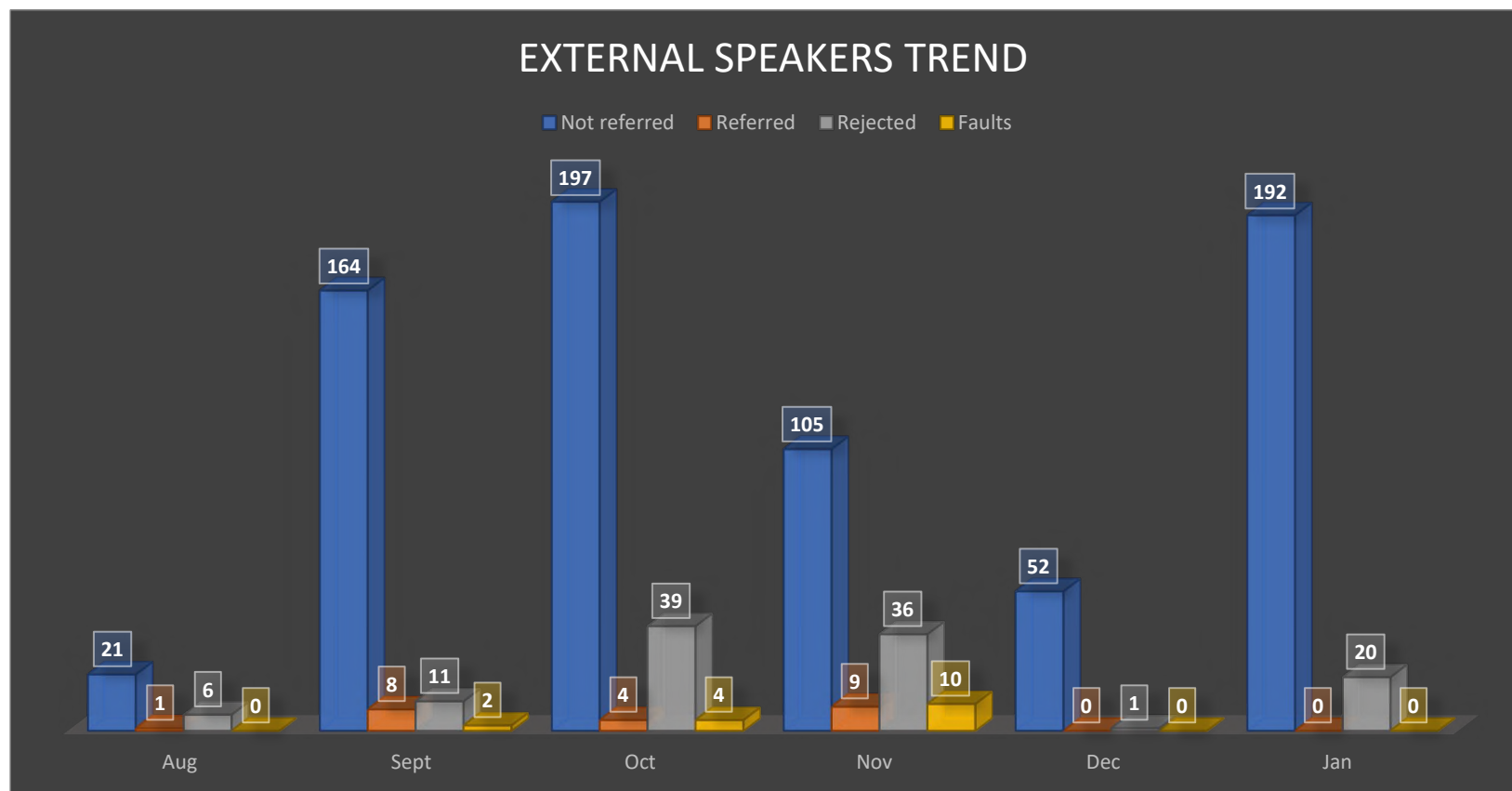**Annex 1** – Report on the outcomes of the external speakers processes

External Speaker Stats 23/24
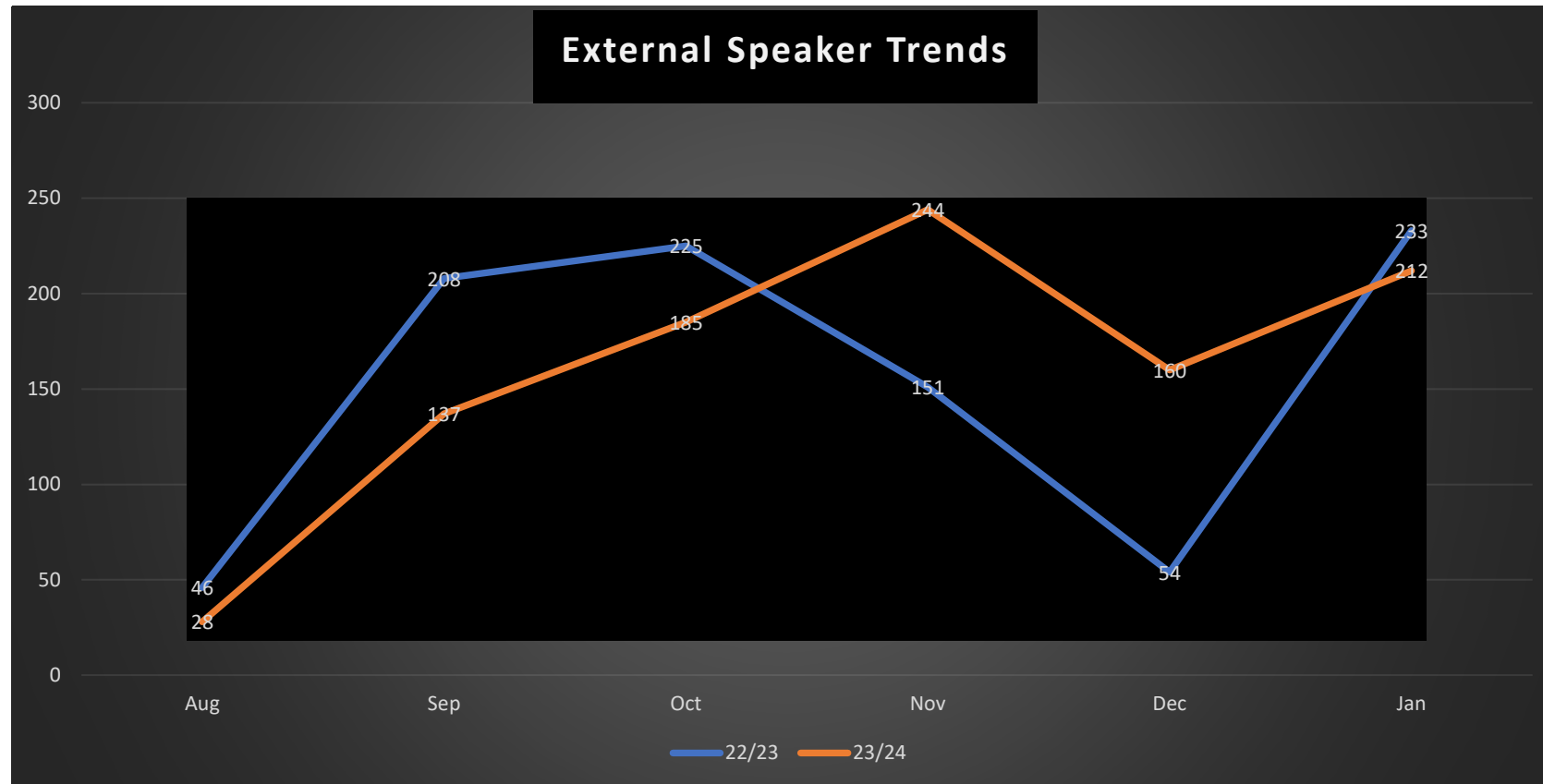
Fola Simidu
Governance Coordinator

kclsu
Our Students' Union

External Speaker requests – comparison with previous years:

Academic year comparison	Numbers processed
August 2023- January 2024	756 Speakers Requests received. • 22 subject to risk assessment. (Medium-High risk speakers) • 113 were rejected due to breaching the 15 working days notice. • 16 Speakers canceled last-minute or due to event cancellation.
August 2022 – July 2023	1,574 external speakers received. • 1169 were reviewed. • 65 of the 1169 reviewed were subject to risk assessment. • 297 were rejected due to breaching the 15 working days notice. • 14 were submitted with faults and could not be assessed.
August 2021 – July 2022	972 Speaker Requests received • 115 escalated for potential risk assessment, • 22 subject to risk assessment (medium-high risk speakers).
August 2020 – July 2021	574 external speakers received • 83 escalated for potential risk assessment, • 6 subject to risk assessment (medium-high risk speakers)
August 2019 –July 2020	1,157 external speakers received • 163 escalated for potential risk assessment, • 10 subject to risk assessment (medium-high risk speakers).

External Speakers Trends 23/24

EXTERNAL SPEAKERS TREND

■ Not referred ■ Referred ■ Rejected ■ Faults

Month	Not referred	Referred	Rejected	Faults
Aug	21	1	6	0
Sept	164	8	11	2
Oct	197	4	39	4
Nov	105	9	36	10
Dec	52	0	1	0
Jan	192	0	20	0

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External Speakers Trends between 22/23 and 23/24

External Speaker Trends

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Questions
&
Thank you externalspeakers@kclsu.org

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Academic Board

Meeting date	6 March 2024
Paper reference	AB-24-03-06 06.1
Status	Final
Access	Public/Members & senior executives – see RESERVED sections

Vice-Chancellor's report

Action required

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

Paper Explanation for Members

Why is this paper being presented?	Report from Vice-Chancellor & President highlighting current issues and events and developments since the last meeting of Academic Board
What are the key points/issues?	Israel/Gaza response; Admissions; King's Benefits; New Year Honours; Climate & Sustainability update
What is required from members?	To note

Paper History

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
n/a	n/a	n/a

Paper Submitted by:

Vice-Chancellor & President

Vice-Chancellor's Report

Israel/Gaza Response

The University has a co-ordination group in place, reporting to VMM (Vice-Chancellor's Management Meeting) that is overseeing the developments and response. Overall, King's has navigated the crisis reasonably well – despite the deep political divisions within our staff and student community, and with continued questions on the institutional position of the University; complaints around freedom of expression and academic freedom, and some students and staff continuing to feel unsafe on campus and in London. KCLSU have had a tougher time with implications for the University. The headlines are:

Institutional position – King's has adopted a stance of values-based impartiality – based on the long-standing Chicago principles. This precludes the institution from taking a political stance in order that individual staff and students can. We have debated the institutional position at Academic Board, Council and the University Executive and will engage the wider leadership team in January.

We continue to receive complaints relating to protests and freedom of expression and have established a sub-group of FESAG (Freedom of Speech Advisory Group) to adjudicate on whether speech is permissible and protected or crosses a line.

We have received several calls to cut ties with universities in Israel and will not agree to this as this breaks values-based impartiality and our commitments to academic freedom.

Some staff and students continue to feel unsafe, on campus and in London more widely. We continue to engage with these groups to offer support and to deal with incoming complaints quickly.

The University position continues to be tested by external stakeholders, including government, donors, and recently the Israeli Ambassador. I am dealing with these queries directly.

Admissions update *[RESERVED]*

[REDACTED]

My King's Benefits

We ran a comms campaign just before Christmas called My King's Benefits as part of a thriving staff community strategic pillar to highlight all the enhancements made to help with the cost of living and support physical and mental health including:

- London Weighting uplift from £4200 to £5000 a year from 1 December 2023.
- USS pension contribution rate reduction from 9.8% to 6.1% from January 2024 and return of pension benefits to more generous pre-April 2022 levels from April 2024.
- Increase annual leave entitlement from 27 to 30 days in 2024.
- More family benefits including maternity and adoption, paternity and paternal leave from day one – no qualifying period.
- Expanded childcare provision.
- Range of discounts on groceries, electrical, house and wellbeing products and services, travel and experience through My King's Discounts.
- Lease scheme for electric cars.

Update on Staff Survey and Engagement

- **Annex 1** provides an update on progress on institutional priorities.

New Year Honours

Two King's staff were honoured:

- Professor Ulrike Schmidt, Professor of Eating Disorders and Director of the Centre of Research on Eating and Weight Disorders (CREW) at the Institute of Psychiatry, Psychology & Neuroscience, has been awarded an OBE for services to people with eating disorders. She has led the development and research on FREED, First Episode Rapid Intervention for Eating Disorders, which is now available in NHS Trusts across the UK and she is the Principal Investigator of a large research consortium on early intervention for eating disorders.
- Professor David Edwards, a Professor of Neonatal Medicine, has been recognised with an MBE for services to health research. Over his 40-year career he has made an enormous impact not just on the survival of babies, but on the quality of life of some of the sickest newborns cared for in neonatal units around the UK and internationally.

A host of King's alumni were also honoured:

- Dr Brad Irwin MBE (Education, 2023) for services to UK Culture and the Arts
- Claire Goodman MBE (Nursing Studies, 1986) for contributions to services to Older People
- Julia Walport MBE (Medicine, 1977) for services to Young People and to Charity
- Sir Richard 'Dicky' Evans Knight Commander (Civil Engineering, 1967) for extraordinary and important services abroad or in the Commonwealth
- Dr Robert Hicks MBE (St Thomas's Medicine, 1989) for services to health in Northern Ghana
- Richard Baldock BEM for services to the community in Over Wallop.
- Brigadier Vivienne Buck CBE (Defence Studies, 2008) for services to the British Army.
- Brigadier Matthew Cansdale CBE (Defence Studies, 2014) for services to the British Army.
- Air Vice-Marshal Nigel Colman CB OBE (Defence Studies, 2006) for service to the Royal Air Force.
- Air Commodore Catherine Coton CBE (Defence Studies, 2005) for services to the Royal Air Force.
- Professor Rachel Cowgill MBE (Music, 1990) for services to Culture.
- Major General Darren Crook CBE (Defence Studies, 2006) for services to the British Army.

- Luke Dearden OBE AKC (History, 1998) for services to British Foreign Policy.
- Major James Dott MBE (Military and Security Studies, 2019) for services to the British Army.
- Linda Edmunds MBE (PGCert in Advanced Practice, 2016) for services to Cardiac Rehabilitation.
- Dr Alice Hartley MBE (Biomedical Science, 2003) for services to the NHS.
- Dr Benjamin Ellis MBE (Rheumatology, 2009) for services to Healthcare & Equality.
- Professor Paul Emery CBE (Medicine, 1977) for services to Rheumatology.
- Sir Richard Evans KCMG (Civil Engineering, 1967) for services to Business, Sport & Charity.
- Colin Evans CMG (Defence Studies, 2005) for services to National Security.
- Major Robert Fellows BA AKC MBE (War Studies, 2006) for services to the British Army.
- Dr Jennifer Frow BEM MBBS (Medicine, 1966) for services to Lawn Tennis in Worcestershire.
- Air Marshal Ian Gale CB MBE (Defence Studies, 2006) for service to the Royal Air Force.
- Professor Claire Goodman MBE (Nursing Studies, 1986) for services to Older People.
- Colonel Brian Gorski OBE DL (Geography, 1976) for services to Museums.
- Lieutenant Colonel Ewan Harris (War Studies, 2009) for services to the British Army.
- Ian Hewitt MBE (Sports Law, 2004) for services to Tennis and to Charity.
- Robert Hicks MBE MBBS FCRP (Medicine, 1989) for services to Health in Northern Ghana.
- Brad Irwin MBE (Education, 2023) for services to UK Culture and the Arts.
- Dr Christopher Kent BEM (Music, 1973) for services to Music and Musicology.
- Wing Commander Matthew Lewis OBE (Aeromedical Research, 1999) for services to the Royal Air Force.
- Dr William Lockhart OBE (Music, 2008) for services to the Environment.
- Dr Robert Lyman MBE (Defence Studies, 1998) for services to Military History.
- Lukas May OBE (Economics for Competition Law, 2014) for services to International Trade.
- Squadron Leader Christopher Middleton MBE (Defence Studies, 2008) for services to the Royal Air Force.
- Wing Commander Alison Morton OBE (Defence Innovation, 2021) for service to the Royal Air Force.
- Air Commodore Gerard Opie CBE (Defence Studies, 1999) for services to the Royal Air Force.
- Major Charles Singleton MBE (Military and Security Studies, 2018) for services to the British Army.
- Lady Julia Walport MBE MB BS LOND(HONS) MRCP (UK) FRCP FFFLM (Medicine, 1977) for services to Young People and to Charity.
- Commander Jamie Wells OBE (Defence Studies, 2018) for service to the Royal Navy.

