

King's College London

Action Plan in response to the report of the QAA Higher Education Committee published September 2016

(the report is available at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10003645#.V9qg2vkrJaQ>)

Ref	Areas for action – review recommendation	Action
Ensure that all intermediate awards have positively defined learning outcomes at the appropriate level (Expectation A1)		
Review report para 1.2	<ul style="list-style-type: none"> Procedures for programme approval for 2016/17 to incorporate the requirement that all awards of a programme (main, nested and exit) must have appropriate defined learning outcomes; CASC undertook a review of exit awards in light of this recommendation 	<ul style="list-style-type: none"> The <i>Procedures for programme and module approval and modification</i> were revised during the summer to incorporate the requirement that all awards of a programme (main, nested and exit) must have appropriate defined learning outcomes (paragraph 4.9, page 11 of the Quality Assurance Handbook); Since the start of this academic year CASC commenced a working group to review the recommendation from the QAA Higher Education Review. The outcomes from the working group was considered at its meeting on 3rd May (and approved by Academic Board at its meeting on 7th June) and agreed a set of College standard level learning outcomes for awards made at levels 4, 5 and 6 (bar BA/BSc) and level 7 (bar MA/MSc/MRes). For those programmes who wish to have specific programme learning outcomes these would be added to programme specifications during the summer for those 2017/18 programme specifications; All Faculties have now commenced updating their 2017/18 programme specifications in light of the recommendation put forward.
Ref	Areas for action – review affirmations	Action
The steps being taken to address inconsistencies in assessment and feedback (Expectation B6)		
Review report para 2.31	King's is taking the opportunity to review assessment and feedback policy and its regulatory framework, building on the "year of assessment". Key actions:	<ul style="list-style-type: none"> The Interim Vice-President and Vice-Principal Education and Director of Students and Education held during October campus-based fora, of which both staff and students attended. A

	<ul style="list-style-type: none"> • Open-based campus discussions will be held during the autumn term 2016 with students, academics and professional services staff with the aim identifying areas for development during 2016 -2018; • King’s Learning Institute will prepare a scoping KCL/KCLSU joint project on assessment (from policy to feedback) which will include the following: <ul style="list-style-type: none"> • Understand and address concerns from disabled students (including specific learning difficulties), Black, Asian and women students about the fairness of assessment arrangements; • Continue with snapshots of departments to ensure 4 week turnaround feedback policy is carried out; • Continue work on the “Student Engagement with Assessment and Feedback” project and ensure implementation or emerging recommendations across faculties; • Understand and address concerns expressed by disabled students around feedback to PGR students; • Ensure that subject specific marking criteria are clearly communicated, including students having access to staff to discuss expectations; • Ensure a clear link between feedback and marking criteria 	<p>follow-up report was received by College Education Committee in December 2016, with a number of recommendations for taking forward;</p> <ul style="list-style-type: none"> • A Credit-Framework Review Working Group has been established and the group has met three times since January 2017. Consideration of the group has thus far centred around the origin and history of how the current credit framework was established, consideration of assessment load in the 1st year of study at UG level and proposed changes to the degree algorithm for UG classifications; • CASC continues to ensure there are subject specific marking criteria in place and External Examiners are commenting favourably on this development; • CASC revised at its March meeting the student feedback policy to take into consideration the summer examinations and cases of student misconduct and the May meeting received the final policy (CASC: 16/17: 138); • Staff within King’s Learning Institute are working on an assessment toolkit that will be utilised in 2017/18 with the new process for programme approval.
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The steps being taken to strengthen quality assurance mechanisms for international collaborative partnerships (Expectation B10)

