Academic Board

Meeting date	14 December 2022
Paper reference	AB-22-12-14-02
Status	Final

Meeting of the Academic Board to be held on **Wednesday 14 December 2022** at 14.00, on Microsoft Teams

Agenda

1	**Welcome, apologies and notices**	Verbal	Chair
2	**Approval of agenda**	AB-22-12-14-02	Chair
3	**Unanimous Consent Agenda** including:	AB-22-12-14-03	Chair
3.1	Minutes of the Previous Meeting	AB-22-12-14-03.1	
3.2	Actions Log	AB-22-12-14-03.2	
3.3	Rolling Calendar of Academic Board Business	AB-22-12-14-03.3	
4	**Matters arising from the minutes**	Verbal	Chair
	STRATEGIC DISCUSSION		
5.1	**TEF Submission** (to note)	AB-22-12-14.05.1	VP (Education)
5.2	**Social Mobility & Widening Participation Strategy** (to note)	AB-22-12-14-05.2	Dir Social Mobility & Widening Participation
	REGULAR BUSINESS ITEMS		
6	**Report of the President & Principal**		
6.1	**Summary Report on Key Issues** (to note) *All remaining items are on the Unanimous Consent Agenda.*	AB-22-12-14-06.1	Chair
7	**Report of the President of KCLSU** (to discuss)	AB-22-12-14-07	KCLSU President
8	**Reports of Committees**		
8.1	**Report of the Academic Board Operations Committee** (i) Member-requested agenda items (to approve) (ii) Academic Board – Operational Matters (to discuss) *All remaining items are on the Unanimous Consent Agenda.*	AB-22-12-14-08.1	Chair, ABOC
8.2	**Report of the College Education Committee** *All items are on the Unanimous Consent Agenda.*	AB-22-12-14-08.2	Chair, CEC
9	**The Dean**		
9.1	**Report of The Dean** (to note)	AB-22-12-14-09.1	Dean
9.2	**To elect Associates of King's College** (to approve – *on the Unanimous consent agenda*)	AB-22-12-14-09.2	Dean
10	**Report from Council** (to note)	AB-22-12-14-10	Council Member Dr Natasha Awais-Dean
11	**Any Other Business**	Verbal	Chair

Irene Birrell
College Secretary
December 2022

Unanimous Consent Agenda

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

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

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

Item	Title		Paper	Action
3.1	Minutes of November 2022 meeting		AB-22-12-14-03.1	Approve
3.2	Actions Log		AB-22-12-14-03.2	Note
3.3	Rolling Calendar of Academic Board Business		AB-22-12-14-03.3	Note
Report of the President & Principal				
6.2	Curriculum Commission Update		AB-22-12-14-06.2	Approve
6.3	NMPC Quinquennial Review Progress Report		AB-22-12-14-06.3	Note
Report of the Academic Board Operations Committee (ABOC)			AB-22-12-14-08.1	
8.1	(i)	Academic Board Election Report		Note
	(ii)	Current Academic Board Committees		Note
	(iii)	Update on Staff & Culture Strategy Committee		Note
	(iv)	Rolling Calendar of Academic Board Business		Note
Report of the College Education Committee (CEC)			AB-22-12-14-08.2	
8.2	(i)	Teaching Excellence Framework Provider Submission		Approve
	(ii)	Research Experience Visiting Student (Taught Degrees)	Annex 1	Approve
	(iii)	External Examiner Reports 2021/22 – UG programmes	Annex 2	Approve
	(iv)	Minor Corrections to Academic Appeal Regulations	Annex 3	Approve
	(v)	University-wide e-Assessment Platform		Note
	(vi)	TEF 2023 update		Note
	(vii)	Social Mobility & WP Strategy 22-25		Note
	(viii)	Welcome to King's 2022		Note
	(ix)	Careers & Employability within King's and HE Sector		Note
	(x)	NSS & PTES Strategy update		Note
	(xi)	In-Sessional Provision at King's College London		Note

(xii) The Future of Online Education at King's		Note
(xiii) Professional Statutory and Regulatory Bodies update		Note
(xiv) King's Education Awards 2020/21		Note
(xv) Report of the Programme Development & Approval Sub-Committee		Note

Report of the Dean

9.2	To elect Associates of King's College	AB-22-12-14-09.2	Approve

Irene Birrell
College Secretary
November 2022

Academic Board

Meeting date	14 December 2022
Paper reference	AB-22-12-14-03.1
Status	Unconfirmed

Minutes

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

Date	2 November 2022, 14.00
Location	Great Hall, Strand Campus

Composition			Members	Attendance 2022-23				
				2.11.22	14.12.22	08.03.23	19.04.23	28.06.23
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur	P				
	Senior Vice Presidents & Vice Principals	SVP Academic	Professor Rachel Mills	P				
		SVP Health & Life Sciences	Professor Richard Trembath	P				
		VP Education & Student Success	Professor Adam Fagan	P				
		VP Research & Innovation	Professor Reza Razavi (to 31.12.22)	P				
		VP International, Engagement & Service	Professor 'Funmi Olonisakin	P				
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	P				
	The President of the Students' Union		Yasir Khan	A				
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Sara Osman Saeed	P				
		Vice President for Education (Health)	Julia Kosowska	P				
		Vice President for Postgraduate	Shagun Bhandari	P				
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	P				
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier	P				
		Dickson Poon School of Law	Professor Dan Hunter	P				
		King's Business School	Professor Stephen Bach	P				
		Life Sciences & Medicine	Professor Ajay Shah	P				
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi (to 31.12.22)	P				
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P				
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Sir Simon Wessely	P				
		Social Science and Public Policy	Professor Linda McKie	P				
	Dean for Doctoral Studies		Professor Rebecca Oakey	P				
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott	P				
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Kriti Gupta (from 14.12.22)	-				
		Dentistry, Oral & Craniofacial Sciences	*Vacancy*	V				
		Dickson Poon School of Law	*Vacancy*	V				
		King's Business School	*Vacancy*	V				
		Life Sciences & Medicine	*Vacancy*	V				
		Natural, Mathematical and Engineering Sciences	*Vacancy*	V				
		Nursing, Midwifery & Palliative Care	Amelia Martin (from 14.12.22)	-				
		Institute of Psychiatry, Psychology & Neuroscience	Bella Zilan Demirci (from 14.12.22)	-				
		Social Science and Public Policy	Ting Meng (from 14.12.22)	-				
Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty.	Arts & Humanities (5 members, including HOD equivalent)	Professor Anna Snaith	P				
			Professor Matthew Head	A				
			Dr Hannah Crawforth	A				
			Dr Zeena Feldman	P				
			Professor Nick Harrison	P				
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P				
			Dr Ana Angelova	A				
			Professor Jeremy Green	P				
			Professor Richard Cook	P				
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Ann Mumford	P				
			Dr Ewan McGaughey	P				
			Professor Satvinder Juss	P				
			Dr Jonathan Gingerich	A				
		King's Business School (4 members, including HOD equivalent)	Professor Gulcin Ozcan	P				
			Dr Jack Fosten	P				

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

v= vacant post

In attendance:
Darren Wallis, Executive Director, SED (Standing attendee)
Lynne Barker, Associate Director (Academic Regulations, Quality and Standards) (Standing attendee)
Frederico Maia, Director of HR Operations (for item 6.2)

Secretariat:
Irene Birrell (College Secretary)
Xan Kite (Director of Governance Services)
Sheronlyn Balfour (Governance Manager)

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1 Welcome, apologies and notices

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

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2 Approval of agenda

The agenda was approved.

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3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-22-11-02-03]

A member requested that Item 8.2, Annex 4 be removed from the Unanimous Consent Agenda.

Decision

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

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4 Matters Arising from the Minutes

None.

5.1   The Future of Online Education at King's [AB-22-11-02-05.1]

The views and comments of Academic Board on the next phase of King's online education strategy were sought. A new model for online education was being developed which would meet a diverse range of needs and establish King's as a leader in online education, one of the objectives of Vision 2029. Challenges presented by the current model included: rigidity of contractual obligations which have curtailed the ambition to develop new programmes; the need to expand in-house expertise in developing online content and pedagogy, recognising that online provision makes very different operational demands on academic and professional services staff; and lack of diversity in current student base enrolled in programmes. In discussion the following points were raised:

- There is a need for greater flexibility in programme delivery noting that physical space is full and online offering provides an opportunity to become more diverse geographically and demographically, to reach people in industry and in the workplace and also to reach audiences HE doesn't currently speak to.

- Further detail on the implications for staffing, measures to ensure no adverse impact on workload pressures, and alignment with the aims of portfolio simplification were requested. It was noted that development of the online offering would not be attempted without additional resource and staffing.

- The work of the Centre for Enhanced Learning should be acknowledged in this strategy which should show how it fits with other existing work in the area within King's.

- King's should plan its education offering as a whole and the strategy should be explicit about the reasons for the developments.

- The strategy should address ways to reach less affluent students.

- Any partner should have values that align with those held by King's.

- A large piece of market research had been commissioned in the Spring of 2022 and had just concluded. The outputs would be consolidated. The current online platform appeared to be outdated because of lack of investment.

- This development required King's to question the notion that it is a 'campus-based' university.

- It was currently difficult for students to switch from campus to online learning and the two should be designed to be complimentary.

- King's would be wise to steer more of its own destiny in this space from now on.

Decision:

That Academic Board would discuss the mix of online and campus provision at a future meeting with a view to coming to a clearer view of the synergy, complexity and how it is to be managed.