King's Climate and Sustainability (KCS) update

We have now established the governance structure for KCS, with a steering group of senior stakeholders and working groups for education, research, net zero operations and offsetting. An annual review process for the Climate & Sustainability Action Plan (initially published in February 2023) has been introduced in collaboration with colleagues across King's, to ensure that objectives are reviewed and progress monitored. We are working with Estates & Facilities to recruit a new Director of Environmental Sustainability who will drive the University's net zero ambitions, work closely with our local government and hospital trust partners and develop a full business case for net zero operations. We have worked closely with Procurement to develop a Sustainable Business Travel Policy intended to reduce our carbon emissions, with a focus on aviation (e.g., flights within mainland UK no longer being permitted, except in exceptional circumstances), which we will take to University Executive for approval in March 2024. We have developed an Education for Sustainability model and identified six emerging research themes as particularly important for King's to develop, to help focus discussion and plans for senior academic recruitment, philanthropy and convening high-profile events. In December 2023, King's ranked 5th in the 2023-24 People & Planet University League (the highest-ranking Russell Group institution) and 44th in the QS World University Rankings: Sustainability 2024 (up from 112th last year), and we made a submission to the Times Higher Education Impact Rankings in November 2023, which included the development of an SDG Report for 2021-22.

Shitij Kapur, Vice-Chancellor & President
March 2024

Inclusion, Belonging & Wellbeing

(K) Reinforce approach to addressing bullying and harassment.

Promote and deliver equality of opportunity in all areas.

Continue to support local managers to deliver wellbeing initiatives.

Pay & Recognition

(K) Influence the national pay and pension negotiations.

Celebrate all staff for their great work, regardless of role.

Reinforce and report on the drive to eliminate pay gaps.

Processes, Decision-Making & Workload

(K) Listen to staff needs, simplify systems and processes – and ensure our services meet the needs of users.

Understand and address drivers of excessive workloads.

Career Success & Further Development

(K) Enable career pathways, advice and direction for all staff.

Provide access to opportunities for learning and progression at King's and beyond.

Visible Leadership

Share survey results and enable staff to get involved in local discussions and planning.

Use this survey as an opportunity to show that leaders are listening and responding to staff.

Enable greater leadership visibility and communications around University Strategy, Thriving Staff Community, decision-making.

Simple, Nimble, Effective processes

Emerging programme led by SVP (Operations), FPSPA support and SSTP (student transformation)

KEY:

Institutional action

Suggested locally-owned action

Combined effort with institution and local areas

Magna Charta Universitatum

Action required

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

Motion: That the Academic Board approve and recommend to Council that the University apply to be a signatory of the Magna Charta Universitatum.

Paper Explanation for Members

Why is this paper being presented?	Institutions applying to be signatories of the Magna Charta Universitatum must include proof of approval by their senior academic governing body and their ultimate governing body as part of the application process.
What are the key points/issues?	King's College London has been recognized as a leader, nationally and internationally, in promoting dialogue about and furthering the fundamental values of higher education, both rights and responsibilities, such as academic freedom, freedom of expression, university autonomy and academic integrity.
	Adopted originally on 18 September 1988, on the 900th anniversary of the University of Bologna, and revised in 2020, Magna Charta Universitatum is the key global reference for both higher education institutions and public authorities regarding the fundamental values of higher education. It is currently signed by about 1000 universities from 94 countries. Almost all Russell Group Universities have signed Magna Charta.
	Signing the Magna Charta Universitatum does not involve new commitments or obligations for King's. Rather it signals our willingness to formally join the global academic community in recognizing the centrality of these fundamental values in the work of universities. Signing the Magna Charta also provides an additional platform for King's to pursue its leadership role in this area.
What is required from members?	To approve

Paper Submitted by:

Professor Shitij Kapur, Vice-Chancellor & President

Magna Charta Universitatum

The Magna Charta Universitatum is a document that was originally signed by 388 rectors and heads of universities from all over Europe and beyond on 18 September 1988, the 900th anniversary of the University of Bologna.

The document contains principles of academic freedom and institutional autonomy as a guideline for good governance and self-understanding of universities in the future.

In 2018 a multi-national group was formed to review the Magna Charta Universitatum in the context of changes to universities and the environments in which they operated which had occurred since 1988. This was informed by a wide consultation and was adopted by the Governing Council of the Magna Charta Observatory in July 2020. The revised version of the Magna Charta Universitatum adopted in 2020 recognises the more global nature of what universities do and the wider range of local responsibilities which they have. Currently, almost 1000 universities from 94 countries have signed Magna Charta Universitatum.

King's is seeking to become a signatory of the document. Academic Board and Council approval is required to be filed as part of the application process.

MAGNA CHARTA UNIVERSITATUM - MCU 2020

Preamble

The Magna Charta Universitatum, a declaration and affirmation of the fundamental principles upon which the mission of universities should be based, was signed in 1988 on the occasion of the 900th anniversary of the University of Bologna.

- The first principle was independence: research and teaching must be intellectually and morally independent of all political influence and economic interests.

- The second was that teaching and research should be inseparable, with students engaged in the search for knowledge and greater understanding.

- The third principle identified the university as a site for free enquiry and debate, distinguished by its openness to dialogue and rejection of intolerance.

The Magna Charta Universitatum recognised that universities upholding these principles could take many forms under the combined influence of culture, geography and history. Despite being explicitly the product of a specific moment in European development the document envisaged a networked world in which knowledge and influence should cross cultural boundaries in the pursuit of human understanding. The world has since become interconnected in ways unimaginable at the time of the original declaration. Universities have proliferated around the globe, dramatically increasing in variety as well as scope and mission. Globally the number and diversity of students seeking a university education has increased, as have their reasons for doing so and the expectations of their families and communities.

The number of publications has increased enormously while trust in academia is being eroded by a loss of confidence in expertise. In the sway of new technologies, modes of learning, teaching and research are changing rapidly; universities are both leading and responding to these developments. Despite these changes, the potential of higher education to be a positive agent of change and social transformation endures.

The principles laid out in the Magna Charta Universitatum are as valid today as they were in 1988, and they are the necessary precondition for human advancement through enquiry, analysis and sound action. The dramatic changes outlined above require the global academy to identify responsibilities and commitments that the signatories agree are vital to universities around the world in the Twenty-First Century. That is the reason for this new declaration.

Principles, Values and Responsibilities

Universities acknowledge that they have a responsibility to engage with and respond to the aspirations and challenges of the world and to the communities they serve, to benefit humanity and contribute to sustainability. Intellectual and moral autonomy is the hallmark of any university and a precondition for the fulfilment of its responsibilities to society. That independence needs to be recognised and protected by governments and society at large, and defended vigorously by institutions themselves.

To fulfil their potential, universities require a reliable social contract with civil society, one which supports pursuit of the highest possible quality of academic work, with full respect for institutional autonomy. As they create and disseminate knowledge, universities question dogmas and established doctrines and encourage critical thinking in all students and scholars. Academic freedom is their lifeblood; open enquiry and dialogue their nourishment. Universities embrace their duty to teach and undertake research ethically and with integrity, producing reliable, trustworthy and accessible results. Universities have a civic role and responsibility. They are part of global, collegial networks of scientific enquiry and scholarship, building on shared bodies of knowledge and contributing to their further development. They also are embedded in local cultures and crucially relevant to their future and enrichment. While they are immersed in and connected with global developments, they engage fully with and assume leading roles in local communities and ecosystems. Universities are non-discriminatory spaces of tolerance and respect where diversity of perspectives flourishes and where inclusivity, anchored in principles of equity and fairness, prevails. They therefore commit themselves to advance equity and fairness in all aspects of academic life including admissions, hiring and promotion practices.

Education is a human right, a public good, and should be available to all. Universities recognise that learning is a lifelong activity with tertiary education as one part of a continuum. Within that one part, universities serve diverse learners at all stages of their lives. Universities acknowledge that individuals and communities, often due to inequitable circumstances, have difficulty gaining access to higher education or influencing the modes and matter of academic study. To realise human potential everywhere, universities deliberately seek ways to welcome and engage with diverse voices and perspectives.

By signing the Magna Charta Universitatum 2020 universities declare their commitment to the original declaration and to upholding and advancing the Principles, Values and Responsibilities stated above, to strengthen the role of universities in the preservation of the planet and promoting health, prosperity, and enlightenment around the world.

APPLICATION TO SIGN THE MAGNA CHARTA UNIVERSITATUM

You are asked to complete the following form and email it with the following documents to the Magna Charta Observatory Administrator at magnacharta@unibo.it

Documents to be attached:

a) A formal request to become a signatory signed by the senior academic post holder (Rector, President or Vice-Chancellor)

b) Evidence in the form of certified minutes from the senior academic body *and* the ultimate governing body that the application has their full support

c) Statements of support from 3 universities, at least two of which should be outside their own country, which are already signatories of the Magna Charta Universitatum.

Application form

Please continue answers at the end of the form if there is not sufficient room in any field

1. Introductory information about your institution

    a. Name

    b. Year of formation/foundation

    c. Country of origin/registration

    d. Name of Rector/Head of institution

    e. Postal address

    f. Telephone number

    g. Email address

    h. Website

    i. Press officer's name

    j. Press officer's email address

2. Legal status of your institution

    a. (Public/Private/Other)

b. Instrument of establishment (Act of Parliament/Charter/Other)

c. Issuing authority and date of issue

3. Governing structures

   a. Ultimate governing body (Council/Board of Trustees/Regents etc., which makes strategic and status related decisions)

      i. Name ˙

      ii. Number of members

      iii. Proportion of members who are internal (employed by the university) and external

      iv. Proportion of members who are academics

      v. Proportion of members who are students

   b. Highest academic body (Senate/Academic Board etc., which makes decisions concerning curricula, staff promotions etc.)

      i. Name

      ii. Number of members

      iii. Proportion of members who are internal (employed by the university) and external

      iv. Proportion of members who are students

4. Please describe how students are involved in institutional governance and decision making.

5. Please describe how academic staff are involved in institutional governance and decision making

6. How much freedom do members of academic staff have in determining what research and teaching is undertaken? What procedures and structures are in place for reviewing or regulating these issues?

7. What kind of policies and structures, standards and guidelines exist in your institution in order to ensure adequate respect of academic freedom?

8. How much institutional autonomy does your institution have vis-à-vis national and/or founding authorities? (legal, academic, (staff appointments, student admissions, curriculum, quality assurance,) organisational, financial, human resources, etc and the basis of the autonomy) What kind of accountability measures exist? Are there any respects in which your university does not have complete autonomy?

9. Have there been any occasions when the principles of academic freedom and/or of institutional autonomy were not fully respected in your institution? Are you aware of any emerging difficulties? If so, please describe.

10. What policies and structures, standards and guidelines exist in your institution to ensure academic integrity?

11. What policies and structures, standards and guidelines exist in your institution to ensure quality of teaching, learning and research?

12. Size of your university
   a. Number of students (undergraduate ..../ postgraduate ....)
   b. Number of Academic staff
   c. Annual income from all sources (in €)

13. Sources of funding

    a.   % from state/government

    b.   % from student fees

    c.   % from other national bodies (please give details)

    d.   % from private sources

14. What are the mission and the vision of your institution?

15. Briefly describe institution's teaching, research and other activities (e.g. degrees offered).

16. Briefly describe how teaching and research are linked in practice, i.e. how is the inseparability of teaching and research ensured.

17. Please list international networks and organisations which your institution takes part in.

_____

Signature

Portfolio Simplification: request to change module outcome

Action required

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

Motion: Academic Board are asked to approve a revision put forward by the Curriculum Commission prior to 2022, relating to a module in Arts and Humanities (previously approved by Academic Board). The rationale put forward is provided and the Chair of the (now defunct) Curriculum Committee has approved the request.

Paper Explanation for Members

Why is this paper being presented?	The Faculty of Arts and Humanities have submitted a request to amend a decision by Curriculum Commission for one of their modules (Poetic Movements, Poetic Moods, 1660-1800). The request is to change the "reconfigure" outcome to retain the module in its current forward.
What are the key points/issues?	• The Department of English have discontinued nine additional modules at level 7, and have therefore reviewed the whole portfolio of modules as well as individual ones. • The module (Poetic Movements, Poetic Moods, 1660-1800) was meant to be reviewed as a result of the English Department's 18th Century Studies MA being paused. Though the module did contribute to this programme, it was not solely linked to it, and students from other programmes regularly take this module as an option. • The module is currently running with good enrolment.
What is required from members?	Approve the request to change the initial Curriculum Commission outcome "reconfigure" to "retain".

Paper History

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
Chair's Action - approval	Chair of (defunct) Curriculum Commission	February 2024

Paper Submitted by:

Adam Fagan, Chair of Curriculum Commission and Alan Marshall, Head of Department of English, Faculty of Arts and Humanities.

Portfolio Simplification: request to change module outcome

Background

The Curriculum Commission determined that one of the modules in the Department of English (Poetic Movements, Poetic Moods, 1660-1800), should have an outcome of "reconfigure", which Academic Board approved in 2020. The module was agreed to be reconfigured as a result of the MA in 18th Century Studies programme paused to recruitment.

Request

Since this approval the Department of English have undertaken a further review of their portfolio of modules and have discontinued a further nine modules.

While the module, Poetic Movements, Poetic Moods, 1660-1800, did contribute to the MA in 18th Century Studies programme, the module was also linked to other programmes within the department (notably the MA in Early Modern Literature) and students are regularly taking this module as an option, with good enrolment numbers currently being seen.

The department would therefore like to retain the module, rather than reconfigure, with a view to potential future modifications at the point where the department launch their MA in Culture and the Environment (which Is likely to be 2025-2026).

The Chair of the Curriculum Commission (which is now defunct) has approved this request via Chair's Action.

Wholly Online Admissions Administration – Report on Chair's Action

Action required

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

Motion: Academic Board are asked to confirm the decision taken by the President and Vice-Chancellor with respect to wholly online PGT admissions for 2024-25.

Paper Explanation for Members

Why is this paper being presented?	Current Admissions Policy does not contemplate delegation of admissions decisions beyond the Admissions Office. However, the contract agreed with CEGD to manage wholly online PGT admissions, delegates to CEGD responsibility for all facets of the admissions process. An amendment to the Admissions Policy is in the works to come to Academic Board from CEC but could not be ready within the time that the admissions process needed to get underway. The proposal was, therefore, approved via Chair's Action as an exception to the Admissions Policy for 2024-25 on the condition that the necessary amendments to the Admissions Policy be brought to Academic Board for approval before the end of this academic year
What are the key points/issues?	Admissions are to be based on strict adherence to criteria set by King's. Any applications that vary from those criteria will be referred to King's for decision. See attached for full set of conditions.
What is required from members?	Confirm the Chair's Action for the record.

Paper Submitted by:

Shitij Kapur, President & Vice-Chancellor

Wholly Online Admissions Administration – Report on Chair's Action

The College Secretariat was asked to consider whether a contractual proposal could be actioned that would permit CEGD to be responsible for processing all standard applications for wholly online PGT programmes against the predetermined requirements set out in the admissions standards by King's. This would include offer making to prospective students. The current Admissions Policy does not permit such delegation. This approval would be subject to the following conditions (which conditions are in fact embedded in the agreement between King's and CEGD):

- All programme entry criteria are set by King's. No person will be admitted as a student to any programme unless they satisfy the admissions standards for the programme.
- The decision as to whether a person will be enrolled as a student is a matter for King's only and the university has the right in its absolute discretion to refuse the enrolment of any student in accordance with its stated admissions standards.
- Against the predetermined requirements set out in the admissions standards, CEGD are responsible for processing all standard applications (i.e., purely acting as an administrative agent of King's on a white-labelled basis) including offer making to prospective students who have submitted a standard application.
- CEGD will refer all non-standard applications to King's to allow the university to take decisions on whether to admit non-standard applicants. Prior to, and after submitting non-standard applications to King's for the 'admit decision', CEGD shall be responsible for all other aspects of processing non-standard applications in the same way that it does for standard applications.
- All applications by prospective students will be made on King's central applications portal.
- Offers shall be generated from King's central admissions system and offers shall then be issued to the relevant student by CEGD using approved, King's branded documentation provided by the University. CEGD will also create student application records on King's central student information and/or records system.
- King's is responsible for enrolling students after they have accepted an offer, utilising its own enrolment systems.

Approval is also subject to a commitment to bring forward the needed amendments to the Admissions Policy for Academic Board approval before the end of this academic year.

