

Academic Board	
Meeting date	17 June 2020
Paper reference	AB-20-06-17-02
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data



Meeting of the Academic Board to be held on **Wednesday, 17 June 2020** at 14.00 – remotely by Microsoft Teams
Please join via the calendar invite

Agenda

INTRODUCTORY ITEMS

1	Welcome, apologies and notices		Chair
2	Approval of agenda	AB-20-06-17-02	Chair
3	Unanimous Consent Agenda (including Minutes of the Previous Meeting)	AB-20-06-17-03.1 AB-20-06-17-03.2	Chair
4	Matters arising from the minutes Any other matters arising from the minutes not covered elsewhere on the agenda		Chair

STRATEGIC DISCUSSION ITEMS

5	Education Institute proposal (to approve) Preliminary discussion	AB-20-06-17-05	Executive Director: King's Foundations
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REGULAR BUSINESS ITEMS

6	Report of the President & Principal (to note)		
6.1	Summary Report on Key Issues	AB-20-06-17-06.1	Principal
6.2	Covid-19 Update		
	• Education Strategy	Verbal	VP (Education)
	• Research Strategy	Verbal	VP (Research)
	• Return to Campus	AB-20-06-17-06.2	Co-Chairs RTCWG
7	Portfolio Simplification Update and Decisions (to approve)	AB-20-06-17-07	VP (Education)
8	Student Terms & Conditions (to approve)	AB-20-06-17-08	VP (Education)
9	Reports of Committees		
09.1	Delegations to Committees		
(i)	Postgraduate Research Academic Regulations (to approve)	AB-20-06-17-09.1	VP (Research)
09.2	Report of College Education Committee	AB-20-06-17-09.2	Chair of CEC
(i)	Undergraduate progression and award policy (to approve)	Annex 1	

	(ii) Degree Algorithm 2020/2021 (to approve)	Annex 2	
	(iii) PGT External Examiner Report (to approve)	Annex 3	
	<i>See Consent Agenda for the remaining items</i>		
09.3	Report of College Research Committee	AB-20-06-17-09.3	Chair of CRC
	(i) REF 2021 Update		
	<i>See Consent Agenda for the remaining items – all to note</i>		
09.4	Report of College International Committee	AB-20-06-17-09.4	Chair of CIC
	<i>See Consent Agenda for all items – all to note</i>		
09.5	Report of College Service Committee	AB-20-06-17-09.5	Chair of CSC
	<i>See Consent Agenda for all items – all to note</i>		
09.6	Report of College London Committee	AB-20-06-17-09.6	Chair of CLC
	<i>See Consent Agenda for all items – all to note</i>		
10	President of KCLSU		
	<i>Item on Consent</i>		
	Report of the President of KCLSU (to discuss)	AB-20-06-17-10	KCLSU President
11	The Acting Dean		
	<i>Items for Consideration</i>		
11.1	Report of The Acting Dean (to note)	AB-20-06-17-11.1	Acting Dean
	<i>Item on Consent</i>		
11.2	To elect Associates of King's College (to approve)	AB-20-06-17-11.2	
12	Any other business		

Irene Birrell
College Secretary
June 2020

Academic Board

Meeting date 17 June 2020

Paper reference AB-20-06-17-03.1

Status Final

Access Members and senior executives

FOI release Subject to redaction

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Unanimous Consent Agenda

A consent agenda is a tool often used by organizations to deal expeditiously with routine matters and reports, leaving more time for more strategic discussions. The items on a consent agenda are expected to be non-controversial and unlikely to engender questions. The items on the consent agenda, whether for approval or information, are dealt with by a single motion to accept/receive for information all items contained in the consent agenda. Before taking the vote, however, the Chair will ask whether any member wishes to have any item removed from consent in order to ask a question or make a comment about it. In such a case, the item is automatically removed from the consent agenda and will be dealt with at the end of the meeting or within the report of the Committee under which it sits. The remaining items are then unanimously approved/received for information en bloc without discussion.

While approval of an omnibus motion saves time at meetings, members will want to review the consent agenda materials carefully in order that they properly discharge their responsibilities. Members may ask to have an item removed from the consent agenda by so informing the Secretary or Chair at any time up until the motion is put.

Recommended: That the Academic Board approve or note for information the items contained in the Unanimous Agenda, listed below.

Item	Title	Paper	Action
3.2	Minutes of 29 April 2020	AB-20-06-17-03.2	Approve
Report of the College Education Committee (CEC)		AB-20-06-17-09.2	
9.2	(i) Academic Regulations 2020-2021	Annex 4	Approve
	(ii) Library Policy and regulations	Annex 5	Approve
	(iii) Fitness to Study Policy (new policy)	Annex 6	Approve
	(iv) Mitigating Circumstances Policy (update)	Annex 7	Approve
	(v) RADA's Academic Regulations	Annex 8	Approve
	(vi) Chair's report		Note
	(vii) Director's report		Note
	(viii) Academic Strategy 20/21 and Operational Delivery Plan		Note
	(ix) Covid-19 Assessment Workstream Update		Note
	(x) Analytics Support		Note
	(xi) Programme Enhancement Process		Note
	(xii) Online CPD and Executive Education		Note
	(xiii) Student Handbook		Note
	(xiv) Academic Standards Sub-Committee report		Note
	(xv) Programme Development Sub-Committee report		Note
Report of the College Research Committee (CRC)		AB-20-06-17-09.3	
9.3	(i) Covid19 impact on research activities		Note

Report of the College International Committee (CIC)		AB-20-06-17-09.	All to Note
9.4	<ul style="list-style-type: none"> (i) Partnership Agreements (ii) VP International report (to discuss) (iii) English Language Tests (to discuss) (iv) Collaborative Provision (to discuss) (v) Regional Networks (to discuss) (vi) KCLSU Update (to discuss) (vii) Faculty reports 		
Report of the College Service Committee (CSC)		AB-20-06-17-09.5	All to Note
9.5	<ul style="list-style-type: none"> (i) Chair's update (ii) The Sanctuary Programme (iii) #ContinuingToServe 		
Report of the College London Committee (CLC)		AB-20-06-17-09.6	All to Note
9.6	<ul style="list-style-type: none"> (i) Chair's Report (ii) Faculty annual London report (iii) King's London Highlights (iv) #ContinuingToServe (v) Academic Strategy for Education 2020-21 		
Report of the Acting Dean			
11.2	To elect Associates of King's College	AB-20-06-17-11.2	Approve

Academic Board

Meeting date 17 June 2020

Paper reference AB-20-06.17-03.2

Status Unconfirmed

Access Members and senior executives

FOI release Following approval by Academic Board, subject to redaction

FOI exemption None, subject to redaction for commercial interest or personal data



Minutes

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

Date 29 April 2019, 14.00

Location Remote Meeting held by MS Teams

Composition			Members	Attendance 2019-20				
				09.10.19	11.12.19	05.02.20	29.04.20	17.06.20
Ex officio	President & Principal (Chair of Academic Board)		Professor Edward Byrne	✓	✓	✓	✓	
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health)	Professor Sir Robert Lechler	A	A	✓	✓	
		SVP/Provost (Arts & Sciences)	Professor Evelyn Welch	✓	✓	✓	✓	
		VP (Education)	Professor Nicola Phillips	A	✓	✓	✓	
		VP (International)	Dr 'Funmi Olonisakin	A	A	✓	✓	
		VP (Research)	Professor Reza Razavi	✓	✓	✓	✓	
		VP (Service)	Professor Jonathan Grant	✓	✓	✓	✓	
		VP (London)	Baroness Bull	✓	✓	✓	✓	
	The Reverend the Dean		Tim Ditchfield (substituting)	✓	✓	A	✓	
	The President of the Students' Union		Mr Shaswat Jain	✓	✓	A	✓	
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Mr Gurbaaz Singh Gill	✓	A	✓	✓	
		Vice President for Education (Health)	Ms Rhiannon Owen • No longer a member of the Board with effect from February 2020	✓	✓	*	*	
		Vice President for Postgraduate	Ms Nafiza Mamun	✓	✓	✓	✓	
	Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Ian Norman	✓	✓	✓	✓	
		Social Science and Public Policy	Professor Frans Berkhout	A	✓	✓	✓	
		Dickson Poon School of Law	Professor Gillian Douglas	✓	✓	✓	✓	
		Arts and Humanities	Professor Marion Thain	✓	✓	✓	✓	
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	A	A	✓	✓	
		King's Business School	Professor Stephen Bach	✓	✓	✓	✓	
		Natural and Mathematical Sciences	Professor Michael Luck (to 05.02.20); Professor Bashir A-Hashimi (from 29.04.20)	A	✓	✓	✓	
		Life Sciences & Medicine	Professor Richard Trembath	✓	✓	✓	✓	
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis	A	✓	✓	✓	
	Dean for Doctoral Studies		Professor Rebecca Oakey	✓	A	A	✓	
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Ling Wang	-	✓	✓	✓	
		Social Science and Public Policy	Jacob Nyokabi	-	✓	✓	✓	
		Dickson Poon School of Law	Felipe Tirado	-	A	✓	✓	
		Arts and Humanities	Karen Stewart	-	A	✓	✓	
		Institute of Psychiatry, Psychology & Neuroscience	Gurbaani Bhalla	-	A	A	✓	
		King's Business School	Stephen Anurag Prathipati	-	✓	✓	✓	
		Natural and Mathematical Sciences	Yichen Li	-	A	✓	✓	
		Life Sciences & Medicine	Shilpa Lekhranj Peswani Sajnani	-	A	A	✓	
	Dentistry, Oral & Craniofacial Sciences		Shiv Bharakhada	-	✓	A	✓	

Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty.	Arts & Humanities (5 members)	Professor Abigail Woods	√	√	A	√	
			Dr Jessica Leech	A	A	√	√	
			Professor Anna Snaith	√	√	√	√	
			Dr Simon Sleight	√	√	√	√	
			Professor Mark Textor	√	A	√	√	
		Dentistry, Oral & Craniofacial Sciences (4 members)	Dr David Moyes	√	√	√	√	
			Professor Kim Piper	A	√	√	√	
			Dr Barry Quinn	√	√	√	√	
			Dr Anitha Bartlett	√	√	√	√	
		Dickson Poon School of Law (4 members)	Professor John Tasioulas	A	A	A	√	
			Dr Megan Bowman	√	A	√	A	
			Dr Leslie Turano-Taylor	A	A	A	√	
			Dr Federico Ortino	√	√	√	√	
		King's Business School (4 members)	Mr Crawford Spence	A	A	√	√	
			Dr Chiara Benassi	A	√	√	√	
			Professor Riccardo Peccei	√	A	√	A	
			Dr Susan Trenholm	√	√	√	√	
		Life Sciences & Medicine (5 members)	Dr Samantha Terry	A	A	A	√	
			Dr Alison Snape	√	√	√	√	
			Professor Maddy Parsons	A	A	√	√	
			Dr Baljinder Mankoo	√	√	√	√	
		Natural and Mathematical Sciences (4 members)	Dr Susan Cox	√	√	√	√	
			Dr Chris Lorenz	A	A	A	√	
			Dr Andrew Coles	A	A	A	√	
			Professor David Burns	A	A	A	√	
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Professor Paula Booth	A	√	√	√	
			Dr Janet Anderson	√	A	√	√	
			Professor Jackie Sturt	A	A	A	√	
			Dr Julia Philippou	√	√	√	√	
		Institute of Psychiatry, Psychology & Neuroscience (5 members)	Dr Tommy Dickinson	A	√	√	√	
			Professor Guy Tear	√	√	√	√	
			Dr Marija Petrinovic	√	√	A	√	
			Dr Yannis Paloyelis	√	√	√	√	
		Social Science and Public Policy (5 members)	Dr Eamonn Walsh	√	√	√	√	
			Professor Robert Hindges	√	√	√	√	
			Professor Kerry Brown	√	√	√	√	
			Dr Rebekka Friedman	A	A	A	√	
	Three professional staff	Education Support	Ms Michelle Robinson	√	√	√	√	
		Research Support	Mr James Gagen	√	√	√	√	
		Service Support	Ms Kat Thorne	√	√	A	√	
	Two post doctoral researchers	Arts and Sciences Faculties	Dr Hannah Murphy	√	√	√	√	
		Health Faculties	Dr Matthew Liston	√	√	√	√	
	Independent member of Council		Tbc	-	-	-	-	

In attendance:

Mr Chris Mottershead, SVP (Quality, Strategy & Innovation)

Ms Lynne Barker, Associate Director, Quality Standards & Enhancement

Ms Rachel Parr, COO (Health) (for item 5.2)

Ms Niamh Godley, Bush House Project Manager (for item 5.2)

Ms Lorraine Kelly, Organisation Development (for item 5.2)

Ms Juliet Foster, Dean's Office (for item 5.2)

Ms Joy Whyte, Students and Education (for item 5.2)

Mr Darren Wallis, Executive Director Student and Education (for item 5.3)

Professor Patrick Ffrench (attending in place of the Dean of Arts and Humanities)

Secretariat:

Ms Irene Birrell (College Secretary)

Ms Xan Kite (Director of Governance Services)

Ms Joanna Brown (Governance Manager)

1	Welcome, apologies and notices The Chair welcomed members to the meeting.
2	Approval of agenda The agenda was approved.
3	Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-20-04-29-03] <u>Decision</u> That the reports on the Unanimous Consent Agenda be taken as read and noted or approved.
4	Matters Arising from the Minutes 4.1 <u>Bush House</u> [AB-20-04-29-04.1] Academic Board considered the final report on the implementation programme for the recommendations arising from the opening of Bush House. The SVP (Arts and Sciences) reported that a significant number of lessons had been learned from the programme and that the collaborative working with KCLSU and the student body and Estates & Facilities had been excellent in terms of rethinking how King's should manage freedom of speech, contentious issues and challenges. All the recommendations had been addressed and the Information Commissioner's Office was satisfied that the key issues around personal data concerns had been addressed, but it would continue to monitor King's compliance with the law. The next steps would be to work with the Tavistock Institute to ensure that those staff, individual students and student groups who were most impacted felt that their issues had been heard and addressed; and also to open up a broader conversation about how to manage divergent views on campus and virtually. The question of data privacy and the use of card data (and potentially personal health data) at King's would become more urgent and the Tavistock-led conversation would be used to ensure that all voices and views on this key topic were heard. The President of KCLSU stated that the university had been exceptionally supportive of KCLSU throughout this process and that there had been great collaboration between the university and the Union.
5	Report of the President & Principal [AB-20-04-29-05] <i>Items for Consideration</i>
5.1	<u>Key Current Matters</u> The Principal reported on the following key current matters: <ul style="list-style-type: none"> • Covid-19: The university continued to manage the risks around coronavirus which would be covered in item 5.2. The Principal was very grateful to staff and students for their support over the past few weeks. • Industrial Action: The current strike action had ended on 20 March and action short of a strike would continue until 28 April 2020. The General Secretary of the UCU had acknowledged King's gesture of not deducting pay from those who took part in the strike • Citizens UK: Citizens UK had announced King's as the UK's first 'Refugees Welcome University' in recognition of its contribution to understanding and responding to the global issue of forced displacement in order to realise the educational potential of refugees. • League Tables: The QS (Quacquarelli Symonds) subject rankings had included Dentistry as 1st globally; the first time a King's subject has been ranked best in the world in an international league table. Seventeen subjects at King's had seen their ranking improve, 11 subjects'

ranking remain unchanged and five subjects had seen their ranking worsen. Out of the 33 academic disciplines King's was included in, three subjects were in the world top ten and 11 subjects in the world top 20.

- In the recent THE Impact rankings King's had been placed 9th in the world, 3rd in Europe and 2nd in the UK.
- Climate Change: King's was committed to taking responsibility to address the climate emergency and was making progress towards the ambitious target set in 2017 to reach net zero carbon emissions by 2025.

5.2 **Covid-19 Update**

(i) **Summary Update**

The Principal stated that staff and students had coped magnificently in very difficult circumstances. Almost 9000 staff had moved to remote working within a week, while other staff continued to maintain our buildings and residences. On the clinical side, many staff had been seconded to the NHS to help with the crisis, while researchers across the university were undertaking a wide range of COVID related research activities.

The international student market was going to be very challenging for recruitment for entry in 20/21 with ongoing travel restrictions, safety concerns and the severity of COVID impact in the UK. King's would offer its programmes in different formats next academic year while aiming to return to 'normality' in 21/22.

The financial issues were significant though not yet fully known. King's was making every effort to remain attractive to both domestic and international students in order to optimise its financial position and had joined other universities in making the case to the government for supplementary funding for the coming year. There was uncertainty over income for 20/21 and work was underway to prepare for a severe eventuality, although that level may not come to pass. Salary reductions had been introduced for the senior team together with a proposal for a pay freeze with a view to preserving jobs, and there had been a significant reduction in non-pay spend. Any further steps would be taken in line with the principles set out in the message from the Chair of Council: that our guiding aim at King's will be to continue to protect student and staff welfare and staff employment while maintaining the excellence of our education, research and service missions; priority will be given to the health and safety of our community in every decision.

In discussion, and in response to questions submitted in advance of the meeting, the following issues were raised:

- A policy was being developed regarding compensation for strike action which followed a similar process to the last instance and took into account direction from OfS and OIA.
- King's and one other university had been the most generous in the renewal of staff contracts so far in the sector, but could not commit to the renewal of staff on contracts with end date of August until it had more clarity about finances and the recruitment outcome.
- King's would pay attention to the critical need to provide sound guidance for how COVID-19-related research output should be assessed in future performance reviews, including promotions, contract extensions and remuneration in terms of research

outcomes and equity for reasons of equity, diversity and inclusivity. The pandemic would have differential impacts on staff research output and evidence was already emerging of a gender split in number of paper submissions to academic journals.

- It is important that the distributional impacts of the proposed pay freeze be fully considered as they were likely to have greatest effect on the lowest-paid staff and, given current pay gaps, this would have implications for equity and diversity.
- King's had no intention to delay the promotion round but might need to implement it in a different way and any promotional salary increases would be delayed until any pay freeze was lifted. Strong representations had been received from the academic community in favour of the promotion process continuing.
- Staff reported receiving a high number of email communications concerning the response to the pandemic from across the College (department, school, faculty and college level). Communication and transparency was critical, but the tone and temporal distribution of the emails required review to ensure that it did not have the result of raising stress and negatively affecting the wellbeing, resilience and productivity of staff. The Principal undertook to review this with the Communications Team.
- A member asked for clarification of the role of elected staff members and requested consideration of the conditions that would enable their more active and meaningful participation. It was noted that all Academic Board members were members in their own right and not 'representatives' in the sense of having to agree with constituency members but to act in best interests of the university. However, members should bring forward concerns raised by constituents that they consider to be valid and to warrant Academic Board discussion. Suggestions were made for mechanisms that might facilitate communication between elected Academic Board members and their colleagues and it was agreed that the College Secretary would work on these.
- The Principal acknowledged the ongoing responsibility for the senior team to communicate well, both within meetings and outside meetings, and to be mindful under pressures and crowded agendas not to be inadvertently dismissive asking members to rest assured of progress, but to show willingness to provide evidence of due consideration.

The SVP (Quality, Strategy and Innovation) gave a verbal general update and introduced the specific area reports that would follow. The following points were made:

- The transition to remote working had been surprisingly successful and more had been achieved than could have been hoped for given the shortness of time. The senior team deeply understood the difficulties this has caused for staff and emphasised the importance of managing family obligations and taking care of yourself and your family first. Any staff who were being pressured to do otherwise were advised to contact him.
- A very small number of staff had contracted Covid-19 to date.
- Approximately 700 staff were still working on campus and there were just under 2000 students still in residence.
- The overall strategy was to retain the focus on delivering Vision 2029. There may be delays but the objective was to go into 21/22 as close to normal as possible with 20/21 as a transition year and to retain our biggest asset - our staff community - as intact as possible. Protection for lower paid staff was critical and would be a key

consideration in any steps taken, giving them preferential treatment whenever possible.

- The majority of capital expenditure was being delayed, with exceptions only for the few projects that would cost more to stop than to continue. Cash reserves were being used as much as possible, getting to a greater level of risk than King's would usually tolerate. The reserves of £155m would rise to £180m next month, but expenditure was around £80m per month. Third party and non-pay costs were being reduced as much as possible.
- A management structure for the response to the pandemic had been established with high level groups overseeing the impact and monitoring external matters, but all delivery would be through the normal management reporting lines.
- Three silver teams had been established: Personal Health led by Jess Cotton; Admissions and Recruitment led by Evelyn Welch; and Return to Campus led by Mike Curtis and Jo Kirner.
- Three additional workstreams had been established: Well-being led by Rachel Parr; External Relations, including Continuing to Serve led by Deborah Bull and Jonathan Grant; and International Profile and Reputation led by 'Funmi Olonisakin.

(ii) #ContinuingToServe [AB-20-04-29-05.2 Annex 1]

The VPs for London and Service presented the overview of #ContinuingToServe, the university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people were making a difference, wherever they may be, fulfilling our purpose as a civic university that serves the world.

King's staff and students were finding new ways to serve as the community had dispersed and the work of the group was focusing on signposting, strengthening and coordinating these new endeavours and new approaches. The work continued to focus on listening to our external communities and reacting to what they are saying their needs are.

(iii) Wellbeing and Mental Health [AB-20-04-29-05.2 Annex 2]

The Wellbeing & Mental Health Workstream had been created to support the wellbeing and mental health of the King's community. The pandemic has resulted in significant changes to ways of working for our staff and students, presenting challenges such as limited interaction with colleagues. The COO (Health) led the presentation of the paper with Niamh Godley, Lorraine Kelly, Juliet Foster, and Joy Whyte. The paper gave examples of activities, training and specialist support services and provided the new framework for meetings which had been endorsed by King's Senior Management Team and highlighted the new wellbeing portal on King's website.

All individuals need someone they know and trust to keep in touch with them and to remain involved and staff were asked to reflect on their personal responsibility for their own and their teams' wellbeing and the ways in which they could prioritise it. There are significant challenges, but there is a lot of positive feedback across the community on colleagues stepping up with support.

It was important to remember our existing strategies and priorities for student mental health even in the context of the pandemic. The IoPPN was at the centre of a lot of the work being undertaken in support and research and it was important to be mindful of the wider context of mental health across the student sector for which universities would be held accountable. There

was an increase in the range and number of on-line resources for students with a doubling seen in the use of the Big White Wall and substantial involvement in the Take Time In initiative with KCLSU. Student concern with process continued and contact was continuing with students on waiting lists for counselling.

(iv) English Testing [AB-20-04-05.2 Annex 3]

The VP (International) presented the paper which gave a summary of updates around how students can meet their English language requirements for degree entry for 2020 entry given the current suspension of major English language testing centres. Tests employed must be not only secure but also reliable, valid and timely. Consideration had been given to each of the major testing bodies and the development of testing by King's.

The College Education Committee had approved the resulting recommendation that King's accept Password Solo as an acceptable language test. Whilst not perfect, it provided an acceptable academic alternative to IELTS and limited the additional work required by King's staff.

Given the potential number of students who may wish to take this test, it had been agreed that students be charged for the test and that the Admissions team would establish a payment system for this which would include the test amount being deducted from the fee balance of students who subsequently confirm acceptance on the pre-sessional or degree course. This testing option would be communicated to students holding offers conditional on English language.

Faculties may wish to add a discipline specific piece of writing/speaking to the test, particularly where entry is competitive and they had been invited to indicate interest in being included in a one or two faculty pilots for the next postgraduate taught course intake.

(v) Education: Assessment, Academic Strategy 20-21, Student Support [AB-20-03-29-5.2(v)]

The VP (Education) and Executive Director of Students and Education presented an overview of the education response to COVID-19. It provided an update on: the move to online teaching and assessment for the remainder of the 19/20 academic year; measures put in place to manage the impact on assessments and outcomes; and arrangements for the ongoing provision of student welfare, advisory and support services, including mental health support. The paper had been circulated for comment and feedback from each faculty through the Vice Deans Education.

It had been very inspiring to see the way in which all staff had delivered teaching and assessment through to the end of term under the extremely challenging conditions. Work to establish assessment policies had proceeded at an astonishing pace through outstanding work against the acute emergency phase of COVID and lockdown. Students were understandably anxious and had widely divergent views on the actions that should be taken. The focus had been to ensure that student outcomes were not adversely impacted and placed the interests of staff right alongside interests of students. The work had highlighted the wide diversity of forms of assessment in use across the College and the extent to which each were justifiable. In discussion the following points were raised:

- A member asked whether the single marking with retrospective sampling of at least 10% for all other work would be binding for all faculties as some appeared to have adopted double marking with retrospective sampling for levels six and seven. Academic Board was informed that this was not a binding approach but was recommended in order to make things easier for staff.

- The Teaching Excellence Framework (TEF) had been placed on hold indefinitely by the OfS and DofE. An independent review of the TEF had yet to be published.
- Representations had been made to OfS suggesting that continuation of the National Student Survey (NSS) this year would be unwise but it had not agreed to cancel it to date.
- King's would cancel the Postgraduate Taught Education Survey (PTES) for this year. The survey had only achieved a 5 percent participation rate to date and the scale of effort required to increase this was not warranted given other current priorities.
- A member asked about the timing of late June assessment extensions, noting that faculties had been asked to try to spread out assessments. The VP (Education) agreed to discuss this further with the member off-line.
- A KEATS usage dashboard had indicated an apparently good level of engagement with the new online provision. KEATS would now be migrated to the Cloud.

(vi) Education – Academic Strategy [AB-20-04-29-05.2(vi)]

The VP (Education) and Executive Director of Students and Education presented the first working draft of the Academic Strategy. The Strategy needed to anticipate and plan for a range of scenarios, to which we can adapt very rapidly and flexibly as events unfold, and face up to the very considerable financial challenges that the pandemic imposes for King's and the higher education sector in general. The unprecedented context would represent considerable challenges for both students and staff, perhaps particularly in the interaction between personal circumstances and study or work, and in the adaptation to new ways of doing things.

Its development was moving very quickly and there were ample opportunities and indeed a requirement to keep the feedback coming. It was intended to be a framework document and not prescriptive about detail which would be decided on at faculty level. The Strategy would focus on the offer for 20/21 and the framework would set out a range of options that faculties can use to inform the discussions. The emphasis was on adaptability as the circumstances faced in 20/21 were not known. It was unlikely that much face to face teaching would be possible before Christmas and it was clear that the format for delivery would have to change because physical distancing requirements would remain for some time.

The thinking and approach would retain sight of the longer-term panorama and the values, principles and objectives of our existing Education Strategy. It would be underpinned by a clear-sighted academic strategy, recognising short-term exigencies which inevitably impose upheaval and constraint for the coming academic year. The 20/21 education, despite being delivered in perhaps drastically altered circumstances, would remain identifiably a King's education in both quality and approach.

Lines of communication with KCLSU and UCU were open and the development of the Strategy had been and would continue to be discussed with both bodies.

Subgroups had been established to consider: subjects with a strong practice-based element, including performance, laboratory-based work, clinical placement, study abroad, work placement or other work-based learning components; the possibility of a January start for a selection of programs; and the implications of introducing more flexibility on academic workloads, research time and sabbatical commitments. Consideration was also being given to a range of HR issues including setting expectations for promotion and PDRs.

An operational delivery group was working closely with faculties to identify the types of tools required for different types of education and the resources, support and training required. It

would also consider the detail of process and system implications, including timetabling in particular, and it would identify non-essential processes that could be reduced.

The following points were made in response to questions filed ahead of the meeting and raised in discussion:

- Access to technology was an inclusion issue for staff and students and careful consideration would be given to this and the degree to which it needed to be delivered from home.
- Work was being undertaken to review policies and consent practices and protocols regarding the intellectual property of online teaching resources.
- The VP (Education) reported that input and feedback on the draft proposals was sought on a real time basis. The names of the members of the Operation Delivery Group and the Academic Strategy Group could be circulated.
- The UG First Year mark had been removed from the degree algorithm for the 19/20 cohort as part of the Covid-19 measures and this had been communicated to students. and consideration would be given to extending this arrangement for the 20/21 cohort, possibly as a mitigation factor. Final proposals would require discussion and approval.
- The admissions silver group was responsible for ensuring King's came as close as possible to its original admissions targets and was modelling an aim to achieve the domestic target plus a 5% increase in undergraduate students, and a prediction of a 20% drop in postgraduate taught numbers, 40% drop in EU numbers and a 70% drop in international numbers with varying impact across programs.
- An Offer holder hub was just being launched and the link would be circulated to members after the meeting. Alumni discounts had been introduced and a range of benefits offers for students was being considered.
- The following messages were being given to applicants:
 - Students would be enrolled in the Autumn according to the established timetable and would not be delayed until January.
 - A flexible delivery method would be used that would ensure that students have a rich, exciting experience from the start, blending online and, when possible, in person face-to-face education.
 - Plans were developing in collaboration with KCLSU, King's Sport and other groups to ensure that student communities and activities were created that go beyond the classroom.
 - Measures would be put in place to keep students healthy and secure when they were on campus, including all the necessary social distancing and hygiene factors.
 - King's would bring London to its students until they could come to London.
 - Students would be encouraged not to defer, but to take advantage of their place in 2020 to really ensure they have the skills to succeed in a world that is changing fast.
- Students would starting in the Autumn with a 'fully flexible' offer, but it would not be possible to have large groups of any sort on campus until it was possible to dial down the safe distancing requirements which would mean that there was a need for a mixture of face to face and digital education. This would have implications for student learning, staff wellbeing and workload. Modelling was being undertaken with the Estates team on the approach to safe distancing room capacity and access requirements which would inform timetabling.

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- The key principle in all programme adaptation was that there must be no damage to King's standards and reputation for quality, treating students well and supporting widening participation objectives.
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6 Reports of Committees

6.1 Report of College Academic Board Operations Committee (ABOC) [AB-20-04-29-06.1]

(i) Amendments to the Election process for membership of Academic Board

Academic Board Operations Committee had reviewed the process adopted in 2019 for the first round of elections for membership of the Academic Board following the substantial changes made to the Board and its operation in the 2018/19 review. The review included the processes used for nominations, communications, online voting and eligibility.

Decisions

Academic Board approved the following amendments to the process for the election of members of the Board:

- (i) That Faculties should define the Head of Department cohort to suit their internal structure and provide the lists of staff to be included in the Heads of Department category for each election.
- (ii) That the Head of Department category of Academic Board membership should be filled by Heads of Department (identified by the Faculty as outlined above) only.
- (iii) That the postdoctoral researchers election category should be replaced with "academic staff on research-only contracts".
- (iv) That the final electoral register include staff on the HR system on the date two weeks before the date of the election.
- (v) That periods greater than six months of absence from the College for members of Academic Board be filled on a temporary basis until either the member returns or their term of office expires. In the case of an elected position, the runner up candidates should be invited to fill the temporary position and should be invited in order of votes received in the election, starting with the highest, with a by-election to be held in the event there is no runner-up.
- (vi) That an alumni category should not be added to the composition of the Academic Board.
- (vii) That hustings are not required, but that candidates are welcome to canvass for support.
- (viii) That the Academic Board terms of reference be amended as set out in the paper to take account of the recommendations approved above.

(ii) Election process for Academic Board Members of Council

Academic Board Operations Committee had reviewed the process adopted in 2019 for the first round of elections from Academic Board for membership of Council, noting the issues raised during the process and the responses agreed by Council at the time.

Decisions

Academic Board approved the following amendments to the definitions of electoral categories in its composition:

-
- (i) Senior Academic Staff definition: Reader; Senior Lecturer; Professorial, Principal and Senior Research Fellow and equivalents.
 - (ii) Junior Academic Staff definition: Lecturer; Research Fellow; Teaching Fellow and equivalent.

Items on Consent (noted)

- (iii) Mechanisms for Decision-Making Out of Session

6.2 Report of College Education Committee (CEC) [AB-20-04-29-06.2]

(i) Fitness to Study Policy

The Committee recommended approval of this new policy, which was developed at the request of The Office of the Independent Adjudicator for Higher Education. It had also been endorsed by the Academic Standards Sub-Committee.

Academic Board noted that the wording should be reviewed in order that it could not be misinterpreted.

Decision:

Academic Board agreed that the draft Policy be reviewed and returned for approval at the next meeting.

(ii) Complaints Policy

Academic Board recommended approval of minor amendments to the Complaints Policy which had been introduced for consistency and simplicity. The proposals had been endorsed by the Academic Standards Sub-Committee.

Decision:

Academic Board approved the amended Complaints Policy.

(iii) Mitigating Circumstances Policy

The Committee recommended approval of the updated Mitigation Circumstances Policy for 2020/21 which stripped out reference to procedure.

Academic Board noted that the list of available outcomes was a significant change and asked that it be reviewed.

Decision:

Academic Board agreed that the VP (Education) should review the revised Policy and the list of outcomes with the Chair of Academic Standards Subcommittee.

Items on Consent

- (i) Chair's Report (noted)
- (ii) Executive Director's Report (noted)
- (iii) Examinations Action Plan (noted)
- (iv) PDASC Report – Sunset Policy (approved)

6.3 Report of College Research Committee (CRC) [AB-20-04-29-06.3]

(i) REF Update

Research England had put the REF2021 exercise on hold in order to allow institutions to prioritise activities related to Covid-19. A new deadline would be announced by Research England no later than eight months prior to the deadline. The staff census date remained unchanged at 31 July 2020 for the time being, though Research England was monitoring the outbreak situation and recognised that current plans might need to be adapted in future.

King's work in preparation for the REF 2021 exercise continued to progress and the internal timetable would be updated once the revised Research England deadlines were announced.

(ii) Covid-19 and Research

Fast-track initiatives had been put in place to support King's response to the Covid-19 outbreak including committing £500k through the King's Together programme to support over 30 research projects across all disciplines to tackle research questions related to the Covid-19 outbreak. A second call for Covid-19 research projects would be issued shortly following successful fundraising for this purpose.

King's was providing national leadership in the UK's response and was leading the work on national projects on novel therapies and key monitoring.

Measures put in place to support staff involved in research included extensions to fixed-term contracts for researchers and professional services staff involved in research, extensions of submission deadlines for all PhD students, and extensions to staff on fellowships who have paused their research and moved across at this time to support the NHS.

6.4 Report of the College London Committee (CLC) [AB-20-04-29-06.3]

Items on Consent (all noted)

- (i) Chair's Report
- (ii) Faculty annual London report
- (iii) King's London Highlights
- (iv) King's External Affairs insight
- (v) King's in Cornwall

7 Report of the KCLSU President [AB-20-04-29-07]

The KCLSU President presented a report on progress made against objectives which had been updated in the light of the pandemic. KCLSU staff processes had been aligned with King's processes. KCLSU was experiencing a higher student engagement than in the past and all KCLSU services had moved on-line.

Collaboration between KCLSU and King's was working well, and the support received from senior members of the university had been exceptional. There had been good, timely communication between the two institutions, and it was intended that the collaborative processes would continue in future.

8 Report of The Acting Dean

Items of the Unanimous Consent Agenda

- a) Report of the Acting Dean [AB-20-04-29-08.1]
- b) Election of Associates of King's College [AB-20-04-29-08.2]

Decision:

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

9 Any Other Business

There being no other business, the Principal declared the meeting adjourned.

Irene Birrell

College Secretary

May 2020

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-05**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data



PRIVATE AND CONFIDENTIAL

Position Paper on the Formation of a King's Education Institute

This paper is redacted from the published set of papers

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-06.1**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for s.43, commercial interests; or s.40, personal data

Principal's Report

Action required

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

Executive summary

The report outlines key current issues for the attention of Academic Board.

Principal's Report

Executive summary

Coronavirus update

The university continues to manage the risks around coronavirus. We have Gold and Silver incident response teams in place as well as a Coronavirus Co-ordination Group and Network. We have a response framework in place in line with Public Health England and Government advice to ensure the ongoing safety of our staff and students. Things are moving fast and our planning remains agile. There will be an update from the Return to Campus Working Group at the Academic Board meeting.

George Floyd Statement

I and the President of KCLSU put out a joint statement to staff and students regarding the death of George Floyd in Minneapolis restating our commitment in Vision 2029 to creating 'an inclusive environment where all individuals are valued and able to succeed'. The statement reiterated our obligation to condemn racism and have a zero tolerance to any form of racist or discriminatory behaviour. We offered support and advice through our Chaplaincy and counselling services.

Mental Health Awareness Week

To support national Mental Health Awareness Week, the university ran a number of online events to showcase our latest research and expert opinion and invited our community to take part in a range of activities to support mental health and wellbeing.

THE University Impact Rankings

King's has been ranked ninth in the world, and third in Europe, by *Times Higher Education (THE)* for our social, environmental and economic impact. This prestigious recognition comes from the 2020 *THE* University Impact Rankings, which assessed submissions from over 800 universities from around the world. The pioneering *THE* University Impact Rankings use the UN's Sustainable Development Goals (SDGs) as a framework for reporting on the social impact of universities. The SDGs are a set of 17 goals approved by the 193 member states of the United Nations (UN) which aim to transform the world by 2030. These metrics encourage universities to reconsider their broader social impact and make more meaningful contributions to their communities.

King's was particularly recognised for our work with local, national and international partners, ranking fourth in the world for 'Partnerships for the Goals' (SDG 17). King's successfully delivers against this goal through cross-sectoral dialogue with government bodies and NGOs, international collaboration and research, local and global student volunteering programmes, and our commitment to service learning and civic engagement.

Our three other top contributing SDGs were Good Health and Wellbeing (SDG3), Sustainable Cities and Communities (SDG 11), and Peace, Justice and Strong Institutions (SDG 16).

Continuing to Serve

During this period of uncertainty and change, King's is stepping up efforts to deliver on its promise to make the world a better place by continuing to serve our local, national and international communities. Our students and staff are already coming up with inspirational ways to support one another and communities beyond King's. From helping ICU patients stay connected with their families through technology and making a range of cultural resources freely available online, to establishing initiatives that address the mental health implications of isolation or ensure key workers can enjoy a hot meal. The commitment of the King's community to serving society is stronger than ever. To support these efforts, we have launched #ContinuingToServe, our university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference, wherever they may be, fulfilling our purpose as a civic university that serves the world.

Other updates (Annexes)

- I. Estates update (*private & confidential*)
- II. HE environment
- III. King's Health Partners
- IV. Health & Safety update
- V. Fundraising & Supporter Development
- VI. Diversity and Inclusion
- VII. Environmental Sustainability Report

Ed Byrne
President & Principal
June 2020

Estates Update

This annex is redacted from the published set of papers

HE Environment Update

The UK Government's sector support package for higher education

In the last report to Council, it was highlighted that Universities UK had, on 10 April, published its [proposal](#) to the UK Government for a package of enhanced measures to support the sector through the COVID-19 pandemic and likely subsequent economic turbulence.

The much-anticipated Government package of support measures for the UK's higher education sector was [announced](#) on 4 May. The package is intended to stabilise the sector, support students, and inject some optimism. It's by no means perfect, but it's a step in the right direction in a number of areas, and it is worth appreciating that this HE sector package provides more tailored and extensive assistance than many other service sectors have received to date or can expect to get.

Speeding up NOT bailing out – the approach on tuition fee payments

The inflow of revenue from tuition fees to universities/ HE providers will be fast-tracked to the first term of the 2020/21 academic year. This spending-switch policy measure is expected to bring in revenues of around £2.6 billion at a faster rate than normal to the sector. This move will have no impact on students and is intended to allow providers to mitigate the possible financial risks over the autumn. To be clear this is not a bailout package for the sector – there's no "new money" for tuition being provided as a result of this decision. This is said to be a 'one-off intervention', and the government makes clear that providers should take all steps necessary to responsibly prepare for the future. Overleaf, you can read more about the government's thinking on the question of restructuring funds for sector capacity preservation and transformation.

Temporary number controls

Controls on intakes will apply to domestic and EU students for the 2020/21 academic year, to ensure that an even distribution is achieved. These new measures will allow institutions to recruit up to a temporary set level based on provider forecasts, with 5% growth allowed in the next academic year. The Education Secretary will have discretion to allocate an additional 10,000 places across providers, half of which will be reserved for those studying nursing or allied health courses. The technical detail on controls and exemptions has since been set out, with institutions receiving their individual provider letters recently setting out relevant control figures.

Financial penalties will be given to institutions who do not abide by restrictions, in form of reduced student finance income in the following academic year. While the broad stroke settings of the temporary stability mechanism are generally in line with what Universities UK had pitched, the specific penalty mechanism announced by OfS is perceived by many to be an overly harsh and counter-productive approach.

Realistically, the business of predicting and securing student enrolments in a competitive global market is challenging in the best of times. Even if HE providers do work stringently to avoid over-enrolments in most course areas, this can be hard to achieve when you factor in we are obligated to accept insurance offer holders who achieve grades. There are factors beyond the writ of individual universities in play with the disrupted UK and international recruitment market that may be difficult to accurately model and calibrate the recruitment and clearing and adjustment process against in real time.

A modest, somewhat underwhelming, uplift in QR funding – but more may well yet materialise with shrewd, big-picture lobbying

For providers in England, £100m of Quality-related (QR) research funding will be brought forward to help to address some of the immediate pressures being faced for university research activities. The Government states that it recognises the importance of maintaining the UK's excellent university research capacity and capability, and its important role in the UK's future economic growth, health, and prosperity. This £100m uplift in normal times would be a healthy filip given the lean cut fiscal fortunes for QR funding over the past decade. In the present climate, it will feel to many to be a bitter, miserly disappointment given the expectations that were raised by UUK's call in its package proposal for a 100% increase in QR funding and the subsequent championship of the policy by three ex universities ministers. The £100m uplift signals an openness to moving further in the direction of ensuring universities get through the crisis.

Context is critical here. This isn't a firm "no" and full stop to any prospect of a research funding driven bail-out for the sector. As a sector higher education has not exactly been flavour of the month for some years in Whitehall, but the role and

relevancy of research-intensive universities to the big challenges facing the country is still acknowledged and appreciated by many. The Chancellor, the Health Secretary and the Prime Minister have been quick to praise the contributions that universities have made in donating equipment, freeing up the clinical academic and student workforce providing evidence and predictive modelling, and marshalling research talent behind longer-range research projects to mitigate COVID-19 and prepare for the world beyond it.

But the case for a more significant grant-driven bail out for the sector was never going to be made in a mere month or so of lobbying. Sector leaders and advocacy teams are going to have to put in hard yards in the days, weeks and months ahead to really land the case for radically transformative policies like a doubling of QR funding and stretch target goals like 100% full economic costing for research grant overhead costs.

Making the case for more research funding support, plus the new ministerial research sustainability taskforce

Crucial to unlocking a more significant research funding outlay from the government, in Daniel's analysis, will be the sector's ability to super-impose into focus the net, accumulative benefits to society and the wealth creating sectors of the economy of a dynamic, high-quality, comprehensive UK research and innovation endeavour. And it must be sold through qualitative storytelling not just quantitative demonstration.

While officials in the Treasury may warm to data-rich visualisations of research impact on commercial innovation, the real focus must be on storytelling that makes the human case to senior ministers and Conservative strategists who care about 'levelling up' why preserving research excellence isn't just good for scholarship, but essential to any serious opportunity, prosperity and national security agenda.

A clear sign that more research funding relief may well materialise, is the announcement of a **ministerial taskforce on the sustainability of university research**, which will be co-chaired by Universities Minister Michelle Donelan and the Science, Research and Innovation Minister, Amanda Solloway. The taskforce will discuss the risks flowing from the impact of COVID-19 on university research and university finances and how universities and the Government can work together to ensure the health of university-led research in both the short and long term across the UK. This taskforce will include representatives from sector bodies, national academies, and industry.

It goes without saying that whatever the relative size of the research envelope of the future, the scope of the UK research endeavour will be re-shaped as will the settings for research funding. We can expect a **greater level of conditionality** to be attached to funding provided in future via the UKRI family of councils. It is sensible for universities to be modelling for some degree of contraction in the breadth of funded research fields and themes.

Restructuring regime

The package does not set out a firm commitment to the Transformation Fund Universities UK called for in its bailout package proposal. But it does indicate that the Government is open to providing some support for restructuring. The Department for Education will work with the Treasury and BEIS to develop a regime for restructuring. This move is intended to provide the Government with a mechanism by which the circumstances of individual providers can be reviewed and assessed, in turn allowing a decision to be reached on the need for restructuring institutions. When action is required, conditions will be attached.

A temporary, year-long, condition of registration to discourage predatory market practices and institutional behaviours towards students or wider sector health

Providers are trusted to act responsibly in this new market, and refrain from large-scale use of unconditional offers and other inducements. Linked to this, the Office for Students (OfS) will [consult](#) on a new temporary condition of registration. It is hoped that this condition will set out rules of engagement for providers and ascertain what will be deemed punishable by the OfS. The Public Affairs and External Insight team worked with senior leaders at King's to help shape the Russell Group and UUK submissions to the consultation on this new regulatory condition.

Bolstering clearing support – all hands-on deck

The Government wants to empower students by ensuring that a) universities appear open for business and b) they are armed with all the necessary information to make an informed choice about their future. Part of this offer will include collaborative work with UCAS to 'bolster the clearing process' this year.

All students (placed and unplaced) will be able to review and change course and university choices once they receive their grades, being further supported by a new service that will offer enhanced advice and alternative opportunities based on attainment and course interests.

The political response to the Government's package

Responses to the support package have been unsurprisingly mixed. Shadow Universities Minister Emma Hardy [expressed](#) disappointment that measures did not provide 'long-term security' for institutions and did not take decisive steps to begin reversing marketisation of higher education and research.

Chris Skidmore, who for the second time around had held ministerial responsibility for universities until his return to the backbenches in the recent reshuffle, [welcomed](#) the uplift to QR research funding (an issue he has long advocated for), stating that universities must work to express the value of this added investment. That being said, Mr Skidmore did [acknowledge](#) that the package did not do enough to account for the huge loss of income that will be generated as a result of falling international student recruitment.

It also must be noted that the sums of money offered by the Government fall well short of recommendations made by former Universities Minister and visiting Professor at King's Lord Willetts, who previously set out a [case](#) for a sector support package in terms of research funding, and education technology and capital funding worth up to £2bn.

Sector response to the package

Sector bodies have offered positive and constructive responses to the Government's announcement, welcoming the chance to work with them to further-develop proposals.

Universities UK [commended](#) the Government for listening to the concerns and suggestions of the sector. UUK Chair Professor Julia Buckingham said that further work with the Government was needed to 'meet both the scale and diversity of pressures that universities are facing'.

The Russell Group's [response](#) focuses on a perceived lack of attention to the loss of income caused by shortfalls in international recruitment, and its negative impact on research funding. Higher Education Policy Institute (HEPI) Director Nick Hillman has [urged](#) the sector to consider this package as the beginning of a much longer and more detailed discussion on financial sustainability.

Augar re-enters the funding debate and pours cold water on his panel's proposed £7,500 fee threshold in light of the changed and turbulent outlook for HE

[Writing in the Financial Times](#) last Bank Holiday Friday, Philip Augar an influential economist who chaired the independent advisory panel for the review of post-18 education and funding in England that took place in the last Parliament, has revisited the funding debate in English higher education and called for Government to shelve his own panel's major recommendation.

Mr Augar writes:

"The panel I chaired recommended cutting tuition fees to the average cost of a humanities degree — £7,500, according to Universities UK — and increasing the existing top-up for strategically important courses.

Covid-19-related disruption may now mean that such a fee cut would be too destabilising. But the problem has not gone away. An alternative would be to freeze fees for a further five years and ramp up the teaching grant for strategic subjects. Other options include number caps on some courses or a payment back to government by universities for reinvestment in priority subjects."

He argues however, that there can be no "business as usual" for either universities or FE providers moving forward:

"The pandemic will permanently change the world of work. New sectors for old, new ways of working and a re-evaluation of some occupations will require agility from employers and employees alike. Higher and further education will play a key role in shaping this. England, where the HE and FE sectors are disconnected and unevenly funded, faces particular challenges."

"Further education has slipped under the radar. The sector has seen a steep, steady decline in funding, eroded entitlements for some of the most disadvantaged and a collapse in the numbers in part-time study and vocational training. Reversing this is a key to closing the skills gap. That means higher rates paid to further education colleges for priority courses, a unified adult education budget, flexible learning and restored adult education entitlements."

“This should not be an unconditional hand out. The present blizzard of qualifications should be stripped down and consolidated around employer-led standards. We need fewer colleges in some areas and more in underserved locations.”

Special focus – Rishi Sunak’s session with the Lords Economic Affairs Committee

On 19 May, the Chancellor of the Exchequer took part in an [oral evidence session](#) held by the House of Lords’ Economic Affairs Select Committee looking at the impacts and outlook for the UK economy of the COVID-19 pandemic:

- Questioned by the Chair of the Select Committee, Lord Forsyth of Drumlean, about the interwoven nature of the length of the lockdown with the severity economic scarring from a subsequent recession and his thoughts on the ability of the furlough scheme to sustain employment, the Chancellor, Rishi Sunak MP, had the following to say:

“You are absolutely right in the sense that I have said very clearly that, although we have put unprecedented mitigating actions in place, I certainly will not be able to protect every job and every business. We are already seeing that in the data. No doubt there will be more hardship to come. This lockdown is having a very significant impact on our economy. We are likely to face a severe recession, the likes of which we have not seen”.

That is self-evident; indeed, it is what the OBR and the Bank of England have specifically said. There are two things to distinguish: the immediacy of the economic impact and the depth of recession, which we are currently passing through. There is a range of estimates from the Bank of England and the OBR on that of between 25% and 35%, but the question that occupies my mind and in the long term is probably more relevant is: what is the degree of long-term scarring of the economy as a result of this recession? What is the loss of productive capacity? Ultimately, once we recover from this crisis—by the nature of it, I believe it will be temporary, and we will suppress the virus and progressively lift the restrictions—the question is: what do we return to? On that question, the jury is out”.

- Baroness Bowles of Berkhamsted pressed the Chancellor for his view on the scale of the budget deficit for this year, and his opinions on what kind of economic recovery the business community should be realistically planning for. Sunak said:

“It will be significant by historic standards. The unknowable is on the tax side. When we start to see the next month or two of public finance and the tax collection coming in, we will have a clearer sense. We have talked about the spending side, where we know what we are doing, give or take, but we do not know fully yet how significant the hit will be 5 on the tax revenue side, and that picture will become clearer only in the weeks and months ahead.

- Asked by Lord Tugendhat how open the UK remains to inward investment for major infrastructure projects, Sunak said:

“There will always be a need to attract capital. Historically, as a country we have done that very well, and we want to make sure that we continue to be a place where people have the confidence to invest, to help to fund some of the things that we would like to see. It is also important, as we know, and as all the research tells us, that foreign direct investment also brings with it productivity-enhancing knowhow, and R&D, which has spill-over benefits for the rest of the economy”.

- Lord Stern of Brentford, a prominent LSE-based economist professionally, used his question to ask the Chancellor’s views about the potential for an “employment-oriented, inclusive” recovery, asking whether we can expect to see the Government focus on investments such as public works and broadband infrastructure that “are rapid in implementation, labour intensive and with strong Keynesian-Hicks multipliers?”. Responding, Mr Sunak, who sees boosterism as a critical economic remedy to the present situation, said:

“I think you were talking about stimulating a recovery in a labour-intensive way, with strong multipliers, which I think is all very sensible. I am spending a good amount of time thinking about what the right labour market policies are. We can already see some of the unemployment numbers today and the various scenarios that we started this meeting by talking about—so you are right that it would be a priority of mine to make sure that we can get as many of these people back into work as quickly as possible. Looking at opportunities for creating new employment in areas that also have an economic benefit to us should obviously be a priority”.

“I think you mentioned broadband; we have a very ambitious plan to roll out broadband. Again, the capital is there which we have provided to do the work, the £5 billion to fill in the last 20%. You are absolutely right that there is a slight bottleneck, as there is with lots of infrastructure, in the supply chain, with labour.

Trying to match those two things together seems eminently sensible. There is a different constraint on broadband as to how much of your roads you want dug up at one time. But you are right. In trying to match the labour market or unemployment to some of those areas, that is absolutely what we are thinking about at the moment”.