5.2   Strategy Refresh [AB-22-11-02-05.2]

The Board considered a report of the key strategic directions approved by Council on 23 September 2022 which built on the earlier versions that members had seen. Specific proposals would return to Academic Board, other Council committees and Council at the appropriate times for individual approval. The Strategy had four key goals: Enabling Student Success; A Thriving King's Staff Community; Sustainable Research and Innovation Excellence; and Knowledge with Purpose: Service and Impact. These would be achieved using three key enablers: A Simple, Nimble, Effective King's; A Physical and Digital Estate which is Integrated and Accessible; and Sustainable Finances. It would see the following

principles in action: Inclusiveness; Challenge; Support; Connection; and Sustainability. In discussion the following points were raised:

- The definition of the academic proposition to bring these goals into reality would be critical.
- King's approach to affirmative action for student body diversity was under consideration.
- Reports on progress made towards achieving the goals of the Strategy would be brought forward to the Board as elements matured.

6   Report of the President & Principal

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

The Principal presented his report, highlighting the following points:

- The need for academic strategy and central and faculty investment for sustainability action under a One King's approach.
- Projections indicating that the UG recruitment targets would be exceeded by c. 250 FTE and PGT recruitment targets would be almost exactly met. Thanks were made to admissions coordinators, the Students and Education Directorate and faculties.
- The new Shakespeare London Centre had opened at the Globe Theatre and built on King's long standing partnership with The Globe.
- A package was under construction to assist students with the cost of living.

6.2   Academic Workforce Report [AB-22-11-02-06.2]

Academic Board received a data report with respect to the academic workforce at King's as requested and agreed at the previous meeting. The SVP (Academic) presented the report which was the first of its kind presented at Academic Board and was a work in progress. It would be developed to include GTAs and members of staff who undertook academic work but were not employed on academic contracts. It provided a snapshot of one year and the submission of future reports in the format would allow Academic Board to consider trends over time. In discussion the following points were noted:

- The academic headcount had increased by about 200, but King's remained slightly lower than other Russell Group universities in this respect.
- There had been some movement to reduce the gender pay gap and the success rate for women in promotion was slightly higher than for their male counterparts. A higher proportion of the most recent professors appointed had been women for the first time in King's history. The major exercise undertaken to equalise pay for professors had been successful and King's should aspire to do the same at all levels.
- The Athena Swan data provided was slightly out of date and a member asked for information on the Athena Swan and Race Equality actions plans to effect change. It was noted that information on this was available on the intranet, but that there was further work to be done.
- A member requested further detail on the summary of reasons for leaving and asked for revisions to the classification of dismissals, redundancies and expired contracts. Difficulties in the presentation of this data were noted.
- Exit interviews were conducted to understand the reasons for leaving, but these were confidential to individual HR People Partners and could not be reported.
- The turnover for professional services staff was higher than that of academic staff and progression opportunities was a key factor for this across the whole Sector and was being investigated for improvement at King's.

- Further information would be provided on the reasons for the current teaching fellow contract practice.

- Additional and improved analysis of the EDI/gender pay gap would be welcome and the Director of HR Operations would meet Academic Board member Professor Murthy to discuss more effective interrogation techniques.

In summary, this was a useful report which gave some assurance that reasonable progress was being made with the gender pay gap and low academic staff turnover, but confirmed that further work was required to improve BAME numbers. Further work was required to provide more granular information about resignations and dismissal/fixed term contract separation.

The proposal that Academic Board should have a sub-committee with oversight of compliance with policy on dismissals was noted and consideration of the establishment of a group of this nature could be included in the forthcoming governance review.

7   **Report of the KCLSU President** [AB-22-11-02-07]

The KCLSU Vice-President (Arts and Sciences), Sara Osman Saeed, presented the report on behalf of the KCLSU President who had given apologies for the meeting.

The use of the mitigating circumstances process was highlighted for discussion. Students were overwhelming the process because it was the only route available to them to alleviate the stress they were experiencing as a result of pressures including the cost of living crisis. KCLSU asked that King's provide a system to help students before they need to submit a mitigating circumstances request and not make the process punitive. In discussion it was noted that 85k mitigating circumstance requests had been received over the last two years. Data reports on the reasons, processing time and other key aspects were being investigated with the aim of understanding and addressing the symptoms and underlying causes. Members noted the difficulties faced by staff and students where individuals had large numbers of personal tutees and a desire for mitigating circumstance provision to be available for unplanned events and other mechanisms to be provided for known circumstances that could be planned for.

8   **Reports of Committees**

8.1   **Report of the Academic Board Operations Committee** [AB-22-11-02-08.1]

*All Items had been **approved** or noted on the Consent Agenda:*
(i)   CEC Terms of Reference minor amendments.

8.2   **Report of the College Education Committee (CEC)** [AB-22-11-02-08.2]

The following item was removed from the UAC as requested:

(i)   <u>CEC Schedule of Business 2022-23</u>
It was requested that the Schedule of Business be revised to include explicit reference to the activities it undertook to fulfil its responsibility to be "the committee of Academic Board responsible for ensuring that the academic provision for all programmes is of the highest possible standard" as stated in its terms of reference. It was noted that this work was undertaken with due diligence in detail by the Programme Development and Approval Subcommittee of CEC and considered by the Committee in regular reports from that Subcommittee. This would be included in revisions to the Schedule.

Decision:
That the CEC Schedule of Business be approved, subject to the inclusion of explicit reference to the work undertaken to ensure that the academic provision for all programmes is of the highest possible standard.

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

(i)   OfS Conditions of Registration 2022/23 **(approved)**
(ii)   Professional, Statutory & Regulatory Body policy **(approved)**
(iii)   CEC Terms of Reference & Membership 2022/23 **(approved)**
(iv)   Degree Outcomes Statement 2022 (noted)
(v)   King's International Foundation condonement (noted)
(vi)   Degree Outcomes Statement 2020/21 (noted)
(vii)   Academic Regulations 2022/23 (noted)
(viii)   Periodic Programme Review – revised process (noted)
(ix)   Macadam level 3 Project 2022/23 (noted)
(x)   College Teaching Fund – final year report 2021/22 (noted)
(xi)   Harassment & sexual misconduct (noted)
(xii)   Review of practice - Abrahart (Bristol) case (noted)
(xiii)   Examinations & Assessment delivery update 2021/22 (noted)
(xiv)   Academic Misconduct – paper for Faculty discussion (noted)
(xv)   CEC Schedule of Business 2021/22 (noted)
(xvi)   Module Evaluation overview 2021/22 response rates (noted)
(xvii)   PGT Assessment Board Annual Report 2020/21 (noted)
(xviii) ASSC Schedule of Business 2021/22; Draft Schedule of Business for ASSC 2022/23; and ASSC
         Terms of Reference & Membership 2022/23 (noted)
(xix)   Programme Development & Approval Sub-Committee (noted)
(xx)   Collaborative Provision Sub-Committee (noted)
(xxi)   NSS Overview/Update (noted)
(xxii)   TEF Provider Submission (noted)
(xxiii) Equality, Diversion & Inclusion update (noted)
(xxiv)   King's College London Strategy 2026 (noted)
(xxv)   Update on the start of the Academic year 22/23 (noted)
(xxvi)   Learning Environments Working Group (noted)
(xxvii) Professional Statutory and Regulatory Body activity (noted)
(xxviii) Fair Admissions Policy Statement (noted)
(xxix)   Executive MBA – Terms & Conditions **(approved)**
(xxx)   Statement for Exams Period 1, 2 and 3 (noted)

8.3   Report of the College Research Committee (CRC) [AB-22-11-02-08.3]

*All Items were **approved** or noted on the Consent Agenda:*
(i)   King's Research Strategy Refresh (noted)
(ii)   NMES Research Strategy (noted)
(iii)   Digital Research Strategy (noted)
(iv)   Digital Futures Institute (noted)
(v)   PGR Stipends (noted)
(vi)   HREiR Award: Action Plan Against the Concordat to Support the Development of Researchers **(approved)**
(vii)   Research Integrity: Research Misconduct Procedure **(approved)**
(v)   Libraries & Collections: Research Publications Policy **(approved)**

9   Report of The Dean

9.1   Report of the Dean [AB-22-11-02-9.1]
The report of the Dean was noted as read.

9.2   Election of Associates of King's College (AKC) [AB-22-11-02-9.2]
*Item **approved** on Consent.*
Decision*:*
That those students and staff listed in the report be elected as Associates of King's College.

10   **Report from Council** [AB-22-11-02-10]

The report from Council was presented by staff Council Member Hillary Briffa. In addition to the items included in the report, Dr Briffa highlighted progress made in the recruitment of staff members to the new Staff and Culture Strategy Committee of Council. 63 members of staff had been nominated and had been interviewed for six positions on the Committee and it had been inspiring to hear what each would bring. Thanks was given to the Council members for their time in this process which had been less tiring than inspiring.

11   **Any Other Business**

The meeting adjourned at 16:30.

Irene Birrell
College Secretary
November 2022

Academic Board	
Meeting date	14 December 2022
Paper reference	AB-22-12-14-03.2
Status	Final

Actions Log

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

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

Irene Birrell, College Secretary
Xan Kite, Director of Governance Services
November 2022

Academic Board	
Meeting date	14 December 2022
Paper reference	AB-22-12-14-03.3
Status	Final

Academic Board Rolling Agenda Plan

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Academic Board is asked to note the updated Agenda Plan.

Academic Board Rolling Agenda Plan

Strategic discussion

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

The following two suggestions have been received from members of Academic Board:

1. The impact of the Cost-of-Living Crisis on both students and staff, and any planned strategic action King's is likely to take to support members of the King's community with these challenges.

2. The question of size of the institution. There is an often-unquestioned notion that there should be constant expansion of every aspect of the institution, especially student numbers but also more generally in staff numbers, estate, etc., etc. I think this deserves some critical scrutiny because bigger is not always better, some things do not scale well, and there are many potential role models of institutions that are not large that maintain focus and quality over decades. There are some key strategic questions: At what point is increasing student-staff ratio counterproductive? Should our footprint be expanding? Is there an optimum size or a medium-term target size? And so on.

   [Note: this was received before the last meeting and taken into account in the item presenting the new strategy.]