KCLSU President's Report

Action required

☐ For approval
☐ To recommend for approval
☐ For Discussion
☒ To Note

Paper Explanation for Members

Why is this paper being presented?	Academic Board receives a report from the King's College London Students' Union (KCLSU) at each of its meetings. This is the third paper. The paper aims to provide relevant updates to Committee.
What are the key points/issues?	• **Progress has been made on the two Team Priority Campaigns this year.** • **KCLSU Elections**
What is required from members?	It will be appreciated if members of the Board can note the progress made by the officers on their objectives and direct officers to relevant support channels and members who can cooperate and help in achieving the goals.

Paper History

Action Taken	By	Date of Meeting
Discussed	Academic Board	13/12/2023

Paper Submitted by:

Steven Suresh, President, KCLSU

KCLSU Updates

KCLSU Elections

The elections process began this week with nominations opening on 29th January. Similar to last year, this year's elections will involve the election of the new Sabbatical Officers and Student Group Presidents and Treasurers.

Officer Team priority campaigns

The purpose of Priority Campaigns are to ensure the effective use of KCLSU-wide expertise, relationships and resources to scale up campaigning throughout the year. They are run by a KCLSU working group with members from different teams whose insight and expertise is relevant to the issue being addressed.

Timetabling campaign:

'Turn the Tables' is a KCLSU led campaign that calls for a compassionate, flexible and transparent approach to timetabling which prioritizes student wellbeing, respecting students' academic and non-academic commitments.

The Turn the Tables Campaign calls on the University to commit to a comprehensive Timetabling Standards Policy that outlines the need for:

1. Inclusivity by design
2. Reliable and timely communications
3. An 'inclusivity-by-design' approach: We call for an 'inclusivity-by-design' approach to timetabling, considering students' non-academic commitments -- such as part-time jobs, caring responsibilities, and extra-curricular activities.
4. The early release of timetables: We advocate for the teaching timetable to be released a minimum of 4 weeks prior to the start of classes -- so students know what days they are expected to be on campus – and the assessment timetable to be released at least 8 weeks in advance.
5. A standardized approach to student requests for module changes
6. Reliable and timely communications

UPDATES SINCE LAST MEETING:

- KCLSU is working extremely closely with the SSTP programme to implement these changes. We have a full-time staff member working with Keith Zimmerman and his team to drive changes set by both KCL and KCLSU.

- KCLSU is working closely with the Associate Director: Student Operations (Exams, Assessment & Timetabling) to be informed about what work is being done to address timetabling issues. These meetings have been useful in informing our strategic aims for the campaign.

- KCLSU is collaborating with the Director of Service Delivery (Students & Education) to implement quicker enhancements in the timetabling process at KCL. Following our in-depth discussions, a comprehensive report was compiled. This report involved the active participation of 120 KCLSU Academic Representatives and focused on identifying the key changes students wish to see in the timetabling system. A significant finding of the report

was the need for a faster release of both exam and teaching timetables. Following this report, we have established clear goals in relation to the timetabling campaign which are listed above. We are optimistic about achieving these improvements before the start of the upcoming academic year, marking a significant step forward in our commitment to enhancing the academic experience at KCL.

- KCLSU has been made aware that although KCL's timetabling policy clearly sets out that no classes would be held during religious times such as Friday lunchtime 13:00 – 14:00 (Muslim Prayer time) and Friday afternoons (Jewish Sabbath), students consistently have classes that clash with their religious commitments. Our next action point would be to set up meetings with the relevant teams to discuss the reasons why this is happening and how we can work together to ensure these time slots are protected.

Cost of living campaign:

The Cost-of-Living Crisis, referring to the fall in disposable incomes since late 2021, has placed significant financial pressure on the student population of the UK and especially those in London. The Russell Group Students' Unions (RGSU) commissioned a survey in January 2023 to investigate the impact of the Cost-of-Living Crisis on student experience. The survey found that: 99% of King's students are concerned about the cost-of-living crisis.

'KCL: Thrive not survive' is a KCLSU led campaign to support KCL students during the Cost of Living (CoL) crisis by advocating for accessible and affordable quality housing, financial aid and fixed and flexible tuition fees.

UPDATES SINCE LAST MEETING:

- The KCLSU CoL campaign group has convened twice since our previous Council meeting, making significant strides in defining our campaign objectives internally. We are currently initiating listening exercises with our members to gauge the impact of our campaign's various goals on students. Additionally, we are in the process of meeting key stakeholders at King's. Our aim is to effectively communicate the advantages of implementing the campaign's objectives, highlighting their potential benefits to the college community. This proactive approach is a crucial step in our ongoing efforts to advance the campaign's priorities.

- The Estates & Facilities Team recently extended an invitation to Steven to participate in a discussion about expanding KCL Residences to a new location. This discussion proved to be highly productive. The proposed building is set to offer a specified number of affordable beds, aligning with new regulatory requirements. Furthermore, its central London location is a significant asset. This aligns well with one of our campaign points, aiming to enhance the sense of belonging among students. The proximity of the new residence to campus activities is a strategic move to facilitate greater student engagement and participation in campus life.

- KCLSU actively collaborated with the Estates & Facilities team in the recent Rent Setting meeting. During this session, we delved into the operational aspects of KCL Residences. The discussion was constructive, leading to a mutual agreement on scheduling a follow-up meeting. This forthcoming meeting is crucial, as it will focus on determining the rent structure for students. Our engagement in these discussions underscores KCLSU's commitment to ensuring fair and reasonable rent settings for our student community.

Meeting date	6 March 2024
Paper reference	AB-24-02-06-08.1
Status	Final
Access	Members and senior executives
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Feedback Policy – Providing Access to Examination Scripts (**Annex 1**)	24 January 2024	Consent	Confirm (approved via Senior Vice President (Academic))	No
2. Amendment to chapter 8 of the academic regulations 23/24	24 January 2024	Consent	Confirm (approved via Senior Vice President (Academic))	No
3. External Examiner Reports 22/23 – Overview of UG programmes (**Annex 2**)	24 January 2024	Consent	Approve	No
4. Race Equality Charter: Race Equality Action Plan update	24 January 2024	Consent	Note	No
5. Duty of Care Statement (**Annex 3**)	24 January 2024	Consent	Note	No
6. Student Deaths: Procedure, Data and Context	24 January 2024	Consent	Note	No
7. 5 credit modules	24 January 2024	Consent	Note	No
8. Strategic College Teaching Fund 2024: Education Scholarship Development in the Disciplines	24 January 2024	Consent	Note	No
9. Welcome Events 2023 update	24 January 2024	Consent	Note	No
10. Academic Calendar: Operational dates 2023-24	24 January 2024	Consent	Note	No
11. Office for Students (OfS) update: Quality Assessment reports (**Annex 4**)	24 January 2024	Consent	Note	No
12. Professional, Statutory and Regulatory Body report	24 January 2024	Consent	Note	No
13. Periodic Programme Review reports	24 January 2024	Consent	Note	No

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
14. Reports of Committees, including from Academic Standards Sub-Committee the following reports: Annual report on Student Conduct and Appeals (**Annex 5**) Annual report on Examinations and Assessment (**Annex 6**)	24 January 2024	Consent	Note	No

For confirmation (approved via Chair's Action)

1. Providing Access to Examination Scripts [See Annex 1] (Consent agenda)

Motion: That the following proposal, approved via Chair's Action (Senior Vice President (Academic)), be confirmed: to align the Feedback Policy with the staff guidance on providing examination scripts to students, so that faculties make examination scripts available following the publication of provisional results rather than following the ratification of results. However, in recognition of local variation where provisional results do not exist, a caveat has been added to the proposed amendment.

Background: At the September 2023 meeting of the Academic Standards Sub-Committee, the paper 'Providing Access to Examination Scripts' was considered and discussed. This new paper considers the feedback received at that meeting and proposes a solution which will help to provide a standardised approach to providing access to exam scripts, whilst taking into consideration the local variation that exists. Education Executive reviewed the proposal at its meeting in December 2023 and is recommending approval.

2. Amendment to chapter 8 of the academic regulations 2023/2024 (Consent agenda)

Motion: That the following proposal, approved at the Academic Standards Sub Committee, be confirmed: amendment to chapter 8 of the academic regulations 23/24.

Background: The Student Conduct & Appeals team identified a typo in the academic regulations. The proposed amendment was approved by email to committee members on 5 January 2024.

Clause 8.18

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

should be read as

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

The Academic Standards Sub-Committee approved this change at its meeting in January 2024.

For approval

3. External Examiner Reports 22/23 – Overview of Undergraduate (UG) programmes. [**See Annex 2**]

(Consent agenda)

Motion: That Academic Board approve the recommendations made in the paper.

Background: As part of their duties External Examiners submit an annual report, providing King's with assurance that our assessment practices continue to be appropriate and that our academic standards are aligned with the sector. This report is a summary overview of those UG External Examiner submitted for the academic year 2022/2023 including recommendations for approval.

The Academic Standards Sub-Committee approved the report, subject to a minor revision to the recommendation relating to the scrutiny of work External Examiners should undertake for the work completed in the 1st year (the previous recommendation suggested no scrutiny was undertaken but the Committee felt this wasn't appropriate and that further review of the work to be undertaken by External Examiners for 1st year study was required).

For note

4. Race Equality Charter: Race Equality Action Plan update (Consent agenda)

The Committee received an update on the education actions of the Race Equality Action Plan that the College Education Committee has oversight of, particularly section 6 on inclusive education and closing attainment gaps. The following was noted:

- Some of the objectives need to be reviewed to confirm the risk level, required action, or if the requirement needs to be refocused.
- It was noted that some of the higher RAG ratings relate to lack of resource. It was confirmed that an Associate Director, Student Transition and Outcomes role in the Students & Education Directorate, is currently out for advert. This role will be integral in ensuring data is utilised and interpreted effectively, particularly recognising intersectionality on different programmes.
- The Committee agreed that there needs to be senior level ownership and responsibility of inclusive education and it welcomed the new Academic Director Student Success role, who can provide this leadership. There was agreement that inclusive education needs to be at the heart of the Education Strategy.
- Work is underway in King's Academy on inclusive education, and it was agreed that a paper will be brought to the next meeting of the Committee in March.

5. Duty of Care Statement (Consent agenda) [see Annex 3]

The Committee received a draft statement that provides an overview of our duty of care to students, and the boundaries on our responsibilities as an educational institution. The statement had already been discussed by the Student Mental Health and Wellbeing Steering Group and the Safeguarding Oversight Group.

In discussion the following was noted:

- A number of other institutions have similar statements detailing boundaries of duty of care.
- A pyramid of support is in place and at the top of that pyramid is escalation to trusted contacts and statutory services, including the NHS.

- In recent cases in the coroners' courts, universities have been pushed on their duty of care so it is important that the University defines clearly what it will do and what it will not do as an institution.
- There are situations where students are not in the right place to be studying and a mandatory interruption might be appropriate.
- The Committee noted concerns about the need for clarity on capturing of conversations, record keeping and clear escalation pathways. This includes staff being clear that a follow up email detailing where support is available is sent to a student that has disclosed.
- It was noted that the vast majority of interactions with students are not data informed and the University needs a more effective customer relation, case management system and personal tutor dashboard which allows staff to see and record relevant data. This is one of the priorities of the Student Success Transformation Programme (SSTP).
- A concern was raised about the system support to deliver on our duty of care responsibilities.
- Clear guidance is required about who does what and when. For example, if a student discloses to a graduate teaching assistant in a lab environment, what is the chain of command.

The Committee agreed to **approve** the statement on the condition that guidance is developed on record-keeping, signposting and escalation routes.

6. Student Deaths: Procedure, Data and Context (Consent agenda)
The Committee received minor revisions to the existing Death of a Current Student procedure, along with providing some data regarding student deaths over the last three years. It was noted that the Education Executive had reviewed the procedures and requested a further review of the procedure to reduce the repetition found and add a checklist/flow chart at the front of the procedures.

In discussion the following was noted:
- Overall, those faculties that have had to utilise this procedure commended the support provided and noted that the procedure and partnership between faculties and central services works very well.
- Consistency in language is required, particularly when referring to trusted contact and job role titles.
- One faculty queried how third-party reports are verified to ensure they are not malicious. It was confirmed that the University has a robust and careful verification process before any family member is contacted.
- A query was also raised about the support available to staff in these instances and it was noted that this would be responded to on a case-by-case basis, tailored to the individual's needs. A member of the chaplaincy also attends every case conference.
- The Committee were informed that a national review of higher education student suicides is underway. Joy Whyte, Strategic Director, SED, and Rhiannon Thomas, Director of Student Support & Wellbeing Services are the nominated contacts for the university. Student Support & Wellbeing Services are also considering the University's serious incident procedures and how this is connected with the silver team, communications are managed, and situations are responded to appropriately.

The Committee agreed to approve the procedures, subject to the revisions to be made as noted by Education Executive.

7.5 Credit modules (Consent agenda)

The Committee received a request from King's Business School (KBS) to offer 5-credit UG modules, that will be additional modules for students to take, that has an emphasis on employability for each year of their programme of study, resulting in a cumulative total of 15 credits over the duration of the degree.

In discussion the following was noted:

- This is a student-generated initiative and number of universities do something similar.
- It was queried what students are required to do to achieve the credits, and it was confirmed that whilst the detail needs to be developed, there will be some form of assessment that will be on a pass/fail basis, and could include examples such as a reflection on an interview or producing a CV.
- That this initiative seems similar to the graduate attribute modules offered by IoPPN which are non-credit bearing.
- It was confirmed that whilst KBS would like these to be core, there has been too much pushback for this approach, so these modules are proposed as additional credit to retain an incentive for students.
- Additional credit is complicated, and this proposal would need to be considered in line with the academic regulations. Currently, no additional credit at level 4 in year one should be offered, unless on a paid-for standalone basis. Additional credit at levels 5 and 6 contributes to the degree algorithm. KBS already offer additional credits to their programmes, of which two programmes will need to be reviewed if this proposal is approved, as they will then be in breach of the regulations (offering too many additional credits). The Academic Standards Sub-Committee are reviewing the regulations around additional credit so this proposal will need to feed into that review as changes to the regulations may have repercussions on the proposal.
- A query was raised as to why these activities cannot be integrated into KBS programmes rather than as additional work for students. KBS confirmed that whilst this may be a credit-bearing module in the curriculum in the future, implementing that module would take time and the faculty want to pilot now to measure impact and uptake.
- The Committee were informed that discussions are being held at the Education Executive on pulling together a proposal on how students can be recognised for the extra activities that they do. This is inspired by a programme at Manchester Metropolitan University called RISE.

The Committee agreed to approve the proposal providing that the faculty are careful students are not over-assessed; the responsibility for careers-related tasks and expertise are not put onto academics when there is dedicated careers staff at the university; and that the concerns about additional credit are resolved.

8. Strategic College Teaching Fund 2024: Education Scholarship Development in the Disciplines
(Consent agenda)

The Committee was apprised of the funding available via the College Teaching Fund 2023-24 to support education initiatives and activities that are:

- of strategic importance on a local, institutional or (inter)national level; and

- provide an evidenced opportunity for educators at King's to develop their education scholarship.

9. Welcome Events 2023 update (Consent agenda)

The Committee received an overview of Welcome to King's September 2023, including student feedback and plans for further improvements for 2024 onwards. The student feedback noted:

- Over 80% of students answered either strongly agree or agree that overall they felt satisfied with their experience of Welcome to King's and would recommend to other students that they should attend.
- 68% of new starters either strongly agreed or agreed that since coming to university they have started to make friends and connections with other students. This is an increase of almost 10% versus 2022 (2022: 59.2%) and is also an increase versus 2019 (2019: 61%), which was the last time Welcome to King's ran before the pandemic significantly impacted delivery.
- 60% of students strongly agreed or agreed to feeling like they belong to the King's community (new question in 2023).
- 87% of students rated their experience of ID card collection 4 or 5 out of 5, up from 78% in 2022.
- 78.2% of students agreed that they felt they had all the information they needed prior to joining King's.

Plans for 2024 include:

- Refreshing the strategy for Welcome to King's. This will include a review of international orientation and a review of areas that will most directly impact student conversion.
- ID card collection: continuing to improve the enrolment processes, ensuring communication regarding Right to Study checks and Biometric Residence Permit collection is clear and easy for international students, as well as ID card collection being accessible across campuses for ease of access and reducing movement of location, to avoid confusion amongst students.
- On campus presence: continuing to make sure that students have a variety of opportunities to engage and connect with their peers on campus. This will include investigating how we used the pedestrianised space on Strand Campus ensuring Welcome to King's has greater visibility on campus for new students.
- KCLSU: looking to further develop working with KCLSU to support Welcome to King's, including continuing performances society throughout Welcome, encouraging students to attend KCLSU events, and work with the KCLSU communications team to promote events.
- Faculty inductions: Looking at how we can work with faculties to further develop and standardise the student experience across faculty inductions.
- Student voice: Explore new ways of incorporating the student voice into our planning, including undertaking focus groups for key target groups (eg. International students, post graduate students) and investigating feasibility of setting up a listening exercise with pre-university students.