Quick hits:

UKRI fast tracks opening of UK Vaccines Manufacturing and Innovation Centre by 12 months

BEIS and UKRI have taken financial and operational [steps](#) to bring forward the opening of the already planned UK Vaccines Manufacturing and Innovation Centre by 12 months, with additional investment of £93m to speed up construction. The new centre, based at the Harwell Science and Innovation Campus in Oxfordshire is now expected to open by ‘Summer 2021’.

Transport for London hires UCL’s Institute of Health Equity to provide independent advice on worker deaths

UCL’s Institute of Health Equity has [been commissioned](#) to help lead a forthcoming two-part study for Transport for London to better understand the pattern of COVID-19 infections and deaths among London’s bus workers.

New survey findings reveal concerns of doctoral researchers

The initial findings from a new [study](#), co-produced by The Student Mental Health Research Network (SMaRteN) and Vitae, details the specific concerns of doctoral students and research staff during the pandemic. The survey includes questions relating to the impact of COVID-19 on research work, mental wellbeing, social connection. Headline findings are that only 10% of respondents reported that their funding had been extended as a result of the pandemic, with only 12% offered extensions to doctoral studies.

Unsurprisingly consistent reporting of research disruption was observed, in areas such as data collection and grant application writing. Institutions fared better in the analysis, with a majority stating that both their host university and supervisor had provided sufficient support arrangements for a continuation of studies during lockdown. Despite the recognised efforts made by universities and supervisors, this study displays that concerns over finances and job security are currently superseding.

Russell Group sets out proposals to improve the UK competitiveness in the global student recruitment market

The Russell Group has set out [proposals](#) aimed at preserving the UK’s global competitiveness and reputation in higher education. The strategy is split into a three-part plan, focusing on the continuation of visa reforms and streamlined processes to ensure the UK remains competitive, a national joint marketing campaign to portray universities as open, welcoming and safe and, measures to promote a broader global consensus in favour of the recognition of online courses as high-quality.

OfS releases international student support briefing

A [briefing note](#) has been published by the Office for Students (OfS), outlining specific issues currently faced by international students at UK universities. The document focuses on the provision of accessible information, maintaining community in remote settings, online learning provision and responding harassment and hate crime. Case studies on financial support, social media campaigns and other individual tailored support are also included.

Admissions and transitions guidance published by QAA

The Quality Assurance Agency (QAA) has issued [guidance](#) for providers on approaches to admissions and transitions. The signpost document draws together existing regulatory advice from national and devolved organisations, covering entry into higher education, movement between years and levels of study and into graduation.

Scientists urged to 'show their working' to help increase transparency

Shadow Science Minister Chi Onwurah has urged researchers to practise openness in their work as a response to public uncertainty and Government 'blame-shifting'. Writing in [Research Fortnight](#), the Shadow Minister acknowledges the increased popularity of scientific discussion, both in political and public discourse. Ms Onwurah argues that complete transparency is the most effective strategy to ward off criticism of the impact of scientific advice on policymaking.

King's Health Partners Update

King's Health Partners COVID-19 response – King's Health Partners research community responded rapidly to the COVID-19 outbreak, with more than £500k of pilot funding allocated on 23 March to projects from a range of disciplines. Across our partnership, [there are around 30 COVID-19 research studies](#) currently approved by the CMO.

Our team continue to work with MedCity to encourage national investment as we have moved into Step 3 Testing capacity of 16000 tests per day. We continue to work collaboratively and support KCL deliberations in testing arrangements for staff and students going forward.

Our new south east London COVID-19 guidelines for Palliative care and Breathlessness [launched in April](#) and includes a formal statement on use of Oxygen use at the end of life.

Some additional examples of our response include working with the Education and Training to develop [learning resources](#), with our Mind & Body team to develop [health and wellbeing support](#) and on the [Life Lines](#) project to connect families with their loved ones. Additional activity as part of our COVID-19 response is featured in the bullet points below.

King's Health Partners Mind & Body - Mental Health Awareness Week took place this month with a focus on kindness. The Mind & Body team shared ideas around [inspiring teamwork](#) and collated and shared [a number of health and wellbeing resources](#). As part of our commitment to staff mental health and wellbeing, we have also been encouraging staff to take part in NHS Check [by completing a 5-10 minute survey](#) which now features in King's Health Partners staff email signatures.

Education & Training at King's Health Partners - *How I manage COVID-19 patients – meet the expert* – global clinical fora is now up and running [every Tuesday at 1pm through Zoom](#), with the option to catch up through the [King's Health Partners Learning Hub](#). Both local and global speakers have been lined up for the coming weeks. The team have also shared recordings of the COVID-19 grand rounds from King's College Hospital. The most recent King's Health Partners bulletin also featured [five of the top Learning Hub recommendations](#), courtesy of Education Academy lead Rachael Jarvis.

King's College Hospital have launched a series of Grand Round Webinars to share the expertise that we have gained in not only managing patients with COVID-19 but also in better ways of working and caring for each other. These webinars are scheduled for 13.00 on Wednesdays (with some exceptions) and will be recorded and uploaded onto the King's Health Partners Learning Hub for future viewing.

Supporting virtual visitation across the UK - King's Health Partners have been heavily involved in the [Life Lines project](#) which enables virtual visits for families in ICUs across the UK. The initiative has now supported more than 170 NHS hospitals. The team have been supporting sites with implementation and follow-up support, with resources being reviewed and added to our website on an ongoing basis. The initiative has had considerable media coverage including the Guardian, the Independent, and on BBC Radio 5 Live.

Communications - King's Health Partners News continues its fortnightly release of a more condensed, response focused bulletin. The latest bulletin featured [a message of thanks from Mayor of London Sadiq Khan](#), orchestrated by the Mind & Body team, and a celebratory overview of activity for [International Day of the Nurse and Midwife](#).

Workforce changes - Syeda Hasnain-Mohammed will be joining us as Head of Communications on 8 June.

King's Health Partners Joint Boards – this was the first in the King's Health Partners Joint Boards meeting to be hosted online, featuring presentations on COVID-19 disease understanding, primary care response, palliative care and COVID-19 Testing progress. It provided a great opportunity to see how the partnership has pulled together to tackle the pandemic and the wealth of knowledge that we are now building.

Health & Safety Update

SAFETY MANAGEMENT SYSTEM

Accident Management System (AMS)

No change since the last report.

Auditing

No change since the last report.

Compliance E-Learning (WorkRite)

- Agile Working e-learning course has been launched and the previous DSE Workstation Awareness course has been removed. Assessments carried out under the previous course have been retained. DSE Assessors are being advised and supported via a new Teams Site.
- An Introduction to Risk Assessment e-learning course has been prioritised to support the return to campus process. This is currently in development.
- The Health Surveillance e-learning course is in the final stages of development as part of the response to the HSE Improvement Notice and recent Notice of Contravention.

Occupational health

- Due to H&SS resource limitations existing OH contracts will be extended to March 2021.
- H&SS is liaising with Occupational Health to strengthen Health Surveillance arrangements and identify means of improving compliance with the process in response to the recent Notice of Contravention.
- H&SS has requested an update from the OH providers on the arrangements they have in place to ensure continuity of service provision during the COVID-19 emergency.

System Development

The following system developments are under way by H&SS:

- a) A revised Statement of Intent was submitted to Health & Safety Management Group meeting on 30 April. The revised draft welcomed and awaiting further comment from SVP Quality, Strategy & Innovation.
- b) SOS013 Engineering Controls. Drafted and submitted for technical consultation with key stakeholders and in final revision.
- c) Management Arrangements for the Prevention and Control of Laboratory Animal Allergens. Drafted and currently subject to technical consultation with key stakeholders.
- d) GN052 Health Surveillance and RPE Requirements for Respiratory Sensitisers. Drafted and currently subject to technical consultation with key stakeholders.

- e) Supplementary COVID-19 Risk Assessment template being drafted in consultation with key stakeholders

Documents (b), (c), and (d) are in development as part of the university's response to the HSE Improvement Notice (see 3.1 below).

In addition to (e) above, the following documents have been produced as part of the COVID-19 emergency (see 5.1 below):

- SN043 Safety Notice "Essential work during the COVID-19 pandemic: safe distancing and lone working"
- GN054 "Building health & Safety Management Risk Review and Action Planning Tool"
- GN055 "Health and Safety Risk Analysis: Return to Work Measures during the COVID-19 emergency"

H&SS is developing a SharePoint page to collate and host documents which form the framework for managing the risk associated with COVID-19 with links to primary source government guidance and references. This approach has been taken in recognition that King's is operating in "unknown territory" where knowledge of the virus and how it behaves is constantly changing. As such, official guidance may change and necessitate review and revision of the King's framework.

SERIOUS INCIDENTS / INVESTIGATIONS

Health Surveillance

As mentioned above systems are being developed to improve the ability to monitor health surveillance outcomes and improve compliance with the health surveillance process. Future reports will address any observable trends in adverse outcomes and draw attention to any cases which are suspected or confirmed laboratory animal allergy.

H&SS continues to monitor health surveillance outcomes in the context of the ongoing HSE investigation (3.1 below).

RIDDORs (reportable to Health & Safety Executive (HSE))

None since last report

Other Significant Incidents/Investigations

See table below:

AIRSWeb Reference	Date Reported	Brief Event Description	RIDDOR/ Significant Incident	Event Outcome	Investigation Status
-------------------	---------------	-------------------------	------------------------------	---------------	----------------------

AI9238	12/03/2020	IP cut themselves on a Microtome blade which had been left in unsafe condition by the previous user	Significant incident -	Injury. Refresher information and instruction for users.	Closed
AI9239	12/03/2020	Toxic Phenol chloroform – cracked tube in centrifuge. IP whilst attempting to clean up the spill dripped contents on wrist (NHS employee on KCL premises)	Significant incident	Injury. 2 visits to A&E following incident. Batch of tubes being used were changed and manufacturer alerted. NHS investigated and improved practices. IP has recovered.	Closed
AI9232	03/03/2020	Splash of ethanol to eyes – IP was not wearing adequate eye protection for the task being undertaken.	Significant incident	Injury. Visit to A&E. Review of eye protection provision and refresher information and instruction for users	Closed
AI9247	16/03/2020	Slip and fall in toilet on wet floor that had just been cleaned. Falling backwards the IP hit their head on the sink.	Significant incident	Injury below >7 reporting threshold. Visited A&E twice (though not directly after the incident) experienced symptoms of headache, nausea etc.	Open

Regulatory Visits and Enforcement

King's: HSE Enforcement

HSE investigation into the RIDDOR report of occupationally acquired asthma, commenced November 2019 and continues.

King's received an Improvement Notice in December 2019 outlining a number of breaches in legislation. Due to COVID-19 HSE agreed to extension of the original deadline from 31 March 2020 to 8 May 2020. An Action Plan was developed by H&SS in consultation with key stakeholders and discussed at Health & Safety Management Group on 30 April. The Action Plan was submitted by the Principal on 5 May and the HSE Inspector accepted this provided that the actions identified were completed.

H&SS continues to lead on a project to evaluate the performance of room air handling (engineering control under CoSHH¹) with E&F and BSU managers. E&F have appointed consultants to undertake a feasibility study of the air handling in Hodgkin to evaluate and determine whether the plant is capable of performing to the standards required to comply with HSE and Home Office requirements. This feasibility study will be extended to all other BSU facilities as part of a necessary programme of evaluation and improvement.

H&SS is liaising with IT and E&F regarding the necessary ability of BSU and other higher risk facility managers to receive live information on the performance of air handling systems and other building plant. This fulfils the CoSHH requirement to monitor engineering control measures to ensure that they remain effective and also enables early identification of potential performance issues (trend monitoring).

As part of the ongoing HSE investigation King's received a further Notice of Contravention on 6 May 2020 identifying a material breach of legislation due to insufficiently robust Health Surveillance arrangements. This matter had already been identified in the internal investigation and forms part of the internal action plan. King's has been given a deadline of 8 July to provide a details of its remedial actions.

Fees for Intervention will be incurred once HSE has completed its investigation. It is still unclear whether or not the investigation will culminate in further enforcement action and as such the focus is on mitigation by ensuring that all actions are completed within the proposed target dates.

¹ Control of Substances Hazardous to Health

Secretary of State for Education: Fire Safety

The review is being led by E&F Assurance & Risk with advice and support from H&SS has been affected by the significant work being undertaken by both teams to assist and advise King's in its response to the COVID-19 emergency.

Information on fire safety and other regulatory compliance aspects of King's buildings and 3rd party residences continues to be collated in order to provide a response in due course.

Communication and Consultation

Safety Notices

A Safety Notice SN043 was issued in April regarding the importance of safe distancing and managing the risk of lone working associated with essential COVID-19 research (see 5.1 below).

Infographics

H&SS is discussing necessary amendments to the self-isolation reporting form and the information supplied in PowerBI reporting to senior managers and key stakeholders providing support to staff and students (see 5.1 below).

Microsoft Teams & SharePoint

H&SS has created two additional Teams sites to provide information and advice to First-Aiders and DSE Assessors and to encourage mutual support regarding common issues and solutions. These sites are being used to update role holders on developments regarding interim arrangements during COVID-19.

H&SS is using its Safety Officer Teams Site to answer queries and keep role holders up to date regarding interim risk management arrangements during COVID-19.

As stated in 1.5.3 above H&SS is developing a SharePoint page to host health and safety risk management arrangements and links to official guidance related to planning return to campus during COVID-19.

Risk Management & Assessment

Novel coronavirus (COVID-19)

H&SS team continues to provide support and advice on health and safety aspects of COVID-19 through membership of:

- Return to Campus Working Group,
- Silver Team (Health),
- COVID-19 Research Steering Group
- Technical Leads Resuming Research Group, and

- Resuming Research - Risk Analysis Subgroup

H&SS also continues to provide advice to on H&S aspects of various COVID-19 research and diagnostics proposals.

It should be noted that some Professional Services staff who are involved in more than one of the various COVID-19 workgroups have begun to show signs of mental and physical strain due to the time pressures and novel nature of the situation they are addressing.

It is important that there is a systematic risk assessment approach and process for the phased return to campus. The government guidance reminds us that we have a legal responsibility to assess and manage the risks of COVID-19. H&SS is developing a suite of documents (see 1.5 above) and guidance on SharePoint which supports the university in its decision making during the planning process for return to work and the Faculties and Directorates in their risk assessment reviews. GN055 in particular provides a risk analysis framework which identifies general approaches and control measures that may be utilised, it is designed to give managers the flexibility to identify the most practical and sensible measures to control the risk starting with collective measures of safe distancing and hygiene.

King's faces a challenge with regards to management of its outdoor spaces that are also public thoroughfares. There is evidence of lack of compliance with social distancing, particularly during warm weather, which Estates & Facilities are endeavouring to manage with signage and liaison with partner institutions whose staff use these areas.

H&SS manages the Microsoft Form and Flow for collection of information relating to self-isolation reporting and publishes regularly updated anonymised data in a PowerBI report shared with identified members of SMT and PSE.

H&SS continued with its assurance process associated with health, safety and fire safety aspects of handover of Champion Hill residences to KCH for nurse accommodation. However, following recent formal confirmation that KCH no longer requires the residences this assurance process has now ceased.

Health & Safety Services Staff Resource

The Deputy Director and Head of Infrastructure Safety have been notified that their Acting up status as Director and Deputy Director has been extended for a further six months. H&SS has furloughed two members of staff meaning that it is now a team of seven. This remaining team of specialists and senior staff continues to advise and support the university whilst it is subject to enforcement action and developing its framework for managing the risks associated with the current national COVID-19 emergency.

Fundraising & Supporter Development Update

The Fundraising and Supporter Development (F&SD) team raises money for its three partners: King's College London (KCL), King's Health Partners (KHP) and Guy's & St Thomas' Trust (GSTT). Income secured for our partners for the current College financial year (latest figures for August 2019 to April 2020) is £23.1m. By partner, this is £6m for KCL, £9.9m for KHP and £7.2m for GST.

Response to Coronavirus

F&SD are responding to the current situation and approximately **£3.6m has been raised since 23 March, mostly through the COVID-19 related initiatives**. This update is deliberately focused on our work in response to Coronavirus, although other fundraising activity continues, and a broader update will be provided to the next meeting.

1. Appeal to Support King's College London's Response to coronavirus

On 2 April, F&SD launched the **King's COVID-19 Response Fund Appeal** (<https://covid19-appeal.kcl.ac.uk/>). Funds will be allocated to where the need is greatest across the COVID-19 projects as detailed on the appeal site. The site highlights four key areas of work:

- i. King's Research into Covid-19 (clinical trials, antibody research, understanding immune response, ventilator development)
- ii. Mental Health (the impact on our NHS colleagues and our 5th year medical students - who are very much on the front line)
- iii. Global Health (looking at how Covid-19 could be brought under control in developing countries)
- iv. Student Support and the additional impact on student hardship, with many more students likely to struggle financially at this time.

F&SD has worked with the university's External Relations directorate to continue to promote the appeal via social media posts and a range of follow-up emails and communications with alumni.

Launching an appeal of this scale would typically take two months of careful planning but was achieved in a week, with collaboration across the university to develop content and areas of focus. **Just under £240k had been raised as of 28 May.**

2. Campaign to Support Guy's and St Thomas' staff

Working with senior leadership across Guy's & St. Thomas' Trust and Charity, F&SD has developed a campaign to support the response by the hospitals to Coronavirus and to help to address the extreme pressures being placed on staff.

The fundraising focus has primarily been on Trusts & Foundations, who are carving out funds to support the NHS and related initiatives. There is also a focus on working with existing Corporate partnerships and developing new ones, to secure a range of vitally important in-kind contributions, such as food deliveries, transport and accommodation.

The appeal is also generating engagement from the wider public through messages of support to all those working in the hospitals. This is intended to also build longer-term engagement with a large community of individuals and organisations. A [new landing page](#) has been developed, which will display some of the messages of support coming in from across our community.

Fundraising at 28 May was in excess of £1.2m, in both pledges and gifts-in-kind from public donations, corporates, major donors and trusts and foundations. We also expect that additional funding will be channeled via NHS Charities Together and await information on how this will be accessed.

3. Other Support for Hospital Partners

F&SD has also been central to an initiative, which is being co-ordinated via KHP, to secure and distribute tablet devices to Intensive Care Units across a range of NHS Trusts, which will enable patients and their doctors to connect with families, at a time when visits are not permitted.

The project has involved considerable engagement with major corporate partners, such as BT and Google. **As of 18 May, over 1000 tablets had been configured and delivered to around 150 hospital sites. The aim is for every ICU in the country to have at least two devices.** GST is now contacting 300 families a week via the devices.

To date, just over £2m has been raised for this initiative. Catalyst gift agreements totaling £1m were signed with the True Colours Foundation and the Gatsby Foundation, and a cash gift of £1.165m has been signed with a major corporate partner to fund the purchase and configuration of the devices. In addition to cash pledges, we calculate that gifts-in-kind will be in the region of £500k, primarily from partner BT (including setting up the devices, distribution, and free SIM cards/calls).

4. Engagement with Alumni, Donors and Prospects

F&SD's alumni team has re-purposed planned events, which are now being delivered online, and is also developing new content to allow for timely engagement and promotion of the university's role in the Covid-19 response. Events and content are being promoted to our alumni community through a range of channels.

Alongside social media and webinars, these channels includes the *In Touch* magazine, the [first digital edition](#) (password dF@uTxSG25!a6) of which was sent in May to over 120,000 alumni. This is more than double the number that usually receive the hardcopy edition. About half of those who receive the digital publication will receive a fundraising ask in the publication for the King's response appeal (this is in line with opt-in rates to such asks). In addition, the new [alumni webpages](#) are now live.

F&SD is also delivering a series of King's Global Forum webinars for prospects/donors/alumni, led by Professor Sir Robert Lechler, Professor Evelyn Welch and senior academics and clinicians to bring our expertise in response to the Covid-19 pandemic partners to our key stakeholders. This is an important channel to cultivate some of our highest- level prospects. Virtual webinars will be one of the main forms of engagement for the foreseeable future and will continue beyond this immediate timeframe. The programme to date is as follows:

- 9 April – Professor Tim Spector webinar to Alumni with a focus on the Covid-19 App.
- 11 May – Professor Sir Robert Lechler and Professor Matthew Hotopf discussed mental health impact of the pandemic. Replay: (https://us02web.zoom.us/rec/share/2skoAbrB7WBIWtLttEjeQoUCAZ_caaa80CQf-vRenU-zFtDOW-x3MKX05sA9gkW3 Password: 5n+N8&29)
- 13 May – Professor Sir Robert Lechler and an expert panel of speakers from across Evelina London spoke about Coronavirus and the new evidence associated with its presentation in children. [This event was not recorded at the request of the panel]
- 27 May – Professor Sir Robert Lechler and Professor Mauro Giacca, Professor of Cardiovascular Sciences in the School of Cardiovascular Medicine & Sciences, will focus on novel therapies
- 1 June – Professor Sir Robert Lechler, Stuart Neil, Professor of Virology, and another speaker will discuss our understanding the immune response to COVID-19.
- 15 June – Professor Evelyn Welch, Professor Rosie Campbell and another speaker TBC will discuss effective leadership styles, diversity in decision making and populism.

5. F&SD Support for Wider University Priorities

F&SD staff continue to support international student recruitment work by engaging with final year undergraduate students and current foundation year students, in conjunction with colleagues in External Relations. Our alumni communities will also continue to play an important role in promoting KCL to overseas students.

Diversity & Inclusion Update

Equality, Diversity & Inclusion underpins Vision 2029, a guiding principle of which is to ‘create an inclusive environment where all individuals are valued and able to succeed. King’s is striving to embed inclusion to provide an outstanding educational experience and to be an employer of choice. ED&I plays a key role in attracting and retaining talented staff and students and enables all staff and students to succeed. The broad reach of our work continues at pace.

We work across six themes:

- Legal compliance and supporting the HR transformation
- Governance, executive management and leadership, including data driven insight and functional alignment
- Inclusive culture – promoting benefits of inclusive behaviour and tackling bullying harassment and discrimination
- Disability inclusion
- Education, awareness and development
- Recognition, through Athena SWAN, Race Equality Charter Mark and Stonewall.

Strategic Objectives

- To be intersectional by default
- To develop a more inclusive culture via more capable, inclusive leadership and management so all parts of the community feel valued and able to succeed
- To diversify Senior Leadership
 - Increase proportion of women in senior and leadership positions
 - Increase proportion of BME colleagues in senior and leadership positions
- To ensure representation of protected groups of staff is proportionate throughout all Professional Services and Academic grades, especially for BME staff
- To address the Ethnicity Pay Gap
- To address the Gender Pay Gap
- To promote benefits of inclusive behaviour and to ensure there are mechanisms and processes which will hold people accountable for unacceptable behaviour

Governance, Executive Management and Leadership

In light of the Covid pandemic, EDI priorities have changed. EDI have a role to ensure EDI is embedded into decisions around King’s response to Covid. King’s immediate response was compassionate and instinctively inclusive, we want to deepen the confidence in university decisions to avoid differential impacts for particular groups of staff and students.

To support King’s in considering EDI impacts of decisions, we have rapidly updated Equality Analysis materials, including quick reference guides, an abridged Equality Analysis template, and connected with critical working groups such as Gold and Return to Campus Working Group.

EDI have produced a *Coronavirus Disease Equality Considerations Report* which brings together research on the differential impacts of the pandemic on key demographic groups.

Disability Inclusion

In light of the pandemic, staff and students are working away from campus. Their productivity and engagement is reliant on technology, and so the importance of accessibility is crucial. EDI, alongside IT and External

Communications, are prioritising practical support and tools for staff and students. The technical compliance workstreams have been paused until later in the year.

Education, Awareness and Development

As part of cost-saving measures, King's have furloughed a number of staff. EDI continue to offer personal development, peer and pastoral support through Staff Networks, More than Mentoring, and Diversity Matters training products to keep our community engaged and to feel valued.

Recognition

King's Athena SWAN self assessment was planned for April 2020 and the Race Equality Charter Mark is due in July 2020. Due to the Covid pandemic, AdvanceHE have offered extensions for both Charters. We currently hold Bronze awards for both AS and RECM. Maintaining our AS award is critical for the validity of AS awards held by faculties and departments, upon which NIHR funding is contingent. The RECM is not currently directly connected with funding.

Our intention is to prepare and submit a RECM application to the original July 2020 deadline. The EDI Function is working closely with a cross-university team (Race Equality Leadership and Action Team) to sensitively and empathetically engage our academic faculties and PS directorates as far as they are able, given the current situation.

One of the major drivers for an April Athena SWAN submission was the REF timetable. With REF being paused, we have an opportunity to progress actions ahead of a later submission. We are working to a November 2020 deadline for AS. We will be aiming for a Silver award at university level. Achieving Silver will maintain our credibility among our key competitors (UCL, Imperial and QMUL all hold Silver), be important in demonstrating our EDI commitment in REF, improve the effectiveness of King's, and EDI is our moral obligation.

To achieve Athena SWAN Silver, **we need to demonstrate**

- **progress**
- **continued commitment in relation to resource**
- **intention to tackle the barriers and issues identified by our self-assessment to gender inclusion at King's.**

The Athena SWAN Leadership and Action team have identified activity to improve our chances of Silver in November. We must remember to frequently take stock – especially for gendered and racial Covid impacts – and adapt and prioritise accordingly.

**ENVIRONMENTAL
SUSTAINABILITY**
Report

2018–19

BVSH HOUSE

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COVER PHOTO: BUSH HOUSE BY NICK WOOD

Sustainable Development Goals

King's College London recognises that as an educator, we have a responsibility to play a central and transformational role in advancing the Sustainable Development Goals (SDGs) by 2030. The SDGs are a set of 17 goals aimed at transforming the world by 2030 and were approved by the member states of the United Nations (UN) in 2015. To showcase how our work relates to the Sustainable Development Goals, we have highlighted the relevant goals in each section of this report.



Introduction

In 2018-19, we have made significant steps towards achieving our sustainability commitments, one of the enabling foundations of King's Strategic Vision 2029. We are proud to have been ranked fifth in the world in the inaugural [2019 Times Higher Education Impact Rankings](#), recognising our contribution to achieving the UN SDGs. While we scored highly across a range of SDGs, particularly SDG 3 Good Health and Wellbeing, SDG 5 Gender Equality, SDG 12 Responsible Consumption and Production, and SDG 17 Partnership for the Goals, this report focuses on our progress towards environmental sustainability.

We have successfully decoupled our growth from increasing carbon emissions. By July 2019, we reduced our scope 1 and 2 carbon emissions by 41% compared to 2005-06. Our carbon intensity per student and staff member reduced by 64% over the same time period. We are now working towards our target to be net zero carbon by 2025.

Students and staff were engaged in sustainability throughout the year. A record 66 teams took part in our Sustainability Champions scheme, with 30 teams being awarded Gold at the 2019 Sustainability Awards. Students volunteered nearly 700 hours for sustainability initiatives, including supporting Sustainability Champions teams as Sustainability Champions Assistants, supporting a social responsibility audit of King's as part of the ESSA Project, and assisting in the organisation of the inaugural Universities Against Modern Slavery Alliance conference.

Following our improvements in waste management and recycling in the previous year, we focused our efforts in further supporting our students and staff to reduce, reuse and recycle. Our Don't Be Trashy campaign in

King's Residences encouraged students to think about the waste they produce, and explored different ways to increase recycling.

Finally, we have introduced several initiatives to improve food sustainability at King's. King's Food opened Roots, their fully plant-based café at Bush House in September 2018. Successful with students and staff, the café was named a finalist for a UK & Ireland Green Gown Award for its contribution to sustainability.

A new 20p levy on disposable coffee cups, introduced in February 2019, is aimed at reducing waste from our cafés. All funds raised will be put into a Sustainability Projects Fund, which will be made available for student and staff sustainability projects. Recognising their commitment to sustainability, King's Food have been awarded two stars from the Sustainable Restaurant Association in their 'Food Made Good' rating in 2019.




In this report, we outline our progress against our environmental sustainability targets, while also giving a brief look into the initiatives planned to address our key environmental impacts in 2019-20. We also welcome your thoughts on the sustainability agenda at King's. If you have any comments, or would like to get involved in sustainability at King's, please get in touch with us by emailing sustainability@kcl.ac.uk or visiting kcl.ac.uk/sustainability

2018–19 Sustainability targets


Target: TARGET ACHIEVED/ON TRACK PROGRESS TOWARDS TARGET TARGET NOT ACHIEVED

Environmental Management System	Maintain ISO 14001:2015 certification	
Water	Reduce consumption of water by 2% each year over the 2013–2020 period (m³ per total staff and student FTE)	
Waste and resource use	Achieve 65% recycling of non-hazardous office and residential waste by July 2019	
	Reduce total annual operational waste produced by the university	
Carbon	Reduce absolute CO ₂ e emissions to achieve a 43% reduction in scope 1 and 2 emissions from a 2005–06 baseline by 2020	
Partnership and community engagement	Achieve SRA rating of at least one star	
	Engage with at least one local community project which promotes and improves the environment	
	Take an active role in sector sustainability networks such as LUEG, EAUC and GCSO	
Clean Air	Implement at least 2 clean air initiatives recommended by Business Low Emissions Neighbourhoods	
	At least 75% of King’s directly controlled fleet to be zero/low emission vehicles	
	Increase the number of bicycle parking spaces across the estate	
Construction and refurbishment	BREEAM assessments carried out on all new buildings/major refurbishments as required by planning: New builds to achieve “Excellent” and major refurbishments “Very good”	
	All large-scale fit-out projects to apply King’s Sustainability Guidance and checklist, or complete SKA assessment	
Biodiversity	Implement at least 75% of the agreed 2018–19 opportunities identified in the Biodiversity Action Plan	
Training and awareness	Achieve at least 600 hours of student engagement opportunities	
	Achieve minimum of 60 Staff Sustainability Champion teams completing Bronze, Silver or Gold	
	Minimum of 90% of eligible Estates & Facilities staff to complete the Fit for King’s sustainability module within 12 months of induction	


2018–19 highlights




41%
reduction in carbon emissions since 2005–06




56%
of waste recycled or reused




5th
in the world in the Times Higher Education Impact Ranking




696
hours volunteered by students on sustainability projects




2,762
actions completed as part of the Sustainability Champions scheme



2 stars
in the Sustainable Restaurant Association’s ‘Food Made Good’ rating



2.3%
Reduced exposure of investments in companies that own fossil fuel reserves to 2.3%



201
tree saplings planted in the Maughan Library garden

Service at King's

'Service' is the term King's adopted in our Strategic Vision 2029 to describe our commitment to society beyond the traditional roles of education and research. The Service Strategy 2018–23 sets out what Service means to King's:

Social reform: We recognise that we have a responsibility to shape and transform local communities and societies across the world

Educational experience: King's graduates are distinguished not only by their knowledge but by their wisdom, character, service ethic and global mindset

Research impact: Our world-leading and outward-looking research is focused on meeting societal need

Volunteering: We support and facilitate students, staff and alumni participating in voluntary activities across numerous sectors

Environmental sustainability: We have made a commitment to protect the environment, whether it be in relation to energy saving, recycling or sustainable transport



King's was ranked fifth in the world in the 2019 Times Higher Education (THE) University Impact Rankings, a pioneering initiative that recognises and celebrates the social and economic contribution of universities. The new

THE University Impact Rankings use the UN SDGs as a framework for reporting on the social impact of universities. Throughout 2018–19, the Service team led and supported a number of initiatives with social impacts, some of which are highlighted in this section. For the full range of inspirational stories on how King's is making a difference, read the Service annual report 2018–19 at kcl.ac.uk/service



Service Time

A key part of the Service Strategy is to enable staff to participate in Service activities, regardless of what role they have at King's. To make this possible, Service Time was launched in October 2018 as part of our benefits offer for employees. Service Time allows all staff to spend up to one day per year on external Service activities, for example by volunteering within the community or for charitable organisations. This is due to be increased to three days from January 2020. Many teams across King's have used their Service Time to volunteer together and do team-building while helping local communities. For example, King's Venues volunteered with Buses4Homeless to help transform decommissioned buses into sleeping, eating, learning and wellbeing spaces for homeless people.

King's Sanctuary Programme

King's Sanctuary Programme was formed in 2015 in response to the global issue of forced displacement, which affects more than 60 million people worldwide. The programme aims to initiate and lead on projects that create positive opportunities for young people whose education has been disrupted due to being displaced.

The Sanctuary Programme also supports the meaningful contributions that the King's community can make. As forced migration affects people locally as well as across the world, everyone at King's can make a difference. The Sanctuary Programme includes a range of projects, including the Partnership for Digital Learning and Increased

Access (PADILEIA), Sanctuary Scholarships, and the Refugee Community Sponsorship scheme.

PADILEIA is one of the Sanctuary Programme's flagship initiatives and was formed to meet the educational needs of a mobile and digitally literate refugee population in Jordan and Lebanon. With a shared interest in innovative digital pedagogy, student support and delivery, PADILEIA consists of three universities – King's College London, Al al-Bayt University in Jordan, and the American University of Beirut in Lebanon – as well as Kiron Open Higher Education (a digital-education NGO) and FutureLearn (a leader in online learning). The Programme is funded by the Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR)

programme, a competitive grant scheme established by the UK Department for International Development. SPHEIR is designed to catalyse innovative partnerships in low-income countries to improve the performance, governance and influence of higher education systems and institutions.

So far, the programme has launched three bespoke courses (English Elementary, English Intermediate and Nursing) on FutureLearn, designed by King's Online and King's faculties. 1,867 self-identifying refugees and disadvantaged young people have completed one of these courses so far, and there are approximately 95,000 learners registered on these courses worldwide.



PADILEIA students graduating from the Foundation Course run by AUB-CCECS

Environmental Management



Target
Maintain ISO14001:2015 certification
● TARGET ACHIEVED



Policy
King's has an overarching Environmental Sustainability Policy, which applies to all areas of King's. It sets out our key environmental commitments, including setting environmental objectives and targets, and providing opportunities for staff and students to engage with sustainability. As the policy is due to be reviewed in 2019, a new Environmental Sustainability Policy will be published in 2019-20.

Progress
Our Environmental Management System (EMS) was re-certified with ISO14001:2015 in May 2019,

following an external audit. The EMS covers all areas of Estates & Facilities, and makes sure everyone in the directorate knows how to carry out their roles in a sustainable way. Regular internal audits, as well as training for key staff members, ensure that our procedures to improve sustainability are followed across campuses. A key element of achieving ISO14001:2015 certification is to show continual improvement in our environmental management. A number of new initiatives and improvements have been introduced in 2018-19 across a range of sustainability topics. These are covered in more depth in the remainder of this report.

Spotlight on: Divestment



Policy
The King's College London Ethical Investment Policy commits King's to make no direct investments in tobacco, and to divest from all fossil fuel investments by the end of 2022. In addition, King's aims to invest 40% of its funds in investments with socially responsible benefits by 2025. Both commitments are subject to there being no significant impact upon financial risks and returns, and details on where the university's endowment funds are invested are made publicly available on the King's financial information webpages.

Progress and opportunities
The King's endowment is invested in funds that are reviewed to ensure they operate within both the letter and the spirit of our Ethical Investment Policy,

and the Investment Subcommittee of the university considers socially responsible investment as part of our asset allocation and investment manager selection process.

We have made further progress towards divestment from all fossil fuels in 2018-19. In July 2019, our exposure to fossil fuels was 2.3%, which means that 2.3% of our total investments at the time were in companies which own fossil fuel reserves. This is a significant decrease from 7.3% in July 2017, and 3.5% in July 2018. We will continue working towards full divestment from all fossil fuels, and expect to reach our full divestment target by the end of 2020, two years ahead of schedule.

King's has also divested fully from both tobacco and controversial weapons.



Carbon and energy



Target
Reduce absolute CO₂e emissions to achieve a 43% reduction in our scope 1 and 2 carbon footprint from a 2005–06 baseline by 2020

● TARGET ON TRACK



Policy
King’s is committed to reducing our carbon emissions through the Environmental Sustainability Policy. We have set the target to reduce our scope 1 and 2 carbon emissions by 43% compared to our 2005–06 baseline, and to be net zero carbon by 2025.

The Energy and Carbon Management Policy specifies further commitments towards reporting, funding and efficiency objectives.

Progress
We have now reduced our scope 1 and 2 carbon emissions by 41% compared to our 2005–06 baseline. This means

that we are only two percentage points from achieving our 43% reduction target, and are confident we will achieve this by our 2020 target date.

We have achieved these carbon savings despite significant growth of the university estate and student and staff numbers, with carbon emissions per full time equivalent (FTE) students and staff having reduced by 64% since 2005–06.

We are continually working on energy efficiency upgrades, particularly in improving the efficiency of lighting and upgrading to LED lights across our campuses.

Since October 2017, all electricity directly purchased by King’s has

been sourced from 100% UK wind power backed by Renewable Energy Guarantees of Origin (REGO) certificates. When using a market-based calculation method and taking into account our renewable energy purchasing, our emissions have reduced by 62% from our 2005–06 baseline.

We have also engaged students in our carbon and energy policies. The King’s Energy Cooperative was founded in 2018 with the aim to increase the generation of renewable electricity on campus. The Energy

team have worked with them to deliver energy audit training and tours of existing solar panels at King’s. In 2019, the King’s Energy Cooperative won the King’s College London Students’ Union (KCLSU) Environmental Impact Award for engaging students with sustainability and energy.

Our indirect, or scope 3, carbon emissions continue to form a significant part of our overall carbon footprint. Scope 3 includes indirect emissions such as emissions from goods and services we buy, business

travel, and the treatment of waste from the university. We have made progress towards measuring these more accurately in 2018–19, with the view to set baselines and targets. A summary of our key sources of scope 3 emissions can be found on the following page.

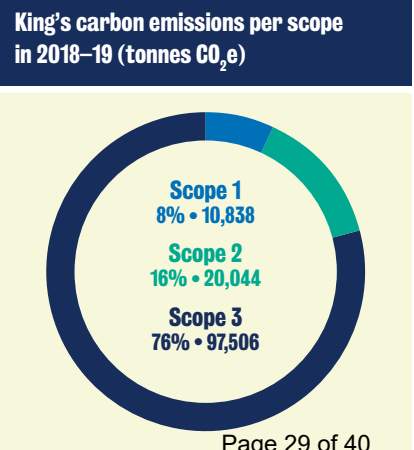
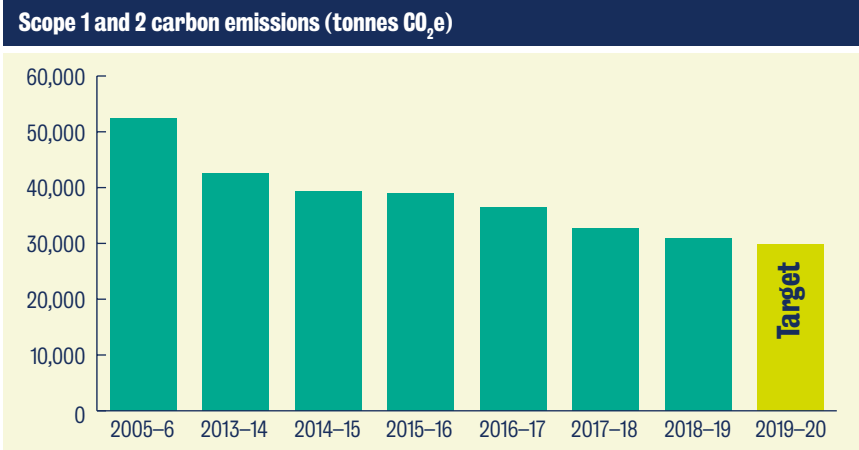
Challenges and opportunities
With our 43% reduction in carbon emissions target only one year away, we will continue to focus on energy efficiency projects in 2019–20. For example, we are looking at improvements to our Building Management System (BMS) to ensure we can control our energy use appropriately.

We also continue to improve the sourcing of our electricity, and in October 2019 signed a Power Purchase Agreement (PPA) with wind farms in Scotland and Wales.

Having committed to be net zero carbon by 2025, we will develop a strategy and action plan for achieving this ambitious target by looking at how we can upgrade our existing buildings and ensure any new buildings meet high standards of energy efficiency.

Annual scope 1 and 2 carbon emissions (tonnes CO ₂ e)								
	Unit	2005–06	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
CO ₂ e	tonnes	52,389	42,607	39,416	39,013	36,475	32,904	30,882
University income	£000	387,951	603,668	684,225	738,286	778,150	841,030	902,000
CO ₂ e per £000 of income	tonnes	0.14	0.07	0.06	0.05	0.05	0.04	0.03
Staff and student numbers	FTE	21,764	28,031	28,888	30,616	32,669	34,521	35,764
CO ₂ e per FTE	tonnes	2.41	1.52	1.36	1.27	1.12	0.95	0.86
Space (Net Internal Area, NIA)	m ²	n/a	218,683	236,985	247,440	252,452	250,191	251,154
CO ₂ e per m ² NIA	tonnes	n/a	0.19	0.17	0.16	0.14	0.13	0.12

Sources of King’s carbon emissions in 2018–19		
Scope	Emissions Source	Tonnes CO ₂ e
Scope 1	Natural gas	10,544
Scope 1	F-gas	235
Scope 1	Gas oil and diesel	30
Scope 1	Fuel for university-owned vehicles	29
Scope 2	Electricity	18,098
Scope 2	Steam and hot water	1,946
Scope 3	Supply chain	85,679
Scope 3	Business travel – air	6,849
Scope 3	Business travel – non-flight	56
Scope 3	Third-party Residences	2,986
Scope 3	Electricity transmission and distribution	1,537
Scope 3	Water supply and treatment	350
Scope 3	Waste	49
Total scope 1, 2 and 3		128,388



Spotlight on: Scope 3 carbon emissions



As scope 3 emissions make up a significant part of our total carbon footprint, this section gives an overview of two key sources of scope 3 emissions at King’s. Scope 3 emissions are defined as indirect emissions that occur up- and downstream in our value chain. For example, this includes the emissions from products we buy as well as from the disposal of our waste. While they are indirect emissions, we report on those we have data for through our annual Environmental Sustainability Report and the Higher Education Statistics Agency’s annual Estates Management Return. Over the next year, we are also looking at how to include these emissions in our net zero carbon by 2025 target.

Procurement

Procurement is the largest source of scope 3 emissions at King’s, making up 85,679 tonnes and 67% of our total scope 1, 2 and 3 emissions. However, it is also a category where the availability and quality of data has historically been poor. Currently, our procurement emissions are calculated on the basis of our spend on specific product categories. While this gives us an estimate of our emissions, many uncertainties remain. Product codes are often general, and wrong product

codes may be used by those purchasing goods and services. To reduce this, King’s is now using the United Nations Standard Products and Services Codes (UNSPSC) system, but our data shows that part of our spend remains in unclassified categories.

Business travel

Our second-largest source of scope 3 emissions is business travel, in particular air travel. This includes all journeys booked through our travel management provider, with university credit cards, as well as travel claimed through expenses. Our air travel emitted 6,849 tonnes of CO₂e in 2018–19, compared to only 56 tonnes for land-based business travel. While data quality for travel paid for through university credit cards or expenses is poor, our travel management provider supplies us with in-depth data on our air travel.

As we are starting a project on reducing air travel in 2019–20, we analysed our provider’s 2018–19 data to gain a better understanding of our travel. In 2018–19, 4% of flights booked through the provider were domestic, 32% were short-haul, 33% were long-haul, and 31% were international (from a non-UK airport to a non-UK airport). Our most common domestic destinations were Newquay, where the King’s Service Centre is located, followed by Glasgow and Edinburgh. This suggests that there may be scope for encouraging staff to swap flights for trains on some routes. 70% of trips to Paris are already made by rail. We also found that a small percentage of fliers made up a significant share of flight emissions, with the top 1% of fliers by emissions producing more emissions (728 tonnes of CO₂e) than the bottom 50% of fliers (663 tonnes of CO₂e).

Breakdown of our scope 3 emissions from procurement	
Category	Tonnes CO ₂ e
Business services	24,159
Paper products	2,461
Other manufactured products	6,193
Manufactured fuels, chemicals and glasses	2,714
Food and catering	3,287
Construction	22,454
Information and communication technologies	6,609
Waste and water	500
Medical and precision instruments	5,164
Other procurement	4,890
Unclassified	7,247
Total	85,679

Waste and recycling



Target:
Achieve 65% recycling by weight of total non-hazardous office and residential waste by July 2019

● PROGRESS TOWARDS TARGET

Reduce total annual operational waste produced by the university (excluding construction)

● TARGET ACHIEVED

Policy

The university’s Waste Management Policy, approved in June 2017, sets out our commitments and objectives regarding sustainable waste management. King’s is committed to following the waste hierarchy of ‘Reduce, Reuse, Recycle’, prioritising reducing waste, reusing items and recycling wherever possible over generating energy from waste. In 2018–19, our target was to recycle 65% of non-hazardous operational waste by the end of the academic year, rising to 70% in 2019–20. We are also committed to sending zero non-hazardous waste to landfill.

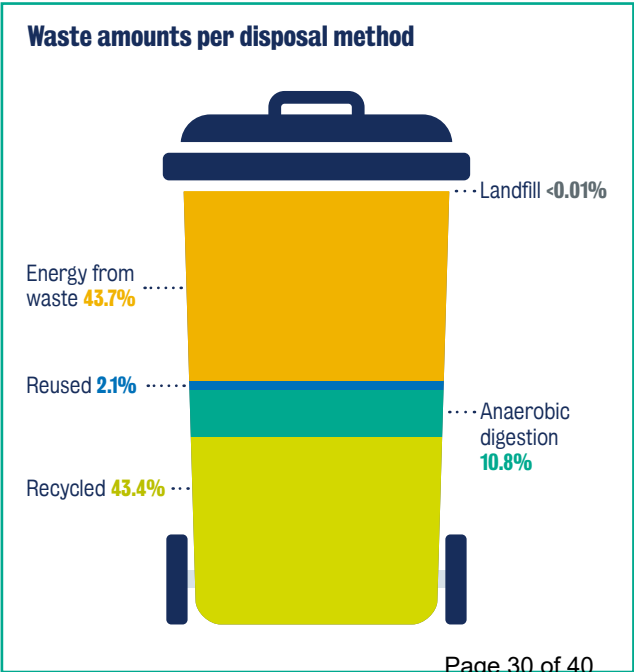
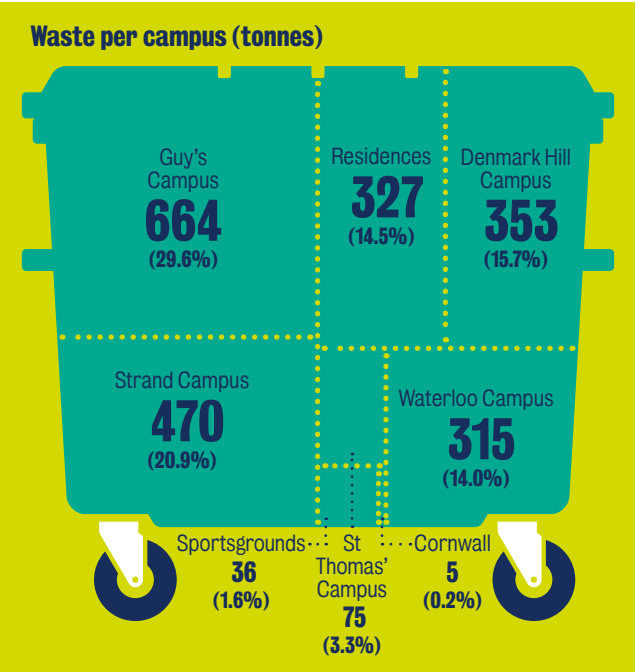
Progress

We have made further improvements to our waste management in 2018–19. In August 2018, our recycling rate was 54%. Following the improvements implemented throughout the year, the recycling rate increased to 64% by July 2019. While this means we

did not achieve our target of 65%, it was a significant improvement and puts us on track for our 70% target for 2019–20. Compared to August 2017, our recycling rate has increased by 25 percentage points from 39% to 64% in two years.

Monthly waste reports from our contractors mean that we can track our recycling rate throughout the year, and identify issues and improvements as they come up. Our waste management dashboard is shared with campus managers, enabling them to monitor their campus’s performance on our recycling league table.

By switching all recycling, glass, food waste and general waste collections to one contractor at all campuses and residences, we have been able to implement the same recycling guidelines across King’s, making it easier for our students and staff to recycle. Following a successful trial at the James Clerk Maxwell Building,



Waste and recycling *(continued)*

we also introduced food waste bins into all office kitchens. This means that rather than going into general waste, office kitchen waste such as coffee grounds, plate scrapings and tea bags now go to anaerobic digestion and are turned into biogas and fertiliser.

Recognising that further segregation of recycling waste streams is beneficial, we also introduced a separate cardboard waste stream. Cardboard balers were initially trialled at Denmark Hill, and are now being rolled out across all campuses. Using the balers means our cardboard is now separated from all other waste streams, and the bales tied by the machines can be sent directly to a papermill rather than going through the mixed recycling sorting process. When they were introduced in February 2019, the balers processed 2.7 tonnes of cardboard, rising to 4.2 tonnes in July 2019.

Use of our internal furniture re-use platform Warp It fell compared to the previous year, with 3 tonnes of waste, 8 tonnes of CO₂e and nearly £20,500 saved. This was due to the exceptionally high use of Warp It in 2017-18, when a clear-out of furniture of Bush House meant more items were available than in other years.

We have also reduced the total amount of non-construction waste produced at King's by 6%. In 2017-18, our total operational waste was 2,389 tonnes, equivalent to 69kg per FTE students and staff. In 2018-19, this was reduced to 2,245 tonnes, equivalent to 63kg per FTE students and staff.

Challenges and opportunities

In 2018-19 we came close to our 65% recycling target for non-hazardous operational waste, but missed it by

one percentage point. In 2019-20, this target will increase to 70%, pushing us to further improve our waste management processes. We will continue to roll out cardboard balers, work with campus teams to remove skips on site, and continue to engage with students and staff on recycling.

While we are committed to sending no non-hazardous waste to landfill, a small quantity (95kg) of bulky

furniture waste was sent to landfill in 2018-19. To ensure this reaches zero in 2019-20, we have ensured only our preferred contractors, who send no waste to landfill, are used for bulky waste collections.

The total amount of operational waste produced at King's decreased in 2018-19, but to push further reduction we will set specific targets for waste reduction in 2019-20.

Don't Be Trashy

Don't Be Trashy is an innovative engagement campaign we ran in collaboration with the behaviour change charity Hubbub. Our aim was to trial positive and fun 'nudge' techniques to find the best way to help students recycle in halls.

For the campaign, we picked flats in three of our residences and made small changes to encourage reuse and recycling. At Stamford Street Apartments (SSA) we gave students a 're-use' kit, including reusable coffee cups and straws, shampoo bars, and food containers. We also included a 'How to' [guide booklet](#) with tips on how to reduce waste, for example by properly storing food to keep it fresh and cooking popular takeaway dishes rather than ordering them. The aim of this was to make reuse as easy as possible.

At Champion Hill, we installed vinyl stickers throughout the flat, reminding students to freeze leftovers, recycle bathroom items and use the different recycling bins. We hoped that this would give residents a visual reminder of recycling when they were about to put something in the bin.

At Great Dover Street Apartments (GDSA) we created 'community gallery' posters. The posters showed images of the halls' cleaning teams, their names, and messages about looking after rooms, shared areas and bins. The aim of these was to instil a sense of pride and shared ownership in residents, making them more likely to look after facilities.

Alongside this, Hubbub and King's ran a social media campaign and made resources like the 'How to re-use' guide available to all online. When we asked students about their attitudes on recycling at move-in in September, 64% said they recycle even if it requires extra effort. By November, this went up to 75%. Throughout the year we also improved recycling facilities at the halls, and as a result recycling rates increased from 40% in February 2018 to 56% in February 2019.