Strategies

It is anticipated that the following new strategies will be presented to the Board during 2022/2023 for consideration but timing is not yet confirmed. The Board will be asked to scrutinize the strategies, recommending amendments and/or the approval of the strategies to Council:
- Refresh of the overarching university strategy Vision2029
- Research Strategy

The Board will continue to monitor the implementation of the following strategies:
- King's Education Strategy 2017-2022 (through reports from CEC)
- International Strategy (through reports from CIC)
- Widening Participation Strategy
- Student Mental Health & Wellbeing Strategy & Action Plan (through reports from CEC)

And receive reports as appropriate from its standing committees including on:
- Curriculum 2029
- Flexible curriculum
- Portfolio simplification
- Online professional education
- Enabling Student Success
- Professional Statutory and Regulatory Body (PSRB) Updates
- Community Charter
- Teaching Excellence Framework (TEF) submission
- Research Excellence Framework (REF)

Policies and Regulations

Policies and regulations scheduled for review during 2021/2022 include[1]:
- Academic Regulations 2022/2023 (and associated education/student policies)
- Mitigating Circumstances Policy
- KBS Supplementary Academic Regulations
- External institution regulations that King's validates

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

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

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

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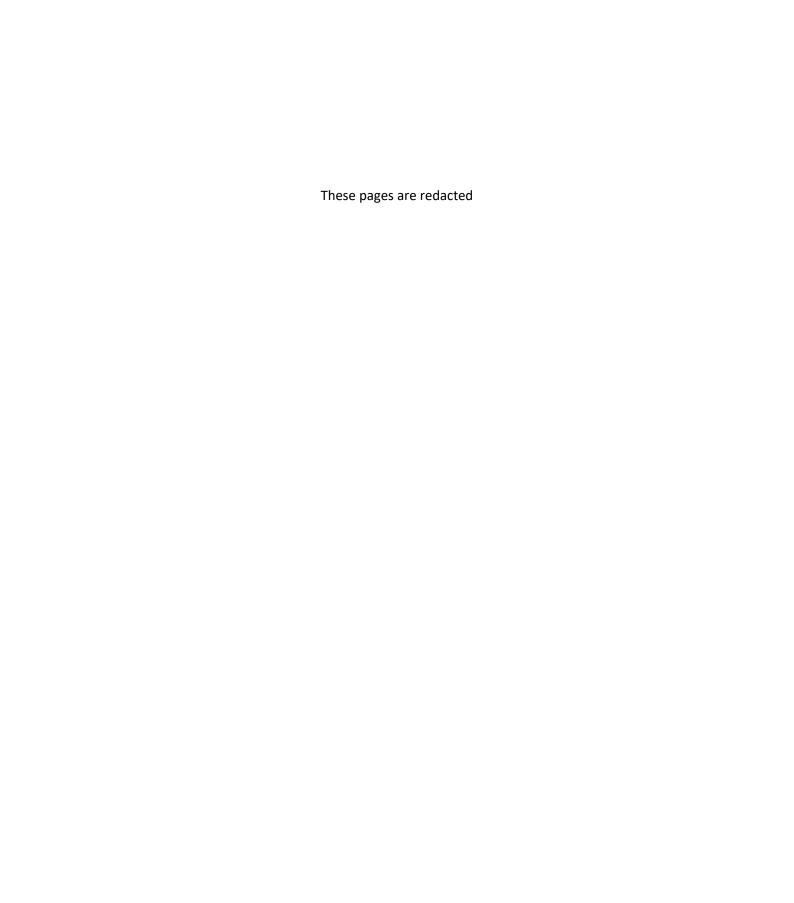
The Board will continue to receive its regular reports from the President & Principal, KCLSU, Council and the College Dean, and the regular reports from its committees.

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

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year

Date	Item	Action	Responsible (Committee/writer)	Next Steps
14 Dec 2022 *(Strategic focus)*	Social Mobility & Widening Participation Strategy	Strategic Discussion	Social Mobility & Widening Participation	
	Office for Students TEF Return	*Approve for recommendation to Council*	*CEC*	Council approval
	External Examiner Reports	*Note*	*CEC*	-
	King's Education Awards	*Note*	*CEC*	-
8 March 2023	Research Strategy Update - TBC	Discuss	VP (Research)	
	Annual Report on Student Misconduct, Appeals & Complaints	*Note*	*CEC*	-
	Annual report on Student Operations (Examinations & Assessment)	*Note*	*CEC*	-
	Assessment Boards UG Awards Data	*Note*	*CEC*	-
19 April 2023 *(Strategic Focus)*	Education: TOPIC TBC	Strategic Discussion	CEC/VP Education	
	EDI update	Discuss	EDI	Three EDI discussions p.a. (2 of 3)
	Code of Practice for Intellectual Property, Commercial Exploitation & Financial Benefits	Approve	*CRC*	Intranet
	Research Facilities Fair Publication Policy	Approve	*CRC*	Publish
28 June 2023	TBC	Strategic discussion	TBC	-
	Student Terms & Conditions 2024-25	*Approve*	*Executive Director of Students & Education*	Publish
	Academic Regulations 2023-24	*Approve*	*CEC - ASSC*	Link
	External institution regulations that King's validates: RADA and ICCA	*Approve*	*CEC*	-
	Flex, King's First Year: Credit Framework & Gateway to King's	Approve	CEC	-
	External Examiners Report (PGT)	*Approve*	*CEC - ASSC*	Update as necessary
	Support for Study	*Approve*	*CEC*	Publish
	Assessment Boards PGT Awards Data	*Approve*	*CEC*	Publish

These pages are redacted

Academic Board

Meeting date	14 December 2022
Paper reference	AB-22-12-14-06.1
Status	Final
Access	Public

Principal's report

Action required [tick ONE box]

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

Paper Explanation for Members

Why is this paper being presented?	Report from President & Principal highlighting current issues and events and developments since the last meeting of Academic Board
What are the key points/issues?	Enrolment; Student Success Transformation Project; TEDI; Courtauld Relationship.
What is required from members?	To note

Paper History

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

Paper Submitted by:

President & Principal

Principal's Report

Section A - Current topics

Enrolment

The admissions cycle for 2022-23 entry remained very challenging with significant uncertainty and variables which are difficult to forecast with a high level of assurance. However, the latest enrolment position at the end of October is in a good position with the UG intake FTE just above target. Offer making strategies were revised this year to try to avoid a repeat of the unplanned over-recruitment in 2022-23 relating to the surge in top A level and Internal Baccalaureate grades. These alterations have provide successful and the actual FTE has come in within 4% of target. The over recruitment versus target is relatively evenly spread between Home and Overseas with Home target exceeded by 131 and Overseas target by 104 FTE. Taking Home and Overseas enrolments together, seven of the nine faculties have come very close to target. Arts & Humanities at 239 FTE above target accounts for the vast majority of the over-recruitment and this was largely due to a high subscription by very well qualified students.

For PGT, whilst the vast majority of new entrants join in September, there are some courses with mid-year entry points so whilst we are slightly below target at this time (7545 v 7713), we expect to make this up during the remainder of the year. Overall the College has done well – we had a very strong field of well qualified applicants and have managed to enrol the expected number of students.

Student Success Transformation Project

Council has given its approval to release funds from SCIF to enable the full 24-month student success transformation programme to be initiated and governance and oversight established. Investment will be made in systems and processes, enhancing services, resetting expectations and accountabilities across the university, change management, and leadership focus and capacity.

The intention is to create sustainable improvements by moving beyond a project-by-project approach and by ringfencing investment and resources so that transformative initiatives are not crowded out by maintenance activities. The Student Success Transformation Programme Board will be comprised of much of the senior leadership of the university, including the Senior Vice President (Academic), the Vice President (Education & Student Success), the Senior Vice-President (Operations), the Chief Information Officer, the Chief Finance Officer and the Executive Director of Education and Students. Additionally, we have appointed a senior and experienced Executive Director of Transformation for Education and Student Outcomes who will start with us in Spring 2023. There will be strong co-design and consultation mechanisms built in, with KCLSU, the wider student body and staff.

In the first two years, the phase 1 of the project, will concentrate on the following projects:

- *King's Student App* - Anticipated timelines: Phase 1: Delivered Sept 2022; Phase 2: Oct 22-June 24
  A King's Student App was rapidly developed and deployed in time for the start of term and has proven successful with students. Working very closely with student user groups, we intend to develop the App to become the primary point of access to many services and for completing basic administrative tasks. The App will also become the primary channel for targeted communications to groups of students and we will extend the use of the social functionality of the App to create stronger communities at different levels across King's.

- *Specialist Support* - Anticipated timelines: Phased delivery 21-22 and 22-23;
  The aim is to give students a single-entry point into specialist support and advice services and to triage according to need. Students will only need to tell their story once as they move between services, and specialist services such as Counselling will be able to spend more time on higher-need

cases. Waiting times will be reduced and processes such as Personal Assessment Arrangements will be streamlined for disabled students.

- *Personal Tutor Dashboard* - Anticipated timelines: Initial go live May 2023; further phases 23-24 and 24-25
  The Dashboard will provide personal tutors with the information needed for more effective interactions with students. We will be able to identify where meetings are not taking place and to intervene accordingly. We will add student engagement data and make this available to students themselves to support their progression.

- *Timetabling* - Anticipated timelines: Phased delivery 22-23 and 23-24
  The aim is to eliminate all but the genuinely unavoidable late changes from the timetable, through policy and process change and greater institutional oversight of compliance with deadlines and information provision.

- *Student Enquiry Management* - Anticipated timelines: Feb 2022-July 2023
  A wide-reaching extension of existing functionality to simplify the routes for (inbound) student enquiry management, with an objective to create a single point of entry for all types of enquiry.

- *Assessment and Feedback* -Anticipated timelines: Phased delivery 22-23 and 23-24
  Implementation of an end-to-end e-assessment platform. Rollout of a stepped marking scheme to address transparency and consistency of grading and the introduction of faculty 'rubric champions' who will guide staff in developing their assessment strategies and criteria. Both will ensure all students are aware of standards expected prior to assessment and that feedback is clearly anchored to the published criteria.