10. Academic Calendar: Operational dates 2023 -24 (Consent agenda)

As part of the work being undertaken by the Academic Calendar Working Group, pulling together the operational dates for the academic year has been a focus in recent months. The working group has agreed that a governance structure needs to be in place for approval of these dates, with future years submitting these dates ahead of the start of the new academic year – with College Education Committee determined to be the approval mechanism for the operational dates. For 2023/24, however, these dates have only just been finalized regarding assessment dates for the summer. The Committee approved the dates.

11. **Office for Students (OfS) update: Quality Assessment Reports** [**see Annex 4** for the report]

(Consent agenda)

The Committee received an overview report of those recent OfS Quality Assessment Reviews held in the subject areas of Business and Management and Computing. Faculty Education Committees were asked to review and discuss the report, specifically those findings of concerns the reviews had identified to ensure that King's College London practices are adhering to the OfS Conditions of Registration

12. Professional, Statutory and Regulatory Body report (Consent agenda)

The Committee received re-accreditation reports from the General Pharmaceutical Council, for the MPharm programme, providing assurance of our provision.

13. Periodic Programme Review reports (Consent agenda)

The Committee received the following periodic programme review reports from reviews held in 2022/23 and 2023/2024:

- Education and Society programmes
- War Studies programmes
- Language, Discourse and Communication programmes
- MA in Military and Security Studies
- Theology and Religious Studies
- MSc in Accounting, Accountability and Financial Management and MSc in Finance (Corporate Finance)

All programmes were re-approved for a further 6-years.

14. Reports of Committees (Consent agenda)

The Committee received written reports from the recent meetings of the Education Executive, Programme Development and Approval Sub-Committee (PDASC), Academic Standards Sub-Committee and the Collaborative Provision Sub-Committee. As part of the report from the Academic Standards Sub-Committee the following annual reports were noted:

- Annual report on Student Conduct and Appeals [**see Annex 5**]
- Annual report on Examinations and Assessment [**see Annex 6**]

Feedback Policy – Providing Access to Exam Scripts

Introduction

ARQS submitted a paper to the September 2023 meeting of ASSC which proposed a standardised approach to providing students with access to examination scripts. This paper noted the following conflicting information:

1. The staff guidance on providing examination scripts to students (2015) states that faculties must make examination scripts available following the publication of provisional results.
2. The Feedback Policy (2021) states that faculties must provide students with details of how and when they can access their scripts and feedback following the ratification of their results.

The paper proposed that the Feedback Policy should be updated to align with the staff guidance document: faculties must make examination scripts available following the publication of provisional results. This would help to provide a consistent student experience across faculties and would support ongoing learning and the principles of feed forward.

Members of ASSC discussed this proposal at the September meeting and did not endorse the approach. Whilst members were generally positive about the reasoning for the proposal, several faculties noted that they do not release provisional exam results to students. This is because the Assessment Sub-Boards ratify the results shortly after students take their exams, and as such students only receive access to results once they have been ratified. This feedback was also received during faculty consultation on this issue over the summer.

This paper considers this feedback and proposes a solution below.

Proposal

So that the conflict between policy and guidance can be resolved, the following amendment to clause 4.1 of the Feedback Policy is proposed. The new wording aligns the Feedback Policy to the staff guidance and outlines that access to exam scripts should be provided following the publication of **provisional** results. However, additional wording has been provided in recognition that this is not possible in all faculties.

Feedback Policy	Proposed Amendment

4.1
 	
 The College expects all Faculties and Departments to:
 	
 • Deliver written feedback promptly, while students still have a clear recollection of the assessment just completed.
 • Ensure all students have a clear understanding of when they will receive their feedback:
     o For coursework, this normally will be no longer than four weeks from the submission deadline (excluding College
	4.1
	
	 The College expects all Faculties and Departments to:
	
	 • Deliver written feedback promptly, while students still have a clear recollection of the assessment just completed.
	 • Ensure all students have a clear understanding of when they will receive their feedback:
	     o For coursework, this normally will be no longer than four weeks from the submission deadline (excluding College

Feedback Policy	Proposed Amendment
closure days and public holidays). Some forms of assessment such as dissertations, a taped case study, audio visual submissions, final laboratory reports, summative coursework submitted at the end of the module etc may require longer, and this must be made explicitly clear to students; o For written examinations, faculties **must provide students with details of how and when they can access their scripts and feedback following ratification of their results;** o The format of feedback and the latest date of return will be communicated to students in the module outline/syllabus/specification.	closure days and public holidays). Some forms of assessment such as dissertations, a taped case study, audio visual submissions, final laboratory reports, summative coursework submitted at the end of the module etc may require longer, and this must be made explicitly clear to students; o For written examinations, faculties **must provide students with details of how and when they can access their scripts and feedback following the publication of provisional results. If faculties do not provide provisional results for written examinations or there are extenuating reasons why this is not possible, access to scripts and feedback may be provided following ratification of results;** o The format of feedback and the latest date of return will be communicated to students in the module outline/syllabus/specification.

ASSC members are asked to endorse this amendment to the Feedback Policy. If endorsed by ASSC, this paper will then be listed on the consent agenda at College Education Committee (CEC) for approval. The Feedback Policy will be updated to reflect this change, with the view that the policy undergoes a thorough review within the next three years. This change will also be conveyed to faculties and relevant stakeholders through internal communications.

Additional Considerations

This paper is not proposing any additional measures beyond aligning the Feedback Policy to the staff guidance document. However, the discussion at the September meeting of ASSC raised several additional issues and questions such as the purpose of feedback on summative exams and how access to feedback is managed. Further considerations that arose from faculty consultation are also summarised in Appendix 1. Given this, it is recommended that this paper and the additional considerations it highlights are shared with King's Academy, who have noted they will do further work in this area.

External Examiner Reports 2022/23 – Undergraduate Programmes

1. INTRODUCTION

i.   The purpose of this report is to draw out the key issues raised in External Examiners' reports during 2022/23 and to report on the judgements made by External Examiners about academic standards and areas for improvement at Assessment Sub Board and Faculty Board level.

2. NUMBER OF REPORTS RECEIVED

i.   The number of External Examiner reports received for undergraduate programmes by Faculty (Institute/School) is as follows:

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	43	41	95%
Business School	21	19	90 %
Life Sciences and Medicine	39	36	92%
Dentistry, Oral & Craniofacial Sciences	13	13	100%
Law	23	19	83%
Natural, Mathematical and Engineering Sciences	15	15	100%
Nursing and Midwifery & Palliative Care	8	6	88%
Institute of Psychiatry, Psychology and Neuroscience	5	5	100%
Social Sciences and Public Policy	22	20	91%
PACE	15	15	100%
Total	**204**	**190**	93%

ii.   Those reports still to be submitted are being followed up by the Academic Regulations, Quality and Standards team and Faculty teams; this return rate has dipped from previous years, but communications have been held with those External Examiners and Faculties who have yet to submit their reports [1]

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[1] It should be noted that the response rate of reports has been impacted by the ongoing industrial action.

iii.   In 2022/23 a total of 2 Undergraduate External Examiners withdrew their services in support of the ongoing industrial action, appropriate measures were put in place to ensure that Assessment Sub Boards had sufficient levels of external security.

	2022/23	2021/22	2020/21	2019/20	2018/19
Number of External Examiners	204	166	179	191	192
Number of Reports received	190	152	163	169	189
Percentage Return Rate	93%	92%	94%	99.4%	98.4%

3.   INDUCTION/TRAINING

i.   It is a requirement that all new External Examiners receive an induction on taking up the role. The satisfaction with the induction process continues to be monitored via their first report. Based on findings from 2022/23 reports, of those Faculties that provided induction their External Examiners were satisfied that they had received appropriate orientation on commencement of their role. However, there were some newly appointed External Examiners who noted that they had not received an induction in 2022/23. This was a focus point in the recent training sessions, and we will be reinforcing the need to carry out inductions and we will monitor this area for improvement.

ii.   In addition to the local induction, ARQS introduced a workshop/training session this September, which was aimed at Board Chairs and new External Examiners to help them better understand their roles and how they are expected to work together throughout the assessment cycle.

iii.   A SharePoint resource has been set up for Board Chairs and new and continuing External Examiners, this will host guidance and training material; further 'focused' training sessions that map onto the different stages of the assessment cycle are planned.

4.   ACADEMIC STANDARDS

i.   Every year External Examiners are explicitly asked to confirm that the academic standards of the programme(s) are in line with QAA requirements, whether the performance of students is comparable in relation to their peers on similar programmes, and whether the programme(s) is comparable to those of similar programmes nationally.

ii.   The number of External Examiner reports with 'Issues that Impact Academic Standards' was 16% compared to 11% of reports the previous year. The Module Assessment Boycott (MAB) was the reason cited in 10% of those reports. Three faculties reported no 'Issues that Impact Academic Standards.'

iii.   A small number of External Examiners also noted issues with the measure introduced to manage the MAB but they do not feel that these had impacted Academic Standards. In the

main the criticism can be summarised as a lack of communication and transparency regarding the mechanisms for grading and graduating students.

iv.   One External Examiner commented that *'Industrial action had a significant impact on the preparedness for the Exam Board this year,'* a similar comment from another faculty *'It should be made clear that although having students graduate is a reasonable aim and an understandable desire, the sub-board must be satisfied that the high academic standards that Kings aspires to are met.'*

v.   However, not all comments were negative '*Despite the range of difficulties the Assessment Sub-Board meeting was chaired and conducted by the programme team in a highly rigorous, transparent, and open way. Fairness and the consistency of the processes were scrupulously maintained in highly challenging circumstances.'*

vi.   The timely engagement of External Examiners throughout the assessment cycle was raised in some reports. It was felt that the processes needed to be reviewed to ensure that external examiners were given sufficient time to comment on draft assessments and to also review samples of work. It was felt that that not enough consideration was given to the time it takes to scrutinise and review the assessment samples. One External Examiner's concerns ranged from incomplete papers to the repetition of questions in the Summer and August exam papers which he deemed to be a risk to the maintenance of standards.

vii.   The conduct of Assessment Sub Boards in one Faculty was raised by several External Examiners who expressed concern about the late receipt of the final board paperwork which meant that there was insufficient time to review the mark profiles and address any inaccuracies prior to the meeting. In one report the External Examiner commented that there had been ongoing issues with mark entry which had affected assessment booklets.

viii.   Overall, for 2022/23, standards have been maintained and remain at the high level expected of a Russell Group institution and the issues raised in the reports continue to be kept under review.

6.   ASSESSMENT PRACTICES

i.   The External Examiners' reports continue to highlight the varied and innovative assessment practices, an Examiner congratulated the department 'I would really praise the cutting-edge design of the overall General Engineering course and the module options provided to students, which are indeed developing systems thinking and the skills required in the 21st century.' Another Examiner commented that the curriculum 'was research led, exciting, rigorous and meaningfully diverse.'

ii.   However, some areas were flagged as requiring attention; in one faculty it was felt that the use of single point assessment at the end of the year was outdated and especially harsh for first years, who would benefit from an earlier formative assessment. The Introduction of an assessment earlier in the module can aid students' transition to university learning.

iii.   One External Examiner commented that the department should consider if the high failure rate in certain modules was due to the format of the assessment and encouraged the department to review the assessment and provide more choice of questions or run mock exams to help students prepare.

iv.	The consideration of the vulnerability of different assessments on generative AI was raised by Examiners in different faculties; clear guidance for students on how to use AI was also suggested.

v.	One External Examiner commented on the high assessment load and expressed concern regarding the burden this placed on staff and students.

**5	FEEDBACK AND MARKING**

i.	Whilst feedback and marking where highlighted as areas of good practice across faculties by many External Examiners reports, there were still some issues raised regarding the inconsistency in the feedback provided, the level of detail and the consist reference to the marking criteria.

ii.	Local marking criteria could benefit from a review in the view of an Examiners who felt that that the higher grades (A, A+, A++) could be differentiated better. Another Examiner encouraged a move away from punitive marking schemes in favour of schemes that reward students for the knowledge and skills they displayed.

iii.	The practice of not showing evidence of marking on examination scripts and clarity in evidence of discussion between first and sample markers were also issues raised by a few External Examiners.

iv.	The use of alternative markers, due to industrial action, was raised by several External Examiners who felt that module leads should have been consulted regarding their suitability.

**6.	AREAS OF GOOD PRACTICE**

i.	There were many areas of good practice noted in the External Examiners' Report, across the Faculties the External Examiners commented on the hard work undertaken by the Professional Services staff, commenting on their professionalism and responsiveness.

ii.	Several External Examiners commented on the assessment design, modules being kept up to date with topics that promoted critical thinking that would enhance student's employability skills.

iii.	The conduct of the assessment sub-boards was highly praised, they were considered reliable fair and transparent with complex and borderline cases given due consideration. One External Examiner noted that the opportunity to meet students and tour the facilities was particularly welcomed.

**7.	CHIEF EXTERNAL EXAMINERS COMMENTS**

i.	The Chief external examiners were asked to comment on the overview reports for their respective faculties and the following points were highlighted in respect of:

ii.	*Feedback:*
  - It was appropriate that the level and consistency of feedback for individual and group instances was kept under review and opportunities to improve it were pursed.
  - Consistent reference to the marking criteria when providing feedback, there are clear marking criteria and it is crucial that these are transparent for students when they receive their feedback.

- The provision of generic examination feedback was considered extremely useful in the context of progression to help students understand what characterises good answers and what sorts of omissions or problems were evident in the work of weaker students.

iii. *Assessment*:
- One Chief Examiner said that it was pleasing to see that the assessment design was innovative and imaginative and '…..is exceptional in its quality and breadth.'
- The use of single point assessments was considered a significant concern as they were not assessing a range of skills that would develop a graduate's attributes. Single point assessment should be designed out of existing programmes and not allowed for any new programmes unless a compelling case was put forward.

iv. *Marking standards*:
- There had been some inconsistency in marking standards observed in one department and it was hoped that this would be addressed with the revised marking scheme being introduced.
- The question of whether faculty or department level guidance regarding moderation was more appropriate given the inconsistencies of practices observed within a faculty.
- It was hoped that the new step marking scheme would encourage markers to use a much wider range of marks especially at the top end of the range.
- The use of alternative markers during the MAB was not transparent and it was suggested that contingency plans should be put in place for future industrial action or similar scenarios that involve module lead consultation.

v. *Artificial Intelligence~* The Generative AI: student guidance recently introduced was praised and it will be interesting to see how External Examiners feedback on the effectiveness of this guidance in the future.

8. RECURRING THEMES

i. The following themes emerged from scrutiny of External Examiners reports:
- Volume of marking and quality and consistency of feedback.
- Increased workload due to the increase in student numbers
- Timely provision of paperwork for Assessment Sub Boards
- Limitations of KEATS

9. EXTERNAL EXAMINER REPORTS

i. The new online report form has been successfully introduced and is the preferred method of submission with 80% of reports being submitted in this way. The online forms allow for the reports to be processed quicker centrally which in turn means they are available to the faculties sooner. The word document will continue to be available for those Examiner who prefer this method.