Sustainable food



Target:

Achieve SRA Rating of at least one star for King's Food

● **TARGET ACHIEVED**

Policy

Our Sustainable Food Policy commits King's to providing sustainable and healthy food to the university community, while addressing environmental and social impacts of our catering and hospitality operations. In addition, King's and KCLSU are co-signatories of the Fairtrade Policy, which commits the university and students' union to supporting and promoting Fairtrade products and campaigns at the university.

King's is also a member of the Sustainable Restaurant Association (SRA), and completes an annual submission to their 'Food Made Good' rating. This rating gives us the chance to be externally benchmarked for our sustainability efforts, and allows us to measure our improvements year on year.

Progress

King's Food have made significant improvements on food sustainability

in 2018-19. In September 2018, King's became one of the first universities to open a fully plant-based café. Roots, located on the 8th floor of the newly refurbished Bush House, makes plant-based options easily available to the King's community.

King's Food have also reduced the amount of disposable coffee cups sold in their outlets. Where in 2016-17 4% of hot drinks were sold in reusable cups, this increased to 54% in the period from February to July 2019. This was due to two initiatives.

Due to a lack of dishwashers, cafés only offered disposable coffee cups to those who did not bring their own reusable cups. King's Food have now installed dishwashers and bought crockery mugs for each outlet, giving students and staff the option to enjoy their drinks in reusable mugs while in the cafés. In February 2019, King's Food also introduced a 20p levy on all disposable coffee cups. All funds raised from this are put towards the Sustainability Projects Fund, which



Sustainable food *(continued)*

will be used to fund sustainability projects proposed by students and staff.

The King's Food team have also increasingly worked with the university's Procurement team to source more sustainable products. This has had a particular impact on the hospitality menu served at events at King's. Honey is now sourced locally from Bermondsey Street Bees, which are located less than a mile from Guy's Campus. Bread is sourced from Paul Rhodes, an independent bakery located in Greenwich in southeast London. For events where alcohol is served, King's Food serves Hawkes Cider which is made from London apples and brewed a mile from Guy's Campus, as well as beer brewed in Westminster.

Throughout the year, the Fairtrade and Sustainable Food Steering Group provided a forum for King's Food and KCLSU to align their initiatives, and for students and staff to raise ideas and concerns. Ideas raised in the group are often turned into new initiatives, such as a proposal by student societies to donate food from King's Food cafés. Starting in September 2019, King's Food are donating leftover packaged food from their outlets to be distributed to local homeless people by the Hot Chocolate Society.

As a result of these increased sustainability efforts in 2018–19, King's received a two-star rating in the 2019 SRA Food Made Good rating, increasing our score from 59% in 2018 to 68% in 2019.

Challenges and opportunities

After achieving two stars in the 2019 SRA Food Made Good rating, King's Food are now targeting the highest level of three stars for their 2020



Roots – a plant-based café for King's

In September 2018, King's Food opened its first 100% plant-based café on the 8th floor of the newly refurbished Bush House. The café is a natural next step in our work to reduce meat consumption, an often carbon intensive food choice, and instead promote lower carbon plant-based options. Now named 'Roots', the café has a daily salad bar and serves snacks as well as hot lunches. When having hot drinks, students and staff can choose from four different plant-based milks free of charge. Creating menus and exciting new dishes for Roots meant that chefs learned more about plant-based meals, and attended plant-based cooking courses – this knowledge now influences menus at other outlets too. Roots has also gained national recognition by being shortlisted for a UK & Ireland Green Gown Award, and has resulted in King's being named as one of PETA's most vegan-friendly universities.

submission. The SRA has suggested actions King's can take towards achieving this, in particular making sure any policies around responsible sourcing are written down and published to ensure greater transparency and consistency in sourcing.

King's will also be audited for the new Fairtrade University Award in Spring 2020. The new accreditation looks at a wider range of criteria than the previous award, so King's Food, KCLSU and the Sustainability team will work together to ensure King's retains its Fairtrade University status.

Fairtrade



Policy

King's and KCLSU approved a joint Fairtrade Policy in 2017, committing the university to supporting, promoting and using Fairtrade goods. This should be done by holding regular Fairtrade Steering Group meetings, procuring Fairtrade goods and selling them on campus, and raising awareness and engaging students around Fairtrade.

To show our commitment, King's signed up to the new Fairtrade Universities Award, a collaboration between the National Union of Students (NUS) and the Fairtrade Foundation.

Progress

In 2018–19, we started work towards achieving the new Fairtrade Universities Award in conjunction with KCLSU. The new scheme required us to develop and publish an action plan, which is available on the King's website. Actions include making sure that Fairtrade products are on sale at all outlets, holding events and promotions around Fairtrade, and stocking Fairtrade in new product categories.

We are also monitoring and reviewing the number of Fairtrade items sold across our campuses.

Coffee and tea sold at our outlets and hospitality events are Fairtrade certified, and in 2018–19 we served over 425,000 cups of Fairtrade coffee and over 95,000 cups of Fairtrade tea in our cafés, as well as nearly 400,000 cups of Fairtrade coffee and tea at events and conferences. Going beyond hot drinks, King's Food also sold over 95,000 Fairtrade snacks including cookies, chocolate bars and muffins. As King's Food move towards increasing the range of baked goods made in-house, they are also using Fairtrade ingredients to bake these treats.

Our Fairtrade and Sustainable Food Steering Group continues to meet four times per year, and helps us keep our Fairtrade commitments on track as well as providing an opportunity to identify new Fairtrade items that could be introduced or swapped.

During Fairtrade Fortnight 2019, King's Food held a number of promotions on Fairtrade items to encourage students and staff to buy Fairtrade. We also held a flagship "How to feed the college sustainably" event with King's Food and the

Department of Geography, where chefs from King's Food told students about the various sustainability initiatives King's Food is working on.

In March 2019, we also supported the inaugural Universities Against Modern Slavery Alliance (UAMSA) conference. Founded by a King's staff member, UAMSA aims to bring together academics, procurement professionals and students to tackle issues surrounding modern slavery. You can read more about UAMSA in the case study on page 17.

Challenges and opportunities

As the new Fairtrade Award is run over a two-year period, our first audit will not take place until spring 2020. This means that over 2019–20, we will continue to prepare for the audit by completing further actions, targeting one star in our first year. To achieve this, we will continue to work with our catering and procurement teams, as well as KCLSU, to embed Fairtrade further into King's. For example, we will look at stocking Fairtrade products in additional categories such as wine and clothing.



Spotlight on: Supply chain



Policy

King's approved its new [Socially Responsible Procurement Policy](#) in March 2019, ensuring the King's Service Strategy is reflected in the way we procure goods and services.

The policy's objectives include purchasing fairly-traded, local, seasonal food and drink, using local businesses and small and medium enterprises especially in our home boroughs, and increasing the number of social enterprises in our supply chain.

To support this policy, the Procurement team provides guidance to King's staff and suppliers to help them understand requirements and procedures.

They will also encourage the inclusion of small and medium size enterprises by making procurement processes proportionate, and identify contracts particularly suitable for social enterprises and local businesses. Social, economic and environmental criteria will be incorporated into scoring mechanisms to ensure these objectives are met.

Progress

We know that our supply chain makes up the biggest part of our scope 1, 2 and 3 carbon emissions, and amounts

to an estimated 85,679 tonnes of CO₂e in 2018-19. As this estimate is based on spend data, it is reliant on the availability of accurate procurement records. 2018-19 was our first year using a new finance system, which now requires the use of the United Nations Standard Products and Services Codes (UNSPSC) for each product or service bought. These go into more detail than the previous Proc HE coding system, so allow

us to get a better picture of how funds are spent across King's.

Challenges and opportunities

In 2019-20 we will continue to work towards reducing our carbon emissions from our supply chain. The Procurement Services & Strategy team are holding regular meetings with key suppliers to assess how we can make carbon savings.



Universities Against Modern Slavery Alliance (UAMSA)

UAMSA was set up in 2019 by King's staff member Rebecca Brown. Its aim is to be a new association between universities which aims to bring the issue of sustainability and labour exploitation in supply chains into the public conscious. It has two goals:

- To bring together students, academics and professional services staff to engage in knowledge sharing and collaborative action, with a goal to turn our institutions into business models of fair and sustainable practice
- To empower and equip students UK-wide with the tools to be successful changemakers, through effective activism or by gaining practical work experience in these fields.

The inaugural UAMSA conference was held in March 2019 at King's. It featured a series of afternoon roundtable discussions bringing together students, academics and professional services staff to exchange ideas on best practice and current initiatives within their own institutions. In the evening, a panel discussion featuring academics and activists explored how we can implement effective measures against slavery towards a fairer and more sustainable economy.

Engagement



Target

Achieve at least 600 hours of student engagement opportunities

● **TARGET ACHIEVED**

Achieve a minimum of 60 Staff Sustainability Champions Teams completing Bronze, Silver or Gold level

● **TARGET ACHIEVED**

Minimum of 90% of eligible Estates & Facilities staff to complete the Fit for King's sustainability module within 12 months of induction

● **PROGRESS TOWARDS TARGET**

Policy

The Environmental Sustainability Policy commits King's to promoting environmental management by increasing the awareness of environmental responsibilities amongst staff and students. We are also committed to supporting students who would like to develop sustainability skills.

Progress

Both students and staff engaged with sustainability through a number of projects in 2018-19.

Our Sustainability Champions programme encouraged more teams to embed sustainability in their departments than ever before, growing to 66 teams. Of these, 26 were awarded Bronze, while 10 achieved Silver. An outstanding 30 teams achieved Gold this year, nearly doubling from 17 in the previous year.

In the laboratories, 10 teams tested the new Laboratory Efficiency Assessment Framework (LEAF). LEAF has been designed specifically for labs, and is aimed at making calculating cost and carbon savings as easy as possible, with

an additional focus on research quality and reproducibility. Like the Lab Sustainability Champions programme, it consists of Bronze, Silver and Gold levels. Four teams achieved Bronze, two achieved Silver, and four achieved Gold in the pilot year.

Students also had the opportunity to get involved in the Sustainability Champions programme. We trialled a Sustainability Champions Assistants (SCA) scheme, where students received training from the NUS and were assigned a staff team to support throughout the year. They were then also offered the opportunity to train as auditors and audit a Champions team at the end of the year.

To celebrate the achievements of our Sustainability Champions, we published a "[Sustainability Champions Stories 2018-19](#)" booklet, available through the King's website. It highlights 19 case studies and quotes from our Champions and their student auditors. A few stories from the booklet are highlighted in this section.

Students volunteered 696 hours of their time for sustainability projects in 2018-19. A significant part of this was for the European Students



European Students Sustainability Auditing (ESSA) project

In 2018-19, King's volunteered to be audited as part of the ESSA project. As part of the project, students were trained to audit participating universities against the Benchmark Standards for University Social Responsibility across the European Higher Education Area and received a Certificate in Social Responsibility Auditing. King's was the final audit host, welcoming students from the University of Porto, the University of Edinburgh and the Kaunas University of Technology. To ensure King's students gained valuable insights into social responsibility audits as part of the project, we recruited eight student volunteers from King's. They were trained as Social Responsibility Audit Assistants at the University of Edinburgh, and supported visiting students during the audit by introducing them to King's and participating in the audit interviews. The audit included interviews with senior leaders, staff and students from across King's. At the end of the week-long audit, the student auditors presented their findings in the four key areas:

- Research, teaching, support for learning and public engagement
- Governance
- Environmental and social sustainability
- Fair practices

Since the audit, King's has taken steps to implement the recommendations, and our Social Responsibility Audit Assistants presented the findings to key groups such as the Service Committee and Audit, Risk and Compliance Committee to ensure they are followed up on.



Sustainability Auditing (ESSA) Project, which saw a group of eight students receiving training and supporting a social responsibility audit of King's.

The King's Sustainability team also delivered a number of events during Welcome Week, Sustainability Week and Fairtrade Fortnight. During Welcome Week, we were present at Welcome Hubs, and ran a vegan lunch as well as an 'Introduction to sustainability' session. During Sustainability Week, we ran Pop Ups at all campuses, did gardening at the Maughan Library and organised a vegan potluck lunch.

The Estates & Facilities "Fit for King's" programme continued to support sustainability by ensuring all Estates & Facilities staff are inducted in sustainability. All new starters are enrolled in the programme, and in 2018-19 approximately 80% completed the sustainability module within 12 months of starting at King's. We are also working with the Organisational Development team to include sustainability in their "Welcome to King's" inductions, which are open to all new staff at King's.

Challenges and opportunities

While we had a lot of interest in the SCA scheme, engagement often depended on whether staff Sustainability Champions had the time to assign tasks. We hope to formalise this part of the programme more in the next year, making it easier for staff to integrate the SCAs into their team.

Following the success of LEAF, all laboratory Sustainability Champions will transfer to the new framework in 2019-20.

Sustainability Champions Stories



Education, Communication & Society

The Education, Communication & Society Champions within the Faculty of Social Science & Public Policy worked to build sustainability and environment into curricula across the School. In 2018-19, they developed three new modules that will support students to critically engage in ideas of environment and sustainability as they pursue degrees in Science, Technology, Engineering and Mathematics (STEM) Education and Social Sciences. The modules are due to be available in 2019-20.

The first is the Environmental Education, Sustainability and Society module, developed as part of a new MA STEM Education programme. It will introduce students to key perspectives in environmental education with a view to critically applying these to their personal lives, professional practices and their engagement with wider society.

The second, entitled Making in STEM, will support Masters students to examine the pedagogy underpinning practice of 'making' related to STEM learning and will include a substantive focus on environmental science.

Finally, a new degree course, the BA Social Sciences, will embed themes of sustainability, climate and environment across its curriculum, including through the Environment and Society module that focuses on understanding and addressing the complex social, cultural, political and economic facts that underpin environmental problems.

In addition, the team have embedded sustainability into many areas of the School. For example, they have worked with King's Food to ensure reusable crockery can be used at Waterloo Bridge Wing. They have also released two research reports examining the current state environmental educational policy and practice in England's secondary schools, making a series of policy recommendations which have already prompted rich discussions across the sector.

Cardiology Laboratories

There are no central stores at Denmark Hill, and so there are no cost or sustainability benefits that can be obtained from bulk purchasing. This increases the number of deliveries that are necessary from each supplier to provide for the requirements of this site.

The Cardiology Laboratories team, led by Rosie-Marie Minaisah, dedicated huge effort to set up supplier freezers for two suppliers in the James Black Centre (JBC) to serve the Denmark Hill Campus. The freezers stock most of the consumables bought from these companies. This has led to a significant reduction in the volume of deliveries from both suppliers, as deliveries are only triggered once the stock of one product dips below 50% instead of anytime a product is taken. Over the course of the year, stocks are adjusted with the aim to result in a single delivery being made each month, compared with up to 20 deliveries a month previously. There is also a reduction in storage space required to house reserves of these consumables in the labs and a discount of 10% on every product bought.

The Cardiology Laboratories team was shortlisted for a King's Award for this project.



Sustainable transport



Target:
Implement at least two clean air initiatives recommended by Business Low Emission Neighbourhoods

● TARGET ACHIEVED

At least 75% of King's directly-controlled fleet to be zero/low emission vehicles (excluding sportsgrounds' off-road and King's Food static vehicles)

● TARGET NOT ACHIEVED

Increase number of bicycle parking spaces across the estate

● TARGET ACHIEVED

Policy

The King's Green Transport Policy aims to encourage sustainable travel for those studying and working at King's, as well as those visiting our campuses. This includes promoting walking, cycling and public transport, and reducing the use of individual vehicles run by the university.

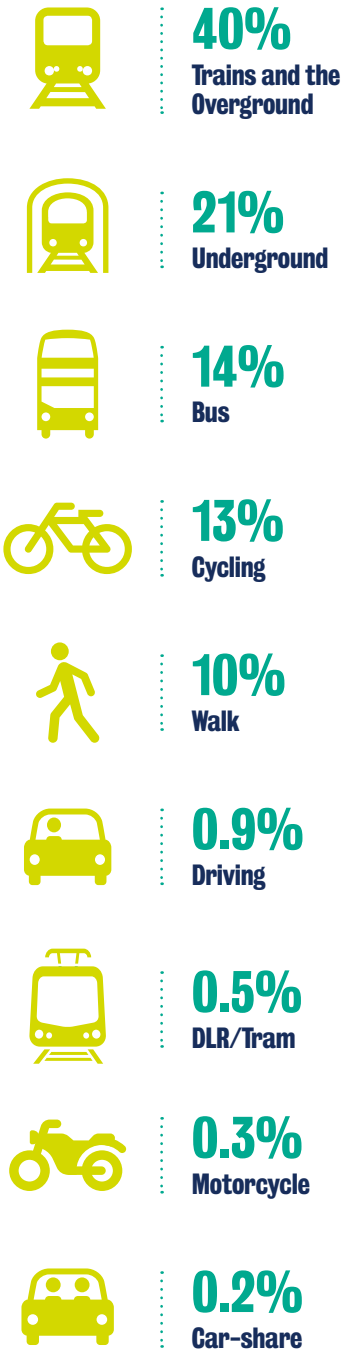
Progress

In 2018-19, we conducted a travel survey among King's students and staff with the aim to find out how they commute to campus.

We found that the vast majority of King's students and staff travel to campus by public transport, with trains and the Overground (40% of respondents), as well as the Underground (21% of respondents) being the most popular modes of transport. The use of cars is very low, with only 0.9% of respondents driving a car alone, and 0.2% sharing a car as a passenger.

13% of respondents said that cycling is their primary mode of transport to university, and 7% listed cycling as an additional or occasional mode of transport. Overall satisfaction with cycling facilities was medium for the security and number of cycle parking spaces at King's, and low for facilities such as showers, lockers, bicycle repair and information on routes and facilities. This was reflected in the improvements suggested when asked what would encourage students and staff to cycle to campus, with many saying good shower and changing facilities, as well as good lighting/security on the route would encourage them. However, the most common answer was that nothing would encourage them to cycle, with

Main modes of travel to campus for students and staff



many citing concerns about road safety, the lack of cycle lanes and lack of confidence in cycling on the roads as barriers.



As our campuses are spread out across London, the majority of students and staff travel between campuses at least occasionally. Many choose active travel modes for this, with nearly half of respondents saying that walking is one of their main modes of transport between campuses.

With some of our campuses falling within the London Mayor's 'Low Emission Neighbourhoods' (LEN), we have engaged with local Business Improvement Districts (BIDs) on clean air initiatives. At Guy's Campus,

we opened up the courtyard outside the Science Gallery to Team London Bridge, the local BID, to host a cargo bike expo. During the event, local businesses could meet a range of cargo bike suppliers and couriers, and learn about Team London Bridge's support for businesses who switch to cargo bike deliveries to improve air quality. We also promoted local campaigns to encourage the use of collection points for parcels to reduce the number of deliveries and delivery vans in central London.

At Strand Campus, the former KCLSU shop at 171 Strand was used to display plans for City of Westminster's transformation of the Strand Aldwych area. A consultation was run during spring 2019 on transforming the space around Strand Campus by removing traffic from parts of the Strand, improving public spaces including creating a new plaza around St Mary Le Strand Church, and creating a cultural and learning quarter by joining up with organisations and institutions in the area.

Challenges and opportunities

Our travel survey showed that despite making improvements to cycling facilities and increasing the number of cycling spaces to approximately 1,200 spaces, further improvements are necessary in many areas. We will continue to work with campus and projects teams to make sure cycling is an attractive option for our students and staff.

Estates & Facilities vans have not yet been replaced with electric vehicles, but this remains an objective for the next year.

Carbon emissions from business travel remain an important issue. In 2018-19, air travel was responsible for 6,849 tonnes of CO₂e, or 5% of our total scope 1, 2 and 3 carbon emissions. In summer 2019, a travel group was set up to discuss how to reduce these emissions, and how to embed sustainable travel into the updated university-wide travel policy. This includes improving IT facilities, providing new procedures, and discussing the issue of air travel emissions with the wider university including committees such as our Academic Board.

Biodiversity



Target
Implement at least 75% of the agreed 2018-19 opportunities identified in the Biodiversity Action Plan

● PROGRESS TOWARDS TARGET

Policy
Through its Environment and Sustainability Policy, King's is committed to maintaining the grounds and buildings of our estate in an environmentally sensitive way to cultivate biodiversity. We have developed and published a Biodiversity Action Plan with the London Wildlife Trust, assessing our campuses' current value for biodiversity and suggesting actions to improve it.

Progress
After finalising the Biodiversity Action Plan, we worked with campus operations teams to assess the feasibility and timescales of the actions proposed by the London Wildlife Trust, and worked with them to start implementing the actions.



27, or 44%, of the 61 proposed actions for 2018-19 were completed on time, with a further 11 actions in progress. At the New Malden sports ground, edges of the field that were not used for sports were left unmown to provide cover for wildlife from the neighbouring Hogsmill Valley Nature Reserve. At Guy's Campus, the lawn in the Memorial Gardens was replaced following damage from a marquee set up during Welcome Week, and the edges around the lawn were re-planted with a range of shrubs and bushes. At Denmark Hill, an invertebrate habitat nicknamed "The Grand Bee-dapest Hotel" was formally "opened" by the IoPPN Sustainability Champions and Denmark Hill Campus Operations teams.

Over the summer, Oliver Austen, Sustainability Champion in the Multi-Disciplinary Labs at Guy's Campus, started a King's Community Garden at Guy's Campus, making use of unused planting beds. The

Community Garden is going to run weekly sessions in 2019-20, inviting students and staff to take a break and volunteer in the garden.

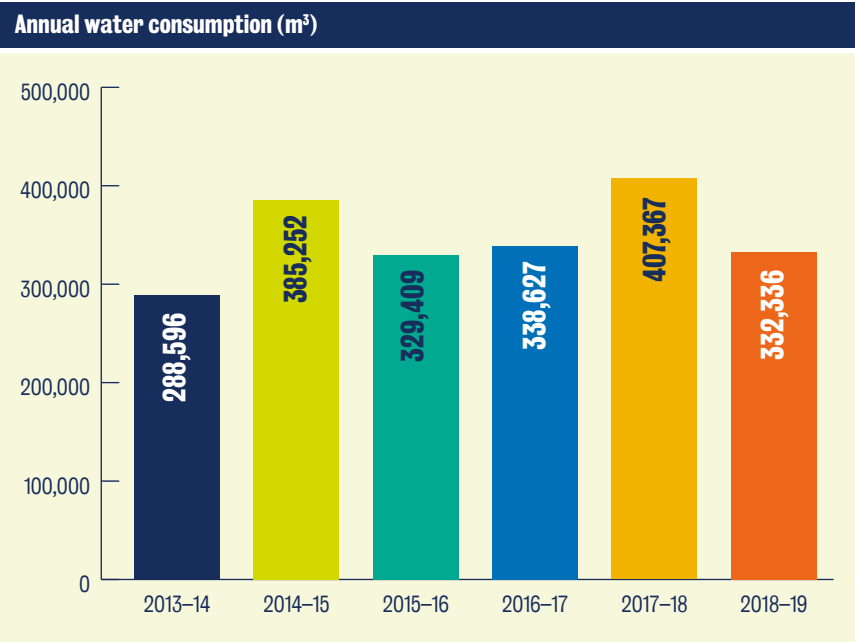
Challenges and opportunities
The remaining 36% of actions that were not started in 2018-19 will be carried forward and completed alongside the agreed 2019-20 actions. Many incomplete actions were due to budget constraints, as especially large-scale initiatives such as green roofs and walls require significant investment and investigation into building structures. At Strand Campus, many actions centred around the Quad were paused due to the construction works on the ongoing Quad project. At St Thomas' Campus, a plan to redevelop Block 9 and the Prideaux Building has meant that biodiversity improvements are paused and will be included in the project, or implemented after completion if they are small actions such as additional planters.

Water



Target
Reduce consumption of water by 2% each year over the 2013-20 period (m³ per total staff and student FTE)

● TARGET ACHIEVED



Policy
In our Environment and Sustainability Policy, we commit to designing, operating and maintaining our facilities to ensure water efficiency across our estate. Water efficiency also forms part of our Sustainability Guidance for Capital Projects, which requires construction and refurbishment projects to reduce water usage by integrating efficient equipment and

fittings, and to consider grey water systems like rainwater collection and water recycling.

Progress and challenges
While there was a significant reduction of 18% in total water usage in 2018-19 compared to the previous year, we believe that this is due to inaccurate billing in 2017-18, which saw a 20%

increase compared to the year before. We have fitted Automated Meter Reading (AMR) meters in buildings to accurately monitor water consumption, however most water invoices are still based on estimates. In 2019-20 we will continue to work towards more accurately capturing our water usage across campuses by working with our water suppliers to ensure meter readings are recorded on invoices.

Annual water consumption							
	Unit	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Water consumption	m³	288,596	385,252	329,409	338,627	407,367	332,336
Student and staff numbers	FTE	28,031	28,888	30,616	32,669	34,521	35,764
Water consumption per FTE	m³	10.3	13.3	10.8	10.4	11.8	9.3
Target water consumption per FTE	m³	10.3	10.1	9.9	9.7	9.5	9.3
University income	£000	603,668	684,225	738,286	778,150	841,030	902,000
Water consumption per £000 income	m³	0.48	0.56	0.45	0.44	0.48	0.37
Space (Net Internal Area, NIA)	m²	218,683	236,985	247,440	252,452	250,191	251,154
Water consumption per m² NIA	m³	1.32	1.63	1.33	1.34	1.63	1.32

Spotlight on: Residences



Policy
King's manages four halls of residence. Like our campuses, these fall under our environmental policies, and are included in our Environmental Management System.

In addition to our directly managed residences, King's reserves spaces for King's students with third-party providers and at University of London Intercollegiate Halls. While we do not manage these halls and their environmental performance, we aim to collect and report their carbon emissions in our annual report.

Progress
Building on last year's recycling improvements at our halls, we launched a new initiative to reduce waste this year. The "Don't Be Trashy" campaign was an innovative engagement campaign run in collaboration with behaviour change charity Hubbub. Its aim was to trial positive and fun 'nudge' techniques to find the best way to help students reduce waste and recycle in halls. Interventions such as the provision of 'zero waste kits', visual reminders and community galleries took place at Stamford Street Apartments, Champion Hill and Great Dover Street Apartments. You can read

more about the campaign in the case study on page 13.

We also ran the NUS Student Switch Off campaign again, with the aim of encouraging students to take small actions to reduce energy consumption and increase recycling. Following the previous year's trial of a new methodology focused on engagement, we continued to measure the involvement of our students in the campaign. 367 students pledged their support for the campaign, which equated to 6% of students in King's Residences. 5 students trained as student ambassadors, and during hall visits by the NUS, 540 students engaged with the campaign.

At the end of the academic year, we ran our successful Re-use campaign again, enabling students to donate any items they did not wish to take with them. Students donated over 3 tonnes of items during their move-out in 2019. This included 1,403 kg of clothes, shoes and bags; 938 kg of duvets, pillows and bed linen; and 476 kg of kitchen equipment. 96% of items

were re-used by charities, 3% were recycled, and 1% went to Energy from Waste.

Challenges and opportunities
While students did engage in the NUS Student Switch Off campaign, engagement was down from previous years. Therefore, we have decided to replace the Student Switch Off with an innovative King's-run campaign in 2019-20. The Sustainable Living Community (SLC) will engage students in our residences around all areas of sustainability, with a particular focus on the UN SDGs. We will pilot this new project with two communities. One will be a vegan community living at Champion Hill, while the other will be a zero-waste community living at Wolfson House. Students who express interest in joining one of the SLCs will be able to take part in an exclusive event programme throughout the year. In addition, King's Residences will focus on one SDG each month, with events in the residences geared towards activities and challenges around this theme.

Residential carbon emissions in 2018-19		
Emission source	Scope	Emissions (tonnes CO ₂ e)
Gas	Scope 1	641
Electricity	Scope 2	1,408
Waste	Scope 3	6
Water supply	Scope 3	36
Wastewater treatment	Scope 3	75
Carbon emissions from Intercollegiate Halls	Scope 3	262*
Carbon emissions from other third-party residences	Scope 3	2,724*
Total emissions (Scope 1 and 2) from directly-managed Residences		2,049
Total emissions (Scope 1, 2 and 3) from all Residences		5,152

*Data was not received for all residences

Residential and non-residential carbon emissions in 2018-19	
University Scope 1 and 2 carbon emissions (tonnes CO ₂ e)	30,882
University Scope 1, 2 and 3 carbon emissions (tonnes CO ₂ e)	128,388
Residential emissions % of total (Scope 1 and 2)	7%
Residential emissions % of total (Scope 1, 2 and 3)	4%

Partnership and community engagement



Target
Engage with at least one local community project which promotes and improves the environment
● TARGET ACHIEVED

Take an active role in sector sustainability networks such as LUEG, EAUC, GCSO
● TARGET ACHIEVED

In King's Strategic Vision 2029, we set out our ambition to be "a civic university at the heart of London" while also being "an international community that serves the world". This page highlights some of our initiatives around partnership and community engagement.

Board Bank
King's students made it clear during the consultation for our Strategic Vision 2029 that they want to do more to serve and sustain our local communities. Local charities and community organisations also told

King's they often struggle to recruit trustees and asked if King's could help. To do this, the London team at King's set up Board Bank.

The Board Bank connects King's staff and students with local charities and organisations that are looking to recruit new trustees. In June and July 2019, King's worked with specialist charity Getting on Board to run a pilot Board Bank for staff members. Over 120 staff signed up for Lunch & Learns, application workshops, training and a Trustee Fair to meet charities with vacancies. We have also pledged to play our part in the Young Trustees Movement. A Board Bank for students will be launched in 2019-20, along with a second staff programme.

The business of learning
At King's Business School, final-year undergraduates are being paired with small-medium enterprises (SMEs) in Westminster to address live challenges that local entrepreneurs are facing. The King's Business School Consultancy Project has been developed and organised in partnership with Westminster City Council. It delivers mutual benefits by providing local SMEs with valuable support, while giving students an

opportunity to test their skill and knowledge in the world beyond the university. At the start of the inaugural programme in 2018, students were organised into groups and each spent a month working with local enterprises, examining their specific business challenges. Each project culminated in a final presentation to the group's business partner, detailing their analysis and recommendations.

Sustainability working in partnership
The King's Sustainability team have worked with various networks to improve sustainability at King's and share our experiences with others. This includes sharing information at groups such as the London Universities Environment Group (LUEG) and presenting sustainability initiatives and learnings at the annual conference of the Alliance for Sustainability Leadership in Education (EAUC). The Sustainability team also works with local Business Improvement Districts (BIDs) to promote environmental sustainability. For example, King's hosted a cargo bike expo organised by Team London Bridge in the Science Gallery courtyard, aimed at encouraging local businesses to switch to cargo bike deliveries.



Key Performance Indicator (KPI) Table

The following key performance indicators have been chosen according to our key impact areas for sustainability. Their structure follows the principles of the International Sustainability Campus Network (ISCN) and Global Universities Leaders Forum (GULF) Charter.

	Priority Topics	Target	Unit	Baseline	Baseline Year	2014–15	2015–16	2016–17	2017–18	2018–19	Target Progress	Key initiatives
Our buildings and their sustainability impacts												
Resource Use	Electricity from grid	Reduce CO ₂ e emissions by 43% by 2020, compared to 2005–06 baseline.	kWh	68,616,841	2005–06	61,021,046	65,519,884	67,528,476	68,511,946	70,806,839	Positive	Energy efficiency projects, including LED lighting replacements
	Gas excluding CHP input		kWh	59,894,645	2005–06	53,044,335	50,806,725	50,741,375	58,071,119	54,937,305		
	Gas for CHP input		kWh	0	2005–06	1,941,016	5,034,160	6,178,156	2,577,437	2,418,336		Metering issues mean we had to estimate this year's consumption from CHPs.
	Gas oil		kWh	5,372,558	2005–06	0	297,000	39,612	240,262	120,755		Measurement of oil usage through sensors.
	Heat		kWh	31,418,485	2005–06	4,753,486	8,011,243	11,253,079	10,790,913	11,054,022		
	Energy (heat and electricity) generated/consumed from onsite CHP		kWh	0	2005–06	1,343,110	3,241,868	3,233,724	1,909,193	1,813,733		Metering issues mean we had to estimate this year's energy generation from CHPs.
	Energy generated/consumed from onsite photovoltaic		kWh	0	2005–06	6,000	95,753	143,142	123,448	117,276		Metering issues mean we had to estimate this year's electricity generation from solar panels.
	Vehicle fuel		Litres	Not recorded	2005–06	3,095	8491.703	8,043	9,278	10,743		Vehicles currently being used are leased, and we are working towards replacing them with electric vehicles.
	Water use	Reduce water use by 2% year on year per FTE.	m ³	288,596	2013–14	385,252	329,409	338,627	407,367	332,336	Positive	Billing based on consumption resulted in large fluctuations over the last three years.
	Water use per FTE		m ³	10.3	2013–14	13.3	10.8	10.4	11.8	9.3		
Waste	Total waste	No target defined yet.	Tonnes	3,559	2013–14	1,206	2,864	4,322	3,246	2,932	Positive	Engagement campaigns such as Don't Be Trashy, as well as reduction efforts such as reducing plastic in King's Food.
	Operational waste		Tonnes	3,559	2013–14	1,174	2,641	2,434	2,398	2,245		Engagement campaigns such as Don't Be Trashy, as well as reduction efforts such as reducing plastic in King's Food.
	Operational recycling rate	Recycling rate of 65% for 2018–19		46%	2015–16	Not recorded	46%	45%	47%	56%	Positive	Improvements such as the introduction of food waste caddies in office kitchens and cardboard balers on campuses.
Buildings Design	Sustainable building standards	BREEAM to be carried out on all new buildings and major refurbishments: new buildings to achieve “Excellent”, major refurbishments to achieve “Very Good”.				Maurice Wohl Clinical Neuroscience Institute assessed as “Excellent” at design stage.	Champion Hill assessed as “Outstanding” for new buildings and “Excellent” for existing building at design stage.	No BREEAM carried out for projects.	No BREEAM carried out for projects.	No BREEAM carried out for projects	No change	No projects required BREEAM ratings, but SKA assessment is increasingly carried out for refurbishment projects
Campus-wide long-term planning and target setting												
Carbon	Carbon emissions	Reduce CO ₂ e emissions by 43% by 2020, compared to 2005–06 baseline.	Tonnes CO ₂ e	52,389	2005–06	39,416	39,013	36,532	32,904	30,882	Positive	
	Carbon emissions per FTE		Tonnes CO ₂ e	2.41	2005–06	1.36	1.27	1.12	0.95	0.86		Student and staff numbers have grown while emissions have fallen.
	Carbon emissions per £ income		Tonnes CO ₂ e	0.14	2005–06	0.06	0.05	0.05	0.04	0.03		Income has increased while emissions have fallen.
Food	Fairtrade Accreditation	Achieve Fairtrade University accreditation.		No	2015–16	No	No	Application submitted	Yes	Yes	Positive	While our previous certification is still valid, we have started work towards the new Fairtrade Universities Award.
	Sustainable Food Policy	Develop Sustainable Food Policy.		No	2015–16	No	No	Yes	Yes	Yes	Positive	Our Sustainable Food Policy was renewed in June 2018.
	Sustainable Restaurant Association (SRA) rating	Receive SRA star rating.		n/a	2015–16	n/a	n/a	No	1 Star	2 Stars	Positive	Our score improved from 59% (1 Star) to 68% (2 Stars) from 2018 to 2019.
Biodiversity	Biodiversity Action Plan	Develop university-wide Biodiversity Action Plan.		No	2015–16	No	No	No	Yes	Yes	Positive	Biodiversity Action Plan has been published, and campus actions have been agreed.
Integration of research, teaching, facilities and outreach												
Social integration	Sustainability Champions: Winning office teams	Increase sustainability awareness.		14	2014–15	14	13	21	26	41	Positive	More teams, including all residences, signed up with the scheme this year.
	Sustainability Champions: Winning laboratory teams	Increase sustainability awareness.		10	2014–15	10	15	25	20	25	Positive	The new LEAF programme was piloted in a number of labs this year, rolling out to all labs next year.
	Sustainability volunteering (hours volunteered by students)	Increase sustainability awareness.		195	2016–17	Not recorded	Not recorded	195	267	696	Positive	More volunteering opportunities, particularly the ESSA Project, were offered to students.
	Hours of opportunities for students	1,000 hours of opportunities for students		534	2017–18	Not recorded	Not recorded	Not recorded	534	1,055	Positive	Running Welcome Week events has helped us reach more students especially at the start of the year.
Commitments and resources for campus sustainability	Student Switch Off engagement (students pledged support)	Increase sustainability awareness.		554	2015–16	N/A	554	679	1,292	367	Negative	Despite hall visits, we were unable to train Student Switch Off Ambassadors at the start of the year, which could have resulted in the lower number of students engaged.
	ISO14001:2015	Achieve ISO14001:2015 certification for Estates & Facilities.		No	2013–14	No	Partial – Strand Campus only	Yes	Yes	Yes	Positive	Audits were carried out by a new provider (NQA) who audited and re-certified us in May 2019.

2019–20 Environmental sustainability targets



Environmental Management

- Maintain an Environmental Management System (EMS) to the standard of **ISO 14001:2015**
- Achieve a reportable environmental pollution incident rate of **zero**



Construction and Refurbishment

- BREEAM assessments carried out on all new buildings/major refurbishments as required by planning:
 - New builds to achieve minimum **“Excellent”**
 - Major Refurbishments to achieve **“Very Good”**
- All large-scale fit-out projects to apply King’s Sustainability Guidelines and Checklist, or complete SKA assessment



Water

- Reduce consumption of water by **2%** each year over the 2013–20 period (cubic metres per total FTE – staff and student)



Carbon and Energy

- Reduce absolute CO₂e emissions to achieve a **43%** reduction in scope 1 and 2 carbon footprint from a 2005–06 baseline by 2020
- Achieve **net zero** carbon emissions by 2025



Partnership and Community Engagement

- Achieve SRA Rating of at least **two stars** for King’s Food
- Engage with at least one **local community project** which promotes and improves the environment



Clean Air

- Implement at least **two** clean air initiatives recommended by Business Low Emission Neighbourhoods
- At least **75%** of King’s directly controlled fleet to be zero/low emission vehicles (excluding sports ground off-road vehicles)
- Increase number of **bicycle parking** spaces across the estate



Biodiversity

- Implement at least **60%** of the agreed 2018–20 opportunities identified in the Biodiversity Action Plan



Training and Awareness

- Minimum **90%** of eligible Estates & Facilities staff to complete Fit for Kings sustainability module within 12 months of induction
- Offer at least **600 hours** of student engagement opportunities
- Minimum of **60** Staff Sustainability Champion teams completing Bronze, Silver or Gold level



Waste and Resource Use

- Achieve **70%** recycling of total non-hazardous office and residential waste by July 2020
- Reduce total annual **operational waste** produced by the university (excluding construction)

Stay in touch

We welcome your thoughts on the sustainability agenda at King’s. If you have any comments, or would like to get involved with sustainability at King’s, please get in touch with us: sustainability@kcl.ac.uk



[@KCLSustainable](https://twitter.com/KCLSustainable)
[/kclsustainability](https://www.facebook.com/kclsustainability)
[@kings_sustainability](https://www.instagram.com/kings_sustainability)
blogs.kcl.ac.uk/sustainability

✉ King’s Sustainability, Directorate of Estates & Facilities, 3rd Floor, 5–11 Lavington Street, SE1 0NZ

➡ For further information on our sustainability initiatives, visit kcl.ac.uk/sustainability

It's our deeds that define us

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-06.2**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

Progress report from the Return to Campus Working Group

Action required

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

Executive summary

As the university looks to return some activity to campus on a phased approach, the Return to Campus Working Group has sought to establish the high-level principles which will allow King's to manage that return in a safe and planned manner with the health and wellbeing of its community at the core.

Report of the Return to Campus Working Group (RTCWG)

Professor Mike Curtis & Joanne Kirner – Co-Chairs, RTCWG

05.06.20

Background

Following the formation of the King's Coronavirus Operating Framework, led by the Coronavirus Coordination Group (CVCG), the Return to Campus Working Group was created and charged with ensuring safe return to campus working in line with government guidance. The objective for the group is:

To enable the university to effectively deliver its academic mission, with the resumption of work on our campuses. Specifically, co-ordinate the academic, operational and external policy dimensions of planning and setting framework for King's 're-entry' onto its campuses

The guiding principles to support the objective are:

- Protect the health and wellbeing of all our community
- Use a stepwise, flexible approach to campus re-opening informed by prevailing government restrictions and other environmental factors
- Recognise the diversity and needs of all our staff and students
- Develop a framework to be delivered at a local level

Since the end of April, the group has been working with colleagues in the Personal Health group, Estates and Facilities, Health & Safety and related workstreams including Research and Researchers, Academic Strategy group and the Education Operational Team to deliver a set of high level principles and related guidance to inform the return to a COVID secure campus. The document "Principles for Return to Campus", appended at the end of this paper, outlines the key elements of the return to campus process and demonstrates how the RTCWG feeds into the operating model for campus return.

Current Activities

The process of re-opening even partially open buildings is complicated and time-consuming in order to ensure compliance with building regulations. For a currently closed building, these steps take a minimum of approximately three weeks and for a partially open building at least two weeks. Following a clear steer from the university, the first phase of return has focused on increasing the levels of lab-based research activity. Over the past three weeks RTCWG have been developing guidance for supporting a phased return to campus, leading to the launch of a limited pilot phase to commence in the middle of June. The guidance documents include:

- Principles for Return to Campus
- Risk Analysis – COVID 19 Return to Work (Health and Safety Services)
- Safe at King's – Safe Distancing Guidance (with three appendices for Research, Teaching (pending) and Office activities)
- Checklist and Sign off document
- HR Guidance for Managers (Pilot Period)
- Guidance for Monitoring and Review of COVID Secure Activities

The guidance documents can be found on the Health and Safety Services share-point site "Coronavirus (COVID 19) – Managing the Risk"

Following approval from GOLD/CV group Friday 29 May, a limited return to campus for research by opening laboratory and limited adjacent office areas in eight buildings across four campuses has started. The earliest date for this re-opening will be 15 June. This first phase will be a pilot for future phased returns allowing RTCWG to review and refine its approach in readiness for the next stage of opening. The following buildings are included in the phase one pilot.

- **GUYS** - New Hunts House, Britannia House, Wolfson House
- **WATERLOO** - Franklin Wilkins Building
- **STRAND** - Strand Building, King's Building
- **DENMARK HILL** - James Black Centre, Maurice Wohl

At this stage, return to campus is by mutual agreement only with the individual's line manager. RTCWG appreciates that many staff will be apprehensive of a return to campus influenced by: caring responsibilities, their own vulnerabilities and those of other members of their households, distance from home to work and the practicalities of travel; having assurance that their safety is a primary consideration of King's and the nature of the measures put in place to assure their safety are key. Therefore, there is no intention that staff/students will be compelled to return during this pilot phase of building re-opening - mutual agreement is essential.

During the pilot phase RTCWG will put in place monitoring arrangements to determine building footfall, how well the guidance is being implemented and identify any areas of concern at lab/building/campus level. Campus Operational Teams and an overall Operational Management Team are being established to oversee this process. The outcomes of this monitoring will then inform the approach to the second phase of building re-opening. Communications, both from the centre and through cascade routes are essential to ensure we are listening to the needs of our staff and students and that they feel informed and included in the return to campus process.

Looking forward to the next phase.

Work has started on planning for the next phase of return and RTCWG is looking more broadly at all the key activities that need to return to campus over the next few months, including teaching and professional services. The process of agreeing the next suite of buildings to be opened will be through engagement with Faculties and Directorates to understand what must take place on campus and by when, given that the overarching message remains work at home where you are able to do so.

As part of that planning, building users may need to work in spaces that are not their normal place of work, as consideration must be given to the cleaning and security staff on whom we rely to ensure we are working in a COVID secure environment. Work is also now starting on providing further guidance to Faculties on the potential teaching experience for those who will be able to teach on campus in September. However, it should be noted that guidance created now can only reflect our understanding of the current government requirements around safe distancing and this position may change as we get nearer the start of term, underlining the continued complexities of planning in a highly volatile environment. Once RTCWG is clear on the building and activity needs, final agreement for the next phase of building re-opening will be determined by CVCG.

RTCWG anticipates that the next phase of buildings will be available for occupation in early July, provided the initial pilot phase is effective in terms of implementation of guidance and in maintaining the safety of staff/students returning to campus. The monitoring and review process will remain in place, with the Campus Operational Teams and the Operational Management Team ensuring the day to day operations of the buildings. (Information on these management teams is included in the "Principles for Return to Campus" document.

Return to Campus – Principles and Processes in the Pilot Phase

Introduction

As the university looks to return some activity to campus on a phased approach, the Return to Campus Working Group has sought to plan and agree the high-level principles by which will allow King's to manage that return in a safe and planned manner with the health and wellbeing of its community at the core.

There are four levels of return status from Lockdown to Fully Open and the university is now moving through level two of that status – limited activity. In order to fully test and understand the new working environment, a pilot phase for return will begin from 15 June for initially, two weeks. A review of the plans and principles agreed over the pilot period will help steer future agreement on further building re-opening and re-occupation including numbers of people who can safely return to campus and refinements to the current plans.

To support the return, a suite of documents has been created including risk assessment guidance, mitigation planning and support for staff, to assist managers in their preparations for returning to campus. All these documents along with other helpful links and guidance can be found on the [Corona Virus \(COVID 19\) - Managing the Risk](#) Sharepoint site.

The Return to Campus Working group would welcome feedback on the pilot phase and details on how to provide this are available at the end of this document.

Governance arrangements

The university continues to operate under the Coronavirus Management Framework, which identifies the temporary operating model for the university under coronavirus. There are a number of workstreams in the framework including Return to Campus Working Group (RTCWG).

The governance for this pilot period is outline in the organogram in appendix one. The groups involved are:

- Campus Operational Team (COT) One per campus.
 - Chaired by Local Campus Operations Manager.
 - Membership includes Estates and Facilities representatives from cleaning, engineering, security, faculty academic representation including PGR professional services representation.
 - Its purpose is to deliver the operational services of the university under current COVID restrictions in support of teaching and research. It will provide support to the risk assessment process. It will provide support to the risk assessment process and monitor the implementation of safe distancing across the relevant campus
 - The group reports on a daily basis to the Operational Management Team and provides information on the day to day rollout and management of COVID secure spaces.
- Operational Management Team (OMT)
 - Chaired by the Director of Business Assurance
 - Membership includes Campus Deans (where available) COO's, Head of Campus Operations, Head of Asset Maintenance, representatives of Faculty staff including technical management, Health and safety managers, E&F assurance and professional services.
 - Its purpose is to enable the safe operational reopening of the campuses and to provide assurances that the safe distancing and health and safety measures to ensure a COVID Secure environment are in place and working effectively.
 - The group reports to the Return to Campus Working Group and will provide updates and recommendations on the pilot period.
- Return to Campus Working Group (RTCWG)
 - Chaired by Professor Mike Curtis and Jo Kirner.

- Standing membership includes representation from Finance, HR, Personal Health workstream, Academic Strategy workstream, Education Operational workstream, Research and Researchers workstream, Admissions and Recruitment workstream, Estates and Facilities, Health and Safety, KCLSU and Corporate Communications.
- Additional membership currently includes Libraries, academic researchers and union representation.
- Its purpose is to enable the university to effectively delivery its academic mission specifically through the coordination of the academic, operational and external policy dimensions of planning and setting a framework for King's return to campus.
- The group makes recommendations and receives overarching guiding principles from the CV Coordination group.
- CV Coordination Group
 - Chaired by Chris Mottershead.
 - Membership include the Principal, the SVP's, Chairs of the Coronavirus workstreams, Risk and Resilience and Corporate Communications.
 - Its purpose is the agree the strategic position and direction for the organisation.
 - The group is accountable to the university Council through a number of committees including Council directly.

HR advice to supporting staff

In this initial stage, returning to campus must be by mutual agreement and the safety and wellbeing of our staff is key. There may be a number of reasons why staff are unable to return to campus at this time and those may include childcare pressures, health and wellbeing concerns, the need to shelter or to support someone who is sheltering.

When planning for a return to campus working, it is important to consider who is able to return to work and any needs they may have should they be concerned about returning, which can be addressed by King's. Those staff who are not willing to return to campus should continue to work from home.

Planning for staff returning to campus can be undertaken concurrently with the risk assessment process and would allow time for those who are willing and able to return to work to make preparations.

The risk assessment process will identify the maximum numbers of staff who are able to be in a room/laboratory at any one time. This information, coupled with information on which staff members are willing to return to campus, should be used to plan any shift patterns, start and end times etc., within the agreed working day (currently 8am to 6pm). In order to avoid peak travel times, it may be necessary for staff to work shorter hours than normal on campus to facilitate safer travel arrangements.

Further information is available in the HR guidance on the sharepoint site [HR Phase One Manager Guidance](#)

Risk assessment

Each faculty and directorate should have a set of risk assessment documents that cover all the activities undertaken. In order to be able to return to campus working, there must be a review of all the risk assessments relating to the activities that are going to be restarted in line with the guidance outlined in [Health & Safety Risk Analysis COVID-19 Return to Work.\(GN055\)](#) which is available on the Coronavirus sharepoint site.

As part of the risk assessment process, faculties and directorates will be asked to review occupancy levels in locally operated spaces such as laboratories and local offices in line with the guidance and appendices in the [Safe @ King's](#) document. At the end of this process, there should be a mitigation plan to ensure the safe distancing measures are in place and an agreement on the total number of staff who are able to be in each space at any time.

The completion and sign off for risk assessments should follow normal local processes. Once the risk assessments have been signed off by the relevant line manager, the person responsible for signing those documents off should send notification through the normal line management process (Head of Department/Centre School/Division) and finally to the Executive Dean to confirm they have been completed and the mitigations agreed.

The Executive Dean will be asked to sign off on the overall documentation for the Faculty including confirmation that risk assessments have been revised, mitigations including safe distancing planning and staff levels/working arrangement agreed. This then should be sent to the OMT who will review the overall plans by building in order to confirm to the RTCWG that safe occupancy levels and planning are in place. In turn RTCWG will have the final sign off on capacity levels and planning and where there are issues around over capacity, RTCWG will ask for revised numbers via OMT. It is only when RTCWG has approved the final numbers that the process of reoccupation can begin.

A flow chart is included in Appendix Two to help clarify the process for planning to return to campus.

Safe working

The university has produced a document titled Safe @ King's. This guidance has been produced primarily for those with management responsibilities for other people, to outline the Return to Campus Working Group's (RTCWG) guidance to the university on how to approach managing risk of infection through the application of social distancing and hygiene measures on our campus spaces.

Safe @ King's incorporates three appendices to help support planning and they are:

- Appendix 1: Managing safe distancing in research space
- Appendix 2: Managing safe distancing in office space
- Appendix 3: Guidance on how to make and wear a face covering

Please note that there will be an additional appendix on Managing safe distancing in teaching spaces in due course.

This guidance should be read alongside Health & Safety Risk Analysis COVID-19 Return to Work (GN055) and will assist in planning for a COVID secure workspace.