- *Student Voice* - Anticipated timelines: Phased delivery 22-23 and 23-24
  Capacity has been added in both KCL and KCLSU to develop an integrated approach to student voice and joint campaigns highlighting changes made in response to student feedback. This will align with an NSS Campaign centred on 'Have you heard?' and 'Have your say'. Co-design and representation mechanisms will be developed at faculty levels supplementing the success of the King's 100 forum 'and student feedback will be sought and acted on in relation to all these developmental initiatives.

- *Flexible Curriculum* - Anticipated timelines: Phased delivery June 2021-October 2026
  We will undertake pilot and preparation activities to introduce a King's First Year module and the foundation modules for the Flexible Curriculum, aiming for these to be a defined part of the undergraduate offer by 2025/26.

- *King's Edge* - Anticipated timelines: October 22-August 2023
  Building on successful piloting and innovation in the past two cycles, King's Edge will be developed and extended to become a single point of entry for a wider range of skills and development opportunities, internships and employability enhancement, by building an integrated IT platform, providing oversight and quality assurance and evaluation, and providing students with a simple mechanism to easily record and receive recognition of their learning.

- *Curriculum Management* - Anticipated timelines: March 2022-January 2026
  The current curriculum management process wastes significant amounts of time and leads to inaccuracies and gaps in the module and programme record. This differs from Faculty to Faculty with no standard approach to the oversight of all curriculum data. This leads to many downstream consequences for systems which rely on curriculum information such as Timetabling, Examinations, Fees etc and delivers a fragmented student experience. We will create a single source of truth for the curriculum, which is accurate, comprehensive and easy to use, to give greater control of the academic delivery model.

- *Data Governance* - Anticipated timelines: Phased delivery 22-23 and 23-24
  The aim is to develop and maintain a College-wide service that supports the governance, control and maintenance of data on University systems providing a "gold source" of data that is processed in a manner that meets the business needs of the University, our students and staff, and that is compliant with our statutory and reporting obligations. To achieve this, the aim is to ensure that the data sourced and gathered for use on student record management systems is:

  - the data needed to meet all purposes for which it is collected and processed
  - gathered at the outset of the student lifecycle rather than on multiple occasions during it
  - automatically shared to downstream and dependant systems and processes to avoid duplication, manual workarounds and cleansing off systems

To achieve the objectives, the programme has a number of critical success factors:

Success Factor	How this is met through the programme	Aligned projects in Phase 1
Regaining full visibility and control of education practices and data: resetting expectations and accountabilities across the university	Creating a comprehensive, single source of truth for modules, programmes and students. Begin to use data more effectively to enhance student success. Enhanced quality assurance framework and regulations. Process simplification in all core academic administration processes and explicit process ownership introduced. Developing and equipping programme leaders and Heads of Department. Strengthening King's Academy to set academic expectations and to support staff to deliver, especially around Assessment.	Curriculum Management Timetabling Data Governance Assessment & Feedback Personal Tutor Dashboard
Co-creation: bringing together students, faculty and central services in designing new processes, systems and ways of working.	Business process review centred around the voice of the customer, with a default of a single approach across all faculties. Co-design built into SSTP programme and project governance. Implement the student voice partnership agreement with KCLSU. Develop the social functionality of the App for engagement with targeted groups. User communities embedded into specialist support services.	King's Student App Student Voice Student Enquiry Management Specialist Support King's First Year
Invest at enhanced levels and with ringfenced resource for transformative projects	Tight prioritisation and protected investment in the student experience. Focus on benefits realisation and ROI, at workstream and programme level. Shift from transactional to value adding work, better targeting support to students. Drive down cost per student and deliver simple, nimble and effective services.	All projects in Phase 1 are transformative projects Ongoing maintenance (e.g., system upgrades) are to be governed and financed separately

Add capacity and capabilities: both in transformation expertise, but also in enhancing some key services	King's Portfolio Office and a strengthened education Strategic Programmes Office, with project, change, benefits and training expertise. Appointment of new Executive Director for Transformation. Use of technology and process review to drive a change in the operating model. Buy out and backfill of Subject Matter Experts to provide capacity to drive change and improvement projects.	Specialist Support Timetabling Student Enquiry Management King's Student App

The Engineering & Design Institute London (TEDI)

I visited Arizona State University last month to attend a PLuS Alliance Board meeting and to discuss the ongoing student recruitment issues being experienced by the PLuS joint venture TEDI. TEDI are an independent university with their own Council and degree awarding powers but are underwritten by the three PLuS partners. They have struggled to attract sufficient students, especially international students, to meet the original business plan approved (through to 24-25) by all three partners. We have proposed a way forward including additional international-student recruitment support from ASU and University of New South Wales (UNSW) and the involvement of Kaplan, an international recruitment support firm. We will keep the situation under review and will have a better longer term view after the next (23-24) recruitment cycle.

King's and Courtauld Relationship

The collaboration agreement between King's and the Courtauld was signed in December 2021. It signifies a landmark 10-year strategic relationship and shared vision for HE and the arts. 'Funmi Olonisakin has taken over Evelyn Welch's role as strategic lead, working closely with Debbie Swallow, Marit Rausing Director of the Courtauld. The innovative and sustainable partnership will compound our world-leading reputations and further interdisciplinarity.

The first 12 months has focused on cohesive working practices and governance. A Strategic Relationship Committee and a Joint Academic Committee have been stood up. It has also focused on the opening up of our estate and facilities to one another. The key beneficiary is our students, circa 600 Courtauld students and 300 King's BA Liberal Arts students. Courtauld students can also stay in King's residences and demand is expected to increase September 2023. In this way, shared communities and the opportunities presented have been embedded in the student experience from day one.

Priorities now include academic collaboration (UG and M-level). The ambition is sharing credit-bearing undergraduate modules from September 2023 and two joint MA courses from September 2024. An additional priority is exploring new opportunities in the public realm, e.g., pedestrianisation of the Strand. It is envisioned that the collaboration draws together cross-institution expertise to achieve educational, intellectual, and public benefits that would not be possible independently.

Section B – Live Issues for Management
- Industrial Action
- Managing escalating utilities and inflationary costs
- Guy's Statue and King's History Project

Academic Board	
Meeting date	14 December 2022
Paper reference	AB-22-12-14-06.2
Status	Final

Portfolio Simplification update: Arts and Humanities

Action required [tick ONE box]

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

Motion: Academic Board is asked to approve recommendations put forward by Chair's Action taken on behalf of the Curriculum Commission to revise (a) the timeframe for the Department of Theology and Religious Studies implementation of their portfolio simplification outcome and (b) revert decisions made on some "with" programmes, in light of recent changes to the flexible curriculum.

Paper Explanation for Members

Why is this paper being presented?	The Faculty of Arts and Humanities sought Chair's Action of Curriculum Commission to revise the implementation of their portfolio simplification outcomes relating (a) to their modules in the Department of Theology and Religious Studies, and (b) to some of their "with" programmes following recent changes to the flexible changes ie. subject specific minors is no longer being covered. Academic Board are now being asked for their approval of these changes, as per previous practice.
What are the key points/issues?	(a) The Department of Theology and Religious Studies (TRS) has recently had a new Head of Department join the College, Professor Linda Woodhead. Professor Woodhead has a vision to take the existing outcomes of the Portfolio Simplification process, which were satisfactory to Curriculum Commission but did not reflect a fully coherent curriculum review, and to design a sector-leading, forward-looking curriculum that represents a very exciting development for the teaching of Theology and Religious Studies at King's. Substantial work by TRS colleagues has already gone into this significant curriculum revision this year but more work is required, and permission has been sought to extend the timeframe initially agreed by Curriculum Commission, to allow TRS to incorporate in their periodic programme review, being held early 2023/24, the outcomes from Curriculum Commission.
	(b) When the major-minor Flexible Curriculum was initially conceived, a decision was made to withdraw all "with" programmes as these would become major-minor combinations, with the expectation that the same applicants would be retained. Following recent developments, Flex is not anticipated to replace these subject combinations with major-minor programmes. The Faculty of Arts and Humanities are therefore asking some of their "with" programmes to be reviewed on their own viability in line with departmental strategies to ensure recruitment is not negatively affected.

What is required from members?	Approval of these recommendations

Paper History

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
Approval via Chair's Action	Curriculum Committee	Email: 31st October 2022

Paper Submitted by:

Professor Adam Fagan, Vice-President Education and Student Success

Portfolio Simplification update: Arts and Humanities

The Faculty of Arts and Humanities have requested the following revisions to their previously agreed Curriculum Commission outcomes:

1. To enable the Department of Theology and Religious Studies new Head, Professor Linda Woodhead, to undertake a full curriculum review as part of the department's periodic programme review in 2023/24. This would result in a revised timescale as follows:

    - May 2023: UG programme modifications and any compulsory modules submitted (this will likely include all L4 modules).
    - August/September 2023: hold programme reviews very early in cycle.
        - UG curriculum is presented in full – reviewers give final feedback and input and any tweaks to optional elements are made
        - MA curriculum is discussed during programme review process – this should make clear whether the changes can be submitted in 23/24 or if more time is needed
    - October-January 2023:
        - UG L4 optional module proposals/modifications are submitted, if any
        - MA optional module proposals and modifications may be submitted if ready
    - May 2023:
        - MA programme modifications or compulsory modules are submitted, if any
    - September 2023:
        - CMA sheets done and new UG curriculum advertised in prospectus
    - October-January 2023:
        - UG L5 optional module proposals/modifications are submitted
        - Remaining MA optional module proposals and modifications are submitted
    - September 2024:
        - New UG curriculum goes live and first intake
    - October-January 2024:
        - UG L6 optional module proposals/modifications are submitted
    - September 2025:
        - New L5 curriculum goes live
        - Earliest date new MA curriculum goes live/first intake
    - September 2026:
        - New L6 curriculum goes live
        - Latest date new MA curriculum goes live/first intake

2. To allow the following "with" programmes to have their outcome revised as follows:
    - BA English with Film – request retain, review in medium-term as Flex plans progress

    - BA Classical Studies with English – request retain, review in medium-term as new Classics BA embeds and Flex plans progress

    - BA Comparative Literature with Film – request retain, pending merged department programme review and further information on Flex plans

    - BA Classical Studies with Comp Lit – confirm discontinue, implementation year 22-23, last intake 23-24/closed to new intake, discontinue 24-25

Academic Board

Meeting date	14 December 2022
Paper reference	AB-22-12-14-06.3
Status	Final

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care Quinquennial Review Recommendation Progress Report

Action required

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

Paper Explanation for Members

Why is this paper being presented?	To note progress made against the recommendations of the quinquennial review.
What are the key points/issues?	Progress made against the eight recommendations of the review.
What is required from members?	To note.