10. RECOMMENDATIONS

The following recommendations are suggested to address some of the issues highlighted:

i. Review the external scrutiny requirements for 1st year assessments that no longer contribute to the C Score. The objective is to reduce the workload burden internally and externally whilst retaining a level of oversight.

ii.   Establish an agreed timeline of when to engage External Examiners the objective is to give External Examiners key dates and deadlines at the start of the year to allow sufficient time for them to carry out their duties.

iii.   Faculties to provide annual induction/refresher sessions for new and returning External Examiners to ensure they were aware of policy and regulation changes.
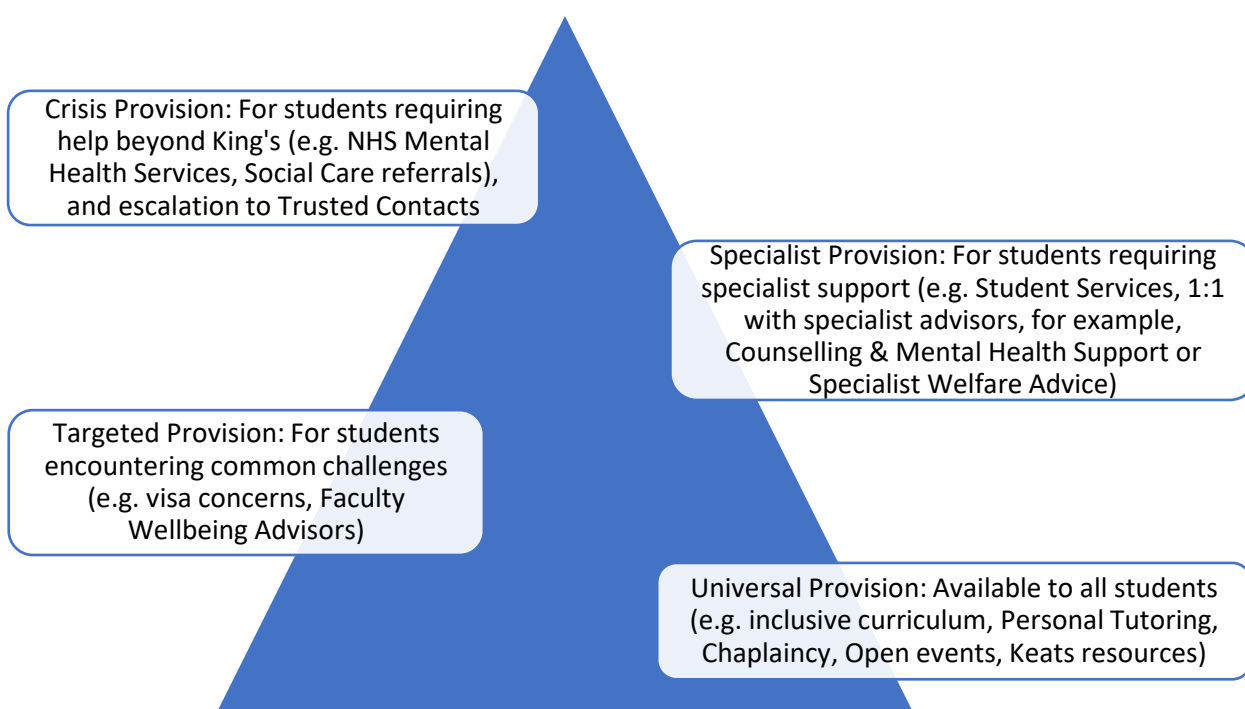
Draft Statement on our Duty of Care to Students

As outlined in the King's Community Charter, King's College London creates a culture that promotes positive mental health and wellbeing and supports a proactive and holistic approach, whilst recognising the need of the individual.

As per the Department of Education's statement, "providers [owe] a duty of care to not cause harm to their students through the university's own actions." In respect of our student communities, "higher education providers have a general duty of care to deliver educational and pastoral services to the standard of an ordinarily competent institution and, in carrying out these services, they are expected to act reasonably to protect the health, safety and welfare of their students."

We provide a range of Student Services to support students in their studies, and to remove barriers to participation, continuation, progression and attainment. We are responsible for providing the services to our community that we have outlined in our prospectus, marketing, and other relevant information.

Universities are not statutory health bodies, and – as such – are not expected to develop or deliver bespoke physical health or mental health treatment services. Where a student's needs exceed those that can be met by the university, our escalation pathways are to the NHS and other statutory services, and to students' trusted contacts. This enables us both effectively to signpost individuals where those needs are beyond those that can reasonably be met by an educational institution, whilst also taking account of the needs of other students and staff.

Pyramid of support model at King's

Crisis Provision: For students requiring help beyond King's (e.g. NHS Mental Health Services, Social Care referrals), and escalation to Trusted Contacts

Specialist Provision: For students requiring specialist support (e.g. Student Services, 1:1 with specialist advisors, for example, Counselling & Mental Health Support or Specialist Welfare Advice)

Targeted Provision: For students encountering common challenges (e.g. visa concerns, Faculty Wellbeing Advisors)

Universal Provision: Available to all students (e.g. inclusive curriculum, Personal Tutoring, Chaplaincy, Open events, Keats resources)

Office for Students update: Quality Assessment Reports

Background

Each year, the Office for Students (OfS) selects a number of higher education providers for investigation based on regulatory intelligence including, but not limited to, student outcome and experience data and relevant notifications. As part of these investigations, the OfS may commission an assessment team, including external academic experts, to undertake an assessment of quality. The quality assessment focuses on areas of potential concern indicated by the data or other regulatory intelligence, or by information obtained by the assessment team as part of the assessment.

In 2022 the Office for Students (OfS) commissioned assessments to be undertaken in a number of institutions offering subjects of Business and Management and Computing. While the OfS has not advised who was selected to undertake these assessments, from those reports published to date we know the following institutions have had a review completed:

Business and Management
- University of East London
- University of Bolton
- London South Bank University
- University of Bedfordshire
- BPP University Ltd

Computing
- Goldsmiths College

Methodology used for the reviews and examples of evidence considered

While the OfS have not published, in advance, the methodology used to undertake these quality assessment reviews, those outcome reports have provided information on the methodology used:
- The assessment involves a visit to a provider, with a panel of academic expert assessors (thus far each report has shown 3 experts on the panel) and a member of OfS staff. In most cases the panel visited the provider on multiple occasions and requested multiple pieces of information throughout the assessment (pre and post visits too).
- The panel only undertakes an assessment on those areas that have been identified as a concern e.g., falling below benchmark for student continuation. The panel are not making an assessment on how the institution meets all the OfS Conditions of Registration.
- The panel are provided with a range of information, such as that already held by the OfS (data relating to student outcomes) and information submitted by the provider ahead of the review, during and post visits. Panel members are also given access to the providers learner environment and intranet pages to get an understanding of the information staff have available to them.
- During the visit, panel members meet with staff and students, and in some cases (not all) undertook peer observation of teaching and undertook a tour of the physical and digital facilities. One review included a meeting with representatives from the providers Industry Advisory Board.
- During the assessment process, the panel developed lines on enquiry, that potentially warranted further investigation. Where the panel undertook multiple visits, these lines of enquiry were updated and shared with the provider.

The initial data the panel had from the OfS included:
- National Student Survey (NSS) data (qualitative and quantitative)
- Student outcomes data

The areas of concern being assessed influenced the information provided by providers, but examples included:

- Programme specifications
- Programme handbooks
- Module outlines
- Module and programme attainment data
- Sample of student complaints and their outcomes
- Module and programme evaluation reports
- External Examiner reports and responses
- Assessment maps at programme level
- Documentation relating to approval (validation/re-validation) of programmes, including recent periodic programme review reports
- Graduate outcomes action plan
- Minutes of programme committees and staff/student liaison committees
- Job descriptions

Conditions of Registration under review

From those reports published to date, the following conditions of registration have been tested:
- B1: Academic Experience
- B2: Resources, support and student engagement
- B4: Assessment and awards

With specific areas reviewed as follows:
- Curriculum design and pedagogic approach: assessing the support available to staff in designing curriculum and seeking to understand the strategy of the Faculty/School/Department in implementing their pedagogic approach; the approach to the design and development of curriculum, and seeking to understand the strategy relating to assessment validity, embedding employability and the development of professional skills; assessing how each programme provides sufficient academic challenge at the appropriate level at which it is taught, and enables students to develop relevant skills, including practical skills and professional competencies.
- Educational experiences of students: review of module marks, student views of the programme, and seeking to understand how student feedback is used to shape delivery of the programme.
- Academic support: review of student views on the support available to them, including the experiences of students actively seeking support, and of those experiencing proactive offers of support from the university; the provision of academic support available, including personal tutoring and module learning and assessment support, and what support is given to students that include technical aspects to their programme of study.
- Staffing strategy: reviewing the provision of training support, resources, guidance, and required CPD available and mandated to staff.
- Employability support: reviewing programme and module information, observing teaching sessions and seeking to understand how employability skills are taught, developed and assessed across the programmes.
- Academic staff: reviewing the provision of training and development support available to staff, and the approach to staff resourcing.
- Assessment and feedback: reviewing how assessments are designed, students prepared and supported for assessments and how feedback is provided (including timely feedback). Review was also had on how assessments are designed to be at the appropriate level.
- Resources: reviewing the resources available to students during in-centre exams; resources available to a particular cohort of students.
- Delivery of course content: assessing how teaching staff are allocated to modules and support provided to them to ensure their programmes are effectively delivered and programmes sufficiently provide academic challenge.
- Attendance and engagement: reviewing how attendance and students' engagement with their studies is managed and acted on any related concerns; reviewing what interventions are available to support students with poor attendance and engagement in their studies and how these are communicated to

students; how information on attendance and engagement is considered alongside academic achievement.

- Entry requirements: reviewing how entry requirements vary across programmes and how this information is used to inform the academic support required to meet the needs of the cohort, based on prior academic attainments and capability.

Identified areas of concern

While most of the assessments resulted in positive outcomes for providers, there were some providers who had identified concerns relating to their compliance with the OfS's conditions of registration. The following outlines those concerns raised, to aid King's understanding of concerns OfS may have with all providers:

- Academic staff resource could be overly stretched, which had an impact on some aspects of academic support, meaning that academic support was in some cases not sufficient for the cohort of students. This was particularly found for those students who came through the "non-standard" route and were likely to require higher levels of academic support for onward success. While there was acknowledgement that the existing staff were often going above and beyond expectations in supporting their students the panel felt evidence showed the "university's methods for providing academic support could, however, be overly 'stretched'"[2] (B2 concern). Included in this concern was the timeframes for feeding back to students was not consistently meeting the university's marking and feedback policy, due to the level of academic staff resource delaying feedback on assessments.
- Support for avoiding potential academic misconduct was not consistently provided in assessment feedback i.e., suspected academic misconduct was not being consistently addressed in assessment feedback linking students to the support available to avoid academic misconduct (B2 concern).
- The format for providing formative feedback on assessments may not have been sufficient for some students across a number of modules reviewed. The panel considered that consistent access to formative feedback is something that could have been taken to ensure students had sufficient academic support to succeed (B2 concern).
- While students were supported to progress in their first year, subsequent years of study found student progression was lower. The panel saw this as a link between the academic support available to students for onward success, and therefore determined the academic support for students was not sufficient (B2 concern).
- Student cohorts were 'non-traditional' in nature and required some flexibility in how their programme was delivered, but the provider delivered programmes mainly through a traditional full-student model that operated during standard teaching hours with limited flexibility. With students working full-time while studying, this presented challenges for students and limited their ability to engage with their programme of study (B1 concern).
- Limited central monitoring of student engagement with their programme of study and overreliance on individual academic staff to monitor and take action where students may have been struggling to keep up with their studies. Limited proactive action from central support services meant that students who were struggling to engage may have not received the support they needed, depending on the actions of the individual academic staff member. The panel determined that "without effective monitoring of students who were at risk of dropping out, the university could not provide additional support for students who needed it."[3] (B2 concern)
- The provider could have taken more steps to develop a better understanding of their non-continuation rates and to embed appropriate management processes – which would ensure their students would have sufficient academic support to succeed (B2 concern).

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[2] University of Bolton Quality Assessment Report (para 10)
[3] University of Bedfordshire Quality Assessment Report (para 9)

Student Misconduct, Appeals and Complaints – Annual Report 2022/23

The Assessment Standards Sub-Committee and Academic Board are asked to note the annual report for student misconduct, appeals, complaints, support for study and fitness to practise, during the reporting period 1st September 2022 – 31st August 2023. These student cases are managed centrally by the Student Conduct & Appeals (SCA), although it should be noted that some cases (such as first cases of plagiarism and collusion) are considered by Departments and reported to the team for logging. The team is part of Student Services and consists of staff members including the Associate Director of Student Conduct & Appeals, Head of Student Conduct & Appeals, four Student Conduct & Appeals Managers, three Senior Student Conduct & Appeals Coordinators and a Student Conduct & Appeals Co-ordinator/officer. (Details of Team members can be found at Appendix 2).

Headline Stats

Total number of cases is **7950** which is **a 40% increase** the previous year

Number of Academic Appeals is 2285 which is **a 13% increase** on the previous year

Number of Support for Study Stage Three meetings is 92 which is a 40% increase on the previous year

Number of Industrial Action Complaints is 5254 which is more than double the number for the previous year

Student population: Student Numbers decreased in 2022/23 by 1.55% so any increases can be viewed as being higher in reality given the number of students

Update from SCA

There are a number of key areas in which SCA is working to make improvements to the processes that are supported by the team. Details of that work are given below.

Academic Appeals Process Review

We have reviewed and updated the Stage One Academic Appeals process, now utilising online MS Forms and Teams Channels, making this a more automated process. We now have approval for a Student Records software solution which will be a similar process to the one used by mitigating circumstances which will help streamline the process for both staff and students.

Academic Misconduct Policy Working Group

This Academic Misconduct Working Group have reviewed and updated our policy and procedures in relation to academic misconduct and this now incorporates sector best practice into a new policy, procedure and associated guidance documents for staff and students.

Support for Study Working Group

The number of cases dealt with under Support for Study has grown hugely since it was introduced in 2020 and whilst this has filled a much needed gap around providing the necessary support to students during their studies this has caused increased pressure and strain on staff in both Faculties and central services teams to support the process effectively. The Support for Study Working Group has conducted an in-depth review of the policy and procedure as well as provided much needed guidance and support for both staff and students in dealing with the process. It has also reviewed the resource requirements across the institution and is implementing those recommendations with the addition of three new posts.

Report and Support

This system for reporting bullying and harassment type issues, which is widely used across the sector was launched in October 2022 and is managed by SCA. This system means that for the first time, both anonymised and named reports and staff and student reports have been brought together in one place and gives us the opportunity to improve our preventative work in this area as well as improving access to support mechanisms and formal reporting.

Staffing update

With the growth in work surrounding SCA both with existing and new processes in the last few years, the team continues to grow with recent recruitment under Support for Study for a Grade 7 permanent role, Grade 6 permanent role and Grade 5 permanent role as well as two fixed term contracts of 9 months for a Grade 7 and Grade 6 role. It is hoped that these roles will help manage the numbers of cases at Stage Three more effectively as well as provide support at Stage One and Two.

2022/23 Case summary

Overall, the total number of cases considered by the SCA in 2022/23 is 7950 which is an increase of 40% compared to the previous year of 5678 and continues the trend of the last 5 years (except for 2016/17) of an increase in most areas in the numbers of cases dealt with by SCA.

The numbers of students for 2022/23 only increased by 7% compared to the previous year for students as a whole and by 7% for both UG and PGR students and 4% for PGT students.

Detailed Analysis of each Process

Please see below for an analysis for key areas including pie charts to illustrate the numbers of cases per area compared to the number of students per Faculty in the College.

For further details of the processes and detailed tables to each area including the numbers of cases upheld please see the Appendix 1.

Academic Appeals – Analysis of Data

- The number of Stage 1 appeals submitted to the College has increased from 2014 to 2285. This increase is smaller than the previous year but still demonstrates the need for consideration across the whole assessment model as to why the figure continues to increase. This work will be taken up under the Student Success Transformation Portfolio under Education Services which is led by Liv Roberts and Zoe Fearnley.
- Around 70% of appeals were upheld at the first stage which is much higher than the previous year of 39%.
- There has been a decrease in the number of Stage 2 appeals submitted to the College, from 67 to 48. Over 51% (of those appeals considered were not upheld.
- The trend for Stage One Appeals has seen an increase except for 2016/17.
- The Bar Chart below compares the percentage of academic appeals compared to the number of students at the university and shows that in NMES and FNFNMPC there very high number of appeals compared to the number of students where as for SSPP and KBS the exact opposite is true.