Monitoring

In order to monitor the day to day operations on campus, the Guidance to Monitoring and Managing a COVID secure university is available on the sharepoint site. Reporting on the management of safe distancing and hygiene management can be done through a number of ways

- Each faculty will need to appoint a Safe Distancing Monitor with responsibilities for each laboratory area whose responsibilities will include promoting the agreed approach to safe distancing and personal hygiene and monitoring the overall agreed numbers of staff/students in each laboratory area in line with the agreed occupancy.
- Reporting any concerns to the COT teams.
- Reporting concerns via the Accident and Incident Management system (AIRSweb)

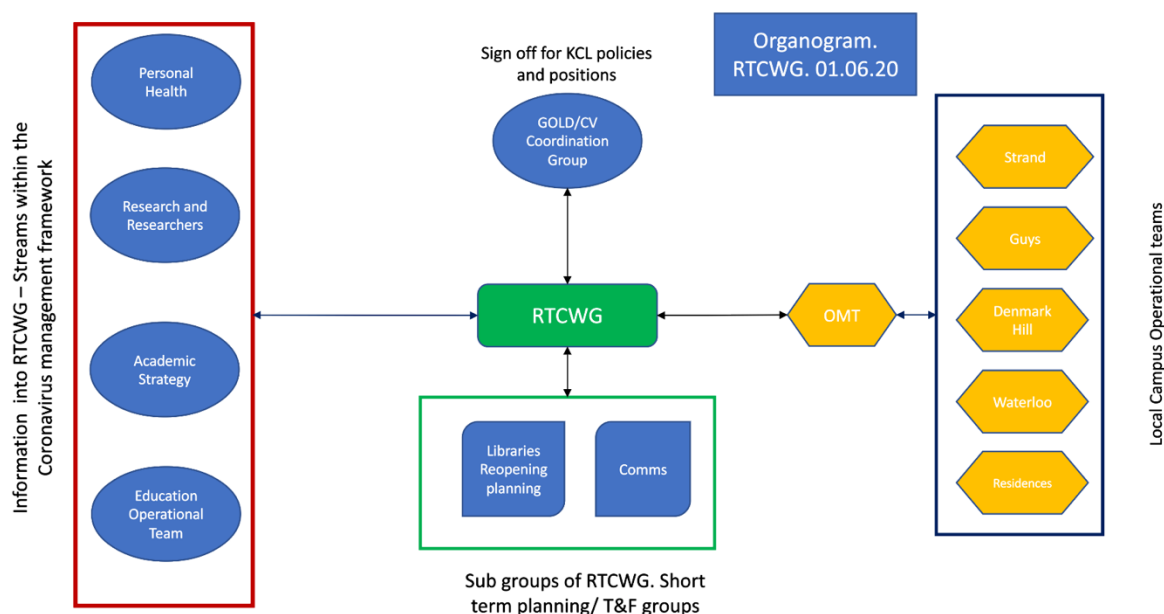
Feedback

Return to campus working group are keen to receive feedback from building users during the pilot period. In particular, the group is particularly interested in the usability of the guidance and the experiences of working in COVID secure spaces. This may include how well circulation points are working, any pinch points.

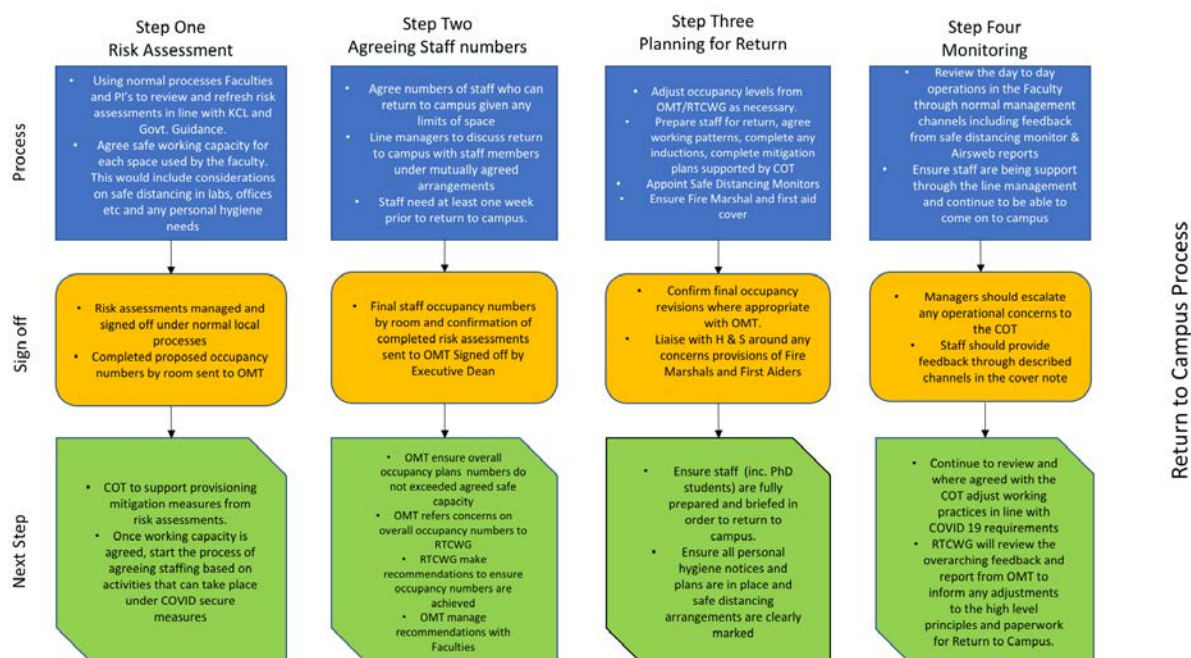
Feedback routes include:

- directly to local campus operations teams, by reporting into the membership of either the Campus Operational Team (COT) or the Operational Management Team (OMT) or
- by emailing Questions at King's with the subject line "Pilot Phase'. Please note that there will be an automated reply from Questions at King's and all comments and suggestions will be sent to the Return to Campus Working Group for review.

Appendix One – Organogram – Managing a COVID secure return to Campus



Appendix Two – Process for preparing to return to campus



King's College Academic Board	
Meeting date	17 June 2020
Paper reference	AB-20-06-17-07
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data



Portfolio Simplification Recommendations to approve

Action required

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

Motion: Academic Board is asked to approve the remaining recommendations made by the Curriculum Commission on deferred submissions, the majority of which are module recommendations from the Faculty of Arts and Humanities.

Executive summary

As part of Portfolio Simplification, faculties have been conducting comprehensive reviews of their portfolios of in-scope programmes and modules to put forward recommendations to the Curriculum Commission. The Curriculum Commission has now received all remaining submissions where either a recommendation had been deferred or where a second stage module submission had been requested, with the exception of English and Film Studies modules at PGT level. Remaining Arts & Humanities modules from English and Film Studies will be brought to the next meeting of Academic Board.

The Curriculum Commission is now presenting these recommendations for approval at the 17 June meeting of Academic Board.



Portfolio Simplification Recommendations to approve June 2020

Introduction

Academic Board is asked to **approve the recommendations** made by the Curriculum Commission on submissions from Arts & Humanities and from a working group on optional Study Abroad degrees

At its meeting on 2 June 2020, the Commission reviewed all modules submitted for **discontinue, retain** and **reconfigure** from the Study Abroad working group and the following Arts & Humanities departments:

1. Comparative Literature
2. French
3. History
4. Spanish and Latin American Studies
5. Theology and Religious Studies

These are all put forward for approval in the appendix that follows.

The Curriculum Commission is fully satisfied with the process followed by the faculty and the working group in generating these recommendations, and all due diligence has been exercised both in reviewing proposals and in generating this set of recommendations for Academic Board to review. Once again, the Curriculum Commission recognises the huge efforts that the faculty and departments have made in reviewing their portfolios, and thanks all colleagues for their engagement with this process.

This document sets out the recommendations from the Curriculum Commission for Academic Board's consideration. In each case, and given the scale of the information presented here, a very brief contextual

explanation is offered. Any colleagues wishing to access further information, in order to satisfy themselves that due process has been followed, are encouraged to consult the submissions on Power BI and the full notes of the June 2020 meeting of the Curriculum Commission, which can be found on the intranet page [here](#).

For reference, our previous paper to Academic Board in October provided details on the *Context, Thresholds, Categories* and *Guiding Principles* of [Portfolio Simplification](#).

Study Abroad

A cross Faculty working group to consider optional study abroad programmes and modules was convened in February 2020. A report was submitted to the Commission and reviewed at the June 2020 meeting and the Commission approved the recommendations, with the understanding that implementation would be monitored through the College Education Committee. The following general recommendations were approved.

Study Abroad – General Recommendations

1. Programmes offering study abroad as an option (whether this is semester or year abroad) are not set up as an entry point for students to enrol directly onto. Instead, students are given the opportunity during semester one/beginning of semester two of the first year of their study to consider the option of study abroad and apply once they have enrolled at the College.
2. Only a semester abroad can be offered to a 3-year programme. The final programme title that will appear on the student's certificate will be "BA.... (with semester abroad)".
3. If a programme wishes to offer a year abroad, a 4-year version of the programme will be established on SITS. Students will then transfer to the 4-year programme once enrolled at the College. The final programme title that will appear on the student's certification will be "BA... (with year abroad)".
4. Any student taking optional study abroad will receive credit for that study, but marks will not contribute to the final degree classification.
5. Credit values for study abroad should be semester abroad - 60 credits; year abroad - 120 credits.
6. The "Shell Module" working group should consider how study abroad could fit with any proposed framework.
7. Further consideration is given to how study abroad is assessed and how reassessment would work for programmes with study abroad.

Progress and update

Proposals received and reviewed at the June 2020 meeting of the Curriculum Commission:

	Ctrl+Click	Total	Discontinue	Reconfigure	Retain
Arts & Humanities	Modules	317	35	240	42
Life Sciences & Medicine	Programmes	3	0	3	0
	Modules	6	0	0	6
Natural & Mathematical Sciences	Programmes	4	0	0	4
	Modules	2	0	0	2
IoPPN	Modules	9	0	0	9
Social Science & Public Policy	Programmes	3	0	0	3
	Modules	8	0	0	5

Appendix 1 – All programmes and modules reviewed

Faculty of Arts & Humanities

Modules

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
HISTORY					
1	6	Cultures of History in Britain	TBC	Discontinue	There was consensus to discontinue this module
2	6	The Never Ending War: Britain and the Second World War, 1939-2016 (Exam)	TBC	Discontinue	There was consensus to discontinue this module
3	6	Authority	TBC	Discontinue	There was consensus to discontinue this module
4	7	Dissertation Contemporary British History	TBC	Discontinue	There was consensus to discontinue this module
5	7	Britain 1900-1945: Politics, Society, Economy, Culture, International Relations	TBC	Discontinue	There was consensus to discontinue this module
THEOLOGY AND RELIGIOUS STUDIES					
6	7	Jesus' Death and Resurrection: Gospels, Reception, Representation	TBC	Discontinue	There was consensus to discontinue this module
7	7	The Bible and Archaeology	TBC	Discontinue	There was consensus to discontinue this module
8	7	Patristic Theology in the Making	TBC	Discontinue	There was consensus to discontinue this module
9	7	Modern Doctrine	TBC	Discontinue	There was consensus to discontinue this module
10	7	Christianity and Literature	TBC	Discontinue	There was consensus to discontinue this module
11	7	Interpreting The Bible	TBC	Discontinue	There was consensus to discontinue this module
12	7	Dissertation: MA Christianity and the Arts	TBC	Discontinue	There was consensus to discontinue this module
13	7	Identities and Communities in Flux: Texts and Methods in Jewish Studies	TBC	Discontinue	There was consensus to discontinue this module
14	7	Social Scientific Study of Religion in Contemporary Society	TBC	Discontinue	There was consensus to discontinue this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
15	7	Contemporary Religious Movements	TBC	Discontinue	There was consensus to discontinue this module
16	7	Shamanism, Animism, Dreams and Religious Visions	TBC	Discontinue	There was consensus to discontinue this module
17	7	Religion and Politics in Western Societies	TBC	Discontinue	There was consensus to discontinue this module
18	7	An Introduction to Buddhism Through its Arts	TBC	Discontinue	There was consensus to discontinue this module
SPANISH, PORTUGUESE, LATIN AMERICAN STUDIES					
19	5	Bodily Desires: Love, Loathing, and Sexuality in Medieval and Renaissance Iberian Lyric	TBC	Discontinue	There was consensus to discontinue this module
20	5	Translating Cultures through Theatre: Spain and Latin America	TBC	Discontinue	There was consensus to discontinue this module
21	5	Introduction to Brazilian Popular Music Studies	TBC	Discontinue	There was consensus to discontinue this module
22	5	From Luso-Africans to Afro-Creoles: The Making of Portuguese-speaking Africa to 1960	TBC	Discontinue	There was consensus to discontinue this module
23	5	Nineteenth-century Fiction in Brazil and Portugal	2022	Discontinue	There was consensus to discontinue this module. Note an alternate module may be proposed for discontinue instead
24	5	Spanish Language 2 for Liberal Arts	TBC	Discontinue	There was consensus to discontinue this module
25	5	Portuguese Language 2 for the Liberal Arts	TBC	Discontinue	There was consensus to discontinue this module
26	5	Written Language Assessment in Spanish	TBC	Discontinue	There was consensus to discontinue this module
27	5	Written Language Assessment in Spanish	TBC	Discontinue	There was consensus to discontinue this module
28	5	Written Language Assessment in Portuguese	TBC	Discontinue	There was consensus to discontinue this module
29	5	Written Language Assessment in Portuguese	TBC	Discontinue	There was consensus to discontinue this module
30	6	Advanced Topics in Applied Linguistics	TBC	Discontinue	There was consensus to discontinue this module
31	6	The Writer and the Public: Journalism in Spain, Past and Present	TBC	Discontinue	There was consensus to discontinue this module
33	6	Political Economy of Spain	TBC	Discontinue	There was consensus to discontinue this module
34	6	Lusophone African Literature: The Postcolonial Experience	TBC	Discontinue	There was consensus to discontinue this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
35	6	Dissertation Option 1	TBC	Discontinue	There was consensus to discontinue this module
COMPARATIVE LITERATURE					
36	4	Reading Modern Poetry Comparatively	2020/21	Reconfigure	There was consensus about reconfiguring this module
37	5	The Faust Tradition: Dramatic Transformations	2020/21	Reconfigure	There was consensus about reconfiguring this module
38	6	Cultural Analytics	TBC	Reconfigure	This is a key module around this stream
39	6	Digital Culture Project (Dissertation)	TBC	Reconfigure	These modules will merge
40	6	Digital Culture Thesis (Dissertation)	TBC	Reconfigure	
41	7	Myth after Slavery	2020/21	Reconfigure	There was consensus about reconfiguring this module
42	7	Queer Connections: Male-Male Desire and the Classical Past	2020/21	Reconfigure	There was consensus about reconfiguring this module
43	7	Surrealism and Visuality	2020/21	Reconfigure	There was consensus about reconfiguring this module
44	7	TRANSLATION COLONIALISM AND POSTCOLONIALISM	2020/21	Reconfigure	There was consensus about reconfiguring this module
45	7	Arts Based Research Project		Reconfigure	This module will be merged with other project modules.
FRENCH					
46	6	Old French Romance, a Genre in Process	2019-20	Reconfigure	There was consensus about reconfiguring these pre-modern modules
47	6	Queer Sexuality in Pre-Modern French Literature	2019-20	Reconfigure	
48	6	Sixteenth-century Encounters With The 'New World'	2019-20	Reconfigure	
HISTORY					
49	4	Early Modern Britain 1500 - 1750	2021/22	Reconfigure	There was consensus about reconfiguring this module
50	4	Early Modern Britain I: Religion, Reformation & Popular Culture 1500 to 1650 (Study Abroad)	2021/22	Reconfigure	There was consensus about reconfiguring this module
51	4	Early Modern Europe I: Society and Religion 1500 to c. 1700 (Study Abroad)	2021/22	Reconfigure	There was consensus about reconfiguring this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
52	4	Europe from 1793 to 1991	2021/22	Reconfigure	There was consensus about reconfiguring this module
53	4	European History 400 - 1500	2021/22	Reconfigure	There was consensus about reconfiguring this module
54	4	European History 400 - c.1000 (Study Abroad)	2021/22	Reconfigure	There was consensus about reconfiguring this module
55	4	Politics & Society in Britain 1780 - 1945	2021/22	Reconfigure	There was consensus about reconfiguring this module
56	4	Power, Culture & Belief in Europe 1500 - 1800	2021/22	Reconfigure	There was consensus about reconfiguring this module
57	4	The Making of Britain 400 - 1400	2021/22	Reconfigure	There was consensus about reconfiguring this module
58	4	The Making of Britain I: Anglo-Saxon and Norman Britain c.400 - 1100	2021/22	Reconfigure	There was consensus about reconfiguring this module
59	4	The Worlds of The British Empire C. 1700 - 1960	2021/22	Reconfigure	There was consensus about reconfiguring this module
60	4	World History 1870s-2000s	2021/22	Reconfigure	There was consensus about reconfiguring this module
61	5	An Island in the Ocean: Britain in the Early Middle Ages	2022/23	Reconfigure	There was consensus about reconfiguring this module
62	5	Animals and their Humans, c.1800-2000	2022/23	Reconfigure	There was consensus about reconfiguring this module
63	5	Aristocratic Society and Culture in Medieval Europe 900-1300	2022/23	Reconfigure	There was consensus about reconfiguring this module
64	5	Art and Political Communication in Early Renaissance Italy	2022/23	Reconfigure	There was consensus about reconfiguring this module
65	5	Art in European Society 1500-1700	2022/23	Reconfigure	There was consensus about reconfiguring this module
66	5	Atlantic Slavery: West Africa and the Caribbean 1492-1807	2022/23	Reconfigure	There was consensus about reconfiguring this module
67	5	Beijing and Shanghai in the 20th century: a social history	2022/23	Reconfigure	There was consensus about reconfiguring this module
68	5	Black in the Union Jack? Black Lives in Modern London	2022/23	Reconfigure	There was consensus about reconfiguring this module
69	5	Blood and Iron: Prussia and the Forging of Modern Germany 1806 -1914	2022/23	Reconfigure	There was consensus about reconfiguring this module
70	5	British Economic History from the Eighteenth to the Early Twentieth Century	2022/23	Reconfigure	There was consensus about reconfiguring this module
71	5	Charlemagne and his heirs: France and Germany in the ninth century	2022/23	Reconfigure	There was consensus about reconfiguring this module
72	5	China: from empire to republic 1790-1945	2022/23	Reconfigure	There was consensus about reconfiguring this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
73	5	China: From Imperial State to People's Republic	2022/23	Reconfigure	There was consensus about reconfiguring this module
74	5	China: from republic to people's republic 1937-1999	2022/23	Reconfigure	There was consensus about reconfiguring this module
75	5	Church, State and Nation in mainland Britain 1750-1918	2022/23	Reconfigure	There was consensus about reconfiguring this module
76	5	Conflict, Coexistence and Cooperation: South Asia's International Relations since 1900	2022/23	Reconfigure	There was consensus about reconfiguring this module
77	5	Crime and Law in Early Modern England	2022/23	Reconfigure	There was consensus about reconfiguring this module
78	5	Cultures of Kingship and Empire: Power and Pushback in Portuguese-speaking Africa, 1400-1960	2022/23	Reconfigure	There was consensus about reconfiguring this module
79	5	Dark Age Politics: A Survivor's Guide	2022/23	Reconfigure	There was consensus about reconfiguring this module
80	5	Drugs, Disease, and Demi-Gods: Health and Healing in the Early Modern World	2022/23	Reconfigure	There was consensus about reconfiguring this module
81	5	Early Modern London	2022/23	Reconfigure	There was consensus about reconfiguring this module
82	5	East Asia's Cultural Cold War	2022/23	Reconfigure	There was consensus about reconfiguring this module
83	5	Electoral Politics in Britain, 1868-1945	2022/23	Reconfigure	There was consensus about reconfiguring this module
84	5	Electric Cities: The Experience of Modernity in London, Melbourne, New York and Paris, 1870-1929	2022/23	Reconfigure	There was consensus about reconfiguring this module
85	5	Emergency, War and the Angry Young Man. South Asia in the 1970s	2022/23	Reconfigure	There was consensus about reconfiguring this module
86	5	Europe in the Age of Revolution and Napoleon, 1780-1815	2022/23	Reconfigure	There was consensus about reconfiguring this module
87	5	European Jewry and the Transition to Modernity 1650-1850	2022/23	Reconfigure	There was consensus about reconfiguring this module
88	5	European views of Islam through the ages	2022/23	Reconfigure	There was consensus about reconfiguring this module
89	5	Faith, Nation and Empire in Modern East-Central Europe (1800 - present)	2022/23	Reconfigure	There was consensus about reconfiguring this module
90	5	Faraway so close: the Middle East since 1800	2022/23	Reconfigure	There was consensus about reconfiguring this module
91	5	Friends: Political Bonds in Late Medieval and Renaissance Italy, 1300-1550	2022/23	Reconfigure	There was consensus about reconfiguring this module
92	5	From Crowd to Court: Cultures of Politics in Later Hanoverian Britain	2022/23	Reconfigure	There was consensus about reconfiguring this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
93	5	From the Atom to Afghanistan: Science and Technology in the Cold War	2022/23	Reconfigure	There was consensus about reconfiguring this module
94	5	Germany 1914-1945: Economic Extremes	2022/23	Reconfigure	There was consensus about reconfiguring this module
95	5	Globalization since the 1970s	2022/23	Reconfigure	There was consensus about reconfiguring this module
96	5	Health Surveillance and the Modern British State	2022/23	Reconfigure	There was consensus about reconfiguring this module
97	5	Historical Origins of Economic Underdevelopment in Africa	2022/23	Reconfigure	There was consensus about reconfiguring this module
98	5	History of Medicine from Antiquity to the Present	2022/23	Reconfigure	There was consensus about reconfiguring this module
99	5	History of the Iberian World (1492-1822)	2022/23	Reconfigure	There was consensus about reconfiguring this module
100	5	Humans and Nature: Understanding Deep History	2022/23	Reconfigure	There was consensus about reconfiguring this module
101	5	Imperial Britain? Britain and Empire c.1860-1964	2022/23	Reconfigure	There was consensus about reconfiguring this module
102	5	Jews and Muslims in Medieval Europe	2022/23	Reconfigure	There was consensus about reconfiguring this module
103	5	London from the Romans to the Middle Ages	2022/23	Reconfigure	There was consensus about reconfiguring this module
104	5	Making the Modern Metropolis: London since 1800	2022/23	Reconfigure	There was consensus about reconfiguring this module
105	5	Medicine in Western Civilization	2022/23	Reconfigure	There was consensus about reconfiguring this module
106	5	Medicine in Western Civilization II	2022/23	Reconfigure	There was consensus about reconfiguring this module
107	5	Modern South Asia from the Mughals to Modi	2022/23	Reconfigure	There was consensus about reconfiguring this module
108	5	Money, Violence & Friendship in Modern India, 1660-1990	2022/23	Reconfigure	There was consensus about reconfiguring this module
109	5	Nation Culture and Identity in the United States since 1865	2022/23	Reconfigure	There was consensus about reconfiguring this module
110	5	People, Machines and the Environment in Global History, 1900-2000	2022/23	Reconfigure	There was consensus about reconfiguring this module
111	5	Political Culture, Faith, and Belonging in the post-1945 United States	2022/23	Reconfigure	There was consensus about reconfiguring this module
112	5	Power and Knowledge in nineteenth-century Europe	2022/23	Reconfigure	There was consensus about reconfiguring this module
113	5	Religion and Society in Late Antiquity and the Early Middle Ages	2022/23	Reconfigure	There was consensus about reconfiguring this module
114	5	Religion and Society in Southern Europe	2022/23	Reconfigure	There was consensus about reconfiguring this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
115	5	Russia in the Age of Anna Karenina	2022/23	Reconfigure	There was consensus about reconfiguring this module
116	5	Sexuality and Gender in Modern Britain	2022/23	Reconfigure	There was consensus about reconfiguring this module
117	5	Society and Culture in Twentieth-Century London	2022/23	Reconfigure	There was consensus about reconfiguring this module
118	5	The "Good" Migrant? Immigration, Citizenship and the Nation in Twentieth-Century Britain	2022/23	Reconfigure	There was consensus about reconfiguring this module
119	5	The Black Death in England	2022/23	Reconfigure	There was consensus about reconfiguring this module
120	5	The British Economy 1840-1914	2022/23	Reconfigure	There was consensus about reconfiguring this module
121	5	The Byzantine Empire, 600-1453	2022/23	Reconfigure	There was consensus about reconfiguring this module
122	5	The Civilising Mission: French Imperialism since 1750	2022/23	Reconfigure	There was consensus about reconfiguring this module
123	5	The English and the English Landscape, c.1780-1914	2022/23	Reconfigure	There was consensus about reconfiguring this module
124	5	The First English Empire? The Peoples of Britain and Ireland, 1050-1350	2022/23	Reconfigure	There was consensus about reconfiguring this module
125	5	The French Civil War, 1934-1970	2022/23	Reconfigure	There was consensus about reconfiguring this module
126	5	The History of Australia	2022/23	Reconfigure	There was consensus about reconfiguring this module
127	5	The Hundred Years War	2022/23	Reconfigure	There was consensus about reconfiguring this module
128	5	The Last Centuries of Byzantium, 1081-1453	2022/23	Reconfigure	There was consensus about reconfiguring this module
129	5	The Northern Ireland Troubles	2022/23	Reconfigure	There was consensus about reconfiguring this module
130	5	THE SECOND WORLD WAR IN EUROPE	2022/23	Reconfigure	There was consensus about reconfiguring this module
131	5	The Sociology of the Middle Ages	2022/23	Reconfigure	There was consensus about reconfiguring this module
132	5	The Soviet Union and Russia, 1945-2000	2022/23	Reconfigure	There was consensus about reconfiguring this module
133	5	The U.S.-Mexico Borderlands	2022/23	Reconfigure	There was consensus about reconfiguring this module
134	5	The Vikings in Britain	2022/23	Reconfigure	There was consensus about reconfiguring this module
135	5	The worlds of the Indian Ocean	2022/23	Reconfigure	There was consensus about reconfiguring this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
136	5	Themes in Colonial and Postcolonial African History	2022/23	Reconfigure	There was consensus about reconfiguring this module
137	5	Themes in Early Modern Cultural History	2022/23	Reconfigure	There was consensus about reconfiguring this module
138	5	Theories of Empire and Imperialism	2022/23	Reconfigure	There was consensus about reconfiguring this module
139	5	Theories of Modern History	2022/23	Reconfigure	There was consensus about reconfiguring this module
140	5	Toleration and Human Rights in Europe, c.1600 - c.2000	2022/23	Reconfigure	There was consensus about reconfiguring this module
141	5	Victorian London	2022/23	Reconfigure	There was consensus about reconfiguring this module
142	5	War in the Pacific, 1898 to 1975 and beyond: Strategy and Diplomacy	2022/23	Reconfigure	There was consensus about reconfiguring this module
143	5	Western Technology in Global History 1500-2000	2022/23	Reconfigure	There was consensus about reconfiguring this module
144	5	World History - Material Culture (1500-1900)	2022/23	Reconfigure	There was consensus about reconfiguring this module
145	5	World History: Power and Inequality (1500-1900)	2022/23	Reconfigure	There was consensus about reconfiguring this module
146-175	6	<ol style="list-style-type: none"> 1. Romans and Barbarians: The Transformations of the Roman West 350-700 2. Women and Gender in Early Modern England 3. Britain's Thatcher 4. Caribbean Intellectual History C.1800 to the Present 5. British Imperial Policy and Decolonisation, 1938-1964 6. The Carolingian Empire, c.750-900 7. The Enlightenment 8. Red, White and Blues: Jazz and the United States in the 20th Century 9. The Making of Twentieth-Century Britain 10. Scotland: the Making of the Medieval Kingdom 11. Twentieth -Century Medicine, State and Society in the United States and United Kingdom(exam) 12. The American Revolution and the Creation of the United States, 1760-1815 (exam) 13. Political Culture in the Twentieth-Century United States 14. The Experience of Power in Nigeria since 1900 (Exam) 15. Between Kaiser and Führer: Political Culture and Authority in Germany, 1916-1934 16. The Culture of Politics in Revolutionary Russia, 1880-1940 	2022/23	Reconfigure	Document Special Subject modules

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
		17. Defining Race and Culture: Understanding Human Difference from the Enlightenment to Genetics 18. The Making of Independent India, 1945-1967 19. Worlds of the French Revolution, 1780-1830 20. YOUNG LIVES: GROWING UP IN LIVERPOOL, LONDON, MELBOURNE AND SYDNEY, 1870-1970 21. Love and fear: political thought and the passions in Italy, ca.1250-1550 22. History of feminism and women's political thought 23. The Global Cold War 24. Ireland: politics, culture and nationalism, 1880-1923 25. Uncivil Wars: Rebellion and Revolution in Britain and Ireland, 1625 – 1660 26. The Inquisition in the World: Racism and Minorities 27. London, City of Capital 28. Beyond the Silk Road 29. Themes in the History of Race, Orientalism and Islamophobia 30. Dictatorship, Democracy and Human Rights in Latin America			Document Special Subject modules cont.
176 177	6	1. Dissertation 2. Free Standing Long Essay	2022/23	Reconfigure	Dissertation modules
178- 187	6	1. Ritual 2. Crime and Punishment 3. Nations 4. God 5. War 6. Diasporas 7. Media 8. Wealth 9. Rights 10. Bodies	2022/23	Reconfigure	Thematic Special Subject modules
188 189	6	1. At the Court of King George III: Exploring the Royal Archives 2. No more heroes? Commemoration in public life	2022/23	Reconfigure	Option modules
190	7	Advanced Skills for Historians	2022/23	Reconfigure	Core modules
191	7	Advanced Skills for Historians (Early Modern)	2022/23	Reconfigure	
192	7	Britain 1900-1945: Politics, Society, Economy, Culture, International Relations	2022/23	Reconfigure	

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
193	7	Britain since 1945: Politics, Society, Economy, Culture, International Relations	2022/23	Reconfigure	Core modules cont.
194	7	Approaches to Early Modern History	2022/23	Reconfigure	
195	7	Historical Methods	2022/23	Reconfigure	
196	7	Transnational History	2022/23	Reconfigure	
197	7	Dissertation Contemporary British History	2022/23	Reconfigure	Dissertation modules. The faculty will explore merging to 1 module.
198	7	Dissertation MA Early Modern History	2022/23	Reconfigure	
199	7	Dissertation MA Modern History	2022/23	Reconfigure	
200	7	Dissertation: World History and Cultures	2022/23	Reconfigure	
201	7	Ritual in Early Modern Society	2022/23	Reconfigure	There was consensus to reconfigure these optional modules
202	7	The Body and Society in Early Modern Europe	2022/23	Reconfigure	
203	7	From Hume to Darwin: God, Man and Nature in European Thought	2022/23	Reconfigure	
204	7	European Expansion: Ethnic Prejudices and Civil Rights, 1500 - 1850	2022/23	Reconfigure	
205	7	New Perspectives on Atlantic Slavery: Origins and Consequences in Africa, the Americas and Europe	2022/23	Reconfigure	
206	7	Selfhood and Sensibility in The European Enlightenment	2022/23	Reconfigure	
207	7	The Public History of Science, Technology and Medicine	2022/23	Reconfigure	
208	7	MA History Internship	2022/23	Reconfigure	
209	7	Liberty, Reason, and The State: British moral and political thought in early-modernity	2022/23	Reconfigure	
210	7	Divided by Faith? The Age of Religious Violence in Early Modern Europe	2022/23	Reconfigure	
211	7	The Provisional IRA	2022/23	Reconfigure	
212	7	English Exceptions since 1918	2022/23	Reconfigure	
213	7	Revolutions and Constitutions in Europe	2022/23	Reconfigure	

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
214	7	Empire, Nation and Modernity in Eastern Europe	2022/23	Reconfigure	There was consensus to reconfigure these optional modules (cont.)
215	7	Britain and the World Economy, c.1850-1914	2022/23	Reconfigure	
216	7	The Making of Muslims in Europe: Empire, Immigration and Citizenship	2022/23	Reconfigure	
217	7	The Peculiarities of German History, c.1871-1949	2022/23	Reconfigure	
218	7	Patriotism and National Identities in Britain, 1870-1914	2022/23	Reconfigure	
219	7	Gender and British Society, 1900-45	2022/23	Reconfigure	
220	7	Gender and British Society, 1945-2000	2022/23	Reconfigure	
221	7	Britain and Decolonisation	2022/23	Reconfigure	
222	7	Liberty and Inequality in the Early American Republic	2022/23	Reconfigure	
223	7	The British Empire	2022/23	Reconfigure	
224	7	French Empires, 1750-1914	2022/23	Reconfigure	
225	7	London Calling: Colonial and Postcolonial Encounters with the Metropole	2022/23	Reconfigure	
226	7	Harlem: A Social and Intellectual History since 1900	2022/23	Reconfigure	
227	7	Inequalities in World History	2022/23	Reconfigure	
228	7	Obsessed with the West: Movements and Ideologies in Modern Iran	2022/23	Reconfigure	
229	7	On Contradictions: Histories of the Early People's Republic of China	2022/23	Reconfigure	
230	7	Debates in Modern Latin American History	2022/23	Reconfigure	
231	7	A Global History of US Evangelicalism	2022/23	Reconfigure	
232	7	The Power of Naija: Culture and Politics in Postcolonial Nigeria	2022/23	Reconfigure	
233	7	Materialities and Modernities	2022/23	Reconfigure	
234	7	Medicine, Modernity and the Body	2022/23	Reconfigure	

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
235	7	Ways of Knowing: Understanding the History of Science, Technology and Medicine	2022/23	Reconfigure	There was consensus to reconfigure these optional modules
SPANISH, PORTUGUESE, LATIN AMERICAN STUDIES					
236	4	Portuguese Language 1A	2020-21	reconfigure	The working group and Commission recommended reconfigure of this module
237	5	Fatherlands: Spain and Portugal under the Dictators	2020-21	reconfigure	Contemporary Spanish Politics (for EIS students)
238	5	Spain in the World	2020-21	reconfigure	
239	5	Imperial Visions in Iberian Literature	2020-21	reconfigure	Early Modern Iberian Studies
240	5	Memory in Modern Spanish Culture	2020-21	reconfigure	Modern Peninsular Spanish Studies
241	5	Language Arts and Worldmaking in Early Modern Spain	2020-21	reconfigure	
242	7	Brazilian Populism, Culture and the State: Vargas and Beyond	2020-21	reconfigure	These modules will be merged to create: 1.Creative Practices in the Global Iberias 2.Decoloniality and the Global South 3.From Exotic to Ethnic: Languages of Race across the Iberian Worlds
243	7	Culture and Society in Modern Spain	2020-21	reconfigure	
244	7	Exile and Identity: The Jews of Muslim and Christian Spain	2020-21	reconfigure	
245	7	Key Concepts and Critical Views in Latin American Visual Arts	2020-21	reconfigure	
246	7	Latin American Narrative 20th Century I	2020-21	reconfigure	
247	7	Society on Stage: Theatre During the Discoveries	2020-21	reconfigure	
248	7	Spanish American Theatres: Acts of Translation and Performance	2020-21	reconfigure	
249	7	Unsettled Modernities: Tales of the Untameable in the South Atlantic World	2020-21	reconfigure	
THEOLOGY AND RELIGIOUS STUDIES					
250	4	Elements of Ethics	2022/23	Reconfigure	There was consensus to reconfigure this module
251	4	From Machiavelli to Bodin: Renaissance and Reformation Political Thought	2022/23	Reconfigure	There was consensus to reconfigure this module
252	4	How Christians Argue	2022/23	reconfigure	There was consensus to reconfigure this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
253	4	Introduction to Early and Medieval Christianity and Culture	2022/23	Reconfigure	There was consensus to reconfigure this module
254	4	Introduction to Modern Christianity and Culture	2022/23	Reconfigure	There was consensus to reconfigure this module
255	4	Introduction to the Hebrew Bible/Old Testament	2022/23	Reconfigure	There was consensus to reconfigure this module
256	4	Introduction to The Philosophy of Religion	2022/23	Reconfigure	There was consensus to reconfigure this module
257	4	Introductory New Testament Greek With Texts	2022/23	reconfigure	There was consensus to reconfigure this module
258	4	New Testament: Origins, Contexts and Meanings	2022/23	Reconfigure	There was consensus to reconfigure this module
259	4	Study Skills	2020/21	Reconfigure	There was consensus to reconfigure this module
260	4	Thinking About Evil	2022/23	Reconfigure	There was consensus to reconfigure this module
261	4	Turning Points: an Introduction to the History of Christianity in England, 1500 to 1900	2022/23	Reconfigure	There was consensus to reconfigure this module
262	5	Applied Ethics	2022/23	Reconfigure	There was consensus to reconfigure this module
263	5	Introduction to Biblical Hebrew	2022/23	reconfigure	There was consensus to reconfigure this module
264	5	Martin Luther and the German Reformation	2022/23	Reconfigure	There was consensus to reconfigure this module
265	5	Philosophy and Film	2022/23	Reconfigure	There was consensus to reconfigure this module
266	5	Salvation and the City: Christian Faith and the Arts	2022/23	Reconfigure	There was consensus to reconfigure this module
267	6	Gender and Judaism: An Introduction to Rabbinic Literature	2022/23	Reconfigure	There was consensus to reconfigure this module
268	6	Special Questions in Social Ethics	2022/23	Reconfigure	There was consensus to reconfigure this module
269	6	Women and Gender in the Bible	2022/23	reconfigure	There was consensus to reconfigure this module
270	7	Christian Theology	2022/23	Reconfigure	Renamed from Modern Doctrine
271	7	Global Religion and politics	2022/23	Reconfigure	Renamed from Religion and Politics in Western Societies
272	7	Introductory Koine Greek	2022/23	Reconfigure	Renamed from Introductory Greek with Texts

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
273	7	Key Debates in Anthropology: Shamanism, Animism, Dreams and Religious Visions	2022/23	Reconfigure	Renamed from Shamanism, Animism, Dreams and Religious Visions
274	7	The Hebrew Bible and Archaeology	2022/23	Reconfigure	Renamed from The Bible and Archaeology
275	7	Theories and Methods in the Social Scientific Study of Religion	2022/23	Reconfigure	Renamed from Social Scientific Study of Religion in Contemporary Society
COMPARATIVE LITERATURE					
276	5	Caribbean Drama		Retain	There was consensus to retain this module
277	6	Listening across the channel: sound and modern literature		Retain	There was consensus to retain this module
278	6	The French Revolution Effect: Italy, France, Germany, Greece		Retain	There was consensus to retain this module
279	7	Melancholia and Hypochondria in 18th Century Europe		Retain	There was consensus to retain this module
280	7	The World Novel		Retain	There was consensus to retain this module
FRENCH					
281	4	Text and Performance: Introduction to French and Francophone Theatre and Film		Retain	There was consensus to retain this module
282	5	French Poetry After 1800		Retain	There was consensus to retain this module
283	5	Obscenity and Civility in Pre- and Early-Modern French literature		Retain	There was consensus to retain this module
284	5	Year Abroad Essay in French		Retain	There was consensus to retain this module
285	5	Year Abroad Written Language Course		Retain	There was consensus to retain this module
286	6	French Anticolonial Thought		Retain	Non metropolitan French modules
287	6	Québécois Fiction and Film across the Canadian Bicultural Divide		Retain	
288	6	Recent French Thought		Retain	There was consensus to retain this module
289	6	Shadows of Enlightenment		Retain	Research related module
290	7	Learning From Experience: The Postcolonial, the Personal and the Literary		Retain	There was consensus to retain this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
291	7	Renaissance Transgressions: France in its European Context		Retain	There was consensus to retain this module
292	7	Rights Before Human Rights: 18th-century Theories and Representations		Retain	There was consensus to retain this module
293	7	Text, Image, Object and Gesture in Twentieth-Century French Writing		Retain	Request to change to retain from discontinue
294	7	The Troubadours and their Legacy		Retain	There was consensus to retain this module
SPANISH, PORTUGUESE, LATIN AMERICAN STUDIES					
295	4	From Frontier to Empire: Cultures in Contact in the Medieval and Early Modern Iberian Worlds		Retain	There was consensus to retain this module
296	4	Image: Visual Culture in the Global Iberias		Retain	There was consensus to retain this module
297	4	Music of the Lusophone and Hispanic Worlds		Retain	There was consensus to retain this module
298	5	Portuguese Language 2		Retain	There was consensus to retain this module
299	5	Spanish Language 2 (15 credits)		Retain	There was consensus to retain this module
300	6	Spanish language 4 (ES)		retain	Core Language module (all streams)
301	6	Composition in Portuguese		retain	Core. Portuguese language modules are part-funded by Camões through external appointment
302	6	Myth and Archive: 19th and 20th-century Rewritings of Colonial Latin America		retain	Spanish American Studies
303	6	Historical Change and Cultural Expression in the Southern Cone		retain	
304	6	Images of Spain: Stereotypes in Spanish Cinema		retain	Modern Peninsular Spanish Studies. These modules are one of only three taught in any single year at level 6 devoted exclusively to the culture of the Portuguese-speaking worlds
305	6	Peripheral Europeans: Modernity, Traditionalism & National Identity		retain	
306	6	Writing Women in Premodern Spain		retain	Early Modern Iberian Studies
307	6	Brazilian Poetry and Song II: 1958 to the Present		retain	Lusophone Studies. One of three modules, only one taught in any single year at level 6 devoted exclusively to the culture of the Portuguese-speaking worlds.

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
THEOLOGY AND RELIGIOUS STUDIES					
308	6	European Jews and the 'Orient'		Retain	There was consensus to retain this module
309	7	Art as a Theological Medium		Retain	There was consensus to retain this module
310	7	Cosmology and Chaos in the Hebrew Bible		Retain	There was consensus to retain this module
311	7	Introductory Biblical Hebrew		Retain	Double module, taught in both semesters
312	7	Paul's Writings: Special Study of Chosen Passages		Retain	Double module, taught in both semesters
313	7	Philosophy, Literature and the Human Condition		Retain	There was consensus to retain this module
314	7	Religion and the Modern State: Jewish and Other Perspectives		Retain	There was consensus to retain this module
315	7	The Devotional Use of Art in Christianity		Retain	There was consensus to retain this module
316	7	The Gospels		Retain	There was consensus to retain this module
317	7	The Idea of Beauty in Western Theology		Retain	There was consensus to retain this module

Faculty of Life Sciences & Medicine

Programmes

#	Level	Programme Title	Implementation Timescale	Recommendation	Comments
1	UG	Intercalated Infectious Diseases And Immunobiology	2021/22	Reconfigure	There was consensus to reconfigure the programmes. A working group will be convened to ensure coordination across Faculties and report back with the reconfigure plans to the Commission in advance of the October Academic Board. Medical Genetics and Pharmacology will be renamed 'Healthcare, Genetics and Genomics' and 'Pharmacology and Therapeutics' respectively
2	UG	Intercalated Medical Genetics			
3	UG	Intercalated Pharmacology			

Study Abroad - General Recommendations

Faculty of Natural & Mathematical Sciences

Programmes

#	Level	Programme Title	Implementation Timescale	Recommendation	Comments
1	UG	BSc Computer Science With A Year Abroad	2020/21*	Retain	There was consensus to retain the programmes, but close as entry points as per the Study Abroad working group recommendation. * Implementation will be determined by a working group with CEC approval
2	UG	BSc Computer Science With Management & Year Abroad			
3	UG	BSc Physics And Philosophy With A Year Abroad			
4	UG	BSc Physics With A Year Abroad			

Modules

#	Level	Module Title	Implementation Timescale	Recommendation	
1	6	Research Methods Practical		Retain	Retain – relates to PSRB requirement

#	Level	Module Title	Implementation Timescale	Recommendation	
2	5	Physics - Year Abroad		Retain	Retain whilst Shell module is discussed

Faculty of Social Science & Public Policy

Programmes

#	Level	Programme Title	Implementation Timescale	Recommendation	
1	UG	BA European Studies (French) With A Year Abroad		Retain	There was consensus to retain the programme
2	UG	BA European Studies (German) With A Year Abroad		Retain	There was consensus to retain the programme
3	UG	BA European Studies (Spanish) With A Year Abroad		Retain	There was consensus to retain the programme

Modules

#	Level	Module Title	Implementation Timescale	Recommendation	
1	6	European Political Thought		Retain	Retain whilst Shell module is discussed
2	6	European Political Thought: Part 1		Retain	Retain – relates to inbound study abroad students
3	6	European Political Thought: Part 2		Retain	Retain – relates to inbound study abroad students
4	5	Contemporary Issues in International History (Study Abroad)		Retain	Retain whilst Shell module is discussed
5	5	Global Politics (Study Abroad)		Retain	Retain whilst Shell module is discussed

Appendix 2

Curriculum Commission recommendations for reversal of prior approvals

A number of modules approved for discontinue previously by Academic Board were requested to be reversed by faculties as a result of administrative errors. The Commission reviewed the requests and recommends **retain** of the following modules:

FoLSM

1. Advanced Physics and Biophysics of Magnetic Resonance Imaging (MRI) - 7MIGEP52
2. Imaging Chemistry 2: Topics in Radiopharmaceutical Chemistry - 7MIGEP50
3. Medical Image Computing - 7MIGEP46
4. Medical Image Reconstruction - 7MIGEP45
5. Medical Imaging Acquisition - 7MIGEP43
6. Medical Imaging Chemistry - 7MIGEP41

IoPPN

1. Design & Analysis of Epidemiological Studies - 7PALGDAS
2. Drug, Alcohol, Tobacco Use and Public Health - 7PALGDAT
3. Health Care Evaluation - 7PALGHCE
4. Health Promotion Approaches and Methods - 7PALGHPA
5. Medical Anthropology and Public Health - 7PALGMNH
6. Qualitative Methodologies - 7PALGQVM
7. Research Design & Analysis - 7PALGRDA
8. Social Epidemiology - 7PALGSIE
9. Health Systems - 7PALGSYS

SSPP

1. Failed Regimes, Elections and Fraud - 6SSPP331
2. History of Economic Thought - 6SSPP361
3. Modelling Environmental Change - 7SSG5031

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-08**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

Student Terms and Conditions 2021/2022

Action required

- ☒ For approval
☐ For discussion
☐ To note

Motion: That the Academic Board approves the Student Terms and Conditions 2021/22.

Executive summary

King's General Student Terms and Conditions undergo an annual review by the College's in-house legal team ahead of the upcoming October admissions cycle. The Terms and Conditions were last reviewed extensively by external legal counsel ahead of the 2017/18 admissions cycle, when a number of courses were pulled under the umbrella of the overarching General Student Terms and Conditions (up to six individual sets of Terms and Conditions existed before).

In November 2019/20, with the agreement of the Executive Director, Students & Education, the Academic Regulations, Policy and Compliance Service took ownership of the Terms and Conditions. With support from the university's in-house legal team, a full review has been undertaken with support from external legal counsel. This review has taken into account the current disruption caused by Covid-19 and consideration has been given as to how else the College might be protected.

The following activity has been completed as part of the review:

- Briefing document sent to in-house and external legal counsel.
- Two detailed marks up received from external legal counsel with recommendations
- Consultation with key stakeholders following each mark up. For example, Registry Services, Academic Services and Credit Control, among others.
- Mapping process to ensure no clauses or key information were lost unless advised that they were no longer necessary
- Q&A Teams session with in-house and external legal counsel for further clarification and rationale for recommendations
- In-house legal counsel approval for language changes.
- Initial paper and draft Terms and Conditions reviewed by Executive Director, Students & Education; Associate Director (Academic Regulations, Policy & Compliance); and Head of Education Transformation.

For Academic Board's approval:

- 1) Section IV of the accompanying paper – policy changes:
 - a. To approve: King's cancellation rights
 - b. To approve: King's liability
 - c. To note: Refunds
 - d. To approve: Liability for acts outside our control

- 2) To approve Section V of the paper that explains the structure of the new Terms and Conditions including explanations for sections that have been added or deleted.
- 3) The draft Terms and Conditions 21/22 in their entirety.

Papers attached:

Annex 1 - Student Terms and Conditions Review

Annex 2 - The Terms and Conditions 21/22

An excel sheet mapping the existing Terms and Conditions against the Terms and Conditions 21/22 is available [here](#).

Student Terms and Conditions Review

I. Aim of the review:

The aim of the review was to ensure King's General Student Terms and Conditions are clear, accessible, consistent and transparent; form part of the student contract in a well-defined manner, outlining relevant and necessary information to students whilst avoiding duplication; and Terms that are applicable to all King's students (defined in definitions).

II. Rationale for review

External policy landscape:

1. In 2018 [Universities UK released guidance](#) detailing good practice around student contracts and advising universities on how to make them clear, consistent, fair and quantifiable. Contracts should clearly set out what forms the contract, provide links where relevant and include the following elements:
 - university terms and conditions
 - any other relevant rules and regulations, policies and procedures
 - course information
 - the information provided by the offer letter sent to prospective students
 - complaints handling procedures.
2. [A recent letter detailing ministerial priorities from the Secretary of State for Education to the Office for Students \(OfS\) referred to student contracts and consumer rights.](#) The letter requested the OfS work with the Office of the Independent Adjudicator (OIA) and the Competition and Markets Authority (CMA) to review the effectiveness of current practice in Higher Education with regard to students' consumer rights. This includes scrutinising contractual agreements. In the letter the Secretary of State wrote:

I would like the OfS to prioritise work supporting students as empowered consumers, students must be able to apply to university in the knowledge that what they are being promised will be delivered. [...] and have contractual terms and conditions that are fair, as well as clear and transparent, And students must be able to access transparent and effective complaints processes when their consumer rights are not met.

Internal considerations:

1. Language and accessibility

- The 19/20 King's Terms and Conditions include repeated information and summarise extracts from other policies and procedures.
- Terms and language are not defined or explained.
- The language and content are not concise and specific.
- The use of bold and underlined text for key sections raise a question about accessibility.

2. Stakeholders

The following issues were noted by the Non-Standard Programmes Working Group, the CMA Working Group and the Regulations 20/21 Working Group:

- all students who are directed to the enrolment task are given these Terms and Conditions regardless of the course they are enrolling on;
- the Terms and Conditions form part of the student's contract with the university and are required for CMA compliance but the current documentation is not as clear and transparent as possible for students;
- a significant portion of the Academic Regulations are replicated in the Terms and Conditions. Any changes to regulations mean that the Terms and Conditions may include outdated or contradictory information.

3. Omissions

The following was missing from the 19/20 Terms and Conditions:

- A clear statement of what constitutes the student contract and the status of the Terms and Condition
- An explanation of the students' right to complain.
- A sufficient account of the university's obligations to the student in exceptional circumstances.