Paper History

Action Taken	By	Date of Meeting
-	-	-

Paper Submitted by:

Prof Irene Higginson, Executive Dean
Prof Richard Harding, Vice Dean (International)
Prof Mary Malone, Vice Dean (Education)
Prof Glen Robert, Vice Dean (Research & Impact)
Dr Andreia Carvalho N'Djai, Director of Operations
Dr Andy Williamson, Faculty Quality Assurance Manger
with input from colleagues across the Faculty

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

Faculty Quinquennial Review

Recommendation Progress Report

November 2022

Contents

Executive Summary

The Quinquennial Review (QR) praised our Faculty, our research achievements and education, and the hard work of our staff. They made eight recommendations on which we report progress. We thank the QR team for their thoughtful considerations.

We note, that the QR review was undertaken in 2019 at a time when a Covid pandemic was not envisaged. The relevance of their recommendations, our response and progress with them need to be seen through the lens of Covid and pandemic impacts, because our staff, students and partners were affected in multiple ways and the landscape has changed.

In this report therefore, key aspects of the impact of the Covid pandemic on the work of the Faculty are highlighted, alongside the progress in relation to the QR recommendations.

COVID and Pandemic actions and impacts, highlights were:

- Many clinical academics, PGR, PGT and other students in our Faculty worked front line providing care, out-of-hours support, vaccination centre support, and to train others in response to national and local calls for support.
- 840 of our 2nd and 3rd year students went front line and worked during the pandemic providing much needed support during the national emergency to our partner clinical services. Some MSc and PhD students went frontline pausing their studies.
- Research and impact effects involved both quickly launching new research to support local, national, and international covid responses, providing guidance for patients, the public and clinical teams. It also involved pauses to several existing studies because of difficulties recruiting participants in health and social care settings.
- In education, use of extended placements were agreed in partnership with students and the Nursing and Midwifery Council (NMC). Progression processes were amended to accommodate the variation in practice learning hours.
- 'Practicums' were rapidly introduced to provide students with the opportunity to undertake learning activities equivalent of 150 hours of clinical practice when they could not go to placement.
- Campus activity both possible and permissible varied in response to government guidelines. Clinical skills teaching in person resumed in September 2020, and as we already had a blended learning programme maintained continuous on campus activity as required to meet programme outcomes throughout the pandemic.
- The number of applications for our courses increased beyond any predications for the academic years 2020-21 and 2021-22, likely affected by a national increased awareness of the importance of nursing during the pandemic and the higher A-level grades in 2021-2. This increased the number of students on our courses, the opposite to QR review predictions.

Recommendation 1: *Organisational structure needs coherency between teaching and research activities.*

We have a new coherent structure, clearer, stronger research governance and improving education governance. Specifically, we have:

- Implemented Research Divisions.
- Initiated a Research incentivisation scheme.

- Strengthened the Research Support office.
- Faculty Research Executive now has two subgroups: clinical academic careers, and impact
- Enabled discussions between heads of teaching departments and research divisions to ensure that academic staff on research and teaching contracts deliver appropriately to King's teaching and supervision.
- Conduct annual review of each department and division, involving the executive Dean and Dean's Senior Team, and Head of that department/division, supported by data collated on teaching activity, research income, outputs and supervision, by individual and division/department and PDRs.
- We are further revising our education governance structures to streamline and simplify these.
  - We have plans to increase research placements offered for our students building on our research elective placements for second year BSc students.
- We are considering new education programmes based on our world-leading research expertise, our ambitions and the needs of the field.
- We plan to more extensively review how well our research divisions are delivering our mission in 2022-3.

Recommendation 2: *Review the strategic direction of the Faculty and ensure that all staff in the Faculty know what this direction is.*

We are in the process of addressing this on multiple levels, working more closely with and benefiting from King's wide activities, including Vision 2029, Strategy 2026, and One King's activities. Within our Faculty activities include:

- Biweekly Town Hall Events for all staff in the Faculty, called 'Ask Irene Virtually Anything' to unite the Faculty, ensure simultaneous updates and reinforce our shared purpose.
- Team building events, such as an end of year review, and workshops for senior staff, several of whom have then replicated those types of events in their departments/divisions.
- Improved induction materials to improve onboarding and understanding of the Faculty at all levels.
- Socialisation and discussion of faculty strengths, weaknesses, opportunities and threats, and how our strategic direction should arise from this at Executive, and Department/Division/Institute levels.
- Investment into better data and analytics to ensure our decisions are proactively based on accurate data that is shared.
- Nightingale Communications Project focussed on how we communicate with students and staff and how we can make the best use of new techniques and technologies to improve what we do.

Recommendation 3: *Make strategic appointments in education and research aligned to Faculty Strategy*

We are addressing this by using replacement of vacancies and also a very small number of new posts against growth approved in business cases. Activities include:

- Every term offers a call for proposals for posts against existing vacancies to provide a unified approach across the Faculty.

- Response to this call ensures that replacement and new posts are now designed by research divisions/institute and teaching depts working together to create innovative roles that attract high calibre candidates and meet our current and future needs.
- Faculty has undertaken two major recruitment campaigns with support from the university recruitment manager.
- New Vice Dean for Education appointed.
- Two new Research Professors appointed.

Recommendation 4: *Review the Faculty's resource capacity to meet the goals of the Faculty going forward.*

The Faculty continues to advertise and interview for posts as vacancies arise to progress, however we do recognise that our staff:student ratio is higher than the average for the sector and King's, and we are keen to move to a more optimum staff:student ratio. Recent changes are:

- The high number of applications and admissions during 2021-2 especially put pressure on our placement capacity. However, we are proud that we were able to respond quickly and effectively to ensure sufficient placements and accommodate the additional students. We were allocated a small number of additional posts by King's 'Tiger' team assessing posts.
- Recognising the changing recruitment pattern of the post COVID landscape of A-level grading and reduction of applicants for nursing across all pre-registration programmes, but especially at Masters' level, and the pressures on staff, the Faculty did not increase its recruitment targets for 2022-3.
- Transnational education programmes and on-campus provision overseas, under the new VD International, are evolving with a focus on building wider academic contributions (e.g., students returning for PGT and PGR).
- Faculty is keen to ensure its AEP:PS staff ratios and staffing numbers can meet its academic aspirations going forward across all the programmes, and all the field and keeps this actively under review during business planning.
- We have requested support from the University to help us review the contributions of education programmes going forward, including to better understand the business models underpinning the different programmes, so this can be weighted against academic needs.
- Plans for further Faculty strategy refresh and review, to ensure an appropriate balance of activities and deliver for health and care for the future and to ensure our staff and students achieve their full potential.

Recommendation 5: *Strategic coherence of education portfolio, with a lack of clarity on how decisions will be made to close programmes/modules.*

Programme redesigns for provision within scope under King's Portfolio Simplification have been made to ensure: i) contemporary issues in terms of content informed by key challenges and opportunities facing health and healthcare both nationally and internationally; and ii) increase the potential of recruitment of both home and international students. We have clarified how decisions are being made, and now ensure that programme decisions must come to the Faculty Executive. In addition:

- Reflecting the changing priorities of the health service and national policies, the Faculty has continued to evolve the education portfolio in consultation with key stakeholders, students, our research strengths and the changing landscape and emerging needs of our fields.

- Recruitment to the Faculty's varied work-based learning provision has continued to grow.
- We are preparing an education green paper, partly in response to the need to take a new look, post-covid, at our education offering, and partly to address and improve student success and experience in response to these QR recommendations and an external review of our education quality.
- Two educational projects developed: A co-designed review of the pre-registration curriculum; 'Design Thinking' approach to co-designing connectedness, representation and belonging in online learning.

Recommendation 6: *Review strategic themes and consider future themes to research in e.g., themes that can be integrated across the Faculty;*

An overarching NMPC Research, Education, International Strategy document has been refreshed, and our Research Strategy will feed into this. Specifically:

- As a consequence of our Research focus the Faculty is now leading large programme grant proposals and contributing to major proposals led by other King's Faculties.
- The Faculty was part of UoA3 in the Research Excellence Framework 2021 (REF2021) submission, which was led by the now Faculty Executive Dean (then VD Research). This was the second largest return for King's and was top in the UK overall for score average, 4 star (world leading) research outputs, impact, environment, and power. Our Faculty delivered 5 of 11 impact case studies that were returned in REF2021.
- King's is now first in the world in producing the highest number of research outputs in the top 1% of field for palliative care, and second in the world for nursing and midwifery on the same metric, which we are activity striving to maintain or improve further.
- Current NMPC Research Divisions will be reviewed in 6 months time, as they have been 3 years now in operation.
- We have revised our recruitment strategy of staff to meet our future needs above.
- Appointed new SLs to meet the future needs, for example in Digital Health, Artificial Intelligence, Health Economics.
- Two Research Professorial posts have been recruited.