Number of Appeals v Number of Students

●
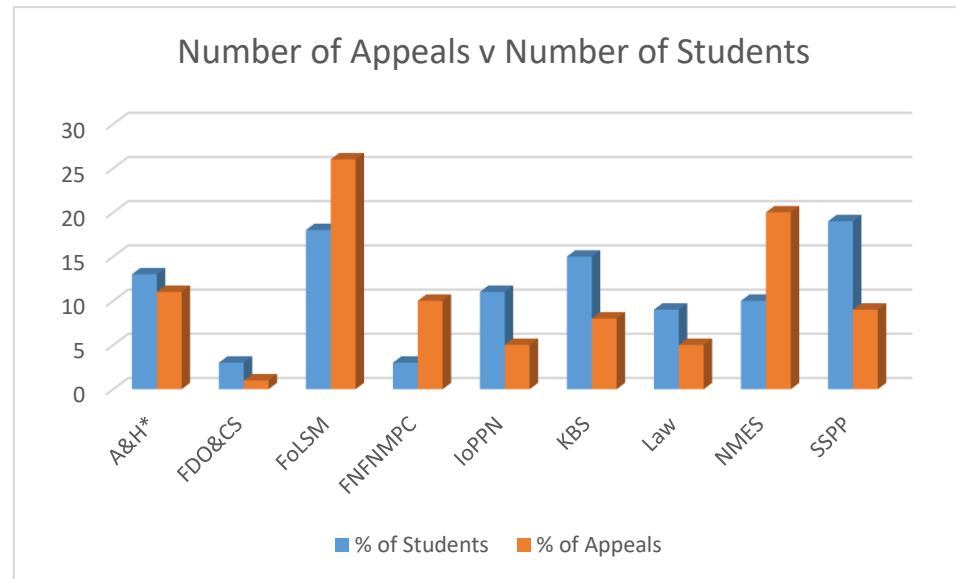
Complaints- Analysis of Data

- The number of formal investigations [Stage Two Complaints] undertaken by the SCA at Stage 2 increased from 2151 to 5431, including 184 plus 5254 Industrial Action complaints.
- Of the 184 complaints, 16 were upheld, 35 partially upheld and 63 dismissed with 70 complaints pending outcome. Of the 5254 Strike Action complaints, 2083 were partially upheld.
- The number of complaint appeals has stayed the same but given the increase in the number of complaints we can say that effectively it has gone down. Five appeals were upheld, two of these were referred to an Appeal Committee (one being upheld), no appeals were partially upheld; 33 were not upheld. and 4 were resolved locally. The small number of Stage 3 complaints compared to complaints highlights the thoroughness of the process undertaken at Stage 2 and a significant number of appeals were successful as new evidence was provided by the student.
- Please see below the number of complaints compared to the number of students per Faculty which shows for A & H, NMES and SSPP that the number of complaints is higher than the number of students in their Faculty.

Number of Complaints v Number of Students
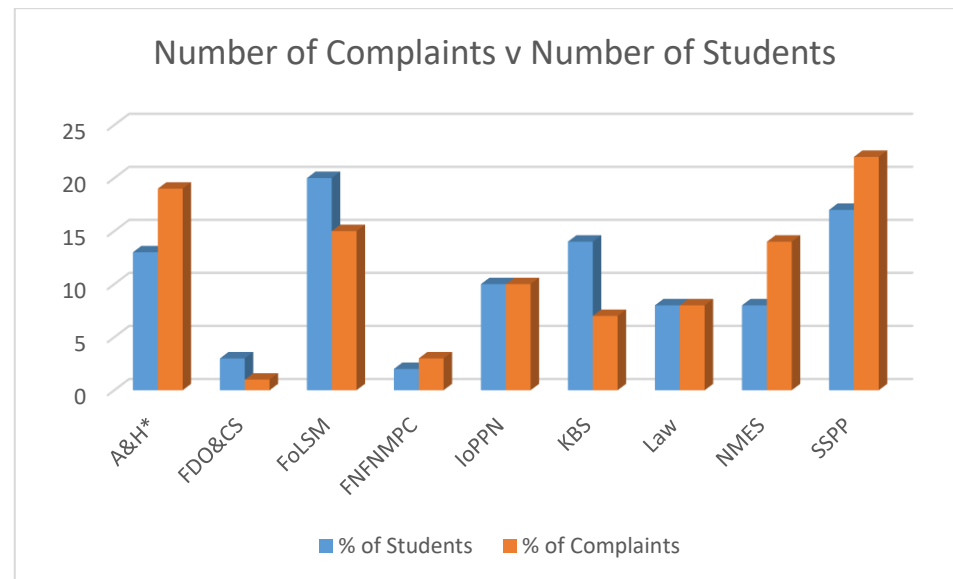
Support for Study (formerly Fitness to Study) Analysis of Data

The data shows a **40% increase** in the number of students who had meetings at Stage Three including reviews. There were also 35 students who were on the waiting list to be seen at Stage Three, but were not, due to resourcing issues with staff. Ideally these students should have been seen within the academic year of 2022/23 but there was a backlog of over 4 months until the end of January 2024 at the end of the academic year 2022/23. In addition, to this a number of cases have been deescalated to Stage Two, supported by Student Services to help manage the backlog.

There have also been 126 case conferences in relation to Support for Study, which is fewer than the previous year, due to improvements made to the sharing of information with the Faculty by the Student of Concern Management Group, which includes providing a summary report on a student case. As the numbers for both Stage Three meetings indicate, there has been a significant increase in workload across the university, which has caused strain on resources for both Faculty and central services staff.

In terms of outcomes, in 2022/23 a greater number of students were allowed to continue with conditions (63%) rather than interrupted on a mandatory basis (22%) compared to whereas in 2021/22, when 58% of students seen at Stage 3 were interrupted on a mandatory basis and 33% of students were allowed to continue their studies with conditions. This demonstrates the commitment of university staff to support students wherever possible to continue their studies.

Detailed below in the bar chart is a comparison of the number of Support for Study Stage Three cases compared to the number of students per Faculty.

Number of SfS Cases v Number of Students
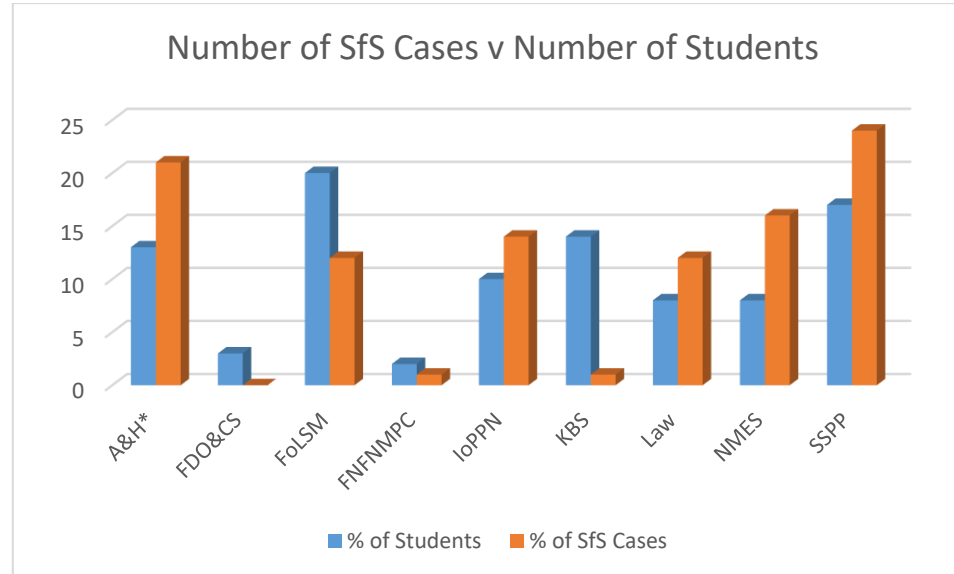
Comparison of Complaints/Appeals/Support for Study By Faculty

Complaints/Appeals/SfS

(Bar chart showing % of Students, % of Complaints, % of Appeals, % of SfS Cases by Faculty: A&H*, FDO&CS, FoLSM, FNFNMPC, IoPPN, KBS, Law, NMES, SSPP)
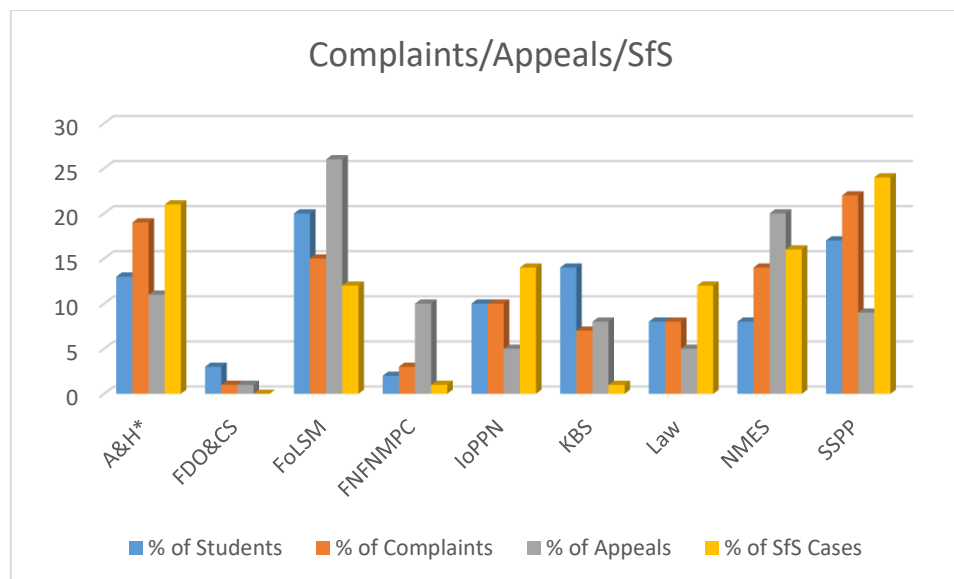
MISCONDUCT – Analysis of Data

Academic Misconduct

- The number of academic misconduct cases is 212, which is a decrease from the previous year of 662 which may be reflective of fewer LAMP procedures taking place.
- The numbers of cases of contract cheating have decreased from 55 in 2021/22 to 18 in 2022/23, with none carried over from the previous year. This may be reflective of the return to in person examinations in most Faculties.
- The number of plagiarism and collusion cases is 131 compared to 558 from 2021/22.

Non-Academic Misconduct

- There has been a significant decrease 40% in the numbers of non-academic misconduct cases from 2021/22 to 2022/23 (69 to 41). However, there are concerns about the numbers of students reporting student on student misconduct such as bullying & harassment and sexual misconduct and these numbers will now be tracked year on year to ensure any increases are accurately recorded since Report & Support was introduced in October 2022 so there is significantly more data available in relation to bullying & harassment than before.

Other Processes

Fitness for Registration and Practise

- The number of Fitness for Registration and Practise referrals to the SCA has decreased from 17 to 14.
- In 6 cases the students were found unfit to practise and in 4 cases the student was suspended with remedial action imposed, 4 students were found fit to practise.

Student Suspensions and Exclusions

- In 2022/23, 16 students have been suspended, and 2 students excluded compared to 4 and 9 respectively in the previous year.

Research Academic Appeals

- The number of appeals has fell from 4 to 0 students in this year.

Academic Progression Appeals

- The number of students appealing a decision to terminate their studies was 7 an increase on the previous year which was 5. The small number of appeals reflects how this regulation is not used that often and could benefit from a review as to its efficacy, particularly in relation to its interaction with Support for Study and prolonged lack of contact.

Admissions Appeals

- Stage 1 Admissions Appeals are considered by Admissions; two Stage 2 appeals were escalated to SCA for independent review, a decrease from last year, which was 15. Of these, none were upheld and passed back to Admissions and the Faculty for reconsideration.

Admissions Complaints

- There were 3 Admissions Complaints [8.44 Incorrect Admission Info] for 2022/23 compared to none in 2021/22. Of these, one was upheld and passed back to Admissions and the Faculty for readmission/reconsideration.

OIA Complaints

- 24 cases were considered by the OIA in 2022/23; a decrease of 7 on the 31 considered in 2021/22.
- 13 cases were found to be 'Not Justified', ineligible, out of time, settled or withdrawn, 1 case was found to be partly justified, leaving 10 complaints pending outcomes, highlighting the degree of confidence that can be placed in the College's internal procedures and scrutiny.

Appendix 1

ACADEMIC APPEALS

Stage 1 Academic Appeals – Undergraduate and Postgraduate Taught Students

Under the Chapter 7 Regulations for Academic Appeals, an Undergraduate or Postgraduate Taught student may appeal the decision of an Assessment Board in relation to their programme of study. Whilst Stage 1 Appeals are considered by Assessment Boards, the SCA conducts the administration of such cases, collating them for Boards, following receipt, and communicating the decisions to students.

N.B. We have only counted one 'upheld'/'not upheld' per appeal submitted (i.e., even if 'upheld'/'not upheld' under more than one ground):

Faculty	2021/22	2022/23	Filtered	Upheld under Chapter 7.17(a+b) or 7.18(a+b)	Not Upheld under 7.17(a+b) or 7.18(a+b)	Withdrawn**	Pending	% of Students	% of Appeals
A&H*	277	210+39=249	40+9=49	45+15=60	17+3=20	26+3=29		13	11
FDO&CS	29	32	1	21	8			3	1
FoLSM	461	498+102=600	39+14=53	218+58=276	114+20=134	39+2=41		18	26
FNFNMPC	230	196+23=219	11+8=19	90	48	10+1=11		3	10
IoPPN	142	96+20=116	15+3=18	26+4=30	21	7		11	5
KBS	148	176+18=194	21+2=23	50+8=58	23+2=25	9		15	8
Law	90	109+3=112	12	30	18	14		9	5
NMES	432	352+98=450	30+17=47	86+3=89	28+1=29	25+3=28		10	20
SSPP	205	278+35=313	34+3	41+13=54	15+3=18	15+1=16		19	9
Total	2014	1947+338=2285	203+56=259	607+101=708	292+29=321	145+10=155	842		

* Including PACE & King's Foundations

** A student may elect to withdraw their appeal, or it may be resolved locally by the Department, and thus withdrawn from consideration under the Chapter 7 Regulations

Stage 2 Academic Appeals – Undergraduate and Postgraduate Taught Students

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

Faculty	2021/22	2022/23	Upheld	Not Upheld	Pending	Withdrawn*	% of UG/PGT Students	% of Stage 2 Appeals
A&H	10	4	2	1	1		4/0	8
FDO&CS	1	1		1			1/0	2
FLSM	12	17	6	7	4		5/12	35
FNFNMPC	14	10	2	6	2		7/3	21
IoPPN	4	0						
KBS	5	2	2				1/1	4
Law	4	1	0.5	0.5			1/0	2
NMS	6	8	1	6	1		6/2	17
SSPP	8	5	1	3	1		1/4	10
Total	64	48	14.5	24.5	9			

* A student may elect to withdraw their appeal, or it may be resolved locally by the Department, and thus withdrawn from consideration under the Chapter 7 Regulations.

Academic Appeals – Postgraduate Research Students

Under the R18 Regulations for Academic Appeals, a Postgraduate Research student may appeal a decision not to award them a degree. An appeal against this decision is considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee. **There were none such appeals for 22/23.**

Faculty	2021/22	2022/23	Upheld	Not Upheld	Filtered	Pending	% of PGR Students	% of Appeals
FLSM	1							
IoPPN	2							
SSPP	2							
Total	4							

Academic Progression Appeals

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

Faculty	2020/21	2022/23	Upheld	Not Upheld	Filtered	Local Resolution	% of students	% of Appeals
A&H*	1	4 (2 PGR, 1 PGT, 1 UG)	1	4				57
FDO&CS								
FLSM	1	2 (UG & PGT)		2				
FNFNMPC								29
IoPPN	2							
KBS								
Law								
NMES	1	1 (UG)	1					14
SSPP								
Total	5	7	2	6				

* including PACE

ADMISSIONS

Admissions Appeals

Student Conduct & Appeals are no longer involved in the admissions process. For an Admissions Complaint, or a query pertaining to Admissions, applicants must submit this through the King's Apply Admissions Portal. Prior to this, of 2 received, neither were upheld.

Admissions Complaints

Following the CMA publishing guidance to universities on consumer protection law, the College developed an Admissions Complaints Procedure to ensure legal compliance. The first stage of this Procedure is managed by the Admissions Office; the second stage (and thus the data reflected below) is considered by the SCA as the nominee of the Director of Students and Education. Under '8.44 Incorrect Admission Information' we have the following:

Faculty	2021/22	2022/23	Upheld	Partially Upheld	Not Upheld	% of Students	% of Complaints
A&H	0						
FDO&CS	0						
FLSM	0	1 (UG)			1		33
FNFNMPC	0	1 (PGT)	1				33
IoPPN	0						
KLI	0						
Law	0						
NMS	0						
SSPP	0	1 (PGT)			1		33
Total	0	3					

COMPLAINTS

Stage 2 Complaints – Formal Investigation

The G31 Student Complaints Policy & Procedure sets out the three-stage process for the consideration of student complaints. In the first instance, students should attempt to resolve the matter locally with the relevant person, such as Head of Department of Head of Professional Service. If the complaint relates to bullying or harassment, requires a more thorough investigation, or if the student is dissatisfied with the outcome of the local resolution, the matter should be escalated to Stage 2, where a formal investigation is undertaken by the SCA, acting as the nominee of the Director of Students & Education.