III. Next steps

1. Committee Approval Process as set out by Governance - Academic Board (17th June) and Council (15th July).
2. Accessibility review before publication on Governance Zone
3. Upload to Admissions Portal in September

IV. Substantive policy changes

Current Clause/Issue	Recommended Clause	Rationale and legal considerations
1. King's cancellations rights (new section 7.1)		
In the 19/20 Terms and Conditions, there is no section outlining all circumstances in which King's can cancel a student's contract.	7.1 We may cancel the Contract at any time with immediate effect by giving You written notice if:	It is good practise to include this information for clarity and transparency. The rows below explain the rationale for including each clause and whether they were in the original Terms and Conditions
	a) You have failed to meet the conditions of your Offer, or it comes to our attention that You have failed to meet or no longer meet the entry requirements for your Course (including by way of us discovering that You have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);	The insertion of this provision offers additional protections to KCL in the event a student's application included false or fraudulent information.
	b) You do not pay your tuition fees or Additional Costs within [60] days of us notifying You that Your tuition fees are outstanding;	This provision was under clause 8.1.1 in the original Terms & Conditions. However, it did not include a specified timeframe. The Academic Regulations outline that the College can suspend students if they fail to pay their fees within 14 days of the payment date and then terminate a contract 14 days after this if payment has still not been made. Ending a contract is a more extreme measure and should be reserved for late payments beyond this. For the Terms and Conditions, more than 60 days is an appropriate timeframe under which the College may end a contract. If approved, regulation G12.10 will also need to be amended.
	c) we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Course to you;	This was an additional provision and is best practice from a compliance perspective. For example, if the College lost PSRB accreditation and was no longer able to teach a programme, it may have to terminate contracts with affected students.

	d) if a Force Majeure Event prevents us from providing your Course for longer than one term or 16 weeks (whichever is shorter);	This clause has been included to provide additional protection to the College in the event of a force majeure event (such as Covid-19).
	e) You have failed to meet the requirements of your Course or fail to make sufficient academic progress, as set out in your Course Information or the Academic Regulations;	This provision was under clause 5.4.8(i) in the 19/20 Terms & Conditions.
	f) You are found guilty of a serious breach of the Academic Regulations and/or our Policies and Procedures at a disciplinary hearing;	This provision covers assessment and non-assessment related misconduct (academic regulation G27).
	g) You break the Contract, and, where that situation is capable of being corrected, You do not correct it within 14 days of us asking You to do so; or	This is a standard provision in student Terms & Conditions requiring students to remedy a breach of the Contract within 14 days of notification.
	h) You do not meet your obligations under a Tier 4 visa or you no longer have permission to study in the United Kingdom.	This provision was under clause 15.1 in the original Terms & Conditions.
2) King's liability		
<p>Clause 18.3 in 19/20 Terms & Conditions:</p> <p>Otherwise, our liability to you with respect to the provision of your programme, the cancellation, postponement, or amendment of the programme, any breach of these terms and conditions, or arising in any other way out of the subject matter of these terms and conditions, is limited to the total amount of tuition fees and any</p>	<p>Clause 9.6 in draft Terms and Conditions:</p> <p>Our aggregate liability to You under this Contract is limited to the total amount of tuition fees paid by You in respect of your Course.</p>	<p>It is recommended that liability is capped at 100% of the fees paid by the student, rather than extending this to "any additional costs" which may be difficult to quantify and increases the College's liability.</p>

<p>additional costs paid by you in respect of the programme.</p>		
<p>3) Refunds</p>		
<p>It was suggested that the College should consider further how King's would approach refunds where:</p> <p>a. A student exercises their right to end their studies because of fee increases.</p> <p>Clause 9.5 of 19/20 Terms & Conditions: If King's notifies you that your fees will be increasing, you may end your contract with us. [...] You will remain liable for any fees incurred up to the date before the fee increase takes effect.</p> <p>b. Substantial change to a course, specifically in terms of when we can no longer deliver the programme as outlined in the offer.</p> <p>Clause 11.6 in 19/20 Terms and Conditions: In the case of substantial changes where, [...], you will be given the option to end your contract [...] The effect of ending your contract is that you will not incur fees for the next or subsequent academic terms and</p>	<p>a. You will remain liable for any fees incurred up to the date before the fee increase takes effect</p> <p><i>and</i></p> <p>b. The effect of terminating your Contract is that You will not incur fees for the next or subsequent academic terms and your Course will terminate. You will remain liable for any fees incurred up to the date when your notice to us expires.</p>	<p>Following discussion on this, it is recommended that the clauses should remain as 'you will remain liable for any fees incurred...'. Providing students have met the minimum requirements of their programme, they will receive an exit award and still have the benefit of their programme to date. The only students that would not receive an exit award in this scenario are first years; however, the risk of this occurring is relatively low.</p>

<p>your studies with King's will terminate. You will remain liable for any fees incurred up to the date when your notice to us expires.</p>		
4) Liability for acts outside our control		
<p>Clause 19.3 in 19/20 Terms & Conditions:</p> <p>In the event that such an event results in the complete inability to deliver your programme for an unbroken period of four weeks or more then you will be entitled to terminate your programme with immediate effect.</p>	<p>Clause 9.5.3 in draft Terms and Conditions:</p> <p>If an event results in the complete inability to deliver your Course for a continued period of six weeks or more then you will be entitled to terminate your programme with immediate effect.</p> <p>King's Cancellation Rights have also been pulled into the Terms and Conditions. This includes: "if a Force Majeure Event prevents us from providing your Course for longer than one term or 16 weeks (whichever is shorter)" (7.1.1d)</p>	<p>It is recommended that the increase from four to six weeks is approved. This has been reviewed in light of Covid-19 disruption and gives the College more protection if further disruption occurs in the future.</p>

V. Framework of new Terms and Conditions with explanations for sections that have been added or deleted

1	Introduction		
2	Definitions	Detail added	Expanded to provide further information to prospective students. “King’s”, “we”, “us”, “our”, “You” and “your” were the only terms defined previously New terms include: Academic Regulations, additional costs, cancellation period, contract, course, course information, data protection legislation, force majeure event, intellectual property rights, offer, personal data, policies and procedures, sensitive personal data, and UKVI.
3	The Contract	New section	Explanation of what constitutes the student contract and at what point this is created
	Legal Framework	Deleted	This was deemed as not needed by solicitors as legislation is reflected in other King’s policies which students have to comply with
4	Application and Admission	Detail added	Application section now includes: <ul style="list-style-type: none"> • complying with conditions on the offer, • expanded clauses on visa compliance, • obligation on students to disclose criminal offences, • applicant’s right to appeal. • applicants with disabilities section moved here
5	Student Obligations	Replaces the section called ‘Your agreement to comply with King’s Regulations, policies and procedures.’ The summarised content about the academic regulations has been removed	Replaces the reproduced Academic Regulations in this section with a declaration that the student agrees to: (a) comply with these Terms and Conditions; (b) comply with the Academic Regulations and Policies and Procedures; (c) maintain an immigration status that entitles You to undertake your Course; (d) fulfil the academic requirements of your Course, including but not limited to, submission of course work and other assignments, attendance at examinations, attendance at lectures and seminars and any such other teaching forums provided by us. Lays out expectations on students at enrolment including paying fees, enrolment in subsequent years, supplying documents and what happens if a student does not enrol. The section on the academic regulations has been removed as it was thought inappropriate to reproduce this content in two documents as inconsistencies could arise. Students are directed to the latest academic regulations in the Terms and Conditions.

6	Tuition Fees	Replaces Tuition fees and deposits	Substantially unchanged apart from updated wording for clarify and consistence. New clauses on what happens if a student fails to pay their tuition fees. We discussed the use of “UK, EU and Overseas” with the solicitors to determine if this nomenclature needed to be changed as a result of our departure from the EU. However, the solicitors who specialise in immigration did not feel that this was necessary at this stage and we could retain this wording.
7	King’s Cancellation Rights	New section	Lays out the circumstances in which King’s may cancel a contract with a student (as detailed above)
8	Your Cancellation Rights and Withdrawal	Minor updates	Some updates to language but it largely remains the same
9	King’s Obligations to Students	Replaces ‘11. Changes to programmes or closure of programmes’	Information on changes/closures to programmes has been split into separate sections to provide clarity to students. Clauses have been amended so they are appropriate for a consumer contract and references to our Student Protection Plan and Programme Closure and Suspension Policy have been included. This is the new structure: <ul style="list-style-type: none"> • Changes to courses • Closure of courses • Consequences of Changes to Courses or Closure of Courses <ul style="list-style-type: none"> ○ Changes to Courses before enrolment ○ Changes to Courses or Closure of Courses Post Enrolment
10	Complaints	New section	Link to admission appeals process and the Student Complaints Procedure New reference to Student Protection Plans. Reference to the right to complain to the Office of the Independent Adjudicator.
11	Safeguarding	Reduced content	Statement on King’s duties under the Safeguarding Vulnerable Groups Act 2006 and Care Act 2014. Detail removed
12	Intellectual property	Retained	
13	Data protection	Replaces ‘How we use personal data, students’ rights and obligations’	Slight change in wording
14	General		New clauses on status of the contract and jurisdiction of the courts.



General Terms and Conditions for Students

For study commencing in 2021/22

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1. INTRODUCTION

- 1.1 This document contains important information about your agreement with King's College London and links to important information. You should read these carefully before You accept a place at King's (the "**Terms and Conditions**").
- 1.2 We explain below the basis upon which King's will provide your Course, and the obligations which You have both as an applicant and as a student. These Terms and Conditions create obligations that are legally binding both on You and on King's. If You accept an offer to study at King's, these Terms and Conditions will form your agreement with us.
- 1.3 Please contact King's (registry_services@kcl.ac.uk) for clarification if there is anything in these Terms and Conditions that You do not understand.
- 1.4 Please note that these Terms and Conditions apply to King's undergraduate programmes, postgraduate taught programmes, postgraduate research programmes, blended programmes, King's Online and King's Foundations programmes.

2. DEFINITIONS

- 2.1 In these Terms and Conditions, the following terms have the following meanings:

"Academic Regulations"	means King's Academic Regulations
"Additional Costs"	has the meaning set out in Section 6.2
"Cancellation Period"	has the meaning set out in Section 8.1
"Contract"	has the meaning set out in Section 3.1
"Course"	means the course of study described in your Offer
"Course Information"	means subject to these Terms and Conditions, the description of the Course set out on our website as at the date You accept your Offer and the Course information sheet provided with your Offer (if applicable)
"Data Protection Legislation"	means any law, statute, declaration, decree, directive, legislative enactment, order, ordinance, regulation, rule or other binding restriction as updated and amended from time to time which relates to the protection of individuals with regards to the processing of Personal Data to which a party is subject, including the Data Protection Act 2018 and the General Data Protection Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and repealing Directive 95/46/EC (General Data Protection Regulation) OJ L 119/1, 4.5.2016 (" GDPR ")
"Force Majeure Event"	has the meaning set out in Section 9.5.2

"Intellectual Property Rights"	means any patent, rights to inventions, copyright and related rights, performers' property rights, trade marks, trade names, domain names, rights in get-up, goodwill and the right to sue for passing off or unfair competition, rights in designs, rights in computer software, database rights, rights to preserve the confidentiality of information, and other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for and be granted, renewals or extensions of and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world
"King's", "we", "us" and "our"	refers to King's College London, Strand, London WC2R 2LS
"Offer"	means our written offer to You of a place on the Course, sent to You either directly by King's or via UCAS
"Personal Data"	has the meaning set out in the Data Protection Legislation and for the purposes of this Agreement includes Sensitive Personal Data
"Policies and Procedures"	means our rules, policies procedures and other regulations in force from time to time that are relevant to the Course and that are made available to You on our website or otherwise provided to You
"Process"	has the meaning given to it in the Data Protection Legislation
"Sensitive Personal Data"	means data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation
"UKVI"	means UK Visas and Immigration
"You" and "your"	refers to you the student or applicant

3. THE CONTRACT

- 3.1 By accepting our Offer of a place on a Course, You accept these Terms and Conditions in full, which along with:
- a) your Offer;
 - b) the Course Information;
 - c) the Academic Regulations; and
 - d) our Policies and Procedures.
- form the contract between You and King's in relation to your Course (the "**Contract**").
- 3.2 In the event of any conflict between a provision in these Terms and Conditions and the other documents forming part of the Contract, these Terms and Conditions shall take precedence.
- 3.3 The Contract is subject to these Terms and Conditions and is created once You accept the Offer.

4. APPLICATION AND ADMISSION

4.1 Application

- 4.1.1 You must meet the terms of your Offer and satisfy all necessary legal and other requirements, as set out in Section 4.1 and 4.2, to secure your place on your Course.
- 4.1.2 Your Offer will be conditional or unconditional. If your Offer is conditional, we will set out the conditions which You will need to fulfil in order to be admitted onto your Course. If You have not fulfilled the conditions of your Offer before the date notified to You in your Offer or any other date notified to you, we reserve the right to withdraw your Offer.
- 4.1.3 It is important that You provide accurate information in your application to study at King's. If it is later found that your application includes false, fraudulent, or misleading information or material omissions, then we may withdraw your Offer, without liability to you.
- 4.1.4 King's may withdraw your Offer, refuse to enrol You or withdraw You from your Course for any failure to comply with the terms of any requirements (whether imposed by legislation or regulatory requirement, or otherwise reasonably required by King's) that your Offer, studies or research activity require, including:
- a) satisfactory criminal record/Disclosure and Barring Service (DBS) checks;
 - b) an Academic Technology Approval Scheme (ATAS) certificate (including compliance with its terms); and/or
 - c) satisfactory occupational health checks (but subject to King's obligations under the Equality Act 2010 in respect of students with disabilities).
- 4.1.5 If You disagree with any decision made by King's under Section 4.1.4, You may request the Director of Students and Education (or their nominee) to review such a decision within fourteen days of the date it was notified to you. You will need to explain why You think the decision was wrong and supply any supporting evidence.

4.2 VISA Requirements

- 4.2.1 If You require a visa to study in the UK, it is your responsibility to ensure that You have a valid visa at enrolment and throughout your Course. You must comply with any conditions that apply to your visa, including attendance on your Course. Requirements for monitoring attendance can be found in our [Student Engagement & Attendance Policy](#). This may be amended by us from time to time.
- 4.2.2 If You are a British national, You will need to provide original evidence of Your status at the point of enrolment. We will also request a copy of such evidence (typically a passport, driver's licence or national identity document) during the application process.
- 4.2.3 If You are from a country outside of the UK, You may need permission to study in the UK and will need to provide valid ID that confirms your immigration status. Information on conditions of stay relevant to your particular immigration status can be found via the [Government's Visa & Immigration webpages](#).
- 4.2.4 You will need to continue to hold valid immigration status confirming that You have the right to study throughout your Course and You will be required to provide evidence of your valid immigration status at the start of each academic year. If You hold limited leave to remain which is due to expire during your Course, You will be required to demonstrate to us that You have obtained further leave to remain or, where relevant, Indefinite Leave to Remain. If You fail to provide such evidence to us within a reasonable timeframe, we reserve the right to prevent You from registering on your Course (without liability to You) or withdraw You from your Course.
- 4.2.5 If You fail to comply with any immigration conditions, King's may be obliged to report this to UK Visas and Immigration ("UKVI") in order to comply with King's own obligations to UKVI. If You lack

the required permissions to study in the UK, or if You do not comply with the conditions attached to any permission then King's may refuse to admit, enrol, or re-enrol You, or may, on written notice, suspend or terminate your studies (without liability to You). If You believe such a decision is incorrect, You may submit a complaint through the relevant complaints procedure (see Section 4.1.5).

4.3 Applicants and students with disabilities

- 4.3.1 King's is committed to providing an inclusive and accessible environment and strives to make reasonable adjustments to accommodate individual needs. Students and applicants with disabilities are encouraged to notify King's at the earliest opportunity so that any appropriate support arrangements can be provided. All Offers are conditional upon King's being able to implement the specific adjustments reasonably needed for You to complete your Course. We are more likely to be able to implement such adjustments in a prompt and timely fashion if You notify us of any disability early in the recruitment process and You engage in any necessary discussions or health assessments as required by us.
- 4.3.2 We recommend that You contact [King's Disability Support Team](#) so that they can help advise You and notify the relevant contacts at King's as appropriate.

4.4 Criminal Offences

- 4.4.1 You must tell King's if You are convicted of "relevant criminal offences" at any time whilst You are a student at King's. Details of what amounts to a "relevant criminal offence" differs for students involved in teaching, health and clinical courses (for example, medicine, pharmacy and nursing). Further details are available on the [Governance Zone](#) on our website.

5. STUDENT OBLIGATIONS

5.1 Your Obligations

- 5.1.1 We will use all reasonable efforts to deliver your Course in line with your Offer, the Academic Regulations and our Policies and Procedures.
- 5.1.2 You agree to:
- a) comply with these Terms and Conditions;
 - b) comply with the Academic Regulations and Policies and Procedures;
 - c) maintain and evidence an immigration status that entitles You to undertake your Course; and
 - d) fulfil the academic requirements of your Course, including but not limited to, submission of coursework and other assignments, attendance at examinations, attendance at lectures and seminars and any such other teaching forums provided by us.

5.2 Enrolment

- 5.2.1 To begin study on your Course, You must:
- a) enrol at King's within 14 days of the start date of your Course. If You do not enrol with 14 days, we reserve the right to refuse to enrol You and withdraw You from your Course (without liability);
 - b) have paid any amounts that are due on enrolment (as outlined in the terms of your Offer);
 - c) have supplied specific identity documents as set out in the Terms of your Offer; and

- d) have confirmed your agreement to King's by completing the "declaration of enrolment" which remind You of some of the important regulations and policies which are referred to in these Terms and Conditions.

5.2.2 Students who are not enrolled at King's cannot attend classes or participate in assessments for any modules.

5.2.3 You must also enrol for each subsequent year of your Course (and for each module where You are studying on a modular Course).

6. TUITION FEES

6.1 Amount of tuition fees

6.1.1 The amount of your tuition fees will vary depending on whether your fee status is classified as "Home" or "EU" or "Overseas". Your fee status is assessed as at the first day of each academic year of your Course. The latest information on your fee status is available [here](#). Information about fees is available [here](#) and information about funding is available [here](#).

6.1.2 The amount and payment date(s) for your tuition fees are set out in your Offer. At the beginning of your Course, it is your responsibility to make arrangements to pay your tuition fees in accordance with the payment terms set out in your Offer. Information about the payment terms is available [here](#).

6.2 Additional costs

6.2.1 You are responsible for your own living expenses, travel and accommodation costs. Additional Costs that will be incurred on your Course, for example for compulsory field trips, will have been detailed in your Offer and in the Course Information ("**Additional Costs**").

6.3 Deposits

6.3.1 The amount of any deposit You must pay and the date for payment are set out in your Offer.

6.3.2 Your deposit will be deducted from the first instalment of fees that You are due to pay.

6.3.3 Deposits are non-refundable except where:

- a) You cancel your acceptance of a place within the Cancellation Period (see Section 8); or
- b) King's is unable to confirm your place on the Course because You do not meet the conditions of your offer of a place; or
- c) You are an international student and unable to obtain a student visa necessary to study on the Course and King's is satisfied that You took all reasonable steps to ensure You obtained your visa prior to commencing your Course and that the failure to obtain the visa was not your fault.

6.4 Funding via the Student Loans Company

6.4.1 Where King's is informed directly by the Student Loans Company of approved funding, the relevant body will be invoiced directly for payment. Any balance of fees not covered by such funding will be invoiced to You and payable under the terms detailed in your offer letter. Further information can be found [here](#).

6.5 Self-funded students

- 6.5.1 Students will be invoiced as set out [here](#). It is important to note that the invoicing arrangements are different for Home and EU self-funding undergraduate students as compared to those for Overseas undergraduate and all postgraduate students.

6.6 Sponsored students

- 6.6.1 If You are:

- a) a sponsored student on a [Study Abroad Course](#); or
- b) a student whose fees are being paid by their “home” university,

You are not required to provide a valid sponsor letter. If You are in any doubts as to whether You fall into either of these categories, please contact the King's Admissions Office via King's Apply.

- 6.6.2 If You are a student being partly or fully sponsored by an external corporate body (not a friend or relative) agreeing to pay your tuition fees, You should provide a valid sponsor letter on or before enrolment.

- 6.6.3 The invoice for your Course fees as a sponsored student will be sent directly to the sponsoring organisation. Payment of the invoice is due 28 days from the invoice date. In the event of non-payment of part or all fees by the sponsoring organisation, the outstanding amount will be invoiced to the student and shall be payable within 14 days. If You are receiving part funding of your tuition fees from your sponsor then the part that is self-funded will be invoiced to You in the same way as for other self-funding students, and the amount and date(s) for payment will be specified in your offer letter.

- 6.6.4 If You are a sponsored student, and your sponsor does not pay the fees on your behalf, You will be liable to pay the fees to King's.

6.7 Non-payment or late payment of tuition fees

- 6.7.1 If You do not pay your tuition fees in accordance with the payment terms set out on our [website](#), one or more of the following may happen:

- a) You may be suspended;
- b) You may not be allowed to enrol
- c) You may not be allowed to graduate;
- d) your results may be withheld;
- e) we may not issue your degree certificate; and/or
- f) your registration may be terminated.

- 6.7.2 If You fail to make a tuition fee payment in accordance with the payment terms set out on our [website](#), we will write to You requesting payment within 14 days. You may also discuss the outstanding payment with a member of the Finance Department. If You fail to make a payment within 14 days of receipt of the notification, we may suspend You from King's, meaning You will be prohibited from attending any premises at King's and You will not be permitted to:

- a) sit examinations/submit coursework;
- b) use library or computing facilities or services;

- c) attend classes; or
- d) access student records.

6.7.3 We reserve the right to take steps to recover unpaid fees in accordance with our legal rights and remedies. Further details in relation to non-payment or late payment of tuition fees is set out [here](#).

6.7.4 Please also note that the Regulations and Policies and Procedures also provide that interest may be charged on unpaid fees if we are required to issue court proceedings to recover any unpaid fees. Debt collection fees may also be recovered from You, and an administration fee of £25 may be charged in respect of dishonoured cheques and failed debit card payments.

6.8 Tuition Fee Variations

6.8.1 Details of your tuition fees in the first year of your study at King's will be set out in your Offer. Many programmes last several years, and King's reserves the right to increase your tuition fees each year, reflecting the changes in costs of delivering your Course, improving the educational services we provide to You, and any changes in government policy or regulation. Cost increases take account of matters such as increased staffing costs, the need to maintain and renew King's facilities (for example, buildings, IT and library facilities) and inflation. King's therefore reserves the right to increase tuition fees annually to recognise these changes (as set out in Section 6.8.3 below).

6.8.2 Fee increases for certain Home and EU fee status students (undergraduate and PGCE students) are subject to regulatory control by the UK Government. For the avoidance of doubt, Home Island (Isle of Man, Guernsey and Jersey) students shall pay the same amount of tuition fees as Home fee status students.

6.8.3 In any event, a fee increase for current students shall not exceed a 5% (five percent) increase on the previous academic year's tuition fee for the Course in question, subject at all times to the tuition fees not exceeding any cap imposed by Government from time to time.

6.8.4 Where fee increases are applied, King's will give affected students no less than three months' written notice before the start of the academic year to which the fee increase is intended to apply.

6.8.5 If King's notifies You that your fees will be increasing and You are unhappy with the increased fees, You may end your Contract with us provided that You inform [Registry Services by email](#) or in writing no later than two weeks before the start of the academic term for which the fee increase is due to take effect. The effect of ending your Contract is that You will not incur fees for the next or subsequent academic terms and your studies with King's will terminate. You will remain liable for any fees incurred up to the date before the fee increase takes effect.

6.8.6 If your studies are interrupted or suspended for any reason, the fees when You begin or resume your studies may have increased, on the basis set out above.

7. KING'S CANCELLATION RIGHTS

7.1 Subject to us complying with the Academic Regulations and Policies and Procedures we may cancel the Contract at any time with immediate effect by giving You written notice if:

- a) You have failed to meet the conditions of your Offer, or it comes to our attention that You have failed to meet or no longer meet the entry requirements for your Course (including by way of us discovering that You have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);
- b) You do not pay your tuition fees or Additional Costs within 60 days of us notifying You that Your tuition fees are outstanding;

- c) we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Course to You;
- d) if a Force Majeure Event prevents us from providing your Course for longer than one term or 16 weeks (whichever is shorter);
- e) You have failed to meet the requirements of your Course or fail to make sufficient academic progress, as set out in your Course Information or the Academic Regulations or Policies and Procedures (including, without limitation, in respect of your attendance or academic results);
- f) You are found guilty of a serious breach of the Academic Regulations and/or our Policies and Procedures at a disciplinary hearing;
- g) You break the Contract in any material way, and, where that situation is capable of being corrected, You do not correct it within 14 days of us asking You to do so; or
- h) You do not meet your obligations under a Tier 4 visa or You no longer have permission to study in the United Kingdom.

7.2 If You are suspended from participation on your Course, You may be excluded from attending lectures, classes or seminars, using our facilities or services, submitting assessments, taking tests/examinations, or proceeding to any degree, diploma or other award of King's at our reasonable discretion.

7.3 If the Contract has been terminated (for any reason), You will no longer be entitled to attend lectures, classes or seminars, use our facilities or services, submit assessments, take tests/examinations, or proceed to any degree, diploma or other award of King's.

8. YOUR CANCELLATION RIGHTS AND WITHDRAWAL

8.1 You have the right to cancel the Contract and your acceptance of a place at King's for any reason during a 14-day cancellation period (the "**Cancellation Period**"), which will start on the day You accept an Offer from King's.

8.2 To cancel the Contract, You must clearly inform us in writing of your decision to cancel before the Cancellation Period has expired. You can do this by:

- a) sending a message through King's Apply; or
- b) contacting the King's Admissions Office by letter, email or using the [Cancellation Form](#), but You do not have to use the model form.

8.3 If You cancel the Contract within the Cancellation Period, we will reimburse any tuition fee payment including any deposit received from You as soon as we can, and no later than fourteen days after the day on which You informed us of your decision to cancel the Contract. We will make the reimbursement using the same means of payment as You used for the initial transaction, unless You have expressly agreed otherwise. You will not incur any fees as a result of the reimbursement.

8.4 If your Course is due to begin within fourteen days from the date You accept the offer of a place at King's (for example, if You have applied through adjustment or clearing) then, by accepting your Offer, You are expressly agreeing that the Course should begin within the Cancellation Period. If You then decide to withdraw from your Course within the Cancellation Period You may be liable to pay a proportion of your tuition fees, as set out in Sections 8.6 and 8.7 below.

8.5 If You withdraw from your Course after the Cancellation Period has expired, we will not refund payments received from You. Depending on when You cancel the contract (in particular, whether it

is before or after enrolment) You may be obliged to pay a proportion of your tuition fees, as set out in Sections 8.6 and 8.7 below.

- 8.6 If You interrupt or withdraw from your Course, your fees will be revised based on the number of weeks You have attended your Course. Undergraduate fees are based on 30 weeks' worth of attendance. Further details about the tuition fees You have incurred will be calculated in accordance with the process set out [here](#).
- 8.7 Where You withdraw from your Course and You are funded by the Student Loans Company, the fees that You have incurred for an academic year which has not ended will be calculated in accordance the Student Loans Company guidelines.

9. KING'S OBLIGATIONS TO STUDENTS

9.1 Changes to Regulations, Policies and Procedures

- 9.1.1 During your Course, we may update and replace our Academic Regulations, and Policies and Procedures from time to time in order to ensure that King's operates efficiently for students and meets relevant legal and regulatory obligations, and/or where changes are in the interests of students. Changes to the Academic Regulations, and Policies and Procedures will be appropriately notified to students via email or the website. Such changes will not affect the content of your Course (see Section 9.2 for provisions concerning changes to Courses).
- 9.1.2 Any changes made under this Section 9.1 will normally come into effect at the start of the next academic year. King's will take all reasonable steps to minimise disruption to students wherever reasonably possible.
- 9.1.3 The updated Academic Regulations, and Policies and Procedures will be made available on the King's website and may be publicised by other means so that students are made aware of any changes.

9.2 Changes to Courses

- 9.2.1 Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course as set out in the Contract, circumstances may arise where we are required to make changes to your Course. Examples of "changes" include changes to the content or structure of your Course, or to the location or method of teaching or assessment, or to the type of award. The circumstances where changes may be made or required are (without limitation):
- a) where changes are in students' overall interests, for example because of developments in teaching practice or technology, new assessment methods, or where a campus redevelopment or restructuring of King's means that teaching locations change to a different site;
 - b) where regulatory or government requirements mean that changes must be made to ensure compliance. Examples include changes to how King's is required to operate because of changes to a professional body's requirements (e.g. for medical students where the General Medical Council issues new guidance), or changes to immigration rules or other laws/regulations;
 - c) where King's decides for academic or operational reasons to revise the optional modules that are available on your Course; and/or
 - d) due to factors beyond our reasonable control, it may sometimes be necessary to vary the content of the Course or modules or services as described in the Course Information.

- 9.2.2 If King's sponsors You under Tier 4, Course changes may have an impact on your sponsorship and we will provide You with further information. If You wish to change your Course, You should speak to us before taking any action.

9.3 Closure of Courses

- 9.3.1 Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course in accordance with the Contract, circumstances may arise where we are required to close your Course. The circumstances where Course closure may be made or required are (without limitation):
- a) where a key member of staff is no longer available (e.g. through illness or resignation) and suitable alternative teaching or supervision arrangements cannot be provided. This might be where the member of staff concerned has a particular specialism which cannot be adequately covered by other members of King's staff, or by other resources (e.g. temporary staff) that King's would normally engage in such circumstances; or
 - b) where a teaching location becomes unavailable due to a Force Majeure Event.

- 9.3.2 Any Course closure and/or refund application in relation to a Course closure would be considered in accordance with our [Programme Closure and Suspension Policy](#) and [Student Protection Plan](#).

9.4 Consequences of Changes to Courses or Closure of Courses

Changes to Courses Before Enrolment

- 9.4.1 If we have to change your Course, we will use reasonable efforts to ensure that changes are kept to a minimum, but if we need to make any material changes to your Course (as described in your Offer and/or Course Information) before You enrol at King's, we shall bring the changes to your attention as soon as possible and if You reasonably believe that the proposed changes will have a material prejudicial effect on You, You may either terminate the Contract and/or withdraw your application for the Course without any liability to us for tuition fees, or transfer to another Course (if any) as may be offered by us for which You are qualified.

Changes to Courses or Closure of Courses Post Enrolment

- 9.4.2 Where changes or Course closure is proposed or have to be made for the reasons outlined at Sections 9.2 and 9.3 above, King's will take all reasonable steps to minimise disruption to students (including where your Course is closed and King's is unable to complete delivery of your Course, using reasonable efforts to, with your consent, transfer You to a new course: (i) at King's for which You are qualified; or (ii) at an alternative higher education provider).
- 9.4.3 In the case of minor changes as determined by us (for example, changing a module from compulsory to optional), we will use reasonable efforts to keep such changes to a minimum and to keep You informed appropriately, for example by email or via notifications on the intranet.
- 9.4.4 In the case of substantial changes as determined by us (for example, closing your Course), before implementing any such change, we will consult with students to seek their views on the changes/proposals and any potential alternatives or steps to minimise the impact on students. Changes to the availability of optional modules, or changes which are to students' benefit will not normally be "substantial".
- 9.4.5 In the case of substantial changes which You reasonably believe will have a material prejudicial effect on You, You must notify us of this in writing, following which we may offer You a suitable alternative Course for which You are qualified. If You are unhappy with the alternative Course we offer You or we are unable to offer You a suitable alternative Course, You may end your Contract

by giving Registry Services at least two weeks' notice by email (registry_services@kcl.ac.uk) or in writing. The effect of terminating your Contract is that You will not incur fees for the next or subsequent academic terms and your Course will terminate. You will remain liable for any fees incurred up to the date when your notice to us expires.

- 9.4.6 You should consider your options carefully before terminating your Contract in such circumstances. You may for example want to contact other institutions about whether You might be able to complete your Course with them. You may also want to consider other matters such as accommodation and travel costs.

9.5 Liability for Acts Outside our Control

- 9.5.1 King's will do all that it reasonably can to provide your Course as described on our website and in the Course Information or other documents issued by King's to You. Despite taking all reasonable steps to prevent them occurring, and to mitigate their impact, some events outside our control may mean that we are not able to provide your Course.
- 9.5.2 We shall not be liable to You for any failure in the delivery of the Course arising from matters outside our control. This includes but is not limited to: industrial action which it is not within the capacity of King's to resolve; severe weather, fire, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not), natural disaster, restrictions imposed by government or public authorities, epidemic or pandemic disease or failure of public utilities or transport systems/networks (a "**Force Majeure Event**"). We would normally expect such events to be short term, and we will take steps to minimise any disruption to your Course.
- 9.5.3 If such an event results in the complete inability to deliver your Course for a continued period of six weeks or more then You will be entitled to terminate your Course with immediate effect by contacting [Registry Services by email](#) or in writing. You should consider your options carefully before terminating your contract, for example whether You are able to transfer any existing academic credits to an alternative programme and You may wish to contact the Student Advice Service to discuss this. Further information is available [here](#).
- 9.5.4 If You decide to terminate your Course in such circumstances, You will remain liable for fees incurred up until the date when You inform us of your decision. You will have no liability for fees after that time, and You will be refunded any excess payment You have made. The fees You have incurred for an academic year which has not ended will be calculated on the basis described under Section 8.6.

9.6 Limitation of our Liability to You

- 9.6.1 Nothing in these Terms and Conditions will limit or exclude King's liability:
- a) for death or personal injury arising from our own negligence; or
 - b) for fraud or fraudulent misrepresentation; or
 - c) in respect of any other liabilities which may not be lawfully excluded or restricted.
- 9.6.2 King's shall not be liable and expressly excludes liability for:-
- a) damage to, theft and/or loss of your personal property (including but not limited to personal possessions, your own IT equipment, bicycles or vehicles) unless caused by our negligence;
 - b) for any injury to a student, financial or other loss or damage resulting from such injury, or for damage to property, caused by any other student, or by any person who is not an employee or authorised agent of King's;

- c) loss attributable to a breach of any procedural requirement detailed in these Terms and Conditions, or any other policy, procedure or regulation, if such loss would have arisen had the procedural requirement been met;
- d) any failure or delay, or for the consequences of any failure or delay, in performance of our obligations under these Terms and Conditions, if such failure or delay is due to any event beyond our reasonable control; and
- e) any losses which were not foreseeable to You and us when this Contract was formed and that were not caused by any breach on our part.

9.6.3 Subject to Sections 9.6.1 and 9.6.2, our aggregate liability to You under this Contract is limited to the total amount of tuition fees paid by You in respect of your Course.

10. COMPLAINTS

- 10.1 If You have a complaint about an admissions decision or an aspect of the admissions process, please follow our [Admissions Appeals Procedure](#).
- 10.2 Once You have registered as a student of King's, if You have a complaint about us, please follow the Complaints Procedure in the Academic Regulations.
- 10.3 You may also be eligible to apply for a refund or compensation. Please view our [Student Protection Plan](#) for further details on how to apply for a refund or compensation if You are no longer able to continue your studies at King's. You can also request a refund through Your student records portal by completing the task called "Fee Payment Refund Request".
- 10.4 If, having followed the complaints procedure to completion, You remain dissatisfied You have the right to make a complaint to the [Office of the Independent Adjudicator for Higher Education](#).

11. SAFEGUARDING

King's is very mindful of its duties under the Safeguarding Vulnerable Groups Act 2006 (as amended) and Care Act 2014, and shall comply with its obligations under its [Safeguarding Policy](#).

12. INTELLECTUAL PROPERTY

Any Intellectual Property Rights developed by You during your Course are subject to our [Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits](#).

13. DATA PROTECTION

- 13.1 We will process Personal Data in accordance with the Data Protection Legislation. Our [Student Data Collection Notice](#) explains what data we might hold about You, how we use it, who we might share it with and the reasons for doing that.
- 13.2 Students who are involved in Processing Personal Data (for example in some research projects, or in the course of a work placement at a hospital) must ensure that they abide by the requirements of the Data Protection Legislation. They should refer to our [Data Protection Policy](#), [Research Data Management Policy](#) or a placement provider's policy if applicable and seek guidance from their tutor or supervisor where appropriate.

14. GENERAL

- 14.1 On your first enrolment, You will be allocated a King's email account. All email communications from King's will be sent to that account and You are expected to use that account for all communications with us. You are expected to check your King's email account regularly. Any communication sent to You, by us, to your King's email account will be regarded as properly sent and received by You.
- 14.2 If any provision of the contract between You and us is held to be void or unenforceable in whole or in part by any court or other competent authority, that contract shall continue to be valid as to the other provisions contained in it and/or the remainder of the affected provision.
- 14.3 The Contract constitutes the entire agreement between You and us in relation to its subject matter.
- 14.4 Neither party intends that any of these Terms and Conditions will be enforceable by any third party.
- 14.5 These Terms and Conditions are governed by and construed in accordance with English Law. The English Courts have non-exclusive jurisdiction to deal with any dispute arising out of or in connection with them.

Academic Board	
Meeting date	17 June 2020
Paper reference	AB-20-06-17-09.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data



Postgraduate Research Academic Regulations 2020/21

Action required

- ☒ For approval
☐ For discussion
☐ To note

Motion: To approve the delegation of authority to College Research Committee to approve amendments to the Postgraduate Research Academic Regulations and Appendices for 2020/21, subject to the agreement of the Academic Standards Subcommittee.

Executive Summary

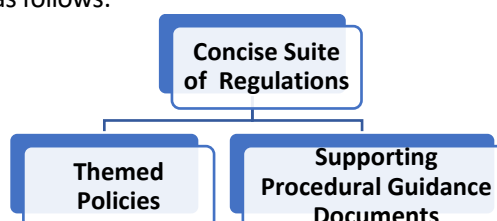
The Postgraduate Research Academic Regulations requirement amendment and approval prior to that start of the 2020/21 academic year. The amendments will not be complete in time for approval by Academic Board at its last meeting of the academic year on 17 June. Academic Board holds the authority to approve all academic regulations and is enabled by the Ordinances to delegate that authority where it is content to do so.

It is suggested that Academic Board delegate specific authority on this one occasion to the College Research Committee to approve the Postgraduate Research Academic Regulations for 2020/21, informed by the agreement of the Academic Standards Subcommittee.

Postgraduate Research Academic Regulations 2020/21

Background

The Academic Regulations review project commenced in August 2019. Its remit was to revise the existing Academic Regulations, appendices, and associated policies, and develop a succinct set of regulations for approval and use from 2020/21, which would be reviewed every three years (instead of the current annual process). The rationale for this was based on the principle of improving efficiency (value) and effectiveness (satisfaction). The format would be as follows:



Work to Date

Due to staffing changes and work stream priorities being changed as a result of Covid-19, in April/May 2020, the work on this project had to be postponed. As a result, a minimal change approach was adopted for the General (G) and Teaching (T) regulations and the associated appendices to ensure that they were approved at the May Academic Standards Subcommittee (ASSC) meeting for the 2020/21 academic year – rather than the envisaged changes.

The suite of Research (R) regulations were produced in the new format ahead of the May ASSC meeting, with 17 regulations/appendices in 2019/20 reduced to 15 regulations and associated policies for 2020/21. This work was undertaken jointly between the Academic Regulations & Policy Compliance and Centre for Doctoral Studies teams. These were approved by the Postgraduate Research Students Subcommittee (PRSS) on 25 March 2020 where it was also agreed that for 2020/21, the PGR regulations and policies would not be put into the new format when they were presented for approval with the 'G' and 'T' regulations and would remain as regulations and appendices in order to avoid inconsistency.

The PGR regulations and appendices have gone through the following approval route to date:

Committee	Date	Actions
PRSS	25 March 2020	15 PGR regulations and appendices were tabled and approved.
ASSC	13 May 2020	15 PGR regulations and appendices were tabled and approved.

Next Steps – Further Approval

Further amendments are required to be made to the Postgraduate Research Academic Regulations 2020/21 which are light touch editorial changes and do not affect the substance of the principles contained within.

It is suggested that Academic Board delegate specific authority on this one occasion to the College Research Committee to approve the final wording of the Postgraduate Research Academic Regulations, informed by the agreement of the Academic Standards Subcommittee. This approval route would enable the regulations to be approved before the start of the 20/21 academic year. Once approved by CRC, this will be circulated to Academic Board for information and will be available on the College Governance Zone.

It is intended that the regulations will be restructured as policies in line with the regulation review project during 20/21 and that this will mean that they will less frequent updating and ensure compliance with the applicable regulations.

Eirona Morgan
TEF Manager - Academic Regulations & Policy Compliance
4 June 2020

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-09.2**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**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. Undergraduate Progression and Award Policy (Annex 1)	27 May 2020	Main	Approve	No
2. Degree Algorithm 20/21 (Annex 2)	27 May 2020	Main	Approve	No
3. PGT External Examiner Report (Annex 3)	27 May 2020	Main	Approve	No
4. Academic Regulations 20/21 (Annex 4)	27 May 2020	Consent	Approve	No
5. Library Policy and Regulation (Annex 5)	Not discussed	Consent	Approve	No
6. Fitness to Study Policy (Annex 6)	3 April 2020	Consent	Approve	No
7. Mitigating Circumstances Policy (Annex 7)	3 April 2020	Consent	Approve	No
8. Royal Academy of Dramatic Arts 20/21 Regulations (Annex 8)	27 May 2020	Consent	Approve	No
9. Chair's Report	27 May 2020	Consent	Note	No
10. Director's Report	27 May 2020	Consent	Note	No
11. Academic Strategy 20/21 and Operational Delivery Plan	27 May 2020	Consent	Note	No
12. Covid-19 Assessment Workstream Update	27 May 2020	Consent	Note	No
13. Analytics Support	27 May 2020	Consent	Note	No
14. Programme Enhancement Process	27 May 2020	Consent	Note	No
15. Online CPD and Executive Education	27 May 2020	Consent	Note	No
16. Student Handbook	27 May 2020	Consent	Note	No
17. Academic Standards Sub-Committee Report	27 May 2020	Consent	Note	No
18. Programme Development Sub-Committee Report	27 May 2020	Consent	Note	No

For approval

1. Undergraduate Progression and Award Policy (**Annex 1**)

Motion: That Academic Board approve the Undergraduate Progression and Award Policy to be in place from 2021/22 academic year.

Background: In November 2018, the College Education Committee (CEC) endorsed the paper 'Transitional First Year Proposal' (CEC: 18/19: 22), which outlined the principles for the new degree algorithm. The paper was approved at the December 2018 meeting of Academic Board. CEC subsequently

endorsed a recommendation for a new undergraduate degree algorithm (CEC: 18/19: 49) at its April 2019 meeting. This proposal was approved by Academic Board on 1 May 2019, with clarification on the following items endorsed at CEC on 10 June 2019 (CEC: 18/19: 70): 2% rule at PGT level; minimum credit volume at each level; how collaborative provision would be taken into account; condonement across minors; and additional credits.

CEC requested that further consideration be given to the issue of the condonement of core modules (items 5.1, 6.1 and 9.1 (CEC: 18/19: 70)) as some members thought that the proposal could negatively affect student progression. An alternative proposal was approved in principle at the July 2019 meeting (CEC: 18/19: 88), with further clarity provided to the September 2019 meeting (CEC: 18/19: 88). This paper was approved.

A draft policy was developed, bringing together the recommendations approved by CEC since November 2018, and outlining the minimum and maximum number and level of credits that a student may take each year; the way in which results are calculated and combined to determine whether a student can progress from one year of study to the next; and the rules that are applied to determine the classification of the degree awarded at the end of their programme. This draft was submitted to the 22 January 2020 meeting of CEC (CEC: 19/20:52), where it was noted that in putting the policy document together, incorporating existing regulations and having reviewed programme specifications, a number required further consideration. The Degree Algorithm Working Group was consequently reformed to consider the outstanding issues, although it was only possible to hold one meeting before the COVID19 lockdown. The draft policy has since been updated, in light of comments received following CEC and suggestions made at the Degree Algorithm Working Group. Prior to publication in 2021 it proposed that the policy be revised, to align with new style policies and regulations being introduced for 2021/22. As part of this exercise the content will not be changed but will be enhanced, to include additional details relating to programmes that do not follow the 'standard' three- or four-year models. Such details are currently held in programme specifications.

2. Degree Algorithm 20/21 (Annex 2)

Motion: That Academic Board approve the principle that for students entering King's in 2020/21, marks from their first year's assessments will not contribute to their final degree classifications and delegate approval of the relevant T Regulations to the College Education Committee.

Background: In recognition of the considerable disruption to students' personal lives and studies caused by Covid-19, King's introduced a range of enhanced mitigations to support students through the 19/20 assessment period, including a revised degree algorithm for students entering King's in 19/20. Students entering the university in 20/21 would still experience disruption in their personal lives and to their studies due to Covid-19 and mitigations must be in place for their assessments. The paper, which was approved by CEC on 27 May, proposes that some measures remain in place for students entering King's in 20/21, and that marks from their first year's assessments will not contribute to their final degree classifications.

3. PGT External Examiner Report (Annex 3)

Motion: That Academic Board approve the recommendations emerging from PGT External Examiners' reports.

Background: This report details the main issues highlighted by external examiners in their annual reports with a focus on judgements made on academic standards within King's. The report also lists a number of recommendations for approval, which were endorsed by ASSC and CEC.

The remaining items are on the Unanimous Consent Agenda:

4. Academic Regulations 20/21 (Consent agenda)

Motion: That Academic Board approve the 2020/21 Academic Regulations and delegate authority to the College Education Committee to approve the final wording reflecting minor editorial changes at its meeting on 8 July.

Background: The KCL Academic Regulations are reviewed annually. This paper lays out all the changes that have been made to the 19/20 General Academic Regulations and the Regulations for Taught Programmes for 20/21. The amendments are recommended by ASSC and CEC. If Academic Board approves Annex 2 – Degree Algorithm 20/21 and the delegation of approval authority for the 20/21 Academic Regulations to CEC, the final wording of the relevant T regulation will be presented to CEC for approval in July 2020.

5. Library Policy and Regulation (Consent agenda)

Motion:

- (i) That Academic Board approve the principle that the King's College London Library Regulations be removed from the College Regulations and that the information that they contain be made available as a Policy; and
- (ii) That authority to approve the final wording of the Library Policy for 2020/21 be delegated to CEC (8 July), subject to the agreement of ASSC (24 June).

Background: The Academic Regulations review project commenced in August 2019. Currently, the Library Regulations do not form part of the General (G), Taught (T), or Research (R) Academic Regulations. However, they are overseen in the same way and have been required to follow the same format and approval process to ensure a consistent approach in the College.

For the 2020/21 Library documentation it is proposed that the Library Regulations be replaced with a stand-alone Library Policy. If this principle is approved by Academic Board and Academic Board agrees to delegate approval authority for this year only, the ARPC team and Head of Operations (Libraries & Collections) will draft the Library Policy document and present it to ASSC for endorsement and CEC for approval in July 2020.

6. Fitness to Study Policy (Consent agenda)

Motion: That Academic Board approves the Policy.

Background: At the last meeting of Academic Board, members requested clarity around certain phrases and terminology. These have been incorporated into the document.

7. Mitigating Circumstances Policy (Consent agenda)

Motion: That Academic Board approves the Policy.

Background: At the last meeting of Academic Board, members requested clarity around certain phrases and terminology. These have been incorporated into the document.

8. Royal Academy of Dramatic Arts (RADA) 20/21 Regulations (Consent agenda)

Motion: That Academic Board approve the RADA Regulations.

Background: King's currently validates RADA programmes in accordance with the terms of a legally binding Agreement signed between King's and RADA in May 2018. Under the terms of the Agreement, RADA are required to submit their Academic Regulations on an annual basis for approval by King's Academic Board reporting to King's Council.

RADA has submitted their Academic Regulations for use in the 2020/21 academic year together with a coversheet advising on where these have been updated from the previous academic year (Annex 8). ASSC approved these on 17 May and CEC approved them via Chair's Action on 2 June.

For note

9. Chair's Report

The Chair gave a verbal update on the external environment. The Chair noted that TEF was postponed until at least 2021, as Dame Shirley Pearce's independent review of TEF has still not been released. The NSS results will be released on 1 July and the Office for Students has noted the impact of the pandemic and will take steps to scrutinize the data to determine if there was any significant statistical impact on the results.

The Chair discussed the plans for Curriculum 2029, noting that some deadlines had been delayed due to the pandemic. It was noted that the revised plans and the C2029 Market Research would be circulated to faculties.

10. Director's Report

The Committee received a verbal update from the Interim Executive Director of Education & Students. The College had undertaken a significant collective effort in response to the pandemic. Activity was now focusing on planning and preparing for the 20/21 academic year.

The Director reported that a number of colleagues in the Students & Education Directorate and other cognate functions had been placed on furlough leave. There was an increased need to be attendant to focusing efforts on highest priority items and to re-assess priorities on a rolling basis.

11. Academic Strategy 20/21 and Operational Delivery Plan

The Committee discussed preparations for 2020/21 in light of the Covid-19 pandemic. The Chair and Director noted that preparations for delivering education in 2020/21 during the pandemic were well underway. The Strategy for 2020/21 was aligned to King's Education Strategy, with key principles around maintaining academic quality and student experience.

12. Covid-19 Assessment Workstream Update

The Committee noted a report on the activity of the Covid-19 Assessment Workstream.

13. Analytics Support

The Director of Analytics gave a presentation on data from exam boards, including attainment gaps and marks over time.

14. Programme Enhancement Process

The Committee discussed two papers from the Associate Director, Quality, Standards & Enhancement, which outlined options for annual monitoring to be completed during 2020/21. After discussion, the Committee agreed an approach whereby the deadlines are extended, the template is simplified and Faculties would be asked to comment on their management of Covid-19; impact of the safety-net; plans for 20/21 and Portfolio Simplification.

15. Online CPD and Executive Education

The Committee discussed and endorsed a proposal for accelerating the launch of an online Continuing Professional Development (CPD) and Executive Education (EE) portfolio at King's.

16. Student Handbooks

The Committee approved the extension of the pilot for Student Handbooks.

17. Academic Standards Sub-Committee Report

The Committee noted the report. The items for approval were added to the main agenda.

18. Programme Development & Approval Sub-Committee Report

The Committee noted the report, including approving the updated Short Courses Policy.

Undergraduate Progression and Award Policy

Undergraduate taught awards Progression and award policy	
Policy category	Academic
Subject	Credits, pass marks, compensation, condonement, reassessment, deferral, progression and award
Responsible officer	Director, Students & Education
Delegated authority	Associate Director, Academic Regulations, Policy & Compliance
Related university policies and regulations	To be added prior to publication
Related procedures	To be added prior to publication
Approving authority	College Education Committee
Date of approval	TBC
Effective date	1 September 2021
Supersedes	To be added prior to publication
Expiry date	TBC
Review date	TBC
Who will communicate the new or amended policy	To be added prior to publication

Purpose & scope

This policy outlines the minimum and maximum number and level of credits that a student may take each year; the way in which results are calculated and combined to determine whether a student can progress from one year of study to the next; and the rules that are applied to determine the classification of the degree awarded at the end of their programme.

It applies to all students on undergraduate taught awards who started the first year of their programme in 2021/22.

Direct entrants to year 2 of a programme in 2021/22 should refer to the 2020/21 regulations for details of the regulations that apply to them.

Students taking an intercalated degree and direct entrants to year 3 of a programme in 2021/22 should refer to the 2019/20 regulations for details of the regulations that apply to them.

Section A: General

- module types
- module status
- module values
- module pass marks
- credit and mark transfer

Section B: Year one

- compensation
- reassessment
- deferral

Section C: Year two and above

- condonement
- reassessment
- substitute modules
- deferral

Section D: Credits required for award:

- one-year honours degrees
- three-year honours degrees, including programmes with a year abroad
- four-year honours degrees, including programmes with a semester or year abroad / year in industry
- integrated masters programmes
- Bachelor of Dental Surgery (BDS)
- Bachelor of Medicine, Bachelor of Surgery (MB BS)

Section E: Progression

Section F: Awards

Section G: Exit awards

Section H: Aegrotat awards

Section I: Posthumous awards

Section A: general

This section outlines the difference between core and non-core modules; provides details about module status and value; explains the mark required to pass a module component and an overall module; and outlines the circumstances under which marks and/or credit can be transferred.

Module types

There are two types of module, core and non-core.

[Programme specifications](#) will outline whether modules are core or non-core.

Core modules

Core modules are those that must be taken and passed to demonstrate that the learning outcomes of a programme have been met.

Core modules cannot be condoned.

Non-core modules

Non-core modules can be either discipline specific or flex.

Flex modules do not form part of the minimum requirement of discipline specific modules required for award.

Students must attempt the assessment for all non-core module taken, but a mark below the pass mark may be compensated or condoned under the circumstances outlined below.

Module status

[Programme specifications](#) may define discipline specific and flex modules as having special status. Special status modules include:

- Prerequisite
- Compulsory
- Optional
- Introductory
- Professional practice
- Study abroad
- Substitute

[Programme specifications](#) will outline whether special status modules are core or non-core and whether conditions apply.

Module credit values

All undergraduate modules at levels 4-6 have credit values in multiples of 15, with the exception of level 4 modules in the King's Business School.

Level 4 modules in the King's Business School have credit values in multiples of 10.¹

All level 7 modules have credit values in multiples of 15, with the exception of some modules in Law, Arts & Humanities and Social Sciences & Public Policy.

Level 7 modules in Law, Arts & Humanities and Social Sciences & Public Policy have credit values in multiples of 15 and 20.²

[Programme specifications](#) will outline the credit value of all modules.

Pass marks and qualifying marks

In order to complete a module a student must undertake the prescribed period of study, which may include reaching a pass mark or qualifying mark for components of the module.

To be awarded credit the whole module must be passed. Credit for a module cannot be divided.

All assessments are marked out of 100 in accordance with the generic marking criteria; discipline specific criteria where issued; and the stepped marking scheme in the pilot areas.

All overall module marks shall be rounded up (≥ 0.5) or rounded down (< 0.5) to the nearest integer.