Recommendation 7: *Review the contribution the Cicely Saunders Institute (CSI) can bring to the Faculty with their research expertise and maximising the mutual benefit.*

At the time of the recommendations, CSI and Nursing had only just merged and we contest it was too early for the QR panel to consider the overt and hidden benefits. We also believe that the Faculty needs develop more meaningful links also with other Faculties and 'One Kings', for example midwifery teams with and Women and Child Health in FoSLM, and mental health with IoPPN, not only to look internally, which is missed in this recommendation. Since the merger considerable appropriate integration has occurred for example:

- Since 2021, the Executive, senior leadership and Dean's Senior Team has a stronger representation from across the CSI, and the whole Faculty.
- Creation of research divisions modelled on the CSI approaches and expertise.
- Integrated seminar programme across the Faculty, aided by use of on-line sessions, which overcome the issues of different campuses.
- Integrated celebration and team building events, which brings the whole Faculty together.

Recommendation 8: *Review processes around doctoral programmes (PhD study) to ensure they are aligned across the Faculty and across the College*

The Faculty appointed a new lead for PGR and developed a PGR strategy designed to support the delivery of King's PGR Strategy 2019-2029 and aligned priorities of Vision 2029. This has resulted in:

- Steady growth in numbers.
- Greater linkage between our international undergraduate programmes leading to PGR students, with considerable growth in our international PGR.
- PGR students located within research divisions, and clearer information on PGR students we are and are not able to supervise, focussed on our research strengths and expertise to ensure quality support is given.

1. Introduction

The Quinquennial Review (QR) of the Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care (NMPC) took place in the spring term 2018/19 and was the first QR of a King's Faculty – previous reviews had been of individual departments and institutes. To capture the complexity of the Faculty's overall provision, the Faculty presented research, education, and service activity data to enable this evaluation.

The aim of the review was to consider the workings of the Faculty as an integrated whole, rather than review taught programmes and research as separate entities. The review itself took place on 4th and 5th March 2019. The event consisted of a series of meetings between Faculty staff, senior College officers and members of the panel. The panel also met with undergraduate and postgraduate students and early career researchers to discuss their perspectives of the Faculty's provision.

The panel commended the Faculty on the following:

- *The Faculty should be applauded and recognised for their upward trajectory over the last 10 years: in achieving 2nd in the World in the QS rankings, growth in student numbers and increase in entry tariffs. Recognition should be given for the remarkable achievement in light of the external environment challenges faced;*

- *The Self-Evaluation Document was an honest, reflective and thoughtful document – which however did not fully recognise 'the remarkable trajectory the Faculty has seen over the last decade';*

- *The Faculty makes a substantial contribution to the College (48%), while also being committed to increase research;*

- *Students were extremely complimentary towards the Faculty and its staff, very proud of being part of King's and staff within the Faculty very supportive and experts in their field of study;*

- *Staff work on developing the new Curriculum 2019 for pre-registration programmes against the new standards by the Nursing Midwifery Council (NMC), in light of the resources required and timescales involved;*

- *The panel were impressed with the Faculty's research activities;*

- *Current expansions comprise two Chairs including one in Clinical Trial Unit Statistics;*

- *The panel recognised the hardworking staff in the Faculty;*

- *The level of commitment and thoughtfulness evidenced by staff during the event.*

The panel re-approved the taught and research programmes of study offered by the Faculty and made eight recommendations.

It should be noted that the QR review was undertaken at a time when a Covid pandemic was not envisaged. It is important to view our response and progress with the recommendations through the lens of Covid and pandemic impacts, as they have been huge on our staff, students and partners. Thus,

we highlight key aspects of the impact of the Covid pandemic on the work of the Faculty, and then provide an update on the NMPC progress in relation to these QR recommendations.

2. Impact of Covid

The fields of nursing, midwifery and palliative care were central to the local, national and international response to the Covid pandemic, as well as being especially impacted.

We consider our response in four main areas:

2.1 Clinical response

Our clinical academic teams were at the centre of the COVID-19 response, which affected >3,000 patients across our hospitals during the initial outbreak in late 2019 and 2020. Many of our clinical academics worked front line to provide care, out-of-hours support, and to train others, in response to the national and local calls for support. These rapidly contributed to sector-leading outcomes for our local populations; COVID-19 inpatient mortality rates for our two acute National Health Service (NHS) Trusts were lowest and third lowest nationally.

2.2 Research and Impact response

The research and impact effects involved both quickly launching new research to support the national and international covid response and pauses on several existing studies because of difficulties recruiting.

Professor Rose, with Aetonix, developed LifeLines, a home care technology platform rolled out to hospitals across the UK, enabling family members to see and speak with their loved ones and with clinical teams, supported by 'King's Together' and Guy's and St Thomas's charity. This has been rolled out across the world to improve care and connections during COVID.

Professors Higginson and Harding, with Drs Sleeman, Bajwah and Maddocks led the local, national and international palliative and end of life care response across high and low-and-middle-income countries, producing new evidence on symptom and care experiences and clinical guidance. They launched evidence for symptom management for people needing to shield with symptoms such as breathlessness. Their UKRI-supported CovPall study provided the first robust understanding of care and symptom management for people dying from COVID-19.

Dr Bajwah led the development of evidence-based fact sheets for patients and families affected by COVID-19, co-designed with the European Lung Foundation (a patient led group). Recognising the disproportionate impact on minority ethnic groups this was translated into 27 languages with local and global dissemination.

Rehabilitation during and after COVID-19 was pioneered from NMPC in research and guidance by Prof Turner-Stokes and Dr Maddocks. With support from NIHR, Dr Fitzpatrick led COVID-19 research into social distancing in care homes. The NIHR policy programme also supported us to study GP care during Covid using the Clinical Practice Research Datalink (Prof Higginson), and palliative care in care

homes (Dr Sleeman). COVID-19 impacts led us to a new co-designed community project of an Integrated Palliative Care Partnership (Prof Higginson, Dr Donetto, with NHS Improvement London).

UKRI funded work led by Prof Sturt with Prof Harding and an international team is developing and evaluating the upscaling of adapted and digitised remote consulting during the pandemic in Tanzania, Nigeria, Uganda, Kenya and Rwanda.

Because national efforts were focussed on the covid response, restrictions to hospital, home and care home visiting, coupled with prioritisation of covid research into vaccines, treatment and care, many non-covid studies were unable to continue to recruit patients or families and had to be paused. Although some developed new methods and obtained ethical approval for these, including remote consent, which NMPC teams have pioneered, they were still not able to continue, and have begun slowly. This affected income flows, as some staff were diverted to other studies, went clinical entirely or furloughed.

Postgraduate research continued but several PhD students had to revise or change their study designs and research questions because they were unable to collect data as planned. Our international students were often unable to travel, and so had to be supported some while overseas, others while in country unable to return to their sponsoring country. We are pleased that, nevertheless, these PhD students are now submitting and graduating, and in addition we continued to increase the number of PhD students during the pandemic.

2.3   Education response

Throughout the pandemic, our pre-registration and post-registration PGT education continued. We implemented measures to reduce the risk of COVID infection to support our students and staff to protect themselves, those close to them and others in our wider community. We rapidly pivoted to on-line education learning quickly in the best ways to support our pre-registration and post-graduate (including pre- and post-registration and interdisciplinary) taught programmes. Some of our international students could not join us in country due to travel or other local restrictions. Some were able to continue remotely for others this was not possible.

COVID-19 resulted in numerous changes to clinical services for our practice learning partners (PLPs) in our pre-registration nursing and midwifery programmes. For example, some PLPs were forced to close children's services and redeploy children's nurses to the care of sick adults. This was particularly acute during summer 2020, resulting in a severe reduction in clinical placements available to children's nursing students. Re-designation of clinical areas limited placement availability during the pandemic across all our pre-registration nursing and midwifery programmes.

Another crucial factor which had an impact at each stage of the pandemic was students' COVID-19 risk status. Some students were at risk themselves and some were living with vulnerable family members so could not be redeployed to new covid areas. Effective partnership working between the Faculty and PLPs, supported by Faculty partnership leads, the practice learning partnership committee and programme management boards, facilitated a flexible response to these factors. PLPs were asked to extend planned placements where possible within the programme plans, for example, catch up weeks at the end of each academic year. The use of extended placements was agreed in partnership with students and the Nursing and Midwifery Council (NMC). Our progression processes were amended to accommodate the variation in practice learning hours. In addition, NMPC teams pioneered 'practicums' as a way of providing the students with the opportunity to undertake a range of learning activities equivalent of 150 hours of clinical practice when they could

not go to placement. Where students have completed the required assessment components for the part of the programme, they are able to progress to the next part of the programme with the requirement that placement hours must be completed by the end of the programme with NMC agreement.

Moreover, 840 of our 2nd and 3rd year students went front line and worked during the pandemic providing much needed support during the national emergency to our partner clinical services. We are proud of their courage at this very strange and frightening time.

In other ways, the pandemic added new dimensions to an already demanding professional award and challenges which affected our student community differently. Our Student Experience Team developed enrichment activities and drew on the multiple teaching, learning and resources offered by the University and student union. These have included a focus on community building so that students have fun peer to peer interaction as well as enhanced practical advice as needed. Since Sept 2020, for example, our regular Community Wednesdays to which all students can participate have ranged from virtual Qigong, quizzes co-designed with students, to talks on money and housing facilitated by the King's Advice Team and disability support facilitated by the King's Disability Team, with good attendance.

We were concerned that the additional pressures on returning students and the greater use of remote teaching and learning may negatively impact student engagement in our student buddy scheme. However, the reverse has been the case and we have more students taking part in the buddy scheme compared with our pre-COVID-19 data (n=417).

Vaccination against covid was a new health intervention. The proposed requirement (which was initially going to be legislated in the NHS, but eventually was withdrawn by the government) for nurses and midwives to be vaccinated against caused some mixed responses among our students. Although many welcomed vaccination, an important minority had concerns about the mandating and were unhappy regarding their future employment, and potential to go out on placement in some settings. Our academic teams engaged rapidly with facts and data regarding vaccination, offering opportunities to share and hear concerns in small groups.