Faculty	2021/22	2022/23	Upheld	Partially Upheld	Not Upheld	Local Resolution	Pending	Student Withdrew complaint/ closed	% of Students	% of Complaints
A&H*	21	34	5	6	7		6	10	13	19
FDO&CS	8	2					2		3	1
FLSM	29	27		6	9		4	8	20	15

FNFNMPC	13	6					5	1	2	3
IoPPN	17	18		6	6		1	5	10	10
KBS	7	13	2	3	4			4	14	7
Law	14	14	4	3	3	1	2	1	8	8
NMS	21	24	1	3	8		2	10	8	14
SSPP	31	39	3	4	14		7	11	17	22
Total	**161**	177	15	31	51	1	29	50		

* Including PACE

Strike Action Complaints (concluded at Stage 2)

Faculty	2022/23	Partially Upheld	Not Upheld	Closed*	COP** issued	Pending	% of Students	% of Complaints
A&H*	2224	1510	0	71	68	575		42
FLSM	65	41	5	11	3	5		1
FNFNMPC	1	0	0	1	0	0		0
IoPPN	55	44	0	3	1	7		1
KBS	136	100	4	11	7	14		3
Law	846	712	14	14	20	86		16
NMS	266	213	12	13	12	16		5
SSPP	1661	1176	14	63	76	332		32
Total	**5254**	**3796**	**49**	**187**	**187**	**1035**		

Closed* includes duplicates, withdrawn complaints, incorrect form completed, closed due to lack of information.

CoP** late complaints submitted after the 23 June deadline which were not accepted for review, and for which a Completion of Procedures letter was issued

Stage 3 Complaints – Appeal

If the student is dissatisfied with the outcome of a Stage 2 Complaint, they may appeal against the findings of the nominated investigator. Appeals are considered by the Vice-Principal (Education), who will determine whether or not the appeal merits further consideration by an Appeal Committee. Please note that INDACT-related complaints terminate after Stage 2 (i.e., are referred directly to OIA rather than undergo a Stage 3 Appeal).

Faculty	Total 2021/22	Total 2022/23	Upheld	Partially Upheld	Not Upheld	Local Resolution	Pending	% of Students	% of Complaints
A&H	6	7	4		3				23
FDO&CS	2								
FoLSM	5	6		2	4				19
FNFNMPC	0								
IoPPN	3	3			3				10
KBS	1	1			1				3
Law	7	4			4				13
NMS	3	2	1		1				6
SSPP	9	8	2		6				26
Total	36	31	7	2	22				

FITNESS TO PRACTISE

Fitness for Registration and Practise Referrals

Where a student is enrolled on a programme of study leading to a professional qualification which is registrable with a statutory regulatory body, the College must be satisfied that the student would be fit for registration and practice in their given profession. Where a Faculty has concerns that a student's conduct or health may call this fitness into question, the matter may be referred to a College Fitness to Practise Committee for consideration, in accordance with the G29 Fitness for Registration and Practise Regulations and Policy. Appeals against the findings of the Committee are considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2021/22	2022/23	Case pending	Student found Unfit for Registration and Practice	Student found Fit for Registration and Practice	Suspension and/or other remedial action imposed	Number of appeals	Successful appeals	Unsuccessful appeals	% of FtP cases
FDO&CS	4	2		1		1	1		1	14
FoLSM	5	8		2	4	2	1		1	57
FNFNMPC	5	4		3		1				29
Total	14	14		6	4	4	2		2	

SUPPORT FOR STUDY

The G30 Regulation and Support for Study Policy and Procedure provides a structure and framework for into putting in place support for students during their studies as well as recognising that in a small minority of cases it may be necessary for a student to interrupt either voluntarily or it can be imposed by the College on a mandatory basis if it is believed to be in their best interests or where they don't have capacity to make the choice. There are three stages to the process. Stage One and Two are managed within Faculties and currently there is no clear method for recording the number of cases across the whole institution for these stages. However, Stage Three is managed by SCA and records are kept by them for these cases.

Faculty	Continuing studies with conditions	Voluntary Interruption	Mandatory Interruption	Mandatory Withdrawal	Interrupted due to capacity	Review	Total 2022/23	Total 2021/22	% of Students	% of SfS Cases
A&H*	10	0	4	1	2	2	17(19)	9 (10)*	13	21
FDO&CS	0	0	0	0	0	0	0	2	3	0
FoLSM	8	0	1	1	0	2	10(12)	11 (13)*	20	12
FNFNMPC	0	0	0	1	0	0	1	2	2	1
IoPPN	8	0	2	1	0	3	11(14)	15 (16)	10	14
KBS	0	0	0	0	0	0	0	1	14	1
Law	6	0	2	1	0	0	9	3	8	12
NMES	6	1	5	0	0	0	12	4	8	16
SSPP	10		4	4	1	4	19(23)	12 (13)	17	24
King's Foundations	0	0	0	0	1	0	1	0		1
Study Abroad	0	0	0	0	0	0	0	1		
Total	50	1	18	9	3	11	80 (92)	60 (65)		

MISCONDUCT

The G27 Misconduct Regulations set out the process for the investigation of all misconduct offences, both academic and non-academic.

Academic Misconduct

Academic Misconduct includes plagiarism, collusion, contract cheating and other examination offences. If a student is found to have committed plagiarism or collusion in an assessment for the first time, the matter is usually considered by the Department under the Local Academic Misconduct Procedure and the student awarded a mark of zero for their assessment with the right to resubmit not withdrawn. Where another minor examination offence is committed a warning is given by SCA. Serious academic misconduct cases such as a second case of plagiarism or collusion or contract cheating are considered by Misconduct Committees.

Faculty	2021/22	2022/23	Plagiarism/ Collusion	Contract Cheating	Other Examination Offence**	Not Upheld/ Successful appeal	Upheld/ Unsuccessful Appeal	Pending appeals	% of Students	% of cases
A&H*	87	35	22	7	6	4	10			17
FDO&CS	1									0
FLSM	102	33	26	1	6					16
FNFNM PC	44	6	5		1	1				3
IoPPN	57	28	16	2	10	9	1			13
KBS	116	14	13		1					7
Law	9	8	8				4			4
NMS	131	55	16	4	35		9			26
SSPP	115	33	25	4	4	1	10			16
Total	662	212	131	18	63	15	34			

* Including PACE

** Other examination offences included talking in the exam hall, writing before or after the examination, possession or use of an electronic device or unauthorised notes, and a mobile phone causing a disturbance in the exam hall

Non-Academic Misconduct

Non-academic misconduct includes bullying & harassment, sexual misconduct, physical misconduct, discrimination, Covid 19 public health guidelines breaches as well as other offences such as drugs related and causing a health and safety concern. Serious or major non-academic misconduct is considered by Misconduct Committees. Minor offences are dealt with by SCA Case Managers. The number of cases investigated or sent to a Misconduct Committee are shown below (whether upheld or not):

Faculty	2021/22	2022/23	Bullying & Harassment & Discrimination	Sexual and Physical Misconduct	Other Non-Academic Misconduct	Not upheld/ Successful appeals	Upheld/ Unsuccessful Appeals	Pending appeals	% of Students	% of Cases
A&H*	4	8	2	1	5	1	7			20
FDO&CS	3	4		1	3	1	3			10
FLSM	10	7	2	1	4	3	4			17
FNFNMPC	3	1			1			1		2
IoPPN	2	1								2
KBS	7	4	3		1		1	2		10
Law	8	1			1		1			2
NMS	8	5	3		2		3	2		12
SSPP	24	10	3	1	6	3	4	3		24
Total	69	41	13	4	23	8	23	8		

Student Suspensions and Exclusion

The G26 Regulations set out the Principal's emergency powers to suspend or exclude students who are the subject of a complaint of misconduct, whose fitness for registration and practice has been called into question, subject to Support for Study or who is the subject of a police investigation, pending the Committee or the trial. Suspensions or exclusions may be imposed where a student has breached their responsibilities under the College's regulations or policies on health, safety and environmental protection, and/or is considered a danger to themselves or others. Suspensions and exclusions are subject to regular review in the light of any developments or representations by the student.

Faculty	2021/22 Suspension	2021/22 Exclusion	2022/23 Suspension	2022/23 Exclusion	Total for 2022/23	% of Students	% of Cases
A&H		2	2	1	3	13	17
FDO&CS	1		2		2	3	11
FLSM	1	4	4	1	5	20	28
FNFNMPC			1		1	2	6
IoPPN			2		2	10	11
KBS			1		1	14	6
Law			1		1	8	6
NMES						8	
SSPP	2	3	3		3	17	17
Total	4	9	16	2	18		

<u>OIA</u>

OIA Complaints

Following the conclusion of the College's procedures, students may escalate their case to the Office of the Independent Adjudicator ('OIA') for consideration. This takes the form of a complaint, irrespective of the College regulation the matter was considered under. The OIA does not review a case in its entirety but considers whether the College has correctly applied its regulations and followed its procedures, and whether the outcome is reasonable in the circumstances.

Faculty	2021/22	2022/23	Justified	Partly Justified	Not Justified	Settled/Withdrawn/ Not Eligible	Pending
A&H	3	4			3	1	
FDO&CS		1					1
FLSM	4	3			2		2
FNFNMPC	4	5		1	1	1	2
IoPPN	4	1			1		
KBS	1	1					1
Law	3	2			2		
NMS	2	3			1		2
SSPP	10	4			1		3
Total	31	24	0	1	11	2	11

CASE OVERVIEW

Year	Academic Appeals (Stage 1)	Academic Appeals (Stage 2)	Academic Appeals (Research)	Academic Progression Appeals	Admissions Appeals	Admissions Complaints	Complaints (Stage 2)	Complaints (Stage 3)	Minor Misconduct Offences	Major Academic Misconduct *	Major Disciplinary Offences	Major Misconduct Appeals	Non-academic Misconduct Offences	Academic Misconduct Offences	Non-academic Misconduct Appeals	Academic Misconduct Appeals	Fitness to Practise Referrals	Fitness to Practise Appeals	Suspensions/ Exclusions/ Expulsions	Fitness to Study	OIA Complaints	Total number of cases
2017/18	628	49	2	7	34	0	129	20	362	180	28	20					8	0	31		39	1537
2018/19	723	71	1	3	31	0	586	19	439	156	6	18					8	2	4		27	2094
2019/20	844	38	3	5	20	0	832	26	463	92	29	16	161	463			11	2	11		31	2423
2020/21	992	47	6	2	11	3	338	32					57	576	6	21	9	3	12	20	36	2171
2021/22	2014	64	4	5	15	0	2515 **	36					69	662	30	95	15	3	13	65	31	5678
2022/23	1947	48	0	7	0	3	5431 ***	31					41	212	31	49	14	2	18	92	24	7950

* Including third party/contract cheating, ** including 161 plus 26 COVID-19 and 2328 Strike Action.

***including 5254 industrial action complaints

Appendix 2

Student Conduct & Appeals Team

Associate Director of Student Conduct & Appeals	Frances Kirby
Head of Student Conduct & Appeals	Katharine Travis
Student Conduct & Appeals Manager	Glenn Childs
Student Conduct & Appeals Manager	Rebecca Fairchild
Student Conduct & Appeals Manager	Elissa Perreau
Student Conduct & Appeals Manager	Ronald Lau
Student Conduct & Appeals Senior Co-ordinator	Evangeline Agyeman
Student Conduct & Appeals Senior Co-ordinator	Catherine Farinhas-Gray
Student Conduct & Appeals Senior Co-ordinator	Ana Gibbons
Student Conduct & Appeals Co-ordinator	Jack Salthouse

Examinations and Assessment Annual Report 2022/23

The report details the accomplishments, observations and on-going work of Examinations and Assessment service. The service forms part of the wider Examinations Assessments and Timetabling division and consists of: Examinations, Taught Assessments and Awards and Assessment Standards.

Examinations:

- Examination entries have plateaued but are still much higher than they were a few academic years ago.
-

Period 1	Entries	Period 2	Entries	Period 3	Entries	Total Entries
2019/0	27231	2019/0	66678	2019/0	5718	99627
2020/1	38112	2020/1	71672	2020/1	7759	117543
2021/2	36361	2021/2	78954	2021/2	12087	127402
2022/3	35631	2022/3	74482	2022/3	20520	130633

- A full-scale return to face-to-face examinations took place in Academic Year 2022/23
- In January 2023, the examinations service delivered the largest in-person online assessment in a single venue in the country, seating approximately 1180 students.
- Assessment Period 3 was particularly large this year due to the impact of the marking and assessment boycott on data quality. Absentee rates for AP3 indicated were 45% attendance for paper-based examinations and 55% for computed based. Higher attendance rates are thought to be seen in computer-based assessments due to the implications of non-attendance for MBBS students.
- Examination Timetables were released on-time as per agreed publication commitment to students for all assessment periods. The implementation of Scientia Exam Scheduler provided an efficient timetabling process with seating and invigilation now managed in the scheduler. Reporting for overloaded and clashing students within Scientia Exam Scheduler has improved the quality of the draft timetables, However, the examinations service is still impacted by student enrolment and curriculum data cleanliness.
- PAA applications for 2022/23 increased by 69.5% from 2021/2, with over 3000 applications received and processed. 1500 necessitate the use of the PAA room (compared to 700 in previous year), which creates issue for scheduling, particularly in P1.
- A working group over saw the business case for on-going offering of Online In-Person assessment. Following procurement process the E-Assessment Management Company (Teamco) were awarded the tender with a year-long initial contract awarded.
- New processes were introduced for digital examination irregularities, digital attendance registers and seating plans. Improved signage and seating layouts were also introduced to aid students within the exam space.
- Further improvements have been made with the ongoing development of SharePoint and the E-Vision Data Collection exercise for collating scheduling information, these include capturing the type of assessment (online remote, in-person paper based and in-person computer based) as well as information related to the exam paper printing and permitted materials.
- Invigilators recruited have undertaken comprehensive training, which has been updated to reflect the operational changes in the Examinations service. The recruitment of invigilators has been challenging this year and support was required from other business areas within the college.

Assessments Standards:

Year	Faculty Assessment Boards	Faculty Appeals Boards *
21/22	31	101
22/23	42	195

- The work of the Assessment Standards team has continued to expand over the past year overseeing the Faculty Assessment Boards and related processes such as appeals meetings.
- The Assessments Standards Team provide a conduit between faculty via FAB, and the work of the TAA team and work is underway to review the optimisation of this link to support improved processes currently being scoped and implemented.

*(To Note: Fast-Track Appeal Board Numbers are not included here)

Taught Assessments and Awards:

Activity	P2	P3	Year Total
No of boards	142	42	184
No of marksheets	8927	3041	11968
No of booklets	506	183	680
Total marks entered	249202	173676	422878

- The Taught Assessments and Awards team have received additional temporary resourcing to provide extra bandwidth to support the delivery of BAU while a number of service improvement initiatives are undertaken. The intensive busy period has presented some challenges to knowledge transfer to the temporary resource which is now being addressed with more focused training.
- The impact of MAB on the central service delivery was significant and demonstrated fully the underlying issues with existing processes that are currently being addressed and emphasised the need for additional support from SSTP to move work forward at pace.
- During 2023 there were multiple revisions to assessment outcomes, with 6954 post-publication amendments from Period 2 assessments. While some are due to student appeals, the overwhelming majority were identified as due to a failure in process, impacting on student experience.
- While fuller analysis of data will need to be undertaken the initial data indicates that there have been 723 revocations completed to date alongside 417 appeals processed

Future considerations and planning

- PAA applications continue to rise, year on year, which presents challenge for the operations of face-to-face assessment. Policies for PAA scheduling and rooming need to be re-visited due to constraints around estate and the logistical management of exams across multiple sites. Space for examinations is now on hold at ExCel for the next 4 academic years.
- The continuation of the Examinations and Assessment Administration Network has improved communication between the Assessment teams and Faculties, but it has been recognised that a review of the ToR is required to better focus the activity of this group with a focus on developing a communications plan for both internal and external communications to strengthen the relationships and information exchange with the wider University and its Students.
- A service improvement is in place to explore the potential to provide a digital certificate platform.
- The collegiate work with faculty on the development of the Exams framework to be prioritised.

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Generative AI in Education and Research	31 January	Consent	Note	No
2. UKRI Open Access Policy	31 January	Consent	Note	No
3. Multidisciplinary Institutes Call	31 January	Consent	Note	No
4. Research Income and Award Trends	31 January	Consent	Note	No

For note

1. Generative AI in Education and Research (Consent agenda)
The Centre for Doctoral Studies has led on the development of guidance for PGR students, supervisors and examiners relating to the use of generative AI tools when drafting theses. The guidance was presented to the Research Degrees Examination Board (RDEB) in November for comments and to the Postgraduate Research Student Sub-Committee (PRSS) in December for approval, which it received. The guidance will be disseminated this semester through targeted communications.