<p>Review report para 2.51</p>	<ul style="list-style-type: none"> • Streamline collaborative provision procedures further to ensure no duplication of information, while also having easier to follow webpages; • Review the operations of the Collaborative Provision Advisory Group; • Review the monitoring of collaborative provision activity and how it ties in with periodic review; • Ensure oversight of published information at partner institution; • Clarify regulations around External Examiner oversight for programme’s that are joint/dual awards; • Review training around collaborative provision for faculties and professional services staff 	<ul style="list-style-type: none"> • During the summer the <i>Procedures for approval and monitoring of collaborative provision</i> were revised to emphasise the key principles underpinning all partnership activity and to establish an approval process that was proportionate to the complexity and nature of the activity. The webpages were enhanced to make the information more accessible for both internal and external parties. Review of how the revised process and forms is ongoing; • A Collaborative Provision Review Group has been established with Terms of Reference and membership approved by the Interim Vice-President and Vice-Principal Education. This group undertakes the
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		<p>due diligence checks required and assesses the risks associated prior to MoA's being signed, along with monitoring of current provision;</p> <ul style="list-style-type: none"> • Officers within QAS have reviewed the timescales of current MoA's against the schedule of programme reviews and have contacted relevant programmes/Faculties where there is a mismatch in timescales. A report on these timescales has been made to CASC (CASC: 16/17: 93); • A mechanism for ensuring the accuracy of published information at the partner institution has been built into the approval and monitoring processes with oversight from officers within QAS; • Officers in QAS are currently undertaking a check of published information on partner institution webpages – findings will be considered at the Collaborative Provision Review Group; • The Ethical and Reputation Risk Review form is currently being revised by King's Worldwide following a discussion held with the Director of Academic Quality and Employability Services; • At the end of February a Programme Administrator Network conference was held and "training" was provided to those programme administrator via a presentation of processes and why we have these processes in place; • The regulations for 2016/17 were revised (and approved by Academic Board) in the summer and regulations around External Examiners oversight of joint/dual awards have been added. Monitoring of this area is now being undertaken via CASC.
Ref	Areas for action – review good practice	Action
The comprehensive approach to, and engagement of students and staff in, initiatives which widen access to King's (Expectation B2)		
Review report para 2.8	Continue our work in this area and further bolster university-wide widening participation engagement opportunities	Work continues by the Department of Widening Participation around this area.
The capitalisation, by King's, on its world-renowned strengths, which provides opportunities for students at all levels to participate in a research culture (Expectation B3)		

<p>Review report para 2.11</p>	<p>The new Education Strategy will be developed to take forward the opportunities for students at all levels to participate in a research culture</p>	<p>College Education Committee were notified at its December meeting that the new Education Strategy would commence development in Spring 2017.</p> <p>Updates have been provided to College Education Committee in April (CEC: 16/17: 40) and May 2017 (CEC: 16/17: 51) regarding progress with the Strategy. The final Education Strategy was approved by the 7th June meeting of Academic Board, with goal 1 specifically related to research opportunities.</p> <p>Consultations have been held with staff and students (past and present) via an online webpage and by holding campus-based workshops, attending relevant committees (at both College and Faculty level) and meeting key staff individually.</p>
<p>The provision of a range of co-curricular and other opportunities contributing to students' life skills and employability, which are strategically planned, widely available and well-regarded (Expectation B4, Enhancement)</p>		
<p>Review report para 2.20</p>	<p>A new Director of Academic Quality and Employability Services has been appointed to bring together employability and the quality assurance framework. This role will have oversight of co-curricular and other opportunities for students to develop their life skills and employability.</p>	<p>Dr Victoria Korzeniowska started her new role at King's in October 2016. Work commenced on reviewing how employability can be incorporated into programme approval via establishing a working group that has met monthly. The update on work of the working group and proposed changes to process has been considered at the Programme Development and Approval Committee at its meeting in March (PDAC: 16/17: 50) and May 2017 (PDAC: 16/17: 69) and consideration of a change of process was also be made by Academic Board at its meeting on 7th June.</p> <p>It is planned that a new process of programme approval with employability incorporated will be piloted in 2017/18 and that 2017/18 would then concentrate on incorporating employability into periodic review processes.</p>