The level of campus activity both possible and permissible varied in response to government guidelines. We started clinical skills teaching in person in September 2020, and as we already had a blended learning programme maintained continuous on campus activity as required to meet programme outcomes throughout the pandemic. This included fully staffed clinical skill centres with technicians to support teaching staff and a constant presence of professional services staff in our Nightingale Student Hub. We considered that on campus student support services were business critical, and while staffing was managed through a rota system, we felt that offering in-person resources complemented by weekly virtual Q&A sessions was important for our students.

For interdisciplinary and post-registration PGT programmes we pivoted quickly to on-line and then later to hyflex learning, to take account of the peri-COVID environment and to be flexible to staff and students who might have difficulties with in-classroom teaching due to infection themselves and/or infection risk of clinical staff on PGT programmes where time away was limited. This often involved considerable re-working of materials.

2.4 .   Impact on staff

As for all King's staff, the COVID pandemic had considerable impacts on our staff, and perhaps more so because of the nature of our workforce and fields. Many staff were or have been ill with COVID,

often with more than one episode, despite vaccinations. While for some this was mild, others were more ill. In addition, staff had family members, friends and colleagues who were affected, and many staff suffered losses. Many staff have caring responsibilities, including of children, who had disrupted education and/or home schooling, and/or of family members or friends who either needed to shield, or became unwell. Some staff were unable to visit those important to them, sometimes for long periods and sometimes even at the end of life or could not attend funerals.

In response we made use of the university resources, pivoted quickly to new methods of supporting staff, including all staff on-line meetings. We also made time to reflect on our successes. For example, the inaugural [Nightingale Student Hub Awards](#) helped us celebrate the hard work of our colleagues.

3. Response to the QR Recommendations

Recommendation 1**:** *The current organisational structure reproduces the teaching focus of the Faculty and lacks coherency between teaching and research activities. Consideration should be made on how a new structure of the Faculty can place teaching and research activities in a coherent structure, including reviewing the governance structure that currently is heavy on education governance, and light on research governance;*

The Faculty has:

- Led by the then Vice Dean for research developed and implemented Research Divisions, which were in planning at the time of the quinquennial review. From May 2020, the Faculty comprises four Teaching Departments and three new Research Divisions (Applied Technologies in Clinical Care; Care for Long Term Conditions; and Methodologies). We are also home to the Cicely Saunders Institute of Palliative Care, Policy & Rehabilitation which provides research and education. The Research Divisions have led to stronger research governance and clarity regarding research strengths and a conduit for staff who wish to identify collaborations, as well as new seminars and research development.

- To improve and incentivise sustainable quality research we initiated a Research incentivisation scheme. This is now embedded within the Faculty after 3 rounds of providing additional on pay funding to research divisions. The amount allocated in 2021/22 was £203,400. This has enabled divisions to hold funding for unexpected expenditure such as bridging loans for fixed term contract research staff, as well as developmental activities, stabilising high quality research.

- Participated between September 2019 – February 2020, in a strategic review of the [Faculty](#) to support business planning for the next three years and to strengthen the focus on areas which are key to achieving NMPC's ambitions. The Faculty worked with Kings' Strategy, Planning & Analytics directorate and an external firm, Firetail to carry out the review. One recommendation was an Operational Review of Professional Services within the Faculty to ensure adequate support for the [new Research Divisions as well as the Teaching Departments](#). We strengthened the Research Support office within the Faculty providing support for Principal Investigators with Work Tribe and Pure activities.

- Research impact has also become an integral part of research support, with an Impact framework being developed following workshops which were open to all members of staff. Impact in its wider sense is being included in the planning and lifecycle of future research activities.

- NMPC further improved its governance in response to the QR with the new Executive Dean (appointed in 2021), mirroring the governance structures developed by our new Principal. NMPC now has three main governance groups: the *Dean's Senior Team (comprising the VDs, Executive Dean and Director of Operations)*, the *NMPC Faculty Executive* (comprising heads of departments and divisions and Institutes, plus key PS colleagues) and the *NMPC Senior Leadership Forum*. The new governance structure has been in place since October 2021. The creation of the Senior Leadership Forum creates opportunities for a wide group of senior academic and professional services staff to engage in the workings of the Faculty. All key Faculty committees feed into the NMPC Faculty Executive.

- Under the leadership of the new Vice Dean Research (appointed 2021) the Faculty Research Executive now has two subgroups (a) clinical academic careers and (b) impact.

- In 2021-2 we commissioned a deep dive external review into our pre-registration education, to enable us to look at why our NSS scores were not improving, despite efforts of the teams. In response to the findings, and these QR recommendations as part of a broader education strategy refresh, we are in the process of revising our education governance structures to streamline and simplify our education governance structures further, led by our new VD Education (appointed 2022).

- This academic year there has been an increase in the allocation of research division staff to contribute to teaching and supervision in PG Taught MSc courses e.g., QI dissertation, Dissertations. This is anticipated to have a mutual benefit to research staff in understanding even more current care issues facing advanced clinical practitioners.

- Within these activities we are looking to develop further cohesion between teaching and research activities, such as increasing research placements for our students, and new education programmes based on our world-leading research expertise.

Recommendation 2: *Review the strategic direction of the Faculty and ensure that all staff in the Faculty know what this direction is. Currently there appears to be no joint ownership though there is evidence of cohesive/supportive behaviours of staff;*

We agree with this analysis of the Faculty and the lack of common/shared purpose. This is not something which is quick to change, as it involves cultural and human factors. We are in the process of addressing this on multiple levels, working more closely with and benefiting from King's wide activities, including Strategy 2026, Vision 2029 and One King's activities. Our Faculty activities include:

- Biweekly Town Hall Events for all staff in the Faculty, called 'Ask Irene Virtually Anything' to unite the Faculty, ensure simultaneous updates and reinforce our shared purpose

- Team building events – including two senior leadership team building events with external facilitators during 2021, a half-day end of year workshop review involving the whole Faculty at the end of the academic year 2021-22, further event planned in Nov 2022 for all new starters.

- Improved induction materials to improve onboarding and understanding of the Faculty

- Investment into better data and analytics to ensure our decisions are proactively based on accurate data that is shared

- The Nightingale Communications Project led by professional services (PS) staff in the Faculty, looked at how we communicate with both our students and staff and how we can make the best use of new techniques and technologies to improve what we do. This work concluded with the integration of Dynamics software for managing queries, which we are in the process of evaluating.

- Active engagement with academic and PS leads, Heads of Departments, Heads of Research Divisions and Institute, Vice and Associate Deans set out a strengths, weaknesses, opportunities, threats analysis in their fields and their immediate and three-year aspirations. These were developed with their teams. These were workshopped at the December 2021 and January 2022 NMPC Faculty Executive meetings. The Executive Dean collated ideas and views, to produce a clearer strategic direction (see box below for details) which is now under discussion and further refinement in the Faculty, and in response to Strategy 2026.

Our Vision (what we want to become)

- To lead in evidence-based health and social care that innovates and transforms care & practice through integrating our cutting-edge research, education and engagement in nursing, midwifery, palliative care and rehabilitation and builds a cadre of future world leaders

Our Mission (what we do)

- Deliver excellent and impactful interdisciplinary applied research and quality education relevant to nursing, midwifery and palliative care, which benefits our local and global communities

- Develop, understand and evaluate sustainable health and social care therapies, treatments, services, and create new knowledge that respond to the challenges of tomorrow and today, take account of the whole person in their context, and build capacity, future leaders and quality education.

Our Values

Equality and equity	Inclusivity, respect and diversity
Challenge and support	Representation, leadership and role modelling
Co-creating and improving	Collaborating and shaping
Integration	

- All divisions and departments have a PDR review with a discussion between the head of division/department/institute, and Vice and Executive Deans that considers the education,

research and international contributions of their teams, and highlights strengths, examples of best practice, opportunities for staff development, and areas where education and/or research activity needs to be strengthened.

Recommendation 3: *To aid the above point consider having some strategic appointments in education and research – these roles should be aligned to the strategy the Faculty wants to follow;*

The Faculty has a buoyant turnover, largely due to the shortage of high calibre staff in the fields in which we operate, where staff can often obtain higher pay. While we are working to grow talent and retain quality staff, we have changed how we recruit in several ways to respond to the above recommendation and ensure all our appointments meet our strategic needs.

- Every term we offer a call for proposals for posts against existing vacancies. Heads of Department and Divisions consider the vacancies expected or arising, and the strategic direction and contribution to research and education and propose a brief business case. Replacement posts are now designed by research divisions/institute and teaching depts working together to create innovative roles that attract high calibre candidates. This way we can both replace and move strategically forward. The mix of AEP to R/T staff is carefully considered in this process, as well as the likelihood to recruit. This has led to new collaborations including, for example, a Child and Family Health post linked to the Cicely Saunders Institute. In addition, we have recruited new talented individuals with expertise in AI, midwifery, mental health, care for older people and more.

- Appointment panels are constituted according to best practice in King's including appropriate academic representatives from other Faculties, to ensure greater links across King's, and to meet equality, diversity and inclusion best practice.

- All posts are advertised externally and widely. The Faculty has undertaken two major recruitment campaigns with support from the university recruitment manager. These campaigns have enabled us to appeal to a wider pool of applicants.

- Our new Vice Dean for Education, Professor Mary Malone joined the Faculty in January 2022, following a specific recruitment campaign supported by King's Search.

- We have recently recruited to two new Research Professors vacancies, with individuals appointed who will drive forward our aspirations for high quality research, big data, and clinical trials in our fields. One post is joint with FoLSM.

Recommendation 4: *Review the Faculty's resource capacity, otherwise the Faculty will be unable to take the next steps. There needs to be space, without additional resource, to meet the goals of the Faculty going forward.*

- New academic and professional services posts have been approved in the past year, although relatively high attrition has meant that there are still vacancies for academic and PS staff. The Faculty continues to advertise and interview for posts as vacancies arise in an effort to progress towards an optimum staff:student ratio. Requests for 5 new staff members at various levels of seniority in the 2022 Business Round also aimed to address a student staff ratio which has been a

concern for some considerable time. However, only a small number of these posts have been approved, and as one of the Faculties with the highest contributions to widening participation this remains a concern for us.