Modules at levels 4-6

The overall module pass mark is 40.

The pass mark for each module component is 40, unless a qualifying mark has been set.

[Programme specifications](#) and/or [module specifications](#) will outline conditions relating to qualifying marks.

¹ From 2022/23 all modules at levels 4-6, including those in the King's Business School, will have credit values in multiples of 15.

² From 2022/23 all level 7 modules, including those in Law, Arts & Humanities and Social Sciences and Public Policy, will have credit values in multiples of 15.

Modules at level 7

The overall module pass mark is 50.

The pass mark for each module component is 50, unless a qualifying mark has been set.

[Programme specifications](#) and/or [module specifications](#) will outline conditions relating to qualifying marks.

Qualifying marks

A minimum level of attainment (a qualifying mark) may be required for a specific element of assessment within a module. In such instances, achieving the qualifying mark is a pre-requisite of passing the module.

Medicine (MB BS) and Dentistry (BDS)

The mark schemes for the MB BS programme can be found [here](#).

The mark scheme for the BDS programme can be found [here](#).

Credit and mark transfer

Students taking modules at other University of London Colleges can transfer marks and credits, and the marks for level 5-7 credits will contribute to the degree classification score.

Students taking level 4-5 credits at institutions other than the University of London can transfer credits only.

On condition that a mark translation scheme has been approved by the Academic Standards Sub-Committee, students taking level 6-7 credits at institutions other than the University of London can transfer marks and credits, and the marks will contribute to the degree classification score.

Section B: year one

This section explains how failure in a limited number of level 4 modules can be compensated; and outlines the reassessment, deferral and progression rules in year one

Compensation in year one

Students must engage with all level 4 modules.

Students must achieve a pass mark in all core modules and must achieve a pass mark in a minimum of 90 credits overall.

Students who meet these conditions will be compensated and will be awarded 120 credits, on condition that they have attempted the assessments for the remaining modules.

Reassessment in year one

Students will be offered a single reassessment opportunity in failed core modules, but reassessment opportunities will not normally be offered in non-core modules if the compensation rules above can be applied.

Deferral in year one

Students who defer between 15 and 30 credits will be able to progress to year two on condition they achieve a pass mark in the remaining 90-105 credits.

Students in this position will, where possible, be offered replacement assessments at the earliest opportunity and will not normally be expected to carry deferrals into the following calendar year.

Section C: year two and above

This section outlines the maximum number and level of credits that may be condoned each year and at programme level; the reassessment, deferral and progression rules in years two and above, and the rules surrounding substitute modules.

Condonement in years two and above

Students who do not achieve a pass mark in a non-core module may be awarded credit under the conditions below.

The overall condonable credit volume permitted on a three-year programme will not exceed 30, across levels 5 and above.

The overall condonable credit volume permitted on a four-year programme where the final year consists of level 7 modules will not exceed 45, with no more than 30 credits to be condoned at levels 5 and 6 combined, and no more than 30 credits to be condoned at level 7.

At levels 5 & 6, condonement will normally be granted after the first attempt, where a student has achieved a mark of between 1-39 in a non-core module.

For undergraduate students taking level 7 modules, including those on Integrated Masters programmes, condonement will normally be granted after the first attempt where a student has achieved a mark of between 40-49 in a non-core module. For specified modules in the departments of Mathematics, Informatics and Physics alternative condonement arrangements may apply and will be detailed in the programme specification.

Students can opt to resit a failed non-core module if they wish, and if successful will achieve a capped pass mark. Students will be granted a single resit opportunity for each module.

Once a module has been condoned, a student cannot elect to be reassessed at a later stage. If a student fails a module after having exhausted all condonement opportunities they will be considered for an exit award.

Students who have reached their limit of condoned credits will not be able to register on further modules to achieve a better exit award.

Reassessment in years two and above

General

Students will be granted one reassessment opportunity if they:

- fail to obtain a qualifying mark in a module component;
- fail any module with an overall mark of zero;
- fail to achieve a pass mark in a core module.

Alternative rules may apply to a module component defined as a core competency.

Non-core modules

Students will not normally be offered a reassessment opportunity in a failed non-core module if they have achieved a mark in the condonable range and they have not reached the overall condonable credit volume permitted.

Students will not normally be offered a reassessment opportunity in a failed non-core module if they meet the requirements for award.

Students can opt in to a reassessment opportunity in a failed non-core module if they wish, and if successful will achieve a capped pass mark.

Attendance

Where a student has been offered a reassessment opportunity, the Assessment Sub-Board will determine whether the student is required to sit the assessment with or without further attendance.

Timing of reassessment

With the exception of cases where a student is required to resit the assessment with attendance, all reassessment attempts will be held prior to the start of the next academic session. Formal written examinations following failure in examinations held during Examination Period One or Two will take place during Examination Period Three.

Substitute modules

Where a student fails a module at the first attempt with a mark of zero, a Programme Director may permit a student to register for a substitute module, subject to provision within the programme specification.

Students will be allowed one attempt only at a substitute module.

Final module marks following reassessment

When a student is reassessed in a module component, individual assessment marks will be recorded uncapped on the student record.

The final overall module mark will be capped, unless covered by the core competency clause below.

If a student fails to achieve a pass mark at reassessment, the highest mark of any attempt will be recorded on the student record and the transcript.

Joint honours programmes

Programme specifications will clarify the responsibility for offering reassessment to students on joint honours programmes.

Method of reassessment

Module and programme specifications will stipulate how students are to be reassessed and any conditions that apply to determine whether the learning outcomes of the module have been achieved, taking into consideration that the final module mark will be capped at the relevant pass mark.

Core competency

If a module component is defined as a core competency, students are required to achieve a minimum acceptable standard in that activity as part of their professional portfolio. A student who fails to achieve the minimum acceptable standard in a core competency module component will be allowed a prescribed number of further attempts, with a numerical mark for the element of assessment only being awarded once the minimum acceptable standard has been achieved. The numerical mark awarded for the element of reassessment will be capped at the pass mark, however this will not result in the overall module mark being capped.

Deferral in year two and above

Students who defer between 15-30 credits will be able to progress on condition they achieve a pass mark in the remaining 90-105 credits taken that year and they meet the minimum progression requirements.

Students in this position will be offered replacement assessments at the earliest opportunity and will not normally be expected to carry deferrals into the following calendar year.

Section D: credits required for award

This section outlines the minimum and maximum number and level of credits that may be taken each year on the following programmes:

One-year honours degrees³

General

Students must take a minimum of 120 and a maximum of 150 credits as part of their programme.

Students must take a minimum of 90 discipline specific level 6 credits. A further 30 credits at level 5 or 6 must be taken, as a minimum.

Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above as part of their programme, which will contribute to the degree classification.

Additional credits over and above 150 can be taken on a stand-alone basis and will not contribute to the degree classification.

Students should not take level 4 credits, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements may apply to some programmes. Further details can be found in the programme specification.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken and whether modules are core or non-core.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.
- any level 7 modules that can be taken.

³ Students taking an intercalated degree and direct entrants to year 3 of a programme in 2021/22 should refer to the 2019/20 regulations for details of the regulations that apply to them. This policy will not apply to students commencing an intercalated programme until 2023/24.

Three-year honours degrees, including programmes with a semester or year abroad

General

Students must take a minimum of 360 and a maximum of 390 credits as part of their programme.

Additional credits over and above 390 can be taken on a stand-alone basis and will not contribute to the degree classification.

Students must take a minimum of 120 credits per year, of which a minimum of 75 must be discipline specific.

Students must take a minimum of 255 discipline specific credits over three years.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken each year and whether modules are core or non-core.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.
- any level 7 modules that can be taken. If level 7 modules are taken, they will be weighted 2 if taken in year two and weighted 3 if taken in year three.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements will apply to some programmes. Further details can be found in the programme specification.⁴

Single honours (major)

Year one

⁴ From 2022/23, programme specifications will allow for 105 credits of flex over three years, Professional, Statutory and Regulatory Body (PSRB) requirements permitting.

Students must take 120 credits at level 4 in year one.

Students will not be expected to take additional credits in the first year. In exceptional circumstances and with the agreement of the Programme Director, it may be possible for a student to take additional level 4 credits on a standalone basis on condition that in doing so their main discipline is not compromised.

Year two

With the exception of those taking an LLB, students must take a minimum of 90 credits at level 5 in year two. A further 30 credits at either level 5 or level 6 must be taken, as a minimum.

For students on an LLB programme, all credits taken in years two and three will be level 6.

Students should not take level 4 credits in year two, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two and three.

Programme specifications will provide full details of module and credit options and will outline conditions that apply to additional credits.

Students taking a semester or year abroad in year two can transfer credit only at level 5. For modules at levels 6 or 7 marks and credits can be transferred using annually approved mark translation schemes. Full details will be provided in the programme specification.

Year three

Students must take a minimum of 90 level 6 credits in year three. A further 30 credits at level 5 or 6 must be taken, as a minimum, except for LLB programmes where all credits taken in years two and three will be level 6.

Students are not permitted to take level 4 credits in year three, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two and three. Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification.

Programme specifications will provide full details of module and credit options and will outline conditions that apply to additional credits.

Single honours with a supporting discipline ('with' degrees)

The general rules apply and programme specifications will provide full details of module and credit options including the minimum number of credits from each discipline that must be obtained each year.

The programme title will be the main subject **with** the supporting subject, on condition that the student has obtained a minimum of 255 credits in the main discipline and a minimum of 90 credits in the supporting discipline.

Joint honours ('and' degrees)

The general rules apply and programme specifications will provide full details of module options including the minimum number of credits from each discipline that must be obtained each year

The programme title will include discipline A **and** discipline B, on condition that the student has obtained a minimum of 120 credits in each discipline and an overall minimum of 255 credits across both disciplines.

Four-year honours degrees, including programmes with a semester or year abroad / year in industry

General

For four-year honours programmes the minimum number of credits that must be obtained over the programme can vary from 360 to 480. Full details, including the maximum number of credits permitted, will be found in the [programme specification](#).

Additional credits over and above the maximum permitted can be taken on a stand-alone basis and will not contribute to the degree classification.

For study undertaken at King's, students must take a minimum of 120 credits per year, of which a minimum of 75 must be discipline specific.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken each year and whether modules are core or non-core.
- the number of discipline specific modules that must be taken over the course of the programme.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements will apply to some programmes. Further details can be found in the programme specification.

Single honours programmes

Year one

Students must take 120 credits at level 4 in year one.

Students will not be expected to take additional credits in the first year. In exceptional circumstances and with the agreement of the Programme Director, it may be possible for a student to take additional level 4 credits on a standalone basis, on condition that in doing so their main discipline is not compromised.

Year two

Students must take a minimum of 90 level 5 credits in year two. A further 30 credits at level 5 or 6 must be taken, as a minimum, except for LLB programmes where all credits taken in years two and three will be level 6.

Students should not take level 4 credits in year two, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Year three

With the exception of students taking a semester or year abroad, or a year in industry, students must take a minimum of 120 credits at level 5 or above in year three, except for LLB programmes where all credits taken in years two and above will be level 6.

Students should not take level 4 credits in year three, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Full details of conditions applying to students on study abroad or year in industry programmes will be found in the [programme specification](#).

Year four

With the exception of students taking a semester or year abroad, or a year in industry, students must take a minimum of 90 credits at level 6 or above in year four. A further 30 credits at level 5 or above must be taken, except for LLB programmes where all credits taken in years two and above will be level 6.

Students should not take level 4 credits in year four, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Full details of conditions applying to students on study abroad or year in industry programmes will be found in the [programme specification](#).

Single honours with a supporting discipline ('with' degrees)

The general rules apply and programme specifications will provide full details of module and credit options including the minimum number of credits from each discipline that must be obtained each year.

The programme title will be the main discipline **with** the supporting discipline, on condition that the student has met the requirements outlined in the [programme specification](#) in terms of the minimum number and level of credits required in the supporting discipline.

Joint honours ('and' degrees)

The general rules apply and programme specifications will provide full details of module options including the specific number of credits from each discipline that must be taken each year

The programme title will include discipline A **and** discipline B, on condition that the student has met the requirements outlined in the [programme specification](#) in terms of the minimum number and level of credits required in each subject.

Integrated Masters

General

For four-year Integrated Masters programmes, the minimum number of credits that must be obtained over the programme is 480. Details of the maximum permitted can be found in the programme specification.

Additional credits over and above the maximum permitted can be taken on a stand-alone basis and will not contribute to the degree classification.

Students must take a minimum of 120 credits per year, of which a minimum of 75 must be discipline specific.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken each year and whether modules are core or non-core.

- the number of discipline specific modules that must be taken over the course of the programme.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements will apply to some programmes. Further details can be found in the programme specification.

Year one

Students must take 120 credits at level 4 in year one.

Students will not be expected to take additional credits in the first year. In exceptional circumstances and with the agreement of the Programme Director, it may be possible for a student to take additional level 4 credits on a standalone basis, on condition that in doing so their main discipline is not compromised.

Year two

Students must take a minimum of 90 level 5 credits in year two. A further 30 credits at level 5 or 6 must be taken, as a minimum.

Students should not take level 4 credits in year two, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Year three

Students must take a minimum of 90 credits at level 6 in year three. A further 30 credits at level 5 or 6 must be taken, as a minimum,

Students should not take level 4 credits in year three, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Year four

Students must take a minimum of 120 credits at level 7 in year four.

Bachelor of Dental Surgery (BDS)

The minimum number of credits that must be passed over the programme is as follows:

Three-year programme:	525 credits, all of which must be at level 6
Four-year programme:	675 credits, all of which must be at level 6
Five-year programme:	795 credits, of which 675 must be at level 6, with the remaining 120 credits to be at level 5.

Further details can be found in the [programme specification](#).

Bachelor of Medicine, Bachelor of Surgery (MB BS)

The minimum number of credits that must be passed over the programme is as follows:

Four-year programme:	675 credits of which a maximum of 75 can be at level 4 and a minimum of 465 must be at level 6.
Five-year programme:	750 credits of which a maximum of 75 can be at level 4 and a minimum of 465 must be at level 6.

Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above as part of their programme. Further details can be found in the [programme specification](#), including condonement rules relating to the additional credit over and above the minimum credits required for award.

Section E: progression

This section outlines the criteria that students must satisfy to progress from one year of study to the next.

In order to progress, students must meet the minimum progression requirements specified below (deviations from or additions to minimum progression requirements are detailed in programme specifications):

Year 1 to year 2: 90 credits excluding modules that have been compensated.

Year 2 to year 3: 210 credits excluding modules condoned in year two.

Year 3 to year 4: 330 credits excluding modules condoned in year three.

Students who defer between 15-30 credits will be able to progress on condition they achieve a pass mark in the remaining 90-105 credits taken that year.

Progression will only be permitted if it remains possible for a student to obtain the minimum number of credits required for their intended award. Students will not be permitted to progress beyond year two, or enrol on further modules, if they have 30 condoned modules at level 5 or above and fail a further module.

Students will be offered a single reassessment opportunity in failed core modules but reassessment opportunities will not normally be offered in condonable modules.

Section F: award

This section explains how the degree classification score is calculated and how this is translated into a degree classification.

General

The marks from modules taken in the first year will not be used to calculate the final degree classification score. Only marks achieved from modules taken in year two and above will be included in the calculation.

Unless credit only has been awarded, the marks from all modules taken from year two and above will be included in the degree calculation. This will include any modules taken over and above the minimum required for award, up to the maximum permitted.

Module weighting will apply to the year of the initial registration on a module, rather than to the module level.

The module weighting of substitute modules will be the year of the initial registration on the module that has been replaced, rather than the year the substitute module was taken, if different.

Module levels will normally be aligned to the year of study. Exceptions may apply to optional modules and details will be included in the programme specification.

The overall degree classification score will be rounded up (≥ 0.5) or rounded down (< 0.5) to the nearest integer before the final classification of award is made.

A score of at least 40 must be achieved for award and classifications are indicated by the following scores:

70-100 inclusive	First Class Honours
60-69 inclusive	Upper Second Class Honours
50-59 inclusive	Lower Second Class Honours
40-49 inclusive	Third Class Honours
0-39 inclusive	Academic Fail

One-year honours degrees

To be considered for award a student must:

- achieve between 120 and 150 credits at level 5 and above
- pass, with a mark of 40 or greater, a minimum of 105 credits overall, of which a minimum of 90 credits must be at level 6.

Any additional conditions that apply will be included in the programme specification.

The degree classification score is calculated as follows:

- the weighted average of all individual module marks where each module is weighted by its credit volume.

For students who achieve a minimum of a Third Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 6 in a higher range.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Three-year honours degrees, including programmes with a year abroad

A weighting of 0:2:3 will be applied to the following three-year degrees:

Bachelor of Arts (BA)
 Bachelor of Science (BSc)
 Bachelor of Engineering (BEng)
 Bachelor of Laws (LLB)
 Bachelor of Music (BMus)
 Bachelor of Science (Engineering) (BSc (Eng))

To be considered for award a student must:

- achieve between 360 and 390 credits
- achieve no more than 120 credits at level 4
- achieve between 240 and 270 credits at level 5 and above
- pass, with a mark of 40 or greater, a minimum of 210 credits at level 5 and above, of which a minimum of 90 credits must be at level 6

For students on a three-year degree who study abroad for a full year in year two, the final degree award will be calculated using the final year marks only and the scheme outlined above will be adjusted accordingly.

For students who study abroad for a single semester in year two, only the marks gained from modules taken at King's will be included in the degree algorithm and the scheme outlined above will be adjusted accordingly.

The degree classification score is calculated as follows:

- the sum of the weighted marks from modules taken in year two (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*

- the sum of the weighted marks from modules taken in year three (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 3

For students who achieve a minimum of a Third Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 6 in a higher range in their final year.

Distinctions in oral languages are offered on some programmes where the criteria have been met. Details will be included in the programme specification.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Four-year honours degrees with a full year abroad/year in industry

A weighting of 0:2:0:3: will be applied to the following four-year degrees:

Bachelor of Arts (BA)
Bachelor of Science (BSc)

To be considered for award a student must:

- achieve between 360 and 510 credits
- achieve no more than 120 credits at level 4
- achieve the required volume of credit in the year abroad or in industry
- achieve between 240 and 270 credits at level 5 and above from modules taken at King's
- pass, with a mark of 40 or greater, a minimum of 210 credits at level 5 and above from modules taken at King's, of which a minimum of 90 credits must be at level 6

For students on a four-year degree who study abroad or in industry for a full year in year three, the final degree award will be calculated using the second and final year marks only. For students who study abroad or in industry for a single semester in year three, only the marks gained from modules taken at King's will be included in the degree algorithm. The scheme will be adjusted accordingly for students who study abroad or in industry in year four.

The degree classification score is calculated as follows:

- the sum of the weighted marks from modules taken in year two (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*
- the sum of the weighted marks from modules taken at King's in year three (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*
- the sum of the weighted marks from modules taken in year four (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 3

For students who achieve a minimum of a Third Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 6 in a higher range in their final year.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Four-year honours Bachelor of Laws (LLB)

Details of the scheme that applies to four-year LLB degrees can be found in the programme specification.

Integrated Masters degrees

A weighting of 0:2:3:4 will be applied to the following four-year degrees:

Master of Engineering (MEng)
Master of Pharmacy (MPharm)
Master in Science (MSci)

To be considered for award a student must:

- achieve between 480 and 510 credits
- achieve no more than 120 credits at level 4
- pass, with a mark of 40 or greater, a minimum of 90 credits at level 5 in year two
- pass, with a mark of 40 or greater, a minimum of 90 credits at level 6 in year three
- pass, with a mark of 50 or greater, a minimum of 90 credits at level 7 in year four

The degree classification score is calculated as follows:

- the sum of the weighted marks from modules taken in year two (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*
- the sum of the weighted marks from modules taken in year three (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 3, *plus*
- the sum of the weighted marks from modules taken in year four (module mark x relevant credit volume x 4) divided by the sum of the overall credit volume x 4

For students who achieve a minimum of a Third Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 7 in a higher range in their final year.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Bachelor of Dental Surgery (BDS)

The BDS is awarded without classification.

Students who satisfy the examiners with distinction in specific parts of the BDS programme may be awarded a BDS with honours. Full details of distinctions, merits and the award of honours can be found in the [programme specification](#).

Bachelor of Medicine, Bachelor of Surgery (MB BS)

The MB BS is awarded without classification.

Within the MB BS a merit is available at each stage and distinctions are available for the programme. Full details will be found in the [programme specification](#).

Section G: exit awards

This section outlines the exit awards that are available to students who fail to meet the requirements for award on the programme for which they registered but who have completed a meaningful period of study and have satisfied the examiners that they have met identifiable learning outcomes. Exit awards must adhere to the College's agreed standard level of learning outcomes as detailed in the Quality Assurance Handbook.

Where a student has failed to satisfy the examiners in one or more modules at level 5 or above and has exhausted all reassessment and condonement opportunities, or where a student has terminated their studies early, an exit award will be available under the conditions specified below, unless a waiver to the exit award provision has been granted.

An Assessment Board may request a waiver to the requirement to award exit awards. All such requests must be approved by the Academic Standards Sub-Committee. Programme specifications will provide full details of the exit awards available.

The title of the exit award will reflect the pattern of study completed successfully by the student and will be detailed in the programme specification.

Undergraduate Certificate (level 4 exit award)

To be considered for an undergraduate certificate exit award a student must:

- achieve between 120 and 235 credits
- pass, with a mark of 40 or greater, a minimum of 120 credits of which a minimum of 90 credits must be at level 4.

Exit awards at level 4 are not classified.

Examples of undergraduate certificate exit awards can be found [here](#).

Undergraduate Diploma (level 5 exit award)

To be considered for an undergraduate diploma exit award a student must:

- achieve between 240 and 295 credits
- achieve no more than 120 credits at level 4
- pass, with a mark of 40 or greater, a minimum of 105 credits at level 5 or above.

Exit awards at level 5 are not classified.

Examples of undergraduate diploma exit awards can be found [here](#).

Ordinary Degree (level 6 exit award)

To be considered for an Ordinary degree exit award a student must:

- achieve between 300 and 355 credits
- achieve no more than 120 credits at level 4
- pass, with a mark of 40 or greater, a minimum of 150 credits at level 5 or above, of which a minimum of 60 credits must be at level 6 or above

Ordinary degrees are not classified.

Examples of ordinary degree exit awards can be found [here](#).

Dental Studies BSc (level 6 exit award)

To be considered for a Dental Studies BSc exit award a student must:

- pass a minimum of 450 credits
- pass no more than 120 credits at level 5
- pass a minimum of 330 credits at level 6

Dental Studies BSc exit awards are not classified.

Examples of Dental Studies BSc exit awards can be found [here](#).

Medical Science BSc (level 6 exit award)

To be considered for a Medical Science BSc exit award a student must:

- pass a minimum of 405 credits
- achieve no more than 180 credits at level 4
- achieve a minimum of 165 credits at level 6

Medical Science BSc exit awards are not classified.

Examples of Medical Science BSc exit awards can be found [here](#).

Section H: aegrotat awards

This section outlines the circumstances under which a student may be eligible for an aegrotat degree.

Where a final year undergraduate student has completed the full period of study but is absent from the final examinations or is unable to submit the final assessments, through illness or other cause judged sufficient by the relevant Assessment Sub-Board, they may be eligible for consideration under the aegrotat provisions.

Aegrotat provisions do not apply to the following degrees which have a mandatory professional practice component:

- MB BS
- BDS
- MPharm
- BSc Physiotherapy
- BSc Nutrition and Dietetics
- All Nursing, Midwifery and Specialist Community and Public Health programmes with/leading to registration

A student or their representative may apply for the award of an aegrotat if they fail to satisfy the requirements for the award of a degree. The application should be made to the relevant Assessment Sub-Board accompanied by a medical certificate or other statement of the grounds on which it is made, as soon as possible and in any case within six weeks from the last date of the assessment to which the application refers.

The Assessment Sub-Board will consider whether there is sufficient evidence to suggest that had the student completed the final assessment in the normal way, they would clearly have reached a standard which would have qualified them for the award of the degree. If the Assessment Sub-Board determines that the student meets the criteria for award of the Aegrotat degree, it will make the recommendation to the Assessment Board or will approve the award if responsibility for ratification has been delegated.

If an Assessment Sub-Board determines that the student does not meet the criteria for an Aegrotat Degree, it will then consider the student for any relevant exit awards,

A student who has been awarded an Aegrotat degree will not be eligible thereafter to re-enter for the examination for a classified degree

Aegrotat degrees will be awarded without distinction or class.

Section I: posthumous awards

Based on the credits attained, the highest level exit award or an Aegrotat may be awarded posthumously.

Degree Algorithm for the 2019/2020 Cohort

In recognition of the considerable disruption to students' personal lives and studies caused by Covid-19, King's introduced a range of enhanced mitigations to support students through the 19/20 assessment period.

For first year students who enrolled in 2019/20, marks from this year's assessments will not contribute to their final degree classification, unless the following applies:

When considering a student's final degree outcome, if their c-score places them within one percentage point of the 'two percent' borderline zone between classifications (47/57/67), a second c-score will be calculated, including their first-year marks, to determine whether this make a difference to the outcome.

Where the inclusion of their first-year marks moves their c-score up into the borderline zone, the existing 'two per cent' rule for managing borderline cases will then be followed in order to determine whether the higher classification should be awarded. Where the inclusion of first year marks moves their c-score over the boundary for the higher classification, this is the outcome that will be awarded.

King's will also be introducing a new Progression and Award Policy, including a revised degree algorithm, in 21/22.

20/21 Cohort

Students entering the university in 20/21 will still experience disruption in their personal lives and to their studies due to Covid-19 and mitigations must be in place for their assessments. The policy proposes that some measures remain in place for 20/21, and that marks from their first year's assessments will not contribute to their final degree classifications.

Approach

There are a number of issues that must be considered to implement this policy.

Regulation and CMA: The Emergency Regulations were enacted and allowed the changes to assessment policies during Covid-19. These may not be in place for 20/21. Current undergraduate offer holders have received, signed and returned their Terms & Conditions, but these do not mention the degree algorithm. The 2020/21 Academic Regulations, which contain details of the degree algorithm, progression and award, are currently being finalised (ASSC on 13 May, CEC on 27 May and Academic Board on 16 June) and will be subsequently sent to offer holders.

Operations: The changes to assessment policies in 19/20 to aid the Covid-19 response will lead to significant and complex systems and process changes for faculties and Registry Services in 21/22. Extending this would lead to additional workload for said staff and adding further complexity to the process may be difficult to manage during assessment periods.

The College Education Committee recommends the following approach:

Approach	CMA Risk	Operational Difficulty	Student Experience
1. Students offered only one degree algorithm, without the marks from the first year.	Medium. Positive change to the benefit of students. Students have received links to 19/20 Academic Regulations, including the degree algorithm.	Low. An alteration to the existing Academic Regulations for 20/21. New degree algorithm to be developed and added to relevant student records.	Easy to understand. Clear and positive communications to explain changes.

Risks

- Equity between cohorts
 - Direct entrants to second year will not have any mitigations from 19/20 or 20/21.
 - Returning students may also face disruption and there are no current plans for further mitigation for those students.
- Students who go on to receive good marks in their first year may feel disadvantaged (minor risk).
- Grade inflation.

Further Considerations

- Other changes to assessment
 - Significant changes to assessment were implemented in 19/20 (cancelling assessments, reducing the volume of assessment, assessing across modules to demonstrate programme outcomes, providing alternative formats), all of which add further complexity and difficulty for operations. It is possible that some of these changes will continue into 20/21.
- Student support and guidance
 - Presently, students can use an [online c-score calculator](#) to help them estimate their final award. A separate calculator will need to be produced for students from 19/20 and 20/21.
 - Staff and personal tutors will need to be provided guidance and information for discussions with students.
- By 23/24 there will be four degree algorithms running, causing considerable complexity for students, assessment boards, systems and processes:
 - The current algorithm for any part-time or interrupted students
 - The two algorithms for the 19/20 intake
 - The new algorithms for the 20/21 intake
 - The 21/22 Progression and Award Policy and its associated algorithm.

Conclusion

The College Education Committee recommends that the policy is implemented and that the marks from the first year's assessments will not contribute to the final degree classifications of students entering King's in 20/21.

External Examiner Reports 2018/19 – Postgraduate Programmes

1. INTRODUCTION

The purpose of this report is to draw out the main issues raised in external examiners' reports during 2018/19 and to report on the judgements made by external examiners about academic standards. In instances where particular examples from Departments or Faculties (Institutes/Schools) are quoted this is often done to illustrate a point that could, or should, be applied generally across the institution.

2. NUMBER OF REPORTS RECEIVED

2.1 The number of external examiner reports received for postgraduate programmes by Faculty (Institute/School) is as follows:

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	50	45	90
Business School	15	14	93
Dentistry, Oral & Craniofacial Sciences	19	18	95
Life Science and Medicine	42	38	90
Law School	22	18	82
Natural and Mathematical Sciences	16	15	94
Nursing and Midwifery & Palliative Care	10	9	90
Institute of Psychiatry, Psychology and Neuroscience	45	39	87
Social Sciences and Public Policy	64	59	92
Total	285	250	90

2.2 Those reports still to be submitted are being followed up by the Quality, Standards and Enhancement team and Faculty teams; this return rate has dipped slightly from previous years, but communications have been held with those external examiners and Faculties who have yet to submit their reports¹.

¹ Due to the current and ongoing situation of Covid-19, every effort has been taken to request outstanding reports to be submitted, however there is an understanding across the UK that there will be more pressing priorities. We will therefore consider the pandemic as mitigating circumstances for those external examiners who have not submitted their report.

	2018/19	2017/18	2016/17	2015/16	2014/15
Number of External Examiners	285	278	271	274	268
Number of Reports received	250	275	268	265	265
Percentage Return Rate	90	99	99	97	99

3. INDUCTION

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 and based on findings from 2018/19 reports assurance can be given that most Faculties are providing their external examiners with appropriate orientation on commencement of their role.

4. ACADEMIC STANDARDS

4.1. Every year external examiners are explicitly asked to confirm that the academic standards of the programme(s) is 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. Reports from external examiners indicated that academic standards continue to be endorsed at an equivalent standard to comparable programmes in other Russell Group Universities and are in line with QAA standards. An example of this is within the Faculty of Natural and Mathematical Sciences where one external examiner commented, 'the overall standards are very high (certainly comparable to equivalent programmes elsewhere) with particularly high-quality work in the essay/project modules' and an external examiner from the Faculty of Nursing, Midwifery and Palliative Care nothing that 'academic standards are comparable to other HEIs'.

4.2 This absence of concern does not reflect a lack of engagement since our external examiners have shown themselves willing to be critical where necessary. Where external examiners have identified an area that "impact[s] on academic standards", discussions are held with the Assessment Board Chair and Chair of Assessment and Standards Sub-Committee (ASSC) before a formal response to the recommendation is sent back to the External Examiner. In some circumstances a separate letter may be required to be sent to the external examiner from the Chair of ASSC but for 2018/19 reports there was no such requirement.

4.3 It was highlighted within a few external examiner reports that following submission and review by the College, responses to their reports were not being returned to the external examiner. An external examiner in the Faculty of Arts & Humanities commented, '[I] do think it is important that examiner' reports and comments are acknowledged in some way'. Change of process has meant that responses to external examiner reports are now sent centrally within the Quality, Standards and Enhancement Office, so these concerns should now be resolved.

5. ASSESSMENT CRITERIA AND FEEDBACK

5.1 External examiners continue to make comments regarding marking schemes and feedback, with many external examiners commenting favourably on the quality of markers' feedback. One external examiner from the Faculty of Art of Humanities noted the following,

'Across all the modules [I] saw, [I] was incredibly impressed by the length and detail of the feedback students receive, and by its constructive and friendly tone. Feedback often, too, addresses a borderline mark or carefully justifies a fail, referring to the marking criteria – more so this year than in previous years which was pleasing to see. Discrepancies are resolved appropriately, fairly and seemingly happily, occasionally using a third marker'.

While an external examiner from the Institute of Psychiatry, Psychology and Neuroscience commented that, 'the feedback was constructive, and in general, the standard of marking was satisfactory'.

5.2 However, there were some external examiners who were less favourable and asked for more consistent student feedback between modules and individual markers. One external examiner in the Dickson Poon School of Law noted that 'some courses appear to receive more detailed feedback than others, which could raise student objections' and in the King's Business School, an external examiner commented on feedback of dissertations that, 'the process seems to be inconsistent across markers. Some markers provide an appropriate level of feedback that is both clear and extensive while other markers provide very little feedback to support their marks'.

5.3 There were also external examiners that raised concern regarding the use of a full range of marks in assessment. An external examiner within the King's Business School commented that 'the full range of marks are not being used' and 'that the assessment mark range could be stretched at both ends'.

6. OPERATION OF ASSESSMENT SUB-BOARDS

6.1. In general, external examiners are positive in their comments on the operations of the boards, with many thanking professional services staff and Chair's for their assistance. An external examiner from the Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care noted, that 'the assessment boards are well organised and dates for the academic year are provided well in advance which is useful. [I] really appreciated the fact that the assessment boards are paperless, and credit should be given to the professional support team that enables them to rub so efficiently'. While an external examiner within the Dickson Poon School of Law commented that 'everything was well organised, and when (very infrequent) clerical errors were made in sending me stuff they were corrected with super efficiency'.

6.2. However, there are some external examiners who are less favourable with the operation of the Boards and how data was presented to the members, with one external examiner in the Faculty of Arts & Humanities noting that, 'the final meeting could perhaps benefit from slightly more coherent preparation. It has a rather chaotic feel'. An external examiner in the Faculty of Social Science and Public Policy also requested that preparation and information for Assessment Sub-Boards is provided further in advanced, commenting that the Faculty 'plan/schedule sub-boards further in advance'.

6.3. A large proportion of external examiners commended Faculties for providing the relevant documentation and were complimentary about the information being accessible in a central system such as KEATS. However, external examiners in the Faculty of Nursing, Midwifery and Palliative Care commented on the problems caused with registering for the KEATS systems. The Quality, Standards and Enhancement Office and the Faculty have worked together to prevent these issues from continuing in the future.

6.4. Some external examiners in Arts and Humanities continue to comment on the lack of anonymous marking however this has decreased considerably from previous years, with one external examiner commenting that, 'I remain surprised that you do not anonymise work at MA level'.

6.5 Some external examiners commented on the time allocated to review examination scripts with one external examiner in Faculty of Life Science and Medicine, requesting that the College 'consider delaying the exam board [for the] next year to allow more time for marking, collation and administration of the board'. While an external examiner within the Dickson Poon School of Law, online programmes commented that 'the time provided for moderating the coursework essays was too tight'.

7. GOOD PRACTICE

7.1. There were many areas of good practice that were noted across the reports including:

- the high standard of candidate performance
- innovative assessments and
- the quality of the teaching and commitment of both academic and professional services staff.

7.2. There were a number of external examiners that highlight the innovative assessment formats, with one external examiner in the Faculty of Arts and Humanities commented that 'many of the module are truly excellent, innovative in their approach to the subject, and respond to very current developments in the creative and cultural industries'.

7.3. The support for students was highlighted as an area of good practice across multiple Faculties. An external examiner in Faculty of Dentistry, Oral and Craniofacial Sciences commented that, 'the staff team is clearly dedicated to their students and have worked very hard to deliver a programme with covers a lot of ground both through the gaining of knowledge and using practical skills.' While an external examiner in the Faculty of Social Science and Public Policy commented on 'the support given in a 24/7 manner and the speed with which problems were responded to and resolved'.

8. RECURRING THEMES

8.1. The following themes emerged from scrutiny of external examiners reports. Some themes have appeared in previous year's reports too:

- ☐ Time allocated for external examiners to review and comment of examination scripts in time for Assessment Sub-Board meetings.
- ☐ Changes to programmes being clearly relayed to external examiners, for example in School of Biosciences in the Faculty of Life Sciences and Medicine, where an external examiner requested that the Faculty 'provide a summary of any course-specific changes that have taken place since last year before the exam board'.
- ☐ Use of full range of marks.
- ☐ Clearer process for moderation is required.

9. EXTERNAL EXAMINER REPORTS

9.1. The external examiner report template was reviewed and updated for 2018/19 at the April 2019 meeting of the Assessment and Standards Sub-Committee. Within this review, 'monitor comments' and 'critical comments' were replaced with 'Issues that Impact of Academic Standards' and areas for the external examiners to note issues that need to be considered at either Assessment Sub-Board, Faculty or College level.

9.2. The number of external examiner reports with 'Issues that Impact Academic Standards' is deemed reasonably low (6%).

9.3. It has been recognised in the past that external examiners raised 'critical comments' that were deemed not critical, for example the use of pencil for marking. The comments 'impacting on academic standards' that have been reviewed by the Chair of the Assessment and Standards Sub-Committee were not highlighted as inappropriate, examples of these comments were regarding the late submission policy, the development of assessment methods to make it more appropriate to the distance learning format and administrative staff retention and turnover which was highlighted as highly problematic.

10. RECOMMENDATIONS

10.1. Taking the above into consideration it is therefore requested that Academic Board agree to the following:

- Assessment Board and Sub-Board deadline timeframes are considered and revised where appropriate.
- Markers are encouraged to use the full range of marks when marking.
- Markers are encouraged to review how they moderate assessment and ensure both markers comments are available to the external examiner, with a clear outline of how the final mark was agreed on.

Academic Regulations 2020/21

The motion set out on the cover report is for Academic Board to approve the Academic Regulations, noting there will be minor editorial changes, which will be overseen at the 8 July meeting of the College Education Committee. If Academic Board approves Annex 2 – Degree Algorithm 20/21, then the relevant T regulation will need to be re-written and approved by the College Education Committee, with delegated approval from Academic Board.

The KCL Academic Regulations are reviewed annually. This paper lays out all the changes that have been made to the 19/20 General Academic Regulations and the Regulations for Taught Programmes for 20/21.

Please note:

- Regulations are divided into
 - o General Academic Regulations (G)
 - o Regulations for Taught Programmes (T)
 - o Regulations for PGR Programmes (R)
- Regulations and appendices have been reviewed by operational staff.

Subject to minor amendments, the Academic Standards Sub-Committee approved the changes to the G, T and R Regulations on 13 May 2020.

The College Education Committee approved the changes to the G and T Regulations on 27 May.

The R Regulations (not included in this paper) will go to the College Research Committee and Academic Board for approval.

Paper submitted by:

Chair, ASSC
Alison Clarke, Regulations Manager

G (General) Regulations		
Reg no.	Regulation 19/20	Changes for 20/21
G1	All stakeholders are required to comply with the Academic Regulations, Appendices and associated Academic Policies.	Regulation No change Appendix No change
G2	Academic Regulations and programme specifications in force when a student registers will normally apply to that student until completion of the programme. Academic Policies are subject to regular review and updated versions apply irrespective of the year of a student's registration.	Regulation No change Appendix No change
G3	The College offers teaching and research at undergraduate, postgraduate taught and postgraduate research levels, leading to a range of awards.	Regulation No change Appendix No change
G4	Deviations from the regulatory framework may be considered in exceptional circumstances	Regulation Appendix
G5	All stakeholders must comply with other College Regulations and policies.	Regulation No change Appendix No change
G6	Students who meet the general entrance requirements and the specific requirements of an approved programme may be admitted to the College	Regulation

		<p>No change</p> <p>Appendix</p> <p>G6.2 Deleted 'on the admissions portal' and replaced with 'here' and link to UG/PGR English Language Requirements webpages.</p> <p>G6.5 Replaced 'three' with 'two'</p> <p>G6.10 Updated information about the process to offer a place</p>
G7	Conditions apply for enrolment on a programme with recognition of previous experience.	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>G7.7c) deleted</p>
G8	Completion of online enrolment and ID verification must take place within two weeks of the official start date of the programme or module. For King's Online Managed Programmes and credit bearing MOOCs, all students must enrol by the module start date. Failure to enrol, by any student, may result in loss of a deposit. It is a student's responsibility to provide up-to-date addresses for correspondence.	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>No change</p>
G9	All periods of study must be continuous unless an interruption has been permitted and students must adhere to the requirements of minimum and maximum periods of registration.	<p>Regulation</p> <p>No change</p> <p>Appendix</p>

		No change
G10	Students may not be registered concurrently for more than one award within the higher education setting unless dual registration has been permitted.	Regulation No change Appendix G10.3 Add 'King's' for clarification
G11	Students may transfer registration within the College or to another institution under certain conditions.	Regulation No change Appendix No change
G12	Fees are payable in accordance with the College's Fee Payment Terms and Conditions. The payment of the correct fees is the responsibility of the student.	Regulation Appendix G12.3 Add 'and chargebacks/disputed card payments received from the College Acquirer' New clause G12.4 The student is responsible for knowing the exact source of funding of their college fees. Where the student is not making the payment from their own funds, then they must be aware of the source of their funding. New clause G12.5 In instances where card payments received by the college are subsequently disputed by the cardholder, then King's maybe required to return the funds to source. In such instances, the student will be

		required to make a replacement payment to the college immediately.
G13	Students must comply with the Academic Policy on attendance	Regulation No change Appendix No change
G14	Members of the Students' Union holding elected office may be granted student status by the Principal	Regulation No change Appendix N/A
G15	The Academic Year runs from 1 September to 31 August	Regulation No change Appendix N/A
G16	On Wednesday afternoons after 1pm, students should be free to participate in rec activities and as such attendance should not normally be required at lectures, classes or practicals	Regulation No change Appendix N/A
G17	Between noon and 1pm on Mondays during Semesters one and two no lectures or other classes at which attendance is obligatory will normally be held to allow students to attend the Associateship of King's College lectures	Regulation No change

		Appendix N/A
G18	Students registered for assessments are expected to be present or submit on the dates specified.	Regulation No change Appendix No change
G19	Students may apply for Personalised Assessment Arrangements	Regulation No Change Appendix N/A
G20	The College has the authority to confer and revoke awards under the Charter and Statutes of King's College London. All awards have regard to the provisions of the QAA UK Quality Code for Higher Education.	Regulation No Change Appendix Amended to reflect change in responsibilities of Assessment Boards and Sub-Boards.
G21	Except under the provisions of an academic appeal, no decision of a properly convened and constituted Assessment Board, acting within its terms of reference and within the regulations governing the degree may be modified	Regulation Changed 'Assessment Board' to 'Assessment Sub-Board' Appendix N/A
G22	Once awarded a student may not register for the same qualification in the same subject but may register for the same qualification in a different subject provided	Regulation No change

	that the procedures for enrolment are met, modules previously taken are not reattempted and overlapping modules are not taken.	Appendix No change
G23	Certificates state the name of the College, the qualification, the classification etc.	Regulation No change Appendix N/A
G24	For awards made by the College, the date of award is the first month following ratification. The date of award may be different for joint, double and dual awards.	Regulation No change Appendix N/A
G25	If a student is found to have provided untrue or inaccurate information, or to have omitted information at enrolment, registration can be terminated without notice.	Note: This regulation doesn't provide a means for the student to appeal and has been 7ractice7d by the OIA. It will be reviewed and amended during 20/21. Regulation Amended to read 'at enrolment or during the application process' Appendix N/A
G26	The Principal has emergency powers to exclude or suspend a student pending the outcome of a misconduct hearing, a fitness to 7ractice hearing, a criminal charge or who is the subject of a police investigation. These powers also extend to a student	Regulation Remove 'themselves or' Appendix

	who has breached the College's policy statements on health, safety and environmental protection and/or is considered a danger to themselves or others.	G26.1 Remove 'themselves or'
G27	Students are expected to maintain good conduct at all times whilst on College premises or engaged in College activities. Failure to do so is considered misconduct	Regulation No change Appendix No change
G28	A student's registration may be terminated for failure to make sufficient academic progress.	Regulation No change Appendix No change
G29	A student's registration may be terminated as a result of a fitness for registration and fitness to practice hearing. When conferring awards which lead to professional qualifications registerable with a Professional, Statutory and Regulatory Body, the College must be satisfied that the student would be a safe and suitable entrant to the given profession, and as such would be fit for registration and fit to practice.	Regulation No change Appendix No change
G30	The College may interrupt a student if it is in the best interests of the students or the King's community.	Regulation No change Appendix Removed and replaced with a link to the Fitness to study policy
G31	Complaints from students are carefully considered and, if appropriate, shall be investigated by the Head of Student Conduct and Appeals.	Regulation No change Appendix

		Removed and replaced with a link to the Complaints Policy
G32	A student may ask the OIA to consider any unresolved complaint against the College	Regulation No change Appendix N/A
Academic Regulations (T)		
Reg no.	Regulations 19/20	Changes for 20/21
T1	In addition to the General Regulations, which apply to all students, the Academic Regulations for Taught Programmes apply to students registered on undergraduate or taught postgraduate programmes at the College. The Regulations for Taught Programmes exclude the Associateship of King's College, the King's Experience Awards, programmes offered by RADA and programmes of less than four months run by the English Language Centre.	Regulation Amended to include 'programmes offered by the Inns of Court College of Advocacy' Replaced 'English Language Centre' with 'King's Foundations'. Appendix Removed (information was a repeat of the regulation)
T2	All students are required to abide by the regulatory framework governing assessments and examinations. Failure so to do constitutes an offence and may be dealt with in accordance with G27.	Regulation No change Appendix No change

T3	All modules are required to have a published module specification, a credit level and credit value	Regulation No change Appendix T3.2 Delete 'or 20'
T4	All programmes of study are required to have a published programme specification which is updated annually	Regulation No change Appendix No change
T5	Programmes may define specific modules as having special status	Regulation No change Appendix No change
T6	Progression requirements apply and deviations from or additions to minimum progression requirements are detailed in programme specifications	Regulation No change Appendix No change
T7	To be awarded credit the whole module must be passed.	Regulation No change Appendix No change
T8	The pass mark at levels 4, 5 and 6 is 40. The pass mark at level 7 is 50. Exceptions may apply to programmes leading to professional registration and to the Executive LLM which applies pass/fail marking criteria.	Regulation No change

		Appendix No change
T9	Modules which require a qualifying mark in order to pass the module overall will specify the details in the module specification.	Regulation No change Appendix No change
T10	Credit can be awarded for condoned fails where permitted by the programme specification.	Regulation No change Appendix No change
T11	No Regulation (intentionally left blank)	
T12	T12 Modules are assessed by one or more methods appropriate to the level as defined in the module specification	Regulation No change Appendix No change
T13	Under exceptional circumstances provision may be made for alternative forms of assessment in line with College policy	Regulation No change Appendix No change
T14	The setting of assessments and the drawing up of marking schemes are responsibilities of the Assessment Sub-Boards	Regulation Appendix

		N/A
T15	Examiners shall preserve the secrecy of unseen examination papers until taken by students.	Regulation No change Appendix No change
T16	The identity of students shall be withheld from examiners where possible	Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T17	Examination scripts are the property of the College but provisions shall be made for students to view scripts	Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T18	Results of assessments are confidential until the Assessment Board or Assessment Sub-Board has met to ratify the results	Regulation Removed 'Assessment Board or' Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T19	Assessment results are communicated to all students within a cohort at the same time and in the same manner once ratified by the relevant Assessment Board	Regulation Added 'Sub-' Appendix

		Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T20	All assessments are marked out of 100 in accordance with the generic marking criteria and discipline specific criteria, where issued. Examiners should use the full range of marks.	Regulation No change Appendix No change
T21	Reassessment is at the discretion of the Assessment Sub-Board. For failed assessment, two reassessment opportunities may be permitted at levels 3 or 4 and one reassessment opportunity may be permitted at levels 5, 6 & 7. The final module mark following reassessment is capped at the relevant pass mark. <hr/> Reassessment/failure.	Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T22	In some circumstances a student may be permitted to substitute a failed module with an alternative module or modules of the same credit value	Regulation No change Appendix No change
T23	Confirmed marks of 69, 59, 49, 39 and 32 indicate agreement that the assessment is not deserving of the class above.	Regulation No change Appendix N/A
T24	Students taking level 4, 5, 6 or 7 modules at other University of London Colleges can transfer marks and credits	Regulation No change Appendix

		Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T25	Students taking level 4 or 5 modules at other institutions can transfer credits only.	Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T26	Students taking level 6 or 7 modules at other institutions can transfer marks and credits using annually approved mark translation schemes.	Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T27	Students who have transferred onto a programme from another institution transfer credits only and the student's classification shall be based entirely upon performance in modules assessed by the College	Regulation No change Appendix No change
T28	All final module marks will be used in the degree algorithm. Where credit has been awarded for a condoned fail, the final module mark will be the highest overall mark achieved. Where a substitute module is taken, the mark from this module is used.	Regulation No change Appendix No change
T29	There are no exceptions to the award rules. Boundaries cannot be lowered, and exceptions cannot be made	Regulation No change Appendix

		No change
T30	<div>Weighting schemes apply and a c-score between 0-100 is calculated by the formula</div> <div><div>c-score = $\frac{\text{the sum of the weighted marks [mark x relevant credit volume x weight]}}{\text{the sum of credit volume x weighting}}$</div></div>	<div>Regulation</div> <div>No change</div> <div>Appendix</div> <div>No change</div>
T31	<div>A c-score of at least 40 must be achieved for award and classifications are indicated by the following scores:</div> <div><div>70-100 inclusive</div><div>First Class Honours</div><div>60-69 inclusive</div><div>Upper Second Class Honours</div><div>50-59 inclusive</div><div>Lower Second Class Honours</div><div>40-49 inclusive</div><div>Third Class Honours</div><div>0-39 inclusive</div><div>Academic Fail</div></div>	<div>Regulation</div> <div>No change</div> <div>Appendix</div> <div>No change</div>
T32	A c-score within two percent of a higher classification boundary (i.e. 68/58/48) is automatically upgraded to the higher classification where at least 60 credits at level 6 (level 7 for Integrated Masters programmes) or above are in a higher classification	<div>Regulation</div> <div>No change</div> <div>Appendix</div> <div>N/A</div>
T33	An overall score between 0-100 is calculated as detailed below:	<div>Regulation</div> <div>No change</div> <div>Appendix</div> <div>N/A</div>
T34	An overall score of at least 40 must be achieved for award and classifications	<div>Regulation</div> <div>No change</div> <div>Appendix</div> <div>N/A</div>

T35	<p>An overall score between 0 – 100 is calculated as detailed below:</p> <p><i>The weighted average of all individual module marks where each module is weighted by its credit volume</i></p>	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>N/A</p>								
T36	<p>To be eligible for award students require:</p> <p>- an overall average of at least 50 with no module mark below 40 and</p> <p>- a mark of at least 50 in 150 credits (300 credits for MCLinDent) including the dissertation, and a mark of at least 40 in the remainder</p>	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>N/A</p>								
T37	<p>Classifications are indicated by the following overall scores:</p> <table><tr><td>70 -100 inclusive</td><td>Pass with distinction</td></tr><tr><td>60 - 69 inclusive</td><td>Pass with merit</td></tr><tr><td>50 - 59 inclusive</td><td>Pass</td></tr><tr><td>0 – 49 inclusive</td><td>Academic Fail</td></tr></table>	70 -100 inclusive	Pass with distinction	60 - 69 inclusive	Pass with merit	50 - 59 inclusive	Pass	0 – 49 inclusive	Academic Fail	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>N/A</p>
70 -100 inclusive	Pass with distinction									
60 - 69 inclusive	Pass with merit									
50 - 59 inclusive	Pass									
0 – 49 inclusive	Academic Fail									
T38	<p>An overall score between 0 – 100 is calculated as detailed below</p> <p><i>The weighted average of all individual module marks where each module is weighted by its credit volume</i></p>	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>N/A</p>								
T39	<p>To be eligible for award students require:</p> <p>- an overall average of at least 50 with no module mark below 40 and</p> <p>- a mark of at least 50 in 90 credits (PGDip_ or 45 credits (PCCert), and a mark of at least 40 in the remainder</p>	<p>Regulation</p> <p>No change</p> <p>Appendix</p> <p>N/A</p>								
T40	<p>Classifications are indicated by the following overall scores:</p> <table><tr><td>70 -100 inclusive</td><td>Pass with distinction</td></tr></table>	70 -100 inclusive	Pass with distinction	<p>Regulation</p> <p>No change</p>						
70 -100 inclusive	Pass with distinction									

	60 - 69 inclusive 50 - 59 inclusive 0 – 49 inclusive	Pass with merit Pass Academic Fail	Appendix N/A
T41	Where a final year undergraduate student has completed the full period of study but is absent from the final examinations, the student may be eligible for consideration under the aegrotat provisions		Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities
T42	Where a student has failed to satisfy the examiners in one or more elements of the programme an Exit Award may be available under the exit award provisions.		Regulation No change Appendix No change
T43	The College considers mitigating circumstances to be recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance. The Mitigating Circumstances Procedure applies to students on taught programmes. Marks will never be raised due to mitigating circumstances.		Regulation Change 'procedure' to 'policy' Appendix Removed and replaced with link to the Mitigating Circumstances Policy
T44	There is an academic appeals process available to undergraduate and taught postgraduate students. This cannot be used to challenge academic judgement.		Regulation No change Appendix Updated to reflect changes in Assessment Board and Sub-Board responsibilities

King's College London Library Regulations: Requested Approval Process 2020/21

1. Background

The Academic Regulations review project commenced in August 2019. Its remit was to revise the existing Academic Regulations, appendices, and associated policies, and develop a succinct set of regulations for approval and use from 2020/21, which would be reviewed every three years (instead of the current annual process).