The Research Governance, Ethics and Integrity team (RGE&I) and the AI Institute are developing guidance for researchers relating to the use of generative AI tools when completing research. The RGE&I team are devising a policy that will aim to protect the quality of research and ensure that it is publishable, the AI institute are focused on raising awareness of the tools available and illustrating how they can be used responsibly.

The RGE&I team were asked to include details of existing training courses in the policy document to signpost what is already available at the College. It was agreed that a first draft of the policy would be presented to the Committee at the meeting on 13 March.

2. UKRI Open Access Policy (Consent agenda)
The Committee were cited on UKRI's new open access policy for long form publications, after which the benefits and challenges of the policy were outlined, and options for how the College might approach the new policy were presented.

On 1 January UKRI implemented a new policy for long form publications - all books or book chapters that acknowledge UKRI funding must be made Open Access within 12 months of publication. There are two routes by which this can be achieved:

1: Pay directly
The version of record is published as Open Access immediately upon publication with a Creative Commons licence. This will likely incur a fee, in the form of either a book or chapter processing charge. Although there is the option to publish through a Diamond Open Access publisher should the college wish to hold a collective membership with other research institutions.

2: Pay indirectly

Deposit the author accepted manuscript in an accepted online repository with a Creative Commons licence that can be embargoed up to 12 months. The College has an institutional repository, PURE, as well as subject based repositories such as the Social Science Research Network.

UKRI established a £3.5m fund in the autumn to support research institutions with the resulting costs. To apply, institutes will need to follow a 2-step process:

Step 1

Institute to submit request on author's behalf for an output acknowledging UKRI funding

Step 2

Once the output has been published, institute to submit a request for reimbursement to UKRI

The Libraries and Collections team have worked with King's Finance to establish a process, researchers can contact the Open Research team if they require assistance. To date, eight applications have been submitted by King's researchers, five have been reviewed, three are in progress.

The Libraries and Collections team outlined the benefits and challenges resulting from implementation of the policy and proposed 3 options that the college could consider:

Option 1

Extend 'rights retention' in our research publications policy to cover books and book chapters

The Committee Chair asked the team to meet with legal counsel to discuss amending the college's existing research publication policy, determining how this could work operationally, before returning to the committee with a proposal.

Option 2

Establish an open access book fund

The Committee Chair suggested that the team should observe the college's engagement with the central UKRI fund before considering whether an internal open book fund should be established.

Option 3

Consider establishing our own press

The Committee Chair asked the team to contact staff at universities that have established their own press e.g. UCL to determine what the financial model is, whether it is sustainable, and why they choose to pursue this course of action over others.

Gathering this information will ensure that we are well-informed when it comes to progressing this issue and can provide a clear rationale for any decisions made if required.

3. Multidisciplinary Institutes Call   (Consent agenda)

The deadline for the call was 30 January, 8 Expressions of Interest (EoIs) were submitted: FoLSM (1), IoPPN (2), NMES (2), SSPP (2), A&H (1).

Faculty	Lead PI	Name of Proposed Institute
FoLSM	Josip Car	Institute of Population Health
IoPPN	Carmine Pariante	Institute for Creative Health and Clinical Humanities
IoPPN	Federico Turkheimer	Institute for Human and Synthetic Minds
NMES	Chris Lorenz	Emergent Behaviours in Complex Systems
NMES	Yang Gao	Institute for Future Robot Human Ecosystems

SSPP	Leonie Ansems de Vries	A Peace and Justice Institute
SSPP	Lucy Van de Wiel	Women's Health, Reproductive Inequalities and Social Justice
A&H	Daniel Orrells	Institute for Global Cultures and Communication

The Director of Research Strategy and Development will establish a panel in the coming weeks to review EoIs, feedback will be provided to applicants by the end of March. The College intend to select two applications in this round and will provide funding for two years.

4. Research Income and Award Trends (Consent agenda)

The Director of Research Grants and Contracts and the Interim Operations Director, Research and Researchers, RMID presented slides detailing the quarterly reports the RMID generate and the research income trends they have observed across the faculties over a five year period. The Committee were asked to note the information presented and suggest what types of reports their faculties would benefit from receiving.

RMID generate quarterly reports to aid monitoring and decision making and provide faculties with an update on the various external research funding activities that they support. At present the following reports are generated:
- Grant applications
- Grant awards
- Research income
- Ineligible costs
- Outstanding scientific reports

The directorate are in the process of developing three additional reports:
- Late submissions
- DA time commitment
- Clearing and closing of ended grants

There is a lot of data available that can be manipulated in different ways and for different purposes, faculties will benefit from reviewing summary reports as these can highlight patterns and trends. It was suggested that Vice-Deans (Research) should review the most recent reports that have been circulated and consider whether action needs to be taken within their respective faculties based on the data presented.

Report from the Dean

Action required

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

Paper Explanation for Members

Why is this paper being presented?	This paper provides an update on areas within the remit of the Dean's Office, including updates to the progress of this year's AKC programme, events within the Chaplaincy, and the activities of the Chapel Choir.
What are the key points/issues?	Dean's Office update, AKC programme, Chaplaincy and Chapel Choir
What is required from members?	Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and given the ongoing conflict in the Middle East, all Board members are asked to remind their colleagues and peers of the options for support available to both students and staff (including, but not limited to, the Chaplaincy)

Paper History

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
n/a	n/a	n/a

Paper Submitted by:

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

Report from the Dean

1. <u>Dean's Office</u>

a) As mentioned in my report for the November meeting of the Board, the Dean's Office is continuing to work with colleagues in KCLSU and partners in Education on a leadership course for student leaders in Higher Education, which we hope to pilot in 2024/25.

b) We are also working with partners in different areas across King's to look at providing more resources for the University on 'disagreeing well'.

c) In recent months there have been some good opportunities to build connections with our neighbours across the Strand in the Indian High Commission; the Chapel Choir sang at an event there in December, and we are in conversation about ways of celebrating the Hindu festival of Holi in March.

d) At the time of writing, I am looking forward to the 'Love is Love is Love' service in the Strand Chapel on 13 February, which we're very happy to offer as a celebration of the rich diversity of love on the eve of Valentine's Day.

2. <u>AKC (Associate of King's College)</u>

a) We are continuing to develop the programme of additional events to accompany each semester's lecture series. For the current series on ['Self and World: Exploring Indian Philosophies'](#), on 31 January we held a community conversation to explore Dharma traditions at King's, taking place in the Strand Chapel and facilitated by [Dr Karen O'Brien-Kop](#), involving the Dharmic Chaplains (Buddhist, Hindu, and Sikh) alongside representatives from the Sikh, Hindu, Krishna Consciousness and TRS student societies. Then on 28 February Dr O'Brien-Kop will be in conversation on Teams with [Professor Arvind-Pal Singh Mandair](#), Professor in Asian Languages and Culture and holder of an Endowed Chair in Sikh Studies at the University of Michigan. This conversation will be available on the AKC webpages shortly afterwards.

b) The topics for the lecture series in 2024/25 have now been confirmed. In semester 1 the subject will be 'Why War? Living with Peace and Violence', coordinated by [Dr Taushif Kara](#), Lecturer in Modern Islam; and in semester 2 the theme will be Love and Relationships (exact title to be confirmed), coordinated by [Dr Ruth Sheldon](#), Lecturer in Religion and Social Science.

c) Processes are now well-developed in order for us to transfer the AKC from a three-year programme to a two-year programme in the next academic year. We anticipate this will have a short-term impact on our total student numbers, but longer term we expect this to make the AKC more accessible across the King's community.

d) As always, all staff and students can catch up on AKC lectures via the [podcast](#), or by emailing akc@kcl.ac.uk for access to the lecture videos.

3. <u>Chaplaincy</u>

a) Happening too late to be included in the last report, we were very glad to host two Hannukah events in December, at the Strand and Guy's – lights were lit, songs were sung, and doughnuts were eaten!

b) The Advent and Christmas Carol services in the Strand and Guy's Chapels, also in December, were once again very well attended; as always, it is lovely to welcome back former students and staff on these occasions, as well as current members of the King's community and their friends and family.

c) This term, we have been involved in both the welcome events for those students starting in

January, and the Staff Wellbeing Festival.

d) We are continuing to pick up particular themes and celebrations in our Wednesday lunchtime services in the Strand Chapel, usually (although not always) in the context of a Church of England Communion service. So far this term we have marked Time to Talk Day with a focus on mental health, and Racial Justice Sunday, and coming up we will have a visiting preacher later in February for LGBT+ History Month, and a number of different services during Women's History Month in March.

e) At the time of writing, we are preparing for the Christian observance of Lent (which starts on Ash Wednesday, 14 February), and we are also planning events for the holy Muslim month of Ramadan, which starts on 10 March.

4. <u>Chapel Choir</u>

a) In addition to the usual weekly services, there have been a number of additional services this term (so far) at which the Choir have sung, both at King's and elsewhere, including Orthodox Vespers before the Annual Runciman Lecture on Thursday 1 February, and Choral Evensong at St Paul's Cathedral on Monday 12 February. Coming up are a special Choral Evensong in the Strand Chapel for King's Africa Week on Tuesday 5 March, and a live broadcast on BBC Radio 3 on Wednesday 6 March (which should start just as the Academic Board meeting is finishing!).

b) Non-liturgical performances this term have included singing for the launch of the 'Glowbots' exhibition in the Strand/Aldwych pedestrianised area on Wednesday 17 January, and a (near-capacity) concert of the Rachmaninoff "All-Night Vigil" in Southend-on-Sea on Friday 19 January. The Choir will also be performing as part of the Vice-Chancellor's welcome event for new senior staff in the Strand Chapel on Monday 11 March.

c) This term is when applications and auditions to join the Choir next year are dealt with, and at the time of writing there have been nearly 40 expressions of interest in the Organ and Choral Scholarships for 2024/25. The deadline for applications is 16 February, after which auditions will be held as appropriate.

Ellen Clark-King
Dean of King's College London
13 February 2024

Academic Board

Meeting date	6 March 2024
Paper reference	AB-24-03-06-09.2
Status	Final
Access	Members and senior executives
FOI Release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 personal information

Election of Associates of King's College London

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: That the staff and students listed be elected as Associates of King's College London

Paper Explanation for Members

Why is this paper being presented?	The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.
What are the key points/issues?	The AKC is the original award of the College and was first used in 1833. The course is unique to King's College London, and is the only course open to students from every department. King's has had a lively and intelligent religious tradition from its foundation. The AKC reflects this with a series of open, academic lectures. It provides an opportunity to think about fundamental questions of theology, philosophy and ethics in a contemporary context. The Royal Charter states 'the objectives of the College shall be to advance education and promote research for the public benefit. In so doing the College shall have regard both to its Anglican tradition as well as of its members' backgrounds and beliefs, in its education and research mission'. The AKC is the primary way of fulfilling this and the Mission Statement of the College also states that 'All students will be encouraged to follow the AKC'.
	Once students have completed the course, and graduated from King's, they are eligible to apply for election by the College Council as an Associate of the College. Once elected, they can use the letters AKC after their name. The AKC is also open to staff.
What is required from members?	To approve the election of the students and staff listed at the Annex as Associates of King's College London.

Paper Submitted by:

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

These pages have been redacted

King's College LONDON

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 18 January 2024.
What is required from members?	To note

Paper Submitted by:

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

Report from Council – Meeting of 18 January 2024

Agenda materials and minutes of the 18 January meeting will be found [here](#) following the 28 March meeting of Council.

Council received, discussed and/or approved the following non-reserved items:

1. **2023 Governance Review Report & Recommendations** – Approved
   In line with the expectations of the Office for Students (OfS) and the Committee of University Chairs (CUC) Higher Education Code of Governance, and in accordance with its own Ordinances, King's commissioned an external review of governance effectiveness in 2023. The terms of reference were deliberately broad to ensure direct engagement with Council, its committees, but also a wider cross-section of the King's community through a range of focus groups, meetings (including with UCU, Unison, Unite), KCLSU and a wider consultation exercise with King's staff and students, with engagement of over 500 members of the community. The review was conducted by AdvanceHE, after a competitive tender, and their report was considered by the January 2024 meeting of the College Council. The review concluded that governance at the University was "good", and the report includes a number of recommendations which facilitate a journey "from good to great". Recommendations include refinement of the suite of KPIs used by the University and the introduction of a Board Assurance Framework, which will provide both Council and the Executive with greater insight into the delivery of strategic objectives. Recommendations have also been made for changes to the composition of Council membership, which will be discussed and considered with key University stakeholders over the coming weeks.

   Council welcomed the AdvanceHE review, accepted its recommendations and commissioned the creation of a detailed implementation plan, which will be published alongside the report. The Governance & Nominations Committee (GNC) will oversee this work on behalf of Council and will ensure regular reporting and further discussions take place where appropriate. The University expects the implementation plan and the report to be published following appropriate consultation with stakeholders and final Council approval at its meeting on 28 March 2024. The Academic Board Operations Committee will consider the recommendations directly pertaining to Academic Board at its meeting on 27 March 2024. These recommendations include: the provision of academic assurance reports to Council (within a wider Board Assurance Framework), and a review of the current framework of delegations. An update report will be brought to the subsequent meeting of the Academic Board on 17 April 2024.

2. **Review of the Council Conflict of Interest Policy** - Approved
   Council approved one change to its Conflict of Interest policy:

   > *The Secretariat will make an enquiry to the University's investment managers annually to ensure that any investment holdings in parties related to Council members are disclosed appropriately in the Interests' Log. An enquiry will also be made annually to the Finance Directorate to support members in disclosing ongoing contractual relationships between parties to whom they may be related and the University, of which they may be otherwise be unaware.*

3. **Modern Slavery Act Annual Transparency Statement** - Approved
   In compliance with the provision of Section 54 of the Modern Slavery Act 2015, King's College London produces a statement each year on its efforts to combat slavery and human trafficking within its business and supply chains within six months of the end of its financial year. Council approved the Modern Slavery Act Transparency Statement 2022-2023 for the financial year ended 31 July 2023.

4.   **Terms and Conditions of Employment for Academic Staff** - Approved
Council approved amendments to the Terms and Condition of Employment for Academic Staff to reflect the negotiated settlement with respect to annual, maternity and paternity leave, to take effect as negotiated. In 2023 agreement was reached with the UCU, UNISON and UNITE to increase paid maternity leave to 20 weeks and to increase paternity and partners leave to six weeks, and to make these day-one rights. In addition, the annual leave entitlement was increased to 30 days (including two wellbeing days).

The relevant standalone policies had been updated with these changes. However, the Terms and Conditions of Employment for Academic Staff needed to be updated to reflect the negotiated benefits changes, and the document stated that Council approval of amendments to specific Terms was required.

This was a historical anomaly, since the College Ordinances already delegated authority over staffing matters to the Vice-Chancellor and the document would be updated to reflect that delegation for future.

These improvements in family friendly provisions had also been formally confirmed to the BMA and BDA.

5.   **Community Story and Discussion – student use of generative AI**
The Chair welcomed students from the Faculty of Life Sciences & Medicine to the meeting to discuss student use of generative AI. King's had determined that as an institution it would be positive and pioneering and embrace generative AI as an opportunity, rather than take a punitive approach. King's was at the forefront in this area, and students were leading and collaborating in research, fostered by the belief that by putting this in the hands of students they would use it responsibly. The University had invested funds and launched an initiative to invite students to think about the opportunities in marking, feedback and assessment. Students were leading the projects not just participating in them.

6.   **In Defence of Value-based impartiality** – Discussed
Council discussed the report from the Vice President (International, Engagement & Service), previously discussed at the December meeting of the Academic Board. Council members welcomed and commended the report. It would be further discussed in a number of fora and would remain a set of guiding principles for now, to be converted to formal policy at an appropriate time.

The report set out the balance between freedom of expression and a harmonious community, and how, as a university, to be impartial and handle disagreements. It put forward a set of principles, distinguishing between the University as an entity and individual members of that community and articulating a set of values to guide how the institution would respond. It was stressed that impartiality did not mean indifference. Unless the safety of staff and students was endangered, academic freedom/freedom of speech was challenged, or the emergency impinged directly on the work and objectives of the University, as an institution, King's would not take a position, and would protect the ability of individual members of its community to speak freely within the law. It was acknowledged that it was difficult to be both a place of contention and difficult conversations, and also a place of safety and security when the topic was immediately close.

It was noted that the positive values expressed in the paper, promoting everyone's safety, would need to be built into the new communications strategy, and that the meaning of safety and security would need to be clearly defined: physical safety being very different to psychological safety; and that the wording "inclusive and harmonious" should be improved upon to make absolutely clear that the University fully protects and respects the rights of all to put forward their views even if they were contrary to the views of others.

Council's next meeting is scheduled for **28 March 2024**.

Irene Birrell, College Secretary, February 2024