The rationale for this was based on the principle of improving efficiency (value) and effectiveness (satisfaction).

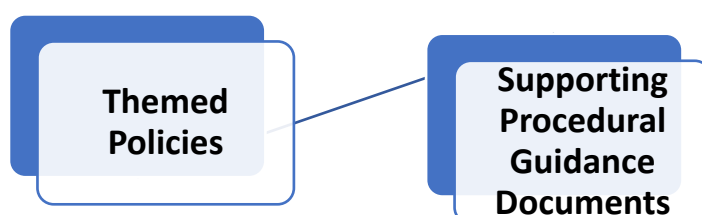
2. Current Situation

2.1. Work to date

Currently, the Library Regulations do not form part of the General (G), Taught (T), or Research (R) Academic Regulations. However, they are overseen in the same way and have been required to follow the same format and approval process to ensure a consistent approach in the College.

For the 2020/21 Library documentation, the ARPC team have worked with Head of Operations (Libraries & Collections) to produce a Library Policy document and move away from the Regulation and Appendices format as this is seen as a separate procedural document.

This means that the Library Policy will form a stand-alone document, which is likely to become Policy and Guidance documentation going forward (as noted below).



2.2. Approval process to date

To date, the Library Regulations have been submitted to ASSC, CEC and Academic Board for approval.

3. Requested Approval Process

For 2020/21, Academic Board is asked to approve the following:

To approve the principle that the King's College London Library Regulations are moved to Policy status.
To agree to delegate one-off authority for the approval of the Policy to CEC (8 July), informed by ASSC (24 June), so it is in place for the start of the 2020/21 academic year.

This means that the Library regulations would move to policy status going forward and will follow the approval process outlined below:

Committee	Date	Actions
Academic Board	17 June 2020	<ul style="list-style-type: none">• Approval of the principle that the Library Regulations become Policy.• Agreement to delegate authority for the approval of the Library Policy to CEC.
ASSC	24 June 2020	<ul style="list-style-type: none">• To note that Academic Board have approved that the Library Regulations can be moved to Policy status.• Endorsement of the Library Policy.
CEC	8 July 2020	<ul style="list-style-type: none">• Approval of the Library Policy.
Academic Board	First meeting of 2020/21 schedule	<ul style="list-style-type: none">• Library Policy to be on the consent agenda to note.

The Library Policy will be available on the College Governance Zone.

4. Benefits

The benefits of doing this is that the Library Policy is in a consistent College regulatory format for the next academic year. However, going forward, it will need to be updated less frequently than appendices, whilst still ensuring compliance with the applicable College standards.

Fitness to Study Policy

Executive summary

The Fitness to Study Policy and Procedure has been developed as a result of an outcome from the OIA in which the following was recommended:

“We recommend that the College reviews its regulations relating to the suspension of students in light of the comments made in our Complaint Outcome. The College should consider the appropriateness of the use of its current procedures when a student’s capacity to study and behaviour may have been triggered by issues relating to his/her health or wellbeing. In particular, the College should consider how it safeguards against students being erroneously suspended, and whether a fit to study policy might be beneficial in preventing students being subjected to fitness to practise hearings (if on a professional course) unnecessarily.

The College should provide a written report to the OIA, within six months of the date of the confirmation of our recommendations, detailing the outcome of its review, the training undertaken and/or planned and any changes that have been made.”

In light of the outcome above and building on work done by the Supporting Students Group in 2016, a Fitness to Study Working Group was convened in September 2019 to:

1. Develop a Fitness to Study Policy based on current regulations and best practice within the sector which incorporates the steps that can be taken by the university if one or more of the following occur:
 - (a) support offered by the university to a student has been exhausted and there would be serious concerns about the student’s wellbeing if they were to continue their studies;
 - (b) the student is a danger to themselves;
 - (c) a student has been sectioned or does not have capacity due to a serious physical health condition;
 - (d) a student has failed to make academic progress.
2. Develop and outline a procedure for (a) under the Fitness to Study Policy for providing support to students. Due consideration to be given to the appropriate sources for referrals/managing the processes i.e. Residences, Programme Managers, Personal Tutors and Designated Safeguarding Officer roles.
3. Report to the OIA by 29 February 2020 about progress and policy development

Fitness to Study Policy and Procedure: amendments and clarifications following Academic Board

1. Oversight and responsibilities

The Designated Safeguarding Officer roles will be responsible for maintaining oversight of Fitness to Study cases within their Faculty/area. A section on DSO responsibilities has been included in the Procedure for clarification. The DSO can delegate to the appropriate Programme Manager to assist with some tasks (this has been clarified throughout the Procedure).

However, it is important to note that the responsibilities of the Designated Faculty Safeguarding Officers outlined in the Fitness to Study policy are an interim procedural mechanism to ensure that the required action and meetings are facilitated in order to support our students.

There is a longer-term plan to create a number of Faculty Wellbeing & Welfare Adviser roles, whose sole focus is supporting students, this would include assuming the role of Designated Faculty Safeguarding Officer.

2. Initiating the procedure

The initiation of Stage One is deliberately broad to allow for any member of staff who is closely involved in student support or academic progression to recommend a meeting, such as, SSWS staff. Although, it is often the Personal Tutor.

A statement about initiating the FtS Procedure or submitting a SOC referral has been included in 4.4 of the Policy and at the start of the procedure. This outlines that if a member of staff is unsure what to do, they should speak to their DSO who will be able to advise them on the action they need to take.

For the second stage, it is expected that the individual who dealt with the first stage (often the Personal Tutor) will raise it with the Senior Tutor and the DSO that there are further concerns. This is because the person who dealt the stage one is expected to retain notes, actions and coordinate a review meeting to see if any progress has been made as outlined in the procedure. If no progress has been made, the member of staff is required to escalate to Stage Two. An additional requirement of this individual to inform the DSO of the Stage One meeting has been included to ensure a level of oversight is maintained.

The DSO or nominated Programme Manager records notes, actions and a review date at Stage Two and is thereby in charge of managing stage two and three. If following a review meeting at Stage Two, no progress has been made, the DSO would escalate to the third stage, contact Student Services for their involvement and initiate the meeting.

3. Involving Student Services

It was initially proposed that Fitness to Study concerns (Stage Two and Stage Three) could be raised through the Student of Concern Procedure. However, following long discussions in the Fitness to Study WG, it was decided that differentiation was needed between the two procedures. Whilst a Stage Three can be initiated through a SOC referral (4.5 of the policy), generally speaking, the SOC procedure is to be used for acute, urgent or serious concerns that arise in relation to the student's welfare (at which stage any FtS may be paused). Examples of when this is appropriate are: hospitalisation of the student, victim or perpetrator of serious crime, serious risk to self or others. Further guidance can be found at [Student Services Online](#) (4.9 of policy and introduction of procedure) whereas Fitness Study relates to longer term (chronic) concerns.

Each Faculty, King's Foundations and Residences have newly appointed Designated Safeguarding Officers. At Stage Two, the Senior Tutor and DSO or nominated Programme Manager (who reports back to the DSO). The DSO will escalate to Stage Three when necessary. This includes contacting Student Services who are included in every stage three meeting under this policy and procedure.

4. Academic Activity and Fitness to Study

Academic activity (on or off campus) is defined in the policy as: *Any assigned work or project used to determine academic credit, including (but not limited to) an examination, coursework or other project; scheduled teaching sessions; or activity on or off campus sponsored or sanctioned by the university in which the student participates for the purpose of their studies.* If a student's behaviour during this academic activity gives justifiable cause for concern about their fitness to study under this definition: *A student's ability to engage fully with their programme of study whilst maintaining appropriate standards of behaviour required by the university and collaborative partners and in a manner which does not have a negative impact on the student, other students, staff or third parties,* then a stage one meeting should be convened. References to **II Definitions** have been included where defined terms have been used.

The Fitness to Study Policy does not apply to *behaviour which does not meet the expected standards of a member of the university community as set out in the Misconduct regulations and which is unrelated to a diagnosed or undiagnosed medical or mental health condition, or disability.* To ensure the Fitness to Study Policy and Procedure are used appropriately and where there are justifiable concerns about misconduct, these concerns should be raised with the Head of Student Conduct & Appeals or nominee who will ask the Student of Concern Management Group to review the case and decide whether to invoke this Policy and Procedure or continue with misconduct proceedings. This may include consultation with members of staff from the student's faculty or other relevant members of the university community, collaborative partners or external professionals. This clarification has been added to section 9.1 of the Policy.

Designated Safeguarding Officers will receive Fitness to Study training once the policy has been approved. This will include illustrative examples of non-academic activity that may give rise to Fitness to Study concerns as well as how the Fitness to Study Policy works in conjunction with Student of Concern, Fitness to Practise and Misconduct.

Paper submitted by: Frances Kirby, Head of Student Conduct & Appeals

Fitness to Study Policy	
Policy category	Academic
Subject	Fitness to Study
Responsible officer	Director of Students & Education
Delegated authority	Student Support & Wellbeing Services
Related university policies and regulations	G27 Misconduct Regulation G29 Fitness for Registration and Fitness to Practise Regulation G28 Academic Progress T44 Taught Programme Academic Appeals R17 Research Degree Programme Academic Appeals
Related procedures	Fitness to Study Procedure (appendix to this policy) Student of Concern Procedure Student Conduct & Appeals Committee Procedures
Approving authority	Academic Standards Sub-Committee
Date of approval	
Effective date	1 September 2020
Supersedes	G30
Expiry date	1 September 2023
Review date	1 September 2022
Who will communicate the new or amended policy	SED

I. Purpose & Scope

King's College London recognises the importance of a student's health and wellbeing in relation to their academic performance, progression and wider student experience.

There may be occasions where a student's physical or mental health may give rise to concerns about the student's fitness to study and capacity to engage with their studies and/or about the appropriateness of their behaviour in relation to the university community.

The aim of this Policy is to enable a student to succeed and progress in a supportive environment, whilst being mindful of the need to ensure safety and wellbeing of the student themselves and of other university members.

The university is committed to its duty of care and its obligations under government legislation:

- Equality Act 2010
- General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- Mental Health Act 2007
- Safeguarding Vulnerable Groups Act 2007
- Human Rights Act 1998

This Policy and the Fitness to Study Procedure are supportive measures and should not be considered from a misconduct perspective. If a student states that the behaviour giving rise to a misconduct concern is related to their disability, the university may consider whether to proceed with misconduct action, or to refer the student to this Policy.

The university reserves the right to invoke the Conduct Policy, where a student's health, wellbeing or behaviour pose a risk of harm to either themselves or others, or where the student does not respond to supportive intervention.

The university reserves the right to invoke the Fitness to Practise Policy where the university has concerns about the student being fit to register and practise under a professional programme, as outlined in the Fitness to Practise Policy. Please see **10 Fitness to Study and Fitness to Practise** for further details.

The Fitness to Study Policy does **not** apply to:

- Any dangerous or acute situation where a member of staff believes that a student's behaviour presents an immediate risk to themselves or others. In such circumstances, the emergency services should be contacted, and security staff should be informed to aid directing emergency services to the correct location.
- Behaviour which does not meet the expected standards of a member of the university community as set out in the Conduct Policy and which is unrelated to a diagnosed or undiagnosed medical or mental health condition, or disability.
- Professionalism and other Fitness to Practise concerns as set out in the Fitness to Practise Policy.
- Failure of academic progress where lack of engagement is not indicated as a result of welfare concerns.

II. Definitions

University	King's College London.
Student	Someone enrolled on a course of study at the university.
Fitness to Study	A student's ability to engage fully with their programme of study whilst maintaining appropriate standards of behaviour required by the university and collaborative partners and in a manner which does not have a negative impact on the student, other students, staff or third parties.
Residences	All residential accommodation buildings owned by, or leased to, King's College London for provision of student accommodation.
Student of Concern Management Group	The group which meets to discuss students of concern within the university.
Academic Activity	Any assigned work or project used to determine academic credit, including (but not limited to) an examination, coursework or other project; scheduled teaching sessions; or activity on or off campus sponsored or sanctioned by the university in which the student participates for the purpose of their studies.
Suspension	A total prohibition on attendance at or access to the university and on any participation in university activities.
Interruption	An approved break from programme of study on the grounds of illness or other adequate cause.
Withdrawal	A permanent end to a course of study and termination of a student's registration at the university.
Mode of Attendance	Full-time or part-time and/or on-campus, blended or distance learning for a programme of study.

III. Policy

1. Introduction

- 1.1. This Policy details the university's response to situations where there are concerns about a student's capacity to engage with study, progress academically, and/or function in a university environment, including where a student is unaware that they are not well enough to study. It sets out the framework for providing a positive and coordinated approach to ensuring fairness in terms of fitness to study for all students.

2. Responsibilities

- 2.1. The university has a range of support mechanisms in place to assist students in meeting their academic obligations:
- [Personalised Assessment Arrangements](#);
 - [King's Inclusion Plans](#);
 - [Mitigating Circumstances Procedure](#);
 - Access to support from King's professionals, including Student Services, Disability Support, Counselling & Mental Health, and Advice & Guidance;
 - Senior Tutors, Personal Tutors; Research Supervisors and Programme/Module Leaders;
 - Voluntary interruptions of study;
 - [Student of Concern Procedure](#) (formerly Student at Risk Procedure);
 - Fitness to Study Procedure. Where a concern is raised about a student's health and wellbeing and with their ability to engage with academic life, and when standard support mechanisms have proved insufficient, the Fitness to Study Procedure enables staff to refer the student to the Student of Concern Management Group. The purpose of the Fitness to Study Procedure is to provide a route for both informal and formal escalation of concern as well as an informed coordinated institutional approach including both academic and welfare considerations.
- 2.2. Students with physical and/or mental health concerns are strongly recommended to contact the available support services, including the Disability Support Service, as early as possible in order to facilitate reasonable adjustments and to implement or review a King's Inclusion Plan (KIP). Students should maintain regular engagement with the support services, this Policy and associated Procedure as recommended.

3. When this Policy applies

3.1. A student may be deemed unfit to study where they are unable to meet the definition under Fitness to Study as set out in **II Definitions** above and/or where one or more of the following criteria apply:

3.1.1. The student is unable to actively engage in their programme of study, to attend classes or meetings with tutors or supervisors, or to spend sufficient regular time in private study in such a way as to enable them to succeed.

3.1.2. The student's health, wellbeing and behaviour is causing concern to others, although there may be no negative impact on their academic work and progression.

3.1.3. The student's continued study is likely to have a detrimental impact on fellow students, staff or the university's collaborative partners.

3.2. This Policy is applicable to any academic activity as set out in **II Definitions** the student engages in as well as to any activity that occurs on or off-campus or in King's residences that gives justifiable cause for concern about the student's fitness to study.

3.3. A student may choose to engage with this Policy and its associated Procedure in order to see what support is available from the university and/or they may decide to take one or more of the following steps:

3.3.1. Interruption

3.3.2. Withdrawal

3.3.3. Transfer of programme or institution

3.3.4. Change of Mode of Attendance

4. Procedure

4.1. This is a summary of the Fitness to Study Procedure. For the full Procedure, see p. 14.

4.2. The purpose of the Fitness to Study Procedure is to provide support and direction to both the student and the university for emerging or continued concerns about a student's health, wellbeing and/or behaviour, including the impact this has on their ability to progress on a course at the university. Such concerns may include significant deterioration in engagement, health, appearance, attitude, and particularly when there is an impact on attendance, ability to meet deadlines, succeed academically or participate in normal student life.

4.3. The Procedure is comprised of three stages:

4.3.1. **Stage One - Departmental Meeting:** Explore at the department level the student's situation with regard to their academic studies, progress and engagement; identify any additional support which might be needed; and signpost to the relevant university support services.

4.3.2. **Stage Two - Pastoral Meeting:** Explore a student-led decision on support and academic study options where a continued or ongoing concern has been identified and for the university staff member to facilitate a formal structured package of support for the student.

4.3.3. **Stage Three - University Specialist Support Meeting:** Specialist-led meeting in which further options for support are explored as well as possible courses of action available, including mandatory interruption or, in very limited exceptional circumstances, withdrawal of the student by the university.

4.4. Stages One and Two can be recommended by any member of staff who is closely involved in student support or academic progression. If a member of staff has a concern but unsure as to the next steps, they should raise their concerns with the Faculty/Service Area Designated Safeguarding Officer who will advise them whether they need to initiate the FtS Procedure or submit a SOC referral.

4.5. Stage Three is initiated if actions agreed at an earlier level meeting have not been achieved, or only partially achieved, and the difficulties persist; and/or a case is referred by the Student of Concern Procedure.

4.6. The student may be represented at any point in the proceedings by another university member or by a member of the King's College London Students' Union. Additionally, the student may be accompanied by a family member or a friend. This person will not be able to speak on the student's behalf, unless this is a reasonable adjustment, such as, a sign language communicator or interpreter.

4.7. The meetings detailed under the Fitness to Study Procedure may be a single or series of meetings held at each stage as deemed appropriate by the parties involved.

4.8. If, during a Fitness to Study Procedure, an acute, urgent or serious concern arises in relation to the student's general welfare, the Fitness to Study Policy and Procedure should not be used to address this concern. In these cases, staff should use the [Student of Concern Procedure](#) to

refer the student. Examples of when this is appropriate are: hospitalisation of the student, victim or perpetrator of serious crime, serious risk to self or others. Further guidance can be found at [Student Services Online](#)

- 4.9. The Student of Concern Procedure and the Fitness to Study Procedure are not mutually exclusive. However, if the Student of Concern Procedure is being used to deal with an acute or urgent welfare concern, any in-progress Fitness to Study Procedure may be paused.

5. Possible outcomes

- 5.1. The university is committed to make all reasonable efforts to support students whilst they are enrolled. However, there may be occasions when further steps may be necessary to ensure the safety and wellbeing of the student and/or other members of the university.

- 5.2. The university will endeavour to ensure that the student plays an integral part in the Procedure associated with this Policy but concern for their health and wellbeing and that of other members of the university will be of paramount consideration. One or more of the following steps will be considered in very limited circumstances where all other options for support have been exhausted through the Fitness to Study Procedure:

5.2.1. Transfer of Programme or Institution.

5.2.2. Change of Mode of Attendance.

5.2.3. Voluntary Interruption: A student may choose to interrupt of their own accord at any time and may also consider interruption to safeguard their welfare as part of the Fitness to Study Procedure.

5.2.4. Mandatory Interruption: Under the Support for Students Procedure the university may interrupt a student on a mandatory basis if it considers this to be in the best interests of the student. In the case of Mandatory Interruption, all other options of support whilst studying must have been exhausted. The student will receive the relevant advice and support regarding their student funding, housing, tier 4 visa compliance, as appropriate. A date will be agreed to review the student's circumstances prior to resuming study.

5.2.5. Mandatory Interruption due to Incapacity: In exceptional circumstances when a student has been deemed incapacitated or not capable of giving informed consent, for

example, due to their mental health under the Mental Health Act, the university will interrupt the student until such time as they are deemed to have capacity by an independent medical professional. This can include the KCL Health Centre but not the university's Counselling & Mental Health Service. Once the student is able to engage with the university, they will be invited to be involved in the processes under this Policy and/or the Support for Students Procedure if appropriate.

5.2.6. Suspension: Under the Conduct Policy, the university may consider an emergency suspension or exclusion of a student from the university, where a student is considered to be a serious risk to themselves and to other members of the university community. For further details please see the Conduct Policy.

5.2.7. Withdrawal by the Student: A student may choose to withdraw of their own accord at any time, but it is recommended that they discuss alternative options with the university.

5.2.8. Withdrawal by the university: Under the Fitness to Study: Supporting Students Procedure, in extreme and very limited circumstances, the university may withdraw a student if it considers this to be in the best interests of the student. In the case of withdrawal of the student, all other options must have been exhausted, including interruption (whether mandatory or voluntary), unless an independent medical professional recommends that a student be withdrawn in their best interests. The university will offer support during this transitional period, such as, support with alternative accommodation or advice on immigration or finances.

6. Non-engagement with the Fitness to Study Policy and Procedure

- 6.1. If a student is unwilling to engage with the Fitness to Study Policy and Procedure, the university may decide to continue the process in their absence.
- 6.2. Where a student does not engage with this Policy and Procedure and there is serious risk of harm to the student or other members of the university community, further steps listed in section 5 **Possible Outcomes** may be considered by the Student of Concern Management Group.

7. Support whilst on interruption and return to study

- 7.1. During a period of interruption, students can access support from university support services, including Student Advice & Guidance, Disability Support, Counselling & Mental Health Support and Student Services.
- 7.2. At the university's discretion, students on an interruption under this Policy and Procedure will continue to have access to their King's email, KEATS and Library services as deemed appropriate.
- 7.3. The student's faculty should also have in place a coordinated communication and return plan which should be discussed and agreed with the student prior to interruption. This should include a communication plan, if necessary, a suggested return date and other requirements of the programme on their return.
- 7.4. When a student has interrupted either on a voluntary or mandatory basis under this Policy, the university may put in place conditions which the student will need to meet before they may return to study. For example, the university may require the student to engage with support whilst on interruption and/or provide medical evidence from an independent medical professional stating that they are fit to return to study.
- 7.5. The student should be invited for a meeting with their department prior to their return to discuss any additional support needs they may have and whether any adjustments may be needed to their studies, such as, changing their status to part-time. A further meeting may be necessary with Student Support & Wellbeing Services and/or Residences to discuss support needs.

8. Appeal

- 8.1. A student may appeal against a decision reached at Stage Three to mandatorily interrupt or withdraw them. Students should note that an appeal will only be accepted if there is evidence of one or more of the following:
 - 8.1.1. Procedural irregularity;
 - 8.1.2. Bias, or failure to reach a reasonable decision in handling the process;
 - 8.1.3. Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration in the meeting.

- 8.2. Students can appeal via Student Conduct & Appeals by submitting a written statement detailing the grounds for their appeal within 10 working days of being notified of a decision at Stage Three.
- 8.3. The appeal will be considered by the Vice-Principal of Education or their nominee, having reviewed the case documentation and evidence to date. The student will be told of the outcome within 15 working days. There is no further right to appeal internally.
- 8.4. When all internal procedures are complete, students may request an independent review of their case by the [Office of the Independent Adjudicator for Higher Education](#), if they remain dissatisfied with the university's final outcome.

9. Fitness to Study and Conduct

- 9.1. There may be instances where a student states that the behaviour giving rise to a misconduct concern is related to their long term medical/mental health condition or disability. The university may consider whether to proceed with misconduct proceedings or refer the student to this Policy and Procedure. To ensure the Fitness to Study Policy and Procedure are used appropriately and where there are justifiable concerns about misconduct, these concerns should be raised with the Head of Student Conduct & Appeals or nominee who will ask the Student of Concern Management Group to review the case and decide whether to invoke this Policy and Procedure or continue with misconduct proceedings. This may include consultation with members of staff from the student's faculty or other relevant members of the university community, collaborative partners or external professionals.
- 9.2. Students considered under this Policy and Procedure may be referred for action under the Conduct Policy where:
 - 9.2.1. the student at any time represents a serious and immediate risk to themselves, to others or to the university's reputation;
 - 9.2.2. the student's conduct continues to have an adverse effect on the learning or working environment, or on the health or wellbeing of other students or members of staff;
 - 9.2.3. the student fails to provide adequate documentary evidence about their health or wellbeing.

10. Fitness to Study and Fitness to Practise

- 10.1. There may be instances where a student's fitness to study also impacts on their fitness to practise (for professional programmes). In cases where it is deemed appropriate by the university (and/or its collaborative partners), the student's case may be dealt with under the Fitness to Practise Policy. For example, where there is a cause for concern relating to a professional clinical placement, patient safety will be the paramount consideration.
- 10.2. There may be occasions where a student is deemed fit for study at the university but not on a professional placement. In these cases, the Fitness to Practise Policy and its associated procedures will be invoked, but support may also be provided under this Fitness to Study Policy and Procedure.

11. Confidentiality and non-disclosure

- 11.1. The university will limit the disclosure of information involving any case where a student is referred under this Policy in line with GDPR legislation and other statutory obligations.
- 11.2. The scope of disclosure will vary in each case. Relevant parties, who are deemed necessary by the university and/or who are directly involved in the facilitation of support for the student, will be kept informed and will be notified accordingly of any directives or sanctions arising from proceedings under this Policy.
- 11.3. A student may disclose a mental health illness or disability but elect to opt-out of receiving relevant support and for this information to not be shared further. The student should complete a "Student Non-Disclosure Form" which should be retained by the Faculty.
- 11.4. Students on professional programmes, which are subject to the professional, statutory or regulatory bodies may have additional separate and overriding obligations to declare significant health issues.

Fitness to Study Procedure

1. Purpose and Scope, including interaction with the Student of Concern Procedure

The purpose of this Procedure is to provide support and direction to both the student and the university for emerging concerns about a student's health, wellbeing and/or behaviour, including the impact this has on their ability to engage with and progress on a course at the university. Such concerns may include significant deterioration in health, appearance, attitude, and particularly when there is an impact on attendance, ability to meet deadlines, succeed academically or participate in normal student life.

Stages One and Two can be recommended by any member of staff who is closely involved in student support or academic progression. If a member of staff has a concern but is unsure as to the next steps, they should raise their concerns with the Faculty/Service Area Designated Safeguarding

Officer who will advise them whether they need to initiate the FtS Procedure or submit a SOC referral.

In the interim, the Designated Safeguarding Officer in each Faculty/Service Area is responsible for:

- Maintaining oversight of Fitness to Study referrals within the Faculty
- Advising colleagues when to initiate an FtS Procedure or submit a Student of Concern form
- Delegating tasks as appropriate to nominated members of staff, such as, Programme Managers. Delegated tasks could include organising meetings, note taking, and providing updates to the DSO for oversight
- Ensuring the Fitness to Study Procedure is completed or resolved in each case
- Liaising with Student Support & Wellbeing Services for further support and advice as appropriate

The student may be represented at any point in the proceedings by another College member or by a member of the King's College London Students' Union. Additionally, the student may be accompanied by a family member or a friend who will not be able to speak on the student's behalf, unless this is a reasonable adjustment, such as, a sign language communicator or interpreter.

The meetings detailed below under the Fitness to Study Procedure may be a single or series of meetings held at each stage as deemed appropriate by the parties involved.

There may be times whilst the Fitness to Study Procedure is being used to support a student when an acute, urgent or serious concern arises in relation to the student's general welfare. In these cases, staff should use the Student of Concern Procedure to refer the student. Examples of when this is appropriate are: hospitalisation of the student, victim or perpetrator of serious crime, serious risk to self or others. Further guidance can be found at [Student Services Online](#).

The Student of Concern Procedure and the Fitness to Study Procedure are not mutually exclusive. However, whilst the Student of Concern Procedure is being used to deal with an acute or urgent welfare concern, the Fitness to Study Procedure may be paused.

Parties may need specialist support on how to proceed and may wish to consult with the relevant central services or External Services (in relation to professional programmes) at any stage during this Procedure. This includes but is not limited to:

- Student Support & Wellbeing Services
- Student Conduct & Appeals
- Registry Services
- Academic Regulations, Policy & Compliance
- Occupational Health Services

Stage One: Departmental Meeting (managed locally by the Faculty)

Aim: Explore at the department level the student's situation with regard to their academic studies, progress and engagement; identify any additional support which might be needed; and signpost to the relevant university support services.

When a student is identified as having a difficulty that is impacting adversely on their academic engagement, an informal but structured meeting has to be held between the Student and Personal Tutor (PT)/Residences Welfare Conduct Manager/Student Support & Wellbeing Services Staff

member. The staff member coordinates this meeting and takes notes during the session. They should inform the relevant Designated Safeguarding Officer that a Stage One meeting has been convened.

During the meeting, the following points should be considered, as appropriate:

- Identification/explanation of the concern being raised (clear examples can be helpful);
- Opportunity for the student to give their perspective on what is happening;
- Information about the Fitness to Study Procedure, advice about possible outcomes and next steps;
- Clarification of whether this has happened before and, if so, what was previously helpful;
- Clarification of relevant university boundaries and rules that the student needs to be aware of;
- Clarification of the student's personal responsibility (e.g. to be 'well enough' to study and to be respectful to others);
- Consideration of what would be helpful and make a difference to the student in order to support them and minimise concerns;
- Signposting the student to any relevant University Support Services that they may benefit from;
- Clarification of agreed actions and options to support the student and minimise the concern (e.g. extended deadline, accessing Support Services, etc);
- Agreement of a date to meet again to review the situation and of who needs to attend. The length of time between the meeting and the review should be agreed by all present, considering relevant academic and personal factors;
- Explanation that a continuation of the same concern or any additional concerns could result in escalation to Stage Two of this procedure.

Notes and actions should be shared with the Student and retained by the staff member.

Options which may be considered in any combination and as appropriate:

1. Support from Student Support & Wellbeing Services, such as, Counselling & Mental Health, Student Advice and Disability Support
2. King's Inclusion Plans
3. Personalised Assessment Arrangements
4. Extra academic support available via KEATS or online resources
5. Transfer of course;
6. Transfer of university;
7. Voluntary interruption;
8. Change in Mode of Attendance

The staff member will arrange a review meeting with the student where progress against the actions are checked.

A case may be escalated to the next stage, 'held' for further review at this level or 'closed', depending upon the circumstances.

For non-engagement, please see section "Non-Engagement".

Stage Two: Pastoral Meeting – Senior Tutor/ESS/Professional Services

Aim: Explore a student-led decision on support and academic study options where a continued or ongoing concern has been identified, and for the university staff member to facilitate a formal structured package of support for the student.

This protocol may be initiated if one or more of the following occurs:

- A student does not attend a Stage One 'departmental' meeting and there is reason to believe that their difficulties are ongoing; and/or
- Actions agreed at a Stage One 'departmental' meeting have not been achieved and the student's difficulties are ongoing; and/or
- The student's difficulties are identified as putting the student's academic progress/engagement at risk. The department itself may initiate a Stage Two meeting or may be advised to do so by Student Services. This includes as a result of a referral through the Student of Concern Procedure. In such instances, the Student of Concern Management Group will liaise with the Faculty/Department's Designated Safeguarding Officer, regarding information that can be shared (and to whom) to aid the Procedure.

Where the student is identified as having a significant difficulty that is impacting adversely on their academic engagement, as above, the staff member who led or attempted to organise the Stage One meeting should inform the Designated Safeguarding Officer (DSO) who will be responsible for initiating Stage Two proceedings and maintaining oversight.

A formal, structured meeting between the student, Senior Tutor (ST) and Personal Tutor is arranged by the Designated Safeguarding Officer (or nominated Programme Manager). The student should be advised that they can be accompanied by a family member or friend for support or represented by a College member or KCLSU representative as outlined above.

During the meeting, the following points should be considered, as appropriate:

- Identification/explanation of the issue(s)/concern(s) (providing clear and specific examples), and of any past relevant information;
- Opportunity for the student to give their perspective on the issue(s)/concern(s) and if appropriate a history of events, past experiences and helpful strategies or support for managing these;
- Clarification of relevant University boundaries and regulations;
- Consideration of realistic academic timelines in relation to outstanding assessments;
- Clarification of the student's responsibility at the University (e.g. to be 'well enough' to study and to be respectful to others);
- Consideration of what would be helpful or make the difference to the student in relation to their support and in order to minimise the issue(s)/concern(s);
- Signposting the student to any relevant University Support Services;
- Clarification of agreed actions and support options to change and improve the current situation (e.g. extensions, taking some sick leave, deferral, interruption, part time study, accessing University Support Services);
- Explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation of the cause for concern;
- Agreement of any interim monitoring or measures;
- Agreement of a date to meet again to review the situation.
- Options detailed in Stage One may be considered as appropriate.

The Designated Safeguarding Officer (DSO) or (nominated Programme Manager) joins the meeting to record notes, agreed actions and review date. These are shared with all individuals present in the meeting and retained by the DSO.

A case may be escalated to the next stage, 'held' for further review at this level, de-escalated or closed, depending upon the circumstances.

1. If, at a review meeting, a student is identified as not making enough progress with the agreed actions and their academic engagement continues to be a concern, then the possible outcomes listed in the Fitness to Study Policy should be discussed. A department should advise the student, in writing, if they recommend that a period of interruption is the best course of action to support successful academic engagement. The student will be supported to connect with relevant services (e.g. Student Advice) to explore the impact that an interruption would have on their student funding/housing etc. If a student agrees to the interruption, a date will be agreed for a review of their circumstances prior to resuming study.
2. A case may be escalated to the next stage or 'held' for further review at any other stage, depending upon the circumstances. Escalation will be considered if not enough progress has been made against any of the actions and the difficulties persist.

Stage Three: University Specialist Support Meeting

Aim: Specialist-led meeting in which further options for support are explored as well as possible courses of action available, including mandatory interruption or, in very limited circumstances, withdrawal of the student by the university.

This protocol may be initiated if one or both of the following occur:

- Actions agreed at an earlier level meeting have not been achieved, or only partially achieved, and the difficulties persist; and/or
- A case is referred by the Student of Concern procedure or by another relevant party (e.g. Residences).

Where there is a significant concern about a Student's health and wellbeing and their ability to study and cope at university, a meeting is convened and chaired by a member of Student Support & Wellbeing Services.

The meeting is arranged by the Faculty Designated Safeguarding Officer (or nominated Programme Manager). Attendees to include: the student, the Senior Tutor, Personal Tutor, SSWS representative and Designated Safeguarding Officer (or nominated Programme Manager). The meeting is facilitated/chaired by a member of staff from Student Support & Wellbeing Services. Evidence is collated about previous support interventions and all relevant data are collated so there is a clear understanding of the student's circumstances. The student is provided with a clear outline of the structure the meeting will take, the parties who will attend and the potential outcomes. The student should be advised that they can be accompanied by a family member or friend for support or represented by a College member or KCLSU representative as outlined above. Notes are taken by the DSO (or nominated Programme Manager).

Any reasonable adjustments should also be considered.

During the meeting, the following aspects should be included:

- Summary of presenting situation, concern(s) being raised, and past relevant information;
- Opportunity for the student to give their perspective of current issues and if appropriate history of events, past experiences and helpful strategies or support for managing these;
- Clarification of relevant University boundaries and regulations;
- Clarification of the student's personal responsibility at University (e.g. to be 'well enough' to study and to be respectful to others);
- Identification of any further information which may be required;
- Clarification of the options available to the student at this stage which could include options such as continuing at university with clear deadlines/agreements in place, part-time study with support, a period of interruption, or a recommendation for withdrawal of the student;
- Consideration of what would be helpful or make a difference to the student in relation to the options available;
- Signposting the student to any relevant University Support Services;
- Clarification of agreed options/actions and support options that the student is encouraged to access;
- Explicit clarification of the consequences of failing to complete the agreed actions, and/or in the case of a continuation of the cause(s) for concern;
- Agreement of any interim monitoring or measures;
- Agreement of a date to meet again to review the situation, if appropriate;
- In cases where interruption is the outcome, the meeting should consider and make explicit what is required to happen before the student is permitted to return to study.

One or more of the following options will be considered:

1. All of the options as listed in Stage One.
2. Mandatory Interruption: With advice from specialists, the Faculty can decide that Mandatory Interruption is most appropriate.
3. Withdrawal of the student by the university. Withdrawal from the university will only take place in very limited exceptional circumstances including, but not limited to, when a student has previously interrupted on a voluntary basis or where the university has previously interrupted them mandatorily.

Outcomes

1. If it is determined that there is an opportunity to agree further actions and put on additional support in place for the student to continue on their course, then the case may be de-escalated to the previous level and a review date agreed.
2. A period of interruption is agreed between the student and the university (as appropriate to the student's programme).
3. If there is no agreement and the university has serious concerns for the student's health, wellbeing and ability to thrive in an academic environment, the university may decide that it is in the student's best interest to interrupt or withdraw them.
 - a. In the instance of a mandatory period of interruption being imposed, the student will receive the relevant advice and support regarding their student funding,

housing, tier 4 visa compliance, as appropriate. A date will be agreed to review the student's circumstances prior to resuming study.

- b. If the student is withdrawn from the university, the university will offer support during this transitional period, such as, support with alternative accommodation or advice on immigration or finances.

Non-Engagement

Where the student does not engage with this procedure at any stage, the university may offer a further meeting (as appropriate) with the student and/or escalate the case to the next stage. The Designated Safeguarding Officer (or nominated Programme Manager) will convene a Stage Three meeting for any case where the student has not engaged.

If a student does not engage with the procedure the university may ultimately decide to interrupt or withdraw them in their absence.

Appeal

A student may appeal against a decision reached at Stage Three to mandatorily interrupt or withdraw them. Students should note that an appeal will only be accepted if there is evidence of the following:

- Procedural irregularity;
- Bias, or failure to reach a reasonable decision in handling the process;
- Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration by the Panel.

Students should lodge any appeal via [Student Conduct & Appeals](#) by submitting a written statement detailing the grounds for request within 10 working days of being notified of a decision at Stage Three.

The appeal will be considered by the Vice-Principal of Education or their nominee, having reviewed the meetings minutes and evidence. The outcome will be sent to the student within 15 working days. There is no further right to appeal internally.

The university will send the student a letter called a "Completion of Procedures Letter" when the student has reached the end of the Fitness to Study Procedure and there are no further steps the student can take internally. If the appeal is not upheld, the university will issue the student with a Completion of Procedures Letter automatically. If the appeal is upheld or partly upheld, the student can ask for a Completion of Procedures Letter if desired. Students can find more information about Completion of Procedures Letters and when they should expect to receive one [here](#).

Office of the Independent Adjudicator – Information for Students

A student will normally need to have completed the Fitness to Study Procedure and have received a [Completion of Procedures Letter](#) before a complaint can be made to the OIA.

Provided the complaint is eligible under the rules of the OIA's complaints scheme, the OIA will look at whether King's has applied its regulations properly and followed its procedures correctly. It also considers whether any decision made by the King's was fair and reasonable in all the circumstances.

Mitigating Circumstances Policy

Executive summary

The Mitigating Circumstances (MC) Policy is based on the current T43 regulations. The approach to the MC policy was to make it top level and for the detail to be contained in the knowledge articles on Student Service Online which were considered more agile and more likely to be read and understood in this format than in a formal policy document.

The MC policy is fundamentally the same as T43 but for purposes of clarity, the language and structure has changed, in particular:

- 3.11 – clarity on who will consider and approve the Mitigating Circumstances Form (MCF) has been clarified, this is further explained in the knowledge articles and FAQs for staff;

The MC policy also captures the following areas which were not covered in the existing policy:

- 3.4 – the College’s responsibility regarding the timeframe for considering MCFs
- 3.5 – the College’s responsibility regarding equitable consideration of MCFs
- 3.6 – acknowledgement of off-campus study

Amendments following Academic Board

Members queried the wording of clause 3.11. as it granted powers to Assessment Board Chairs to change College Regulation (“3.11. If satisfied with the MCF and supporting evidence the ASB Chair (or nominee), can decide the following outcomes... Adjustment to College and/or course specific regulations.”).

The clause was changed to: “3.11. If satisfied with the MCF and supporting evidence the ASB Chair (or nominee), can decide the following outcomes ... Adjustment to College and/or course specific regulations, subject to an exemption request.”

Paper submitted by:
Jas Chahal/Fran Sellar
Head of Assessment, Boards and Awards

Mitigating Circumstances Policy	
Policy category	Academic
Subject	Mitigating Circumstances
Responsible officer	Executive Director of Students & Education
Delegated authority	Head of Assessment, Boards and Awards
Related university policies and regulations	<u>Academic Appeals for students on taught programmes</u> <u>Mitigating Circumstances</u> <u>Programme Specification</u> <u>Module Status</u> <u>Progression requirements</u> <u>Glossary</u> <u>Exemptions</u>
Related procedures	Exemption Request
Approving authority	Academic Standards Sub-Committee or College Education Committee
Date of approval	25 March 2020
Effective date	26 March 2020
Supersedes	<u>Mitigating Circumstances</u>
Expiry date	1 September 2023
Review date	1 September 2022
Who will communicate the new or amended policy	
Date policy amended, reviewed or endorsed	

I. Purpose & scope

- 1.1 This Policy sets out the College's arrangements for considering requests for mitigation in certain circumstances in accordance with the regulations T43.
- 1.2 This Policy applies to Undergraduate and Postgraduate Taught students. It will only apply to Postgraduate Research students when they are studying the taught elements of a doctoral programme of study.

2. Definitions – [[link through to glossary](#)]

- **Academic Appeal**
- **Alternative Assessment**
- **Assessment**
- **Assessment Sub Board Programme Chair**
- **Authorised absences**
- **Deferred**
- **Disruptive/unexpected events**
- **Examination**
- **Exemption**
- **Extension**
- **Mitigating circumstances**
- **Progression**
- **Reassessment**
- **Replacement**

3. Policy

- 3.1 The College considers mitigating circumstances to be recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance.
- 3.2 It is the student's responsibility to declare any circumstances in accordance with the mitigating circumstances process and to provide independent evidence to support the circumstances.
- 3.3 It is the College's responsibility to ensure that responses to mitigating circumstances claims are made in a timely manner.
- 3.4 All students will be treated equally and fairly in the consideration of their mitigating circumstances regardless of their programme of study.

- 3.5 All students will have a consistent experience of the mitigating circumstances process. However, due recognition will be given to the specific challenges faced by off campus based programmes, where the mode of assessment can lead to a different set of circumstances.
- 3.6 Under no circumstances will mitigating circumstances be grounds for adjusting marks awarded.
- 3.7 It is the College's responsibility to ensure that learning outcomes for module(s) affected by mitigating circumstances are still met.
- 3.8 Relevant College staff will have easy access to information students have willingly shared as part of the mitigating circumstances process, as relevant for their role in the process.

Eligibility

- 3.9 A student who has experienced disruptive or unexpected events beyond their control that might have a significant and adverse impact on their academic performance is eligible to submit, for consideration, a Mitigating Circumstances Form (MCF) if they satisfy one of the following:
- The MCF is submitted any time before the affected date of assessment¹
 - The MCF is submitted no later than 7 calendar days (normally) after the affected date of assessment.**Error! Bookmark not defined.**
 - The MCF is submitted after the 7-day deadline but the student is able to provide good reason and supporting evidence why they did not follow the correct procedure.

Consideration

- 3.10 A student who has satisfied the eligibility criteria above will have their MCF considered by the Assessment Sub Board Chair (or nominee) responsible for their programme of study.

Outcomes

- 3.11 If satisfied with the MCF and supporting evidence the ASB Chair (or nominee), can decide the following outcomes:
- Replacement/alternative assessment granted
 - Extension granted
 - Late submission accepted without penalty
 - Attempt nullified
 - Adjustment to College and/or course specific regulations, subject to an exemption request.
- 3.12 If the Assessment Sub Board Chair (or nominee) is dissatisfied with the MCF and supporting evidence the MCF will be rejected and the assessment attempt will stand; there is no right of appeal against the outcome of an MCF. However, there is an academic appeal process available

¹ Independent supporting evidence must be submitted within 21 days of the affected date of assessment.

to undergraduate and taught postgraduate students, but academic appeals cannot be used to challenge academic judgement.

RADA Academic Regulations and updates for use in the 2020/2021 academic year

Changes to RADA Academic Regulations

The attached regulations are a considerable revision to last year's regulations, but this is mostly in presentation and tone, to make the regulations more reader-friendly (for both students and staff at RADA) and to comply more clearly with the OfS expectations on fair treatment of students. The regulations provide core information which shows how our programmes work and what students must do to succeed. Material which does not form part of the contact with the students, but which describes how processes work, has been removed to policy and procedure documents.

Specific changes are as follows:

1. Style changed throughout to 'you' and 'your' for 'the student' and 'we', 'our' and 'us' for RADA

This is to improve readability, and is in line with sector good practice.

2. Addition of general points explaining the regulations, their status, the review process, and definition of terms (paras 4-7)

This provides a context for students, setting out why they should read the regulations.

3. Addition of general points (paras 8-11) outlining the principles of admissions.

This sets out RADA's broad approach, and legitimates the many forms of assessment and test that RADA may apply a part of its process. This gives flexibility to develop practices in the future.

4. Simplification of the general criteria for admission, and removal of duplicate referrals to admissions policy (para 13)

These changes increase readability, and ensure that the criteria on which judgments will be made are transparent to applicants.

5. Rewording of language requirements to remove the reference to UKVI language rules (which will change with any changes to immigration system) and replace with specific reference to CEFR and IELTS levels for programmes (paras 15-17)

This presents the criteria to applicants more clearly. As overseas applicants will continue to need to confirm to UK visa requirements, there is no benefit in including these in RADA's regulations.

6. Simplification of presentation of specific programme admission requirements (paras 18-22)

Common elements (for instance, the possibility of substituting appropriate experience for qualifications) have been brought into the general criteria.

7. Simplification of presentation on registration and fees, including the addition of a requirement to pay fees or come to a satisfactory arrangement to pay fees (paras 24-27)

This makes clear the transaction at the heart of RADA's education: students must pay fees in return for the education which they get.

8. Bringing into the regulations the specific maximum absences previously in policy (para 34)

These are – for the sector – unusual contractual conditions and thus should be in the regulations rather than in a policy.

9. Creation of a distinct section on employment and early release (paras 40-42)

This makes the provision easier to find.

10. Removal of clause permitting RADA to change programmes without student consent (was 8.6)

This provision is not consistent with OfS regulatory requirement for treating students fairly.

11. Removal into an Assessment Procedures document of the detail regarding Assessment Boards, Credit Framework Regulations, Qualifications, Assessment Grades, Determination of Results, Publication of Results and the Issue of Certificates: these are procedures relevant to KCL's oversight but do not form part of the student contract.

This ensures that the regulations focus on what the student needs to know. Matters such as the terms of reference and composition of assessment boards are properly matters for policy and procedure documents.

12. Simplified presentation of Academic Progression Requirements (paras 61-74)

This makes it clearer to students what they must do to progress from year to year.

13. Simplified presentation of criteria of the award of a degree (paras 75-80)

This makes it clearer to students what they must do to gain an award.

14. Inclusion of the exit award for the FdA Technical Theatre and Stage Management and BA Acting (para 83).

This is in line with a decision from KCL earlier this year.

15. Simplification of the presentation of appeal grounds (paras 97 and 98)

This focuses on the criteria for which appeals will and will not be accepted, and less on their provenance.

Academic Regulations and Policies 2020-2021

September 2020

Validated by King's College London

Royal Academy of Dramatic Art Academic Regulations 2019-20

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Introduction

16. In this document “you” and “your” means a student registered at RADA for a qualification at Level 4 and above in the UK Framework for Higher Education Qualifications; “we”, “us” and “our” means RADA or, as context requires, an officer of RADA or a member of RADA staff action on our behalf.
17. These regulations set out the framework within which we will register you for a higher education qualification at RADA. They form part of the terms and conditions of being a RADA student. They have been approved by King’s College London, which is the degree awarding body for RADA.
18. The awards covered by these regulations are:
 - a. Bachelor of Arts (BA Hons) in Acting
 - b. Foundation Degree (FdA) in Technical Theatre & Stage Management
 - c. BA (Hons) in Technical Theatre & Stage Management
 - d. Postgraduate Diploma (PgD) in Theatre Costume
 - e. MA in Theatre Lab
19. We use the regulations to ensure that we are consistent in our academic judgements and that we treat you fairly and equally.
20. We review these regulations at the end of every academic year. We will let you know at re-enrolment if there are any changes.
21. Some of the words in these regulations have a specific meaning. Where this is particular to a section, the word is defined in that place.
22. Some words are used more generally, and their particular meanings are set out here:
 - a. The Academic Year is the period from 1 September to the subsequent 31 August.
 - b. Our academic year is divided into three terms of 12 weeks each.
 - c. Level means a level of the UK Framework for Higher Education Qualifications.

Admissions and Entry

23. You must apply for admission to study a specific programme or programmes using the application form or system set out for that programme. We will consider your application on its individual merits.
24. We may ask you to take auditions, interviews, tests or other forms of assessment in considering applications; we will ask you to provide evidence of the qualifications and experience you claim on your application.

25. For some programmes we may need evidence of other qualities, such as medical clearance or Disclosure and Barring Service clearance.
26. We may offer you a place conditional upon your meeting certain criteria.
27. We take decisions on admission in good faith on the basis that the information you give us is accurate and correct. If we subsequently find out that the information you gave us is untrue or inaccurate, we may refuse admission or terminate your registration.
28. You must meet the following criteria to be offered a place at RADA:
 - a. You must satisfy programme-specific entrance requirements for the level and programme of study as set out in paragraphs 18 to 22 below;
 - b. You must have demonstrated to our satisfaction, taking into account any individual circumstances, the intellectual maturity necessary to gain full advantage from the educational experience offered by the programme of study;
 - c. You must be proficient in spoken and written English to the levels set out in paragraphs 16 or 17 below, as appropriate.
 - d. You must have satisfied us about any arrangements which are considered necessary if you are under 18 years of age;
 - e. You must have an appropriate visa, where applicable;
 - f. You must comply with our registration procedure.
29. If you hold alternative qualifications which do not conform to those normally prescribed for the programme for which you are applying we may consider you for admission if your background and experience or general education satisfies us of your fitness to complete the programme of study.

English language proficiency

30. We teach all parts of all programmes in English; you must have complete fluency in the English language and evidence of this will be explored during the audition process (BA in Acting, MA Theatre Lab) or interview (FdA TTSM, BA TTSM and PgD Courses).
31. For all programmes except the MA Theatre Lab you must have achieved a minimum of Level B2 in the Common European Framework of Reference Languages (CEFR) scale, which equates to IELTS 6.5.
32. For the MA Theatre Lab you must have achieved IELTS level 8 or ISE level iii for spoken English and IELTS level 7.5 or ISE level iii for written English. These scores are equivalent to Level C1 in the Common European Framework of Reference Languages (CEFR) scale.

Specific criteria for individual programmes are as follows:

33. Admission Requirements for Bachelor of Arts (Honours) in Acting
 - a. You must have a standard of education, both general and specific to the discipline to be studied, to equip you to benefit from instruction at levels 4, 5 and 6.
 - b. You will be selected for admission by a four-stage audition process.
34. Admission Requirements for Foundation Degree in Technical Theatre and Stage Management
 - a. You must have a standard of education, both general and specific to the discipline to be studied, to equip you to benefit from instruction at levels 4 and 5.
 - b. You must show us evidence of practical experience of working in a technical area on a theatre production.
 - c. You may be asked to submit a portfolio of work and you will be selected for admission by interview.
35. Admission Requirements for Bachelor of Arts (Honours) in Technical Theatre and Stage Management (completion award):
 - a. Graduates of the RADA FdA Technical Theatre and Stage Management Foundation Degree will be considered if you have shown a clear suitability for further training at the BA level and have achieved a minimum of 68% (or merit) in the final mark of that programme.
 - b. You will be considered if you have graduated from a programme of study similar in content, commensurate in level of award and result with RADA's FdA in Technical Theatre and Stage Management (ie with 240 credits or equivalent at Level 5 in the FHEQ).
 - c. You will require a strong testimonial from at least one of the following: a tutor, professional work placement, professional student buddy, or other industry specialist who knows the work of the applicant.
 - d. You may be asked to submit a portfolio of work and you will be selected for admission by interview.
36. Admission Requirements for Postgraduate Technical Programmes
 - a. You must hold a degree from a UK university or an overseas qualification of an equivalent standard obtained after a programme of study lasting a minimum of three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed.
 - b. You will be asked to submit a portfolio of work and you will be selected for admission by interview.

37. Admission Requirements for MA in Theatre Lab Programme

- a. You must hold a degree from a UK university or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed.
- b. You must have prior experience of acting at university or amateur level, or sufficient previous theatre experience in another discipline.
- c. You will be selected by a two-stage audition process.

Duration of Programme and Mode of Attendance

38. The minimum length of study for our programmes, and the mode of attendance, are as follows:

- a. BA (Hons) in Acting: three academic years, full time
- b. Foundation Degree in Technical Theatre and Stage Management: two academic years, full time
- c. BA (Hons) in Technical Theatre and Stage Management: one academic year full time
- d. Postgraduate Diploma in Theatre Costume: two academic years, full time
- e. MA in Theatre Lab: one calendar year from September.

Registration and Tuition Fees

39. You must register annually and inform us of both your permanent and term-time residential addresses. So that we can keep in touch with you, you must tell us promptly if you change your address.
40. We set tuition fees on an annual basis. A schedule of fees is published on our website.
41. Our Fees Policy sets out how you must pay your fees. If you leave early, the Fee Policy sets out what fees will remain owing to us.
42. If you do not pay your fees, or agree with us a satisfactory arrangement for the payment of your fees, we may cancel your registration as a RADA student.

Attendance and Conduct

43. We expect you to attend all teaching session and to arrive in good time. You must sign in every day you are present at RADA. This is in line with the professional norms of theatre.
44. You may not be absent from class without prior permission from the Director of BA Acting, Director of Technical Training, Head of Theatre Lab, Director of Student & Academic

Services, or other designated senior staff member. Our Attendance Policy set out further details.

45. We will not grant permission for you to be absent from timetabled classes, rehearsals and assessments apart from in exceptional circumstances outlined in our Mitigating Circumstances Policy.
46. You are not permitted to be late for any classes. We expect you to be on time for your call, which is prior to the actual start of the class time. We will record all late arrivals and absences as outlined in our Attendance Policy.
47. If you are a student for the BA Acting, or for the FdA or BA (Hons) Technical Theatre and Stage Management, and you are late, without prior permission, we may exclude you from class for the remainder of the session or whole day as outlined in our Attendance Policy.
48. If you are absent for more than four weeks of training either consecutively or cumulatively over the academic year, we will not permit you to progress to the next year of the programme. This is subject to your overall academic performance, any mitigating circumstances you may submit, and the recommendation of the Programme Assessment Board.
49. 'Four weeks' in working days means the following periods for each programme:

Programme	Usual teaching days per week	Four weeks in days
FdA TTSM	5	20
BA TTSM	5	20
BA Acting	5	20
PgD Theatre Costume	5	20
MA Theatre Lab	3	12

50. We expect you to maintain the highest standards of dedication and behaviour as outlined in the *Student Code of Conduct*.
51. If you are in breach of this code you may be referred to the *Disciplinary Policy* or the *Fitness to Train Policy*. The Director of the Academy has the power to temporary or permanently suspend or exclude you, in accordance with the *Emergency Powers of Suspension and Exclusion policy*.
52. We are opposed to discrimination and discriminatory attitudes. You must have consideration and respect for everyone in the Academy, regardless of race, religion or belief, gender, sexual orientation, age, marital status and social background or any other protected characteristic. If you fail to observe this, we will treat it as a disciplinary offence and deal with it under the terms of the *Disciplinary Policy*.
53. We are opposed to harassment in all its forms and it is a disciplinary offence. Harassment can include bullying, insulting comments, offensive behaviour, jokes, threats, and giving

people unwanted attention. If you engage in harassment of other students or staff, we may withdraw you from the course. Our *Disciplinary Policy* and our *Respect at RADA* policy contain further information.

54. If you are in breach of our regulations, policies and codes of conduct you may be subject to disciplinary sanctions, including expulsion from the Academy.

Employment outside RADA and Early Release

55. You may not undertake any professional engagement for the duration of your training without the permission of the Director of RADA or nominee.
56. You may not, whilst you are a student, sign any contract or come to any understanding, with regard to their professional services, with any Artists' Agent or prospective employer without the permission of the Director of RADA.
57. Our *Early Release Policy* sets out how, with the specific permission of the Director of RADA, under specific circumstances and at the end of the BA Acting programme, you may substitute professional work for a RADA production and be awarded a degree. Such permission is only given in exceptional circumstances.

Interruption of Studies (Intermittence)

58. If illness, disability or other personal circumstances prevent you from effectively pursuing your training you may apply to interrupt your training for a period agreed by the Director of RADA.
59. The maximum period you are allowed to intermit is two years. If you are absent for more than two years you will be withdrawn from the course.
60. The maximum amount of time you may take to complete your degree including intermittence is five years.

Fitness to Train

61. Fitness to Train is defined as your ability to engage positively and fully with your studies and to fulfil the expectations of the course without negative impact on students or staff. In cases where you do not meet these expectations you may be declared unable to continue with your training under the terms of the *Fitness to Train* policy.
62. The maximum amount of time you may interrupt your training under the *Fitness to Train* policy is two years. After that period you will be withdrawn from the course.

Programme Content

63. You will follow the complete programme of study outlined in the relevant programme specification and Course Document.

64. You do not have a choice in the selection of your teachers, including visiting professionals.
65. You have no right to demand a specific part or show role in any production, project or assessment.
66. In cases of staff absence or changes, we may need to make some adjustment to the programme, in line with the programme specification, and following consultation with the students affected.
67. We may make adjustments to the programme content that reflect developments in theatre practice. You will be consulted before any adjustment to your programme is made during your period of study.

Assessment Framework

Overview

68. Our programmes lead to awards made by King's College London (KCL). KCL sets out the procedures which are used to make those awards; details are set out in our *Assessment Procedures*.

Revocation of awards

69. King's College London may revoke any degree, diploma, certificate or other award granted by King's College London in accordance either with the Charter and Statutes of King's College London and all privileges connected therewith, if it shall be discovered at any time and proved to the satisfaction of King's College London that:
 - a. There was an administrative error in the award made under the procedures required by King's College London regulations; or
 - b. Subsequent to award, a Faculty Assessment Board, having taken into account information which was unavailable at the time its decision was made, determines that a candidate's classification should be altered.

Credit Framework

70. The KCL Credit Framework is applicable to all full-time taught programmes offered by RADA and validated by King's College as listed in paragraph 3 above (with the exception of the BA in Acting programme which is a non-credit weighted programme).
71. A full explanation of the KCL Credit Framework is included in our *Assessment Procedures*.
72. We do not permit credit transfer between our programmes. Each programme has to be studied in total and completed in total for you to be eligible for an award.

73. All modules within the Foundation Degree, BA in Technical Theatre, Postgraduate Diplomas and MA programmes are considered core modules, and hence must be taken and passed.

Continuous assessment: all awards

74. We will assess you by a joint process of continuous assessment and specific assessment points, as outlined in the individual programme specification.
75. Exceptionally, we may make provision for you to undertake an alternative form of assessment where it is impractical for you to be assessed or reassessed at the end of the module; provided that you are assessed on equal terms with other students. Our Mitigating Circumstances Policy set out further information.

Academic Progression Requirements

BA Acting

76. You must pass every assessment point in the 1st and 2nd year to progress to the 3rd year.
77. During the third year you may fail or miss one assessment.
78. If you are in danger of failing an assessment, during a cumulative assessment term, the tutor(s) concerned will inform the Director of Actor Training who will agree with them the strategy for informing you.
79. You may only miss an assessment if Mitigating Circumstances or interruption under the Fitness to Train policy have been approved.
80. If you fail or miss an assessment you will be given one opportunity to retrieve the mark by one of the following methods:
- a. For an individual exercise within the cumulative assessment in years 1 and 2 the Director of Actor Training (i.e. the Assessment Board Chair) may offer you the opportunity to repeat that exercise at a later date. In cases where disability, illness or injury prevent you from taking the original assessment, reasonable adjustment will be made to allow you to be assessed by alternative means.
 - b. When the failed or missed assessment in Years 1 or 2 is a presentation in a play or other group-dependent exercise, you will be permitted to retrieve your assessment at the next available opportunity, in accordance with the retrieval schedule outlined in the Programme Specification.
 - c. When the failed or missed assessment is a performance in a play or other group dependent exercise, you will be assessed on the rehearsal/process alongside your documentation of the project/production.
 - d. In cases where you have missed an entire module and its corresponding assessment point(s) (for example, being absent for four weeks or more) the

Director of RADA, in consultation with you, will consider if you can continue on the programme in the current year or whether you should interrupt your studies. If you interrupt your studies you may re-join at the appropriate term in the following year to retake the assessment. If you are allowed to continue on the programme in the current year an aggregate of your previous marks will be used. See also paragraph 33 above.

81. If you fail the attempt to retrieve the failed or missed assessment then you may not progress with your studies and must withdraw from the course.

FdA and BA in Technical Theatre & Stage Management, Postgraduate Diploma Theatre Costume and MA Theatre Lab:

82. You must pass every assessment point to successfully complete the programme.
83. For the MA Theatre Lab and Year 1 of the FdA Technical Theatre and Stage Management and Year 1 of the PgD Theatre Costume you may only miss an assessment if Mitigating Circumstances have been approved or interruption under the Fitness to Train policy have been approved. You will be required to retrieve the missed assessment.
84. For Year 2 of the FdA Technical Theatre and Stage Management, Year 2 of the PgD Theatre Costume and the BA Technical Theatre and Stage Management, you may only miss an assessment if Mitigating Circumstances have been approved or interruption under the Fitness to Train policy have been approved. You may not be required to retrieve one assessment missed where Mitigating Circumstances or interruption under the Fitness to Train policy have been approved.
85. If you fail or miss an assessment you will have one opportunity to retrieve the mark. Where possible you will be assessed by repeating the same activity. Where not possible, you may be required to carry out a separate piece of work in place of the original assessment. In cases where disability, illness or injury prevent you from taking the original assessment reasonable adjustment will be made to allow you to be assessed by alternative means
86. We will second mark any failed work. For the MA Theatre Lab, the failed work must be agreed by the External Examiner.
87. If you need to extend the length of your registration to retrieve failed/missed marks it is at our discretion whether additional fees will be charged.
88. If you fail the attempt to retrieve the failed or missed assessment then you may not progress with your studies and must withdraw from the course.
89. In exceptional circumstances you may be permitted to take an extended placement. We will count the successful completion of this placement as two assessment points. You will normally be assessed by RADA tutors during an extended placement.

Award of a degree or other award

90. We will recommend to KCL the award to you of a degree or other qualification when you have:
- a. completed to the satisfaction of the relevant teaching staff the programme of study prescribed in the programme specification and Course Document for which you are registered;
 - b. successfully completed all modules prescribed for the award in the programme specification and have demonstrated a competence in all required aspects of the programme;
 - c. successfully completed all parts of the assessment prescribed for the award and have demonstrated a competence in all required aspects of the programme.
91. At the completion of your final year we will consider your total assessment record and assess you for an award in line with the following criteria:

BA Acting (unclassified honours degree):

92. You will be assessed for award according to the following criteria:
- a. Pass: you have met the learning outcomes of the programme to a satisfactory standard.
 - b. Fail: you have failed to meet the learning outcomes of the programme.

You must meet the minimum pass mark of 40.

Foundation Degree in Technical Theatre and Stage Management:

93. You will be assessed for award according to the following criteria:
- a. You will be eligible for the award of the Foundation degree if you have achieved an average of 40 over the final year of the programme.
 - b. If you achieve an average between 68 and 77 inclusive you will be eligible for the award of the Foundation degree with Merit
 - c. If you achieve an average of 78 or over you will be eligible for the award of the Foundation degree with Distinction.

Postgraduate Diploma awards:

94. You will be assessed for award according to the following criteria:

- a. If you have achieved an average of 50 over the last three terms of the programme you will be eligible for the award of a Postgraduate Diploma (PgD).
- b. If you have achieved an average between 68 and 77 inclusive you will be eligible for the award of PgD with Merit.
- c. If you have achieved an average of 78 or over you will be eligible for the award of PgD with Distinction.

MA Theatre Lab

95. You will be assessed for award according to the following criteria:

- a. Pass: You have met the learning outcomes of the programme to a satisfactory standard.
- b. Fail: you have failed to meet the learning outcomes of the programme.

You must meet the minimum pass mark of 50.

Exit awards

96. We offer exit awards for the following programmes:

- a. FdA in Technical Theatre and Stage Management
- b. BA Acting
- c. MA Theatre Lab

97. There are no exit awards for any other of our programmes. If you have failed to satisfy all the elements of an award, and have used all of your reassessment opportunities, then no transfer of credit is permitted, and no alternative exit award is offered.

Exit Award: FdA Technical Theatre and Stage Management

98. If you have successfully completed all modules and credit for the first year of the programme (Level 4) but have not completed the Foundation Degree in Technical Theatre and Stage Management as a whole, we may award a Certificate of Higher Education.

Exit award: BA Acting

99. If you have successfully completed the first year of the programme (Level 4) but have not completed the BA Acting as a whole, we may award a Certificate of Higher Education.

Exit award: MA Theatre Lab

100. If you have achieved 120 credits in modules other than the Dissertation, we may award a Postgraduate Diploma, using the same assessment criteria as the MA Theatre Lab course.

Mitigating Circumstances

101. You are required to take your assessments at times we prescribe. However, there may be exceptional occasions when you are unable to meet those requirements. Such circumstances may include bereavement, serious short-term illness affecting you or close members of your family, deterioration of a long term physical or mental health condition, other serious unforeseen factors. If you wish to defer an assessment to retake at a future point you must apply for Mitigating Circumstances.
102. If we approve mitigating circumstances then
- in the case of an individual exercise, you will be allowed to retrieve the original assessment
 - in the case of a performance in a play, or other group dependent exercise, you may then be offered an alternative method of retrieval by the Chair of the relevant Programme Assessment Board.

Late Submission of Work

103. We will apply an automatic penalty to your assessed work if:
- you fail to submit coursework for assessment
 - you submit after the deadline, and have not had mitigating circumstances approved.
104. The automatic penalty will be in line with the following:
- If you submitted your work within 24 hours of the deadline it will be marked, but the mark awarded will be no greater than the pass mark.
 - If you submit your work after the 24-hour deadline you will, subject to the agreement of the Programme Assessment Board, be permitted to attempt the coursework again if the regulations for the programme permit such reassessment. This will not apply where the work submitted is a written retrieval for a practical or performance-based assessment as a second attempt.
105. If you submit a mitigating circumstances form (including the granting of an extension) before the published coursework submission deadline and, as a result of your mitigating circumstances, submit work after the published deadline, your work will be marked without penalty, provided that
- the Chair of the Programme Assessment Board is satisfied that your circumstances meet the conditions in Regulation 86 above; AND EITHER.

- b. The Chair of the Programme Assessment Board must be satisfied that the mitigating circumstances would prevent or have prevented you from sitting the examination or submitting the assessment within the given timeframe; OR
- c. The Chair of the Programme Assessment Board must be satisfied that the mitigating circumstances would have or have had a significant and adverse impact on your performance in the assessment.

106. Under no circumstances may marks be raised due to mitigating circumstances in relation to your performance in an assessment.

Publication of examination results and Issue of certificates

107. Pass lists will be published and marks issued by us under delegated authority from King's College London.

108. The 'date of the award' shall normally be the first day of the month following the date of the meeting held to ratify the results. For clarity, the date of award is not the same as the date of publication, for the purposes of appeals.

Representations concerning decisions of Assessment Boards

109. Except as provided for by the King's College London Regulations, we cannot modify any decision of a properly convened and constituted Assessment Board acting in accordance with these and any other relevant Academy or College Regulations.

110. We will not consider representations concerning decisions of Assessment Boards which are based solely upon a challenge to the academic judgment embodied in any decision.

Academic Appeals

111. An Academic Appeal is defined as a request for a review of an academic decision made by the Programme Assessment Board in relation to progression within a programme of study, assessments and awards.

112. If you fail an assessment after attempting retrieval (see *Academic Progression Requirements* above), you may have the right to appeal. You can only make an appeal after the King's Faculty Assessment Board has agreed the mark and you have been formally notified of the outcome.

113. RADA is bound by King's College London appeals process for all academic appeals. There are two principal grounds stated in the King's regulations:

- a. There is evidence that your examination may have been adversely affected by mitigating circumstances which you were unable, or for valid reasons unwilling, to divulge to the Assessment Board before its decision was reached.

- b. There is clear evidence of a significant administrative error on the part of the Academy or in the conduct of the examination and that this accounted for your performance.
 - 114. You have NO right of appeal on the following grounds:
 - a. Challenges to the academic or professional judgment of examiners on an assessment outcome, mark or the level of the award recommended or granted.
 - b. Claims that your academic performance was adversely affected by factors such as ill health, where there is no contemporaneous, independent, medical or other evidence to support the application.
 - c. Appeals that are based on circumstances which, without good reason, you did not bring to the attention of the Programme Assessment Board at the appropriate time.
 - 115. If you wish to make an appeal, you should first discuss the issue with the Course Director, who will refer to the informal process for considering any challenge to a mark or comment (see *Appeals Policy and Procedure*, bearing in mind the provisions of paragraph 99 above). You should also take advice.
 - 116. After discussion with the course director, you must submit your appeal to King's College London within 21 days of the formal notification of the decision of the Assessment Board, using the King's College London appeal form, which is available from the Student Conduct and Appeals Office at King's College London.
 - 117. The full Appeals Procedure and guidance is available from <https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/academic-appeals>
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Complaints

- 118. We want to provide you with the best experience possible, and give you a remedy if things go wrong. Our *Complaints policy and procedure* set out how we will deal with a complaint.
- 119. Grounds for complaint may include:
 - a. Matters seriously undermining the quality of learning provision or support we provide, contrary to what you were led to expect;
 - b. The absence, inadequacy or withdrawal of a service or facility which you were led to expect, including in respect of adjustments made, or not made, in accordance with the Equality Act 2010.
- 120. Complaints must normally relate to what you have been led to expect, normally through information which we have given to you. You cannot complain about the lack of a service which you were never led to expect, even if it is available in another school or college with which you are familiar.

121. There may be occasions when services or learning opportunities are adversely affected by unforeseen circumstances. When this happens, you are entitled to expect that steps will be taken promptly to solve the problem or make alternative arrangements. Complaints will not normally be upheld if they concern specific short-term shortfalls in arrangements which otherwise accord with what you have been led to expect.
122. You will never be disadvantaged as a result of making a complaint in good faith.
123. Further details on the procedures for making a complaint can be found in the Complaints Policy and Procedures.

Academic Board

Meeting date 17 June 2020

Paper reference AB-20-06-17-09.3

Status Final

Access Members and senior executives

FOI release Subject to redaction

FOI exemption None, subject to redaction for commercial interest or personal data



Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. REF 2021 Update	19 May 2020	Main	Note	No
2. Covid-19 impact on research activities	19 May 2020	Consent	Note	No

For note

1. REF 2021 Update

Research England has stated that the REF 2021 exercise will be delayed in order to take into account the impact of the Covid-19 outbreak on the operations of UK Universities. In April 2020, universities were invited to respond to a consultation to inform the revised process, and on 29 May Research England announced the intention to explore a revised submission deadline of March 2021.

2. Covid-19 impact on research activities (Consent agenda)

A range of issues related to the impact of the Covid-19 outbreak on research at King's were discussed at the meeting. The key items included:

- *Furlough of research staff.* The Covid-19 outbreak and the subsequent lockdown have had a significant impact on the ability of many King's researchers to undertake research. As a consequence of this, King's has taken advantage of the UK Government's Coronavirus Job Retention Scheme (CJRS) for grant-funded researchers who have been unable to conduct their research remotely, wherever the Funder allowed for it.
- *Covid-19 and emerging disparities.* It was noted that the impacts of the pandemic on staff both at a personal (e.g. illness, additional caring responsibilities) and at a work (e.g. increase in clinical work, variations in teaching load) level have been far from homogeneous across the King's community. A discussion was had regarding the need for College to address these disparities (especially as regards their impact on hiring, probation and PDRs). The importance of the Equality, Diversity and Inclusion dimension of the issue was also highlighted in this context.
- *Reopening on-site research facilities.* The Committee received an update on the planning for the phased reopening of campuses. The importance of balancing strategic research priorities with the optimal operational strategy (with respect of the necessary health and safety standards) in developing a plan for the reopening was noted.

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-09.4**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interests or personal data

Report of the College International Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Partnership Agreements	22 April 2020	Consent	Note	No
2. VP International Report	22 Apr 2020	Consent	Note	No
3. English Language Tests	22 Apr 2020	Consent	Note	No
4. Collaborative Provision	22 Apr 2020	Consent	Note	No
5. Regional Networks	22 Apr 2020	Consent	Note	No
6. KCLSU Update	22 Apr 2020	Consent	Note	No
7. Faculty Reports	22 Apr 2020	Consent	Note	No

For noting

1. Partnership Agreements

The College International Committee approved the international Memoranda of Understanding, including exchange agreements and agreements in principle only for new programmes with partner institutions. Outside of the termly meeting schedule, the Vice-President & Vice-Principal International is entitled to approve via Chair's prerogative, except where agreements are flagged as high risk during the due diligence process and are escalated to the Ethical & Reputational Sub-Committee of ERM. Decisions made here are also reported to the College International Committee.

2. Report of the Vice-Principal (International)

As part of King's response to Covid-19 and its impact on the university, an International Working Group has been established to oversee work towards maintaining King's international profile and reputation. The Chair noted that the current situation has accelerated plans for delivery of some aspects of *Internationalisation 2029* and that the activities of this working group were contributing to the translation of *Vision 2029* into concrete, tangible educational products, for example the Principal's Global Leadership Award, which it is hoped will be a model to be shared across the university.

An update on work in progress was provided around the key aims of the Working Group:

1. Develop plan to support current international students through the immediate crisis
2. Work with Marketing to develop enhanced plan for retaining current International Final Year Students at King's and reaching Final Year Students in UK Universities; and keeping current international offer-holders interested in coming to King's
3. Work with Vice-Principal Education and Faculties to accelerate new and distinctive modules and teaching propositions for international markets

Members also discussed concerns related to the potential impact of state and non-state actor surveillance of online classrooms on students and guest lecturers, as well as the security of sensitive materials. This issue has been escalated to the Academic Strategy Steering Group for further discussion and planning.

3. English Language Tests

An update on IELTS and alternative English language tests was received from the Executive Director: King's Foundations. Options and recommendations were presented at Academic Board on 29 April.

4. Collaborative provision, including study abroad & internships

An update was received from the Director of Global Engagement on key questions under consideration by this work stream. Members were reminded that King's has a duty of care to its students and that until it is certain that there is no residual risk from Covid-19, students cannot physically go abroad until the end of the calendar year. It was agreed, however, that there would be some exceptions to this, which would be dealt with on a case-by-case basis.

It was also reported that prior to Covid-19, the university had started to revisit the landscape for collaborative provision, including topics such as: virtual mobility and virtual placements, learning outcomes, joint PhD programmes, module sharing (digital and otherwise), our current processes and whether these can be accelerated, King's faculty teaching in blocks at mini global hubs and using our partners' facilities for more regionally-focused learning.

The workstream is considering proposals to present to the Committee in due course.

5. Regional Networks

Eight regional networks have been established to support King's internationalisation aim of Global Reach. Co-chairs of the regional networks were invited to attend the meeting and discuss their development.

These networks will lead on the development of regional strategies, informed by an exchange of intelligence on the region, academics' and faculties' priorities, sharing of good practices, etc. External speakers from the Foreign Office, embassies and international partners will be invited to share intelligence. Some dates have been set for the first meetings to take place and launch the Regional Networks.

The regions are:

- | | |
|------------------------------|-------------------|
| 1. North America | 5. Middle East |
| 2. Latin America | 6. South Asia |
| 3. Europe (including Israel) | 7. Greater China |
| 4. Africa | 8. Southeast Asia |

6. KCLSU Report

The Committee received a verbal update from the Vice-President for Activities & Development, Mr Nakul Patwa. This included an update on KCLSU's survey of students, work underway with KCL Residences to support over 2,000 students still in King's accommodation, the redesign of pre-enrolment and Welcome activities to enable e.g. online society tasters and tech sessions.

The Chair thanked Mr Patwa and KCLSU for their collaboration and congratulated them for their commitment in maintaining communication with current students and for development of programme of engagement for prospective students.

7. Faculty Reports

Summaries of progress in the delivery of *Internationalisation 2029* by Faculty.

Academic Board

Meeting date: 17 June 2020

Paper reference AB-20-06-17-09.5

Status Final

Access Members and senior executives

FOI release Subject to redaction

FOI exemption None, subject to redaction for commercial interest or personal data



Report of the College Service Committee

Contents	Meeting at which Considered	Main or Consent Agenda	Academic Board Action	Reserved Item?
1. Chair's update	17 June 2020	Consent	Note	No
2. The Sanctuary Programme	17 June 2020	Consent	Note	No
3. Continuing To Serve	17 June 2020	Consent	Note	No

To note

1. Chair's update

The College Service Committee Chair, Jonathan Grant (Vice President & Vice Principal, Service), gave an update on Service at King's:

- Times Higher Impact Rankings: King's ranked 9th in the world (2nd in the UK, and 3rd in Europe) out of over 800 universities in the Impact Rankings, which evaluated all 17 UN Sustainable Development Goals (SDGs). King's took part in a pilot ranking last year in which King's was awarded 5th place and 11 SDGs were measured. King's did particularly well in Partnerships for the Goals (SDG 17), Sustainable Cities and Communities (SDG 11), Good Health and Wellbeing (SDG 3) and Peace, Justice and Strong Institutions (SDG 16).
- Impact of COVID-19 on Service: Several projects and activities have been paused due to COVID-19. These include (but are not limited to): the annual Service Celebration; King's-wide volunteering set-up and platform; King's Global Day of Service; Social Value Analysis. Some have proceeded online, for example the Citizens UK Community Organising Training.

2. The Sanctuary Programme

Anna Laverty (Strategic Projects Manager), Professor Bronwyn Parry (Head of the School of Global Affairs) and Dr Leonie Ansems de Vries (Senior Lecturer in International Relations) gave a presentation on the Sanctuary Programme. The Sanctuary Programme was formed in 2015 in response to the global issue of forced displacement and aims to initiate and lead on projects that create opportunities for young people whose education has been disrupted due to being displaced. King's has committed to continue to develop a long-term strategy for Sanctuary to 'realise the educational potential of forcibly displaced young people' over the next ten years.

- a) Sanctuary Scholarships are for students who are asylum seekers or have been granted limited leave to remain and have no access to student finance. Across the UK, 75 universities provide sanctuary scholarships and 192 scholarships have been awarded. As at September 2019, King's has offered 20 scholarships, funded primarily by philanthropy.

- b) The Sanctuary Programme has also been working with the UK Home Office, UNHCR, Citizens UK and American University Beirut to become a refugee sponsor under the UK Community Sponsorship Scheme. The aim is for King's to:
- Become a refugee sponsor under the UK Community Sponsorship scheme
 - Become the place of expertise on HEI community sponsorship (next 2 years)
 - Develop a 'complementary pathway' for refugee student resettlement in collaboration with partners (next five years)
 - Due to COVID-19 and the UNHCR resettlement scheme being suspended, the sponsored student is likely to start their degree in September 2021.
- c) Impactful research is essential to the Sanctuary Programme. So far:
- A successful King's Together funding application (2018) by Dr Leonie Ansems de Vries led to the development of a £580k AHRC/GCRF research grant application with academic and civil society partners from UK, Lebanon and Jordan. 'Trauma in Transit' examines the effect on protracted transit on the mental well-being and protection needs of adolescent refugees. Unfortunately, this grant application was unsuccessful, and the team is scoping options for resubmission to other funders (e.g. ESRC, Leverhulme, Nuffield) along with Covid-19 related calls.
 - Additionally, Professor Bronwyn Parry has worked with the PADILEIA partners from Kiron to author and edit an original research article on the needs assessment for refugee learning in the camps where we work, and this has now been submitted for consideration to the *Journal of Refugee Studies*.
- d) The Partnership for Digital Learning and Increased Access (PADILEIA), led by Tania Lima, is a partnership between three universities – King's College London, Al Al-Bayt University and the American University of Beirut with Kiron Open Higher Education (a digital education NGO) and FutureLearn (a leader in online learning). PADILEIA increases access to higher education for refugee and disadvantaged host communities in Jordan and Lebanon through online learning and foundation programmes. So far:
- 150,000 learners worldwide have enrolled on our MOOCs in total, regardless of status (includes non-refugee students)
 - Over 4,000 refugee status learners, studying on our MOOCs and Foundation programmes. Courses cover Nursing & Healthcare, English, Business
 - Introduction to Entrepreneurship MOOC is due to launch in May, followed by Digital Skills and Programming
 - Professionals based in the UK are currently providing 121 online mentoring for 30 students in Jordan. More volunteer mentors are needed, and we plan to recruit during refugee week (15-21 June)
 - Because of COVID-19, all Jordan and Lebanon based foundation courses and the PADILEIA mentorship program have been moved online.
 - The Sanctuary Programme is going to continue to review the impact of COVID-19 on activities.

The development of the 10-year strategy for the Sanctuary Programme is a priority for the next 12-18 months.

3. Continuing to Serve

Louise Gough (Director of Service Strategy & Planning) gave an overview of 'Continuing to Serve' (CTS), King's university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference in response to COVID-19, wherever they may be.

- CTS is the approach set up to fulfil the community building workstream, led by Baroness Bull and Professor Jonathan Grant and their respective teams, part of the King's overall coronavirus management framework.
- CTS aims to use the resources, expertise and knowledge at King's to support external communities during COVID-19.
- Work has taken place to (1) Surface and Signpost activities, (2) Strengthen and Coordinate activities, and (3) Accelerate new ideas and activities.
- A communications strategy has been implemented that celebrates our community, shares good news stories and reinforces King's reputation as a university in service of society. The stories released so far have received a good level of engagement and have performed well on social media.
- The [#ContinuingToServe webpage](#) lists volunteering opportunities and includes resources for charities and community organisations. A new inbox: continuingtoserve@kcl.ac.uk has also been set up to capture and direct enquiries.

Academic Board

Meeting date 17 June 2020

Paper reference AB-20-06-17-09.6

Status Final

Access Members and senior executives

FOI release Subject to redaction

FOI exemption None



Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's Report	02 June 2020	Consent	Note	No
2. Faculty annual London reports	02 June 2020	Consent	Note	No
3. King's London Highlights	02 June 2020	Consent	Note	No
4. #ContinuingToServe	02 June 2020	Consent	Note	No
5. Academic strategy for Education 2020-21	02 June 2020	Consent	Note	No

For note

1. Chair's Report

The Chair's Report (CLC_200602_03) provided an update on initiatives, including King's Civic Leadership Academy and King's Civic Challenge, that enable staff and students to collaborate with local communities in King's home boroughs.

The report noted that the latest edition of *London Stories* has been published, and was due to be distributed in April 2020, following the King's Civic Challenge. The publication is a celebration of colleagues' collaborations in and with London and reflects work from across the university. In light of Covid-19, the publication has not yet been circulated but the videos, and stories will be shared and repurposed to contribute to student marketing activities, where London will continue to be foregrounded, as central to a King's educational and student experience.

The report included an update on collaborations with Centre for London. King's established a partnership with Centre for London in 2017, leading to ongoing collaboration on events, research and publications. Most recently, and responding rapidly to the impact of Covid-19 in London, King's, through CUSP London and the Policy Institute has collaborated with Centre for London on the latest edition of the *London Intelligence*. The report shows how London has been affected to date in terms of Covid-19 cases and deaths, as well as the impact on business activity, labour market and behaviour.

2. Faculty annual London reports

The Dickson Poon School of Law presented its annual London faculty report. Highlights included:

- **King's Legal Clinics**
 - King's Legal Clinics provide free legal advice to members of the public on a range of issues. Student opportunities for involvement are both co-curricular and extra-curricular. Clinics are delivered with a range of partner law firms and local community organisations, and students' work is supervised by qualified solicitors.

- **Criminal Justice Projects**

- The Learning Together project is a half-module where students and prisoners at HMP Belmarsh study together, creating a degree-level education programme as cuts have reduced in-house education programmes to basic literacy and numeracy.
- Project ReMake is a 12-week programme collaborating with Resume, a Peckham-based employment charity, to support ex-prisoners to develop businesses through student mentors studying Criminology.
- Just for Kids Law with the Youth Justice Legal Centre is a specialist training programme in development for solicitors representing children in criminal cases. King's Online are developing an online blended learning programme which has the potential to help the charity attain greater financial security.

- **Widening Participation**

- The School works in partnership with Westminster Kingsway College and the London Borough of Haringey to support 11 – 18-year olds and mature learners to apply to King's and consider careers in Law.

The Institute of Psychiatry, Psychology & Neuroscience presented its annual London faculty report. Highlights included:

- The IoPPN work closely with schools (eg embedded mental health research, outreach projects and young champions programmes), local service user groups (eg research studies, advocacy such as amending NICE guidelines and coproduction); and communities (eg through HERON and a study on COVID-19 Mutual Aid groups).
- Examples of coproduction include:
 - Sound Young Minds is a series of music/mental health research and knowledge exchange projects with cultural, community and King's interdisciplinary partners.
 - REACH is a project involving 3000 local young people from 15 schools and aims to study psychosis in children.

3. King's London Highlights

A paper (CLC_200602_05) providing an update on London highlights drawn from the entire King's community was submitted to the CLC. The examples included in the paper demonstrate the wide range of King's engagements and collaborations with communities and organisations across London. Copies are available from the College London Committee Secretariat.

4. #ContinuingToServe

Louise Gough, Director of Service Strategy & Planning presented an overview of #ContinuingToServe (CLC_200602_09) which is King's university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference, wherever they may be. Louise outlined the three strands to #ContinuingToServe: surfacing and signposting, strengthening and coordinating, and accelerating.

5. Academic strategy for Education 2020-21

Professor Nicola Phillips, Vice President & Vice Principal (Education), presented an overview, (CLC_200602_08), of King's Academic Strategy for 2020-21 and an update on recent developments.

Jim Collins, Director of London Strategy & Planning provided a verbal update on work to 'bring London to our students'. The approach includes a co-curricular task and finish sub-group reporting to the Education: Operational Delivery Group, which will map King's co-curricular offer for 2020-21. He also noted other projects and collaborations including those with the Student Recruitment Marketing team, development within faculties including new module development with a focus on London and an online 'scavenger hunt' being developed with King's Online that will contribute to community building, belonging and the student experience.

Academic Board

Meeting date 17 June 2020

Paper reference AB-20-06-17-10

Status Final

Access Public/Members and senior executives

FOI release Subject to redaction

FOI exemption None, subject to redaction for commercial interest or personal data

KCLSU President report

Action required

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

Executive summary

The College Council receives a report from the KCLSU President at each meeting.

KCLSU President and Officers Update for KCL College Council

Written by:

Shaswat Jain - SJ	President
Nafiza Mamun - NM	Vice President Postgraduate
Gurbaaz Gill - GG	Vice President - Education (Arts & Science)
Nakul Patwa - NP	Vice President Activities and Development

Supported by: Amy Lambert (KCLSU Campaigns Coordinator)
Benjo Taylor (KCLSU Head of Community Development and Campaigns)
Denis Shukur (KCLSU CEO)
Tony Logan (KCLSU Director of Services)

Date: 2nd June 2020

Executive Summary

At the 25 of September 2019 KCL College Council meeting, the KCLSU Sabbatical Officers presented their priorities to the members of the Council. This document provides an update on these priorities.

This paper articulates the development of these projects via two sections:

1. **Section 1 Relationship Agreement:** objectives undertaken by KCLSU and KCL and agreed by both the KCLSU Board of Trustees and KCL Senior Management Team (SMT). These objectives either stem from the officer's original objectives or were submitted by KCL SMT.
2. **Section 2 Officer Objectives:** objectives related to individual or groups of Sabbatical Officers. These objectives stem from officer manifestos are created via a facilitated session led on by both the Campaigns Coordinator and Head of Community Development and Campaigns.

The progress of the projects in this update will be provided in two sections, as to demonstrate the state of the project and actions currently being taken, these sections are (i) Relationship Agreement and (ii) Officer Objectives.

Keys for understanding progress updates

The update on the projects will be made via a RAG rating system broken down via termly vs overall progress columns that can be interpreted using the below keys. Termly updates highlight the periodic progress, whereas the overall progress indicates the likelihood of the project being completed to scope.

Tracking Key – termly progress		
Red	Amber	Green
0 – 25% complete	26 – 75% complete	76 – 100% complete

Tracking Key – overall progress		
Red	Amber	Green
Progress not likely – complication	Some progress, some areas need clarification	On track, no foreseeable problem

Section 1: Relationship Agreement Objectives

Please note that KCL and KCLSU signed a relationship agreement on the 28 November 2019, which includes the below priorities Table 1.

Table 1: Relationship Agreement Objectives

Number	Change achieved as...	Theme	Officer	Objective	Updates	Termly Progress (Red/Amber/Green)		Overall Progress (Red/Amber/Green)
RA 1	KCL partnership	Increased mental health support	All	Increase awareness amongst the Kings community, cultural competency, scope and availability of mental health services and increase in community support for health students on placement as well as postgraduate students through implementation of the recent review of Counselling & Mental Health Services	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> Increased provision and accessibility of a defined range of wellbeing services; inclusive of pastoral support services, informal and student-led support and student self-knowledge, self-care and self-regulation. To hold each other to account for the implementation of the West Review of Counselling & Mental Health Services and to implement the Student Mental Health Strategy within agreed timeline. To ensure that appropriate services are available to all students as per the aforementioned strategies and reviews, and that all persons working in wellbeing and mental health receive comprehensive communication to ensure an awareness of all services available to refer students to. 	RED		AMBER

KCLSU President and Officers Update

Updated: Jun 2020

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RA 2	KCL partnership	Improve support for students from KCL careers	All	Work with KCL Careers & Employability Service to improve visibility, broaden and increase services.	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> • Create more student opportunities for part-time, short-term jobs within the University and maximise King's talent bank as the mechanism for students to find more job opportunities. • Host a part-term jobs fair which will provide the opportunity to connect students with more term time, part time jobs outside of the University • Work with KCL Careers & Employability to support student staff at KCLSU to reflect on the key skills they develop whilst working at KCLSU • Seek to find ways to improve connectivity between KCLSU student groups and KCL careers. • Explore how KCLSU and KCL can support students with their career aspirations throughout their student life cycle/journey. 	AMBER		AMBER
RA 3	KCL partnership	Campaign to liberate curriculum	All	Work with the Liberate Our Education team to decolonise the curriculum.	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> • Commitment to develop the inclusive education strand of the education strategy in partnership with KCLSU. • Develop resources and share best practice of work going on across the University which works towards decolonizing the curriculum. 	RED		AMBER

RA 4	KCL partnership	Student Voice and Representation	All	Work with the Education & Student Function to oversee the implementation of the recommendations as listed in the audit finding report.	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> • Work together to implement the recommendations from the Rep Review • Consistent expectations of student representatives at every level within Kings. • Consistent and transparent (election) of student representatives. • Consistent training and support for student representatives. • Engaged student representatives. Clear vision developed for KCL and KCLSU with appropriate leadership and resources to support changes • Clear implementation plan and strategic oversight group for recommendations from the Student Representation Review, ensuring implementations are appropriate for postgraduate students. 	RED		AMBER
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Section 2: Officer Objectives

The below objectives in table 2 are the objectives that the current sabbatical officers were elected upon and created via a facilitated session.

Table 2: Officer Objectives 2019/20

Number	Change achieved as...	Theme	Officer	Objective	Updates	Termly Progress (Red/Amber/Green)			Overall Progress (Red/Amber/Green)
1	Campaigner	Increase in KCL and KCLSU wellbeing initiatives	Nakul, Nafiza	Work with KCLSU staff and KCL staff to identify wellbeing initiatives such as nap pods and develop a campaign around the importance of rest and sleep and looking after yourself.	Sleep campaign was decent during wellbeing week and a lot of resources are still left over. Currently planning on having another event related to raising awareness on the importance of sleep across other campuses (esp DH due to the complaints of lack of engagement) Meeting a colleague from King's to help us translate GSU's wellbeing check into our services and then get training from GSU wellbeing checkers so we can tailor the training relevant to King's and train some mentors and officers so do a trial. On 11th Dec, currently there is a translation of wellbeing check into King's services and decided to carry out the trial during January enrolment. Upon the planning, there has been communication that these resources won't be delivered by the time we need, which leads to a drastic failure of the project as they are strictly supposed to be done for enrolments. 16/01 - well-being checks have been done this week, positive feedback has	G			G

KCLSU President and Officers Update

Updated: Jun 2020

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					been done. Will be helpful for UG students. Plus bath bomb making session at Strand on 16th Jan.				
2	Campaigner	Improve lecture capture	Furqan, Shaswat, Gurbaaz	Improve consistency, quality, accessibility and use of lecture capture.	Campaign page has been set up and due to start the process of mobilising support. Publicity of the campaign has been generated via attendance of rep meetings as well email communication with reps to understand breadth and depth of issues.	A			G
3	KCLSU staff member/student engagement	Develop the volunteering opportunities available for KCLSU members	Shaswat	Increase awareness and number of volunteering opportunities available through KCLSU	Working with KCL volunteering via a workshop with the intention to streamline a method for collaboration where a single digital platform could be created to advertise opportunities of volunteering to all students.	A			G
5	Campaigner	Campaign against attendance monitoring	Furqan	Develop the stop watching us campaign against attendance monitoring and prevent agenda	Waiting for project to commence.	R			A
6	KCLSU staff member/student engagement	E-Sports varsity	Nakul	Introduce an E-Sports version of varsity	Meeting with E-Sport society has taken place, wider consultation is planned to deliver the project.	A	A		A
7	Student engagement	Increase in PG engagement	Nafiza	Working with societies and KCLSU staff to create more activities and events for postgraduates	Various events have taken place across our different campuses. However, there is a need to understand the barriers to PG student engagement in KCLSU activities, with a view to	A	G		G

					increase their participation. One issue highlighted is the lack of awareness about KCLSU activities. Currently planning on how to engage well with the PG students individually and as an organisation as students still keep feeding back to me with disappointment that there is a lack of engagement and events for PG students				
8	Campaigner	Campaign for Postgrad funding	Nafiza	Developing and continuing the fairer funding campaign for reduced fees and more flexibility in fee payments	Waiting to launch the survey as part of the KCL Go Fund Yourself Campaign.	A	A		A
9	Representative/Campaigner	Improve assessment and feedback	Gurbaaz	Working with Kings to provide better feedback, better resources and clearer guidance on marking	Campaign artwork is ready, rep meeting underway in January, hoping to co-present with Kathryn Connor at ASSC next month	A	A		A
10	Campaigner	Campaign to scrap marking cap	Gurbaaz	Work with existing campaigners to scrap the cap and have a fairer marking system	Paper has been presented to ASSC. Working group has been formed with membership among professional services staff, academic staff and students. Group convenes later this month.	G	G		G
11	Campaigner/ KCL Partnership	Develop It stops here	Rhiannon	Tackle sexual harassment by reviewing reporting, making the consent matters course compulsory for students and create a sex and wellbeing module	The campaign will be changed over to 'KNOW' and will focus on domestic Violence. This will be jointly run with Queen Mary Students' Union (QMSU). Events are due to take place 26 th and 28 th Nov 2019.	A			A
12	Campaigner	Improving financial situation for health students	Rhiannon	Understanding the impact of loss of bursaries for NHS students and the particular	Waiting to launch the survey as part of the KCL Go Fund Yourself Campaign	A			A

KCLSU President and Officers Update

Updated: Jun 2020

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				financial hardship these students face					
13	Student engagement	Increase intersociety events	Nakul	Work with KCLSU societies to create a calendar and plan of internationalised intersociety events to mark cultural events throughout the year	Work with One World project delivered by KCLSU as well as working with KCL's Internationalisation project.	G	G		G
14	Campaign	Campaign for increase in prayer rooms	Nakul	Work with KCL to create a prayer room for Hindu staff and students at Kings on at least one campus	A space has been identified and waiting to confirm opening date.	G	G		G
15	Campaign	Campaign for Slice the Price	Shaswat	Work on the slice the price campaign bringing in a third instalment for self-funded students	This will now fall under the fairer funding network called KCL Go Fund Yourself.	A	G		A
16	Campaign/Trustee	Sustainability	Gurbaaz	To review and explore KCL and KCLSU commitments to sustainability and divestment	Presented to Academic Board alongside Jonathan Grant and others (Not physically present owing to being in recruitment activity), Campaign underway, hoping to launch in January, brought together all KCL sustainability stakeholders and discussed the strategy, waiting for signoff. Planning for sustainability week, which is due in the end of February. Also working with Tom to put in guidance for societies and also working to empower the sustainability committee on their agenda by putting them in touch with various King's stakeholders.	G	A		G

Section 3: Latest updates

Strike action	<ol style="list-style-type: none">1. Meeting with academic reps to provide detail and clarity on every action2. Discussing with Darren Wallis and Nicola Phillips on the next course of action3. Assisting the university in preparing an appropriate remedial action4. Providing feedback on effective use of Salary Savings
Covid-19	<ol style="list-style-type: none">1. Denis and Shaswat are a part of the Covid-19 steering group chaired by Chris Mottershead aimed at understanding the impact and next steps2. Working to offer mitigations to UG and PGT students3. Developing business continuity planning for KCLSU4. Guiding instructions and remedies to student societies5. Alongside all officers are a part of the following Covid 19 university groups6. Shaswat Jain (President): Silver BCP, Silver Recruitment/Admission7. Nakul Patwa (VPAD): Int. Student profile & reputation, Campus re-entry8. Nafiza Mamun (VPPG): 20/21 Academic Strategy, Student mental health & wellbeing9. Gurbaaz Gill (VPEAS): Bronze Estates and Facilities, Pre-sessional, SED

Academic Board**Meeting date** 17 June 2020**Paper reference** AB-20-06-17-11.1**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

Acting Dean's Report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

This paper provides an update on areas within the remit of the Dean's Office, particularly in relation to:

- 1) updates to the progress of this year's AKC Programme; and
- 2) events within the Chaplaincy.

This paper has been produced by the Dean's Office. Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all members are asked to send comments to the Acting Dean in regard to the ongoing community and network building across the College in the current Covid-19 situation.

Report from the Acting Dean

1. AKC

- a. At the time of writing there are still some people involved in the absolutely final catch-up week for the assessment quizzes, so the definite numbers for this year are still yet to be confirmed. At the minute, though, the pass rate is around 1,500 (and will probably increase slightly), which is definitely more than we have ever had before, so the change in the method of assessment away from an end-of-year exam has certainly had a positive effect, which has stood up even to the various disruptions of this academic year.
- b. About 120 optional essays were submitted, roughly equally divided between the two lecture series, which is also encouraging. In particular, there were some memorable suggestions in answer to a question inviting proposals for a tenth building for Semester Two's series on London Buildings, including the Natural History Museum, Beigel Bake, and Baker Street Underground Station.
- c. I mentioned the topics of next year's lecture series last time, but as a reminder these are "The Life of the Mind: What Is Mental Health?" in Semester One, drawing on research expertise across the College, from Arts & Humanities to the Faculty of Medicine and the IoPPN, and "Voices in the Wilderness: Leadership in Troubled Times" in Semester Two, co-ordinated by Dr Daniel Nilsson DeHanas, Senior Lecturer in Political Science & Religion in TRS. We are currently planning for all of Semester One's lectures (at least) to be delivered online, as even if there is some in-person teaching happening on campus in the autumn, trying to meet the requirements for physical distancing and still accommodate the large numbers of people who attend the lectures would be impossible!

2. Chaplaincy

- a) In terms of Chaplaincy activity, not much has changed since the last Report, although a new routine of different opportunities for online connection has gradually taken shape. Our Chaplaincy Assistant, Doris Barrera, has set up a number of Teams sessions for prayer and reflection, as well as times for meeting for conversation over tea and cake – and there will also be a slot for international lunch from the start of June! These are all appreciated by staff and students as ways of keeping in touch, especially for those who are not geographically close to friends and colleagues at the present time.
- b) We have a dedicated section in the Chaplaincy webpages focusing on resources for getting through the lockdown, which we are updating frequently at the minute. This includes reflections on the situation, pointers for support and self-care, and links to other resources across King's – we are always aware of the need to work together across the College, but this is particularly heightened right now. Chaplains also continue to be involved in a number of the support and planning groups, and if there's anything else we can do to support individual areas of the College, do please let us know.
- c) Members of the Chapel Choir continue to be very involved in the daily 'Moment of Calm' broadcasts, a joint initiative with the Chaplaincy team. This has run smoothly throughout May, and we are intending to keep it going for at least part of June. There have been wonderful contributions from the Choral and Organ Scholars and from Chaplains, as well as

occasional 'guest' contributions from members of the wider King's community. This ten-minute reflection, with words and music, can be found live on the Choir Facebook page and then viewed at leisure afterwards – we have been having hundreds of views in the 24 hours after each broadcast, so we hope that this is being appreciated by those who are watching.

- d) The Choir's CD of Holst's 'The Cloud Messenger' has had several plays on BBC Radio 3, and has also been picked up overseas, especially by ABC Radio in Australia. It has also had some good reviews ('ravishing' - *The Observer*; 'Fort directs a gorgeously intimate performance' - *The Scotsman*; 'a crack chamber choir' - The Arts Desk), and at the time of writing is approaching 50,000 streams on Spotify. Obviously we can't sell it ourselves at the minute (we had bought stock, and it's in the office ...), but if you would like to buy a copy then please contact dean@kcl.ac.uk and we can let you know who to contact.
- e) Dr Joe Fort is already planning for the Choir's next two recordings, as soon as it's safe, legal and practical to do so! Both have a lot of funding from external bodies, who have assured us that their funding is still in place, which is very encouraging. One is a new commission of choir and guitar music with classical guitarist [Sean Shibe](#), and the other is a selection of choral music by [Dr Ed Nesbit](#), Lecturer in Composition in the King's Music Department – we are looking forward to both of these collaborations.

Tim Ditchfield
College Chaplain & Acting Dean
2 June 2020

Academic Board

Meeting date	17 June 2020
Paper reference	AB-20-0617-11.2
Status	Final
Access	Restricted to Academic Board members only
FOI release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 (personal interests)

Election of Associates of King's College

Action required

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

Motion: That the Academic Board approves the election as Associates of King's College those students and staff listed.

Executive summary

The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.

The AKC is the original award of the College, and was first used in 1833. The course is unique to King's College London, and is the only course open to students from every department. King's has had a lively and intelligent religious tradition from its foundation. The AKC reflects this with a series of open, academic lectures. It provides an opportunity to think about fundamental questions of theology, philosophy and ethics in a contemporary context. The Royal Charter states 'the objectives of the College shall be to advance education and promote research for the public benefit. In so doing the College shall have regard both to its Anglican tradition as well as of its members' backgrounds and beliefs, in its education and research mission'. The AKC is the primary way of fulfilling this and the Mission Statement of the College also states that 'All students will be encouraged to follow the AKC'.

Once students have completed the course, and graduated from King's, they are eligible to apply for election by the College Council as an Associate of the College. Once elected, they can use the letters AKC after their name. The AKC is also open to staff.

Election of Associates of King's College

This item is redacted from the published set of papers