- In 2022, recognising the changing recruitment pattern of the post COVID landscape of A-level grading and the reduction of applicants for nursing across all pre-registration programmes, but especially at Masters' level, the Faculty did not increase its recruitment targets, and moved to two dropped grades rather than enter clearing. This approach recognised the commitment to King's and to nursing of those students who had not achieved the grades they hoped for, often disrupted due to COVID impacts in school. While students entering with grades lower than the norm often supports our widening participation targets, they present particular challenges and opportunities for those who work with them and support them academically and pastorally throughout the programme. The Faculty recognises this and continues to work on its staff:student ratio and personal tutor system in order to offer equitable academic and pastoral support to all students.

- Other areas of fee-earning education activity, in particular transnational education programmes and on-campus provision overseas, have been maintained at current levels of activity. Under the leadership of our new VD International we are now building links so individuals from these programmes consider coming to King's for PGT and PGR learning. Incoming opportunities with a high probability of adding academic benefits as well as financial value are being explored.

- Staff need more time to focus on provision improvement and working with students. Eventually reduced target pressure and portfolio simplification may make a difference. Where reductions in student numbers do not deliver this, potential to increase staff numbers or reallocate staff capacity to teaching will be investigated.

Recommendation 5: *There needs to be strategic coherence to the education portfolio. There currently appears to be no clear strategic intent of the programme portfolio, with a lack of clarity on how decisions will be made to close programmes/modules.*

At the time of the QR, the priority for the Faculty was to redesign all pre-registration nursing and midwifery curricula: i) to improve the student experience informed by student feedback; and ii) to meet the future nurse and midwifery standards published by the Nursing & Midwifery Council (NMC). This was a major 2-year project involving 7 programmes.

- New curricula were developed in consultation with students, service user and learning practice partners with a forward-facing perspective in terms of content, structure, and delivery.

- The level of consultation was commended at the validation event on behalf of the NMC, along with innovative strategies in place to support student learning and the student experience. Underpinning curricula was a commitment to increase flexibility through greater use of blended by design and assessment for learning.

- The new curriculum for all undergraduate pre-registration nursing programmes (BSc Adult, Child, Mental Health) commenced in 2019 and the new undergraduate programme for midwifery commenced in 2020.

- As part of the review for postgraduate pre-registration nursing programmes, the established PGDip Nursing with Registration (Adult, Child, Mental Health) was developed into full MSc

programmes which commenced in 2019. Recruitment to the Faculty's pre-registration programmes has been robust with over recruitment against targets since 2020/1.

The Faculty engaged fully with the university's Portfolio Simplification strategy which had just begun at the time of the QR. Following a two phased consultation process with staff, decisions on discontinuation, redesign and retain were approved by the Curriculum Commission.

- This included decisions at both the programme and 'free standing' module level. All actions approved by the Curriculum Commission have been implemented and to schedule. There is one outstanding action to address with regards to plans for the redesign/merger/discontinuation of two undergraduate programmes (BSc Clinical Practice and BSc Nursing Studies) which are due to be closed to recruitment in 2023.

- The established BSc Clinical Practice programme broadly reflects the principles of a stackable award recently developed by PACE. Thus, discussions in collaboration with the PACE team about next steps for this provision would be beneficial.

Programme redesigns for provision within scope under Portfolio Simplification have been made to ensure: i) contemporary issues in terms of content informed by key challenges and opportunities facing health and healthcare both nationally and internationally; and ii) increase the potential of recruitment of both home and international students (MSc Diabetes Clinical Care & Management, MSc Clinical Nursing and MSc Palliative Care).

Reflecting the changing priorities of the health service and national policies, the Faculty has continued to evolve the education portfolio in consultation with key stakeholders:

- The curriculum for MSc Advanced Clinical Practice was modified to ensure alignment with new national guidelines. This interdisciplinary programme attracts pharmacists, physiotherapists, dieticians, occupational therapists as well as adult, mental health, children's nurses and health visitors. It was the first in the UK to be accredited by the Centre for Advancing Clinical Practice;

- A new programme to support the integration of mental and physical health has recently been approved. MNurs dual registration as a mental health and adult is a new award for King's and is the first two-year postgraduate programme to offer this qualification in the UK. The programme commenced in September 2022.

One of the key threads in the decisions that needed to be made throughout the pandemic was to be as creative as possible to ensure that learning for our current students could be sustained to a high standard and recruitment remained as buoyant as possible. Taking a lessons learnt approach and evaluating new developments with key stakeholders has featured strongly in the curriculum redesigns.

The potential value of extending a blended by design philosophy with the integration of synchronous modes of remote teaching and learning (lectures, interactive seminars, hyflex) complemented by on campus and diverse e-Learning resources/activities has featured in our planning. These approaches have the potential for a high-quality student experience particularly in our MSc programmes taken by students who are experienced clinicians and often combine study with frontline practice; this is especially clear in the examples of the MSc Palliative Care and MSc Advanced Clinical Practice (interdisciplinary programmes teaching doctors, nurses, allied health practitioners and others, and in palliative care with a growing international intake). The level of flexibility afforded by using a more

varied approach to teaching and learning also has the potential to increase international recruitment, an area which needs to grow.

In terms of next steps to inform new provision, careful consideration of the development of further programmes with a specialist focus is required. Currently, there are two - MSc Diabetes Clinical Care & Management and MSc Palliative Care. Both these programmes align well with programmes of research within the Faculty. Adopting this approach further has the potential to strengthen alignment between education and research priorities, reflect the international standing of the Faculty and enhance recruitment. Equally important is the need to develop further cross faculty collaborations to ensure that the expertise of different disciplines is harnessed effectively.

Recruitment to the Faculty's varied work-based learning provision has continued to grow through individual employers, pan-London and national collaborations to address workforce development priorities. As the development of Academies expand across NHS Trusts, new ways of providing learning opportunities are needed. A work-based learning approach is one, alongside the vision emerging for flexible programmes of study through PACE.

Led by our VD Education we are preparing an education green paper, partly in response to the need to take a new look, post-covid at our education offering, and partly to address and improve student success and experience in response to these QR recommendations.

- Although teams have worked hard to improve our NSS scores in recent years, they remain below where we want them to be. Undertaking a review of our efforts to improve student experience with help of an external panel, this external deep-dive review was an opportunity for us to take stock of what we have been doing so far to make improvements, and to gain a better understanding of why we have not seen these reflected in our NSS results.

- The Faculty commissioned an Expert Review of Pre-Registration Education (the Review) to examine the factors affecting the experience and satisfaction for pre-registration nursing and midwifery students in the Faculty, especially undergraduate students. The review had a particular focus on organisation, management and teaching, its aim to make recommendations on how these might be sustainably strengthened.

- Two Faculty focus groups were held in November 2021 facilitated by Professor Ian McFadzean, Interim Deputy Executive Dean, Faculty of Life Sciences & Medicine, and Jenny Chou, Project Manager. Senior members of staff closely involved in pre-registration education and the most recent NSS Strategy and Action Plan were invited to meet with the panel to share their insights in December.

- The Review urged the Faculty to take a fresh and critical look at itself, to address its hierarchical structure with siloed ways of working and to reconnect with students. Messages from the Review were shared with all Faculty staff in a series on presentations in the spring of 2022 and on the 12th and the 29thJuly 2022 two workshops were held to gather staff responses and comments and to identify work themes for the next academic year.

- Agreed foci of improving satisfaction with clinical placements, recruitment and retention, professional development and progression for Faculty staff and developing an all Faculty community of learning approach to assessment and marking were agreed. Further to these workshops the Faculty has scheduled Termly workshops around Teaching and Learning and monthly Faculty Education Round ups.

- The Faculty is committed to co-designing responses to recommendations from the Review with both staff and students. Two educational projects: a co-designed review of the pre-registration curriculum funded though Faculty Innovation funding and taking a 'Design Thinking' approach to co-designing connectedness, representation and belonging in online learning for FNFNMPC students funded through the College Education fund illustrate this (Appendix 1 and 2).

Recommendation 6: *The Faculty should review its strategic themes and how they are described – avoiding using historical context and consider future themes to research in e.g., themes that can be integrated across the Faculty;*

An overarching NMPC Research, Education, International Strategy document is in development which the Research Strategy will feed into. Our emerging research vision (within the overall Faculty vision outlined above) is:

> '*To lead excellent and impactful interdisciplinary applied research relevant to nursing, midwifery and palliative care, which benefits our local and global economies by developing, understanding and evaluating sustainable health and social care interventions and services, creating new knowledge. Our research tackles the challenges of tomorrow and today, takes account of the whole person in their context, builds research capacity and future leaders and enhances education.*'

- There have also been several recent College-wide initiatives led by Professor Reza Razavi and the RMID Research Strategy Team (Discipline Strategy Workshop and Research Summit) where the Faculty has been contributing and identifying new cross Faculty Research Themes which align with the direction of travel for College research until 2029.

- Increasingly, the Faculty is both leading large programme grant proposals and contributing to proposals led by other King's Faculties (EPSRC proposal for a KHP Digital Health Hub where we are leading one of the four workstreams - bid led by Engineering).

Future strategic themes identified by NMPC are:

[1] Digital Health (including routine and big data, data linkages and AI expertise; Mental Health);

[2] Global Health Research to extend South – North Learning;

[3] Nightingale-Saunders Clinical Trials Unit (accelerating co-designed interventions moving from feasibility stage to effectiveness, cluster and hybrid trials, with a focus on tele-health, outcome assessment, symptoms and self-management).

- The current NMPC Research Divisions will be reviewed in 6 months time (after they have been in existence for 3 years) and may be reconfigured in ways which better represent these themes as well as building on our current strengths and responding to any emerging themes where we need to be more proactive.

- As part of our revised recruitment strategy (see above), we have appointed one new SL in Digital Health, are about to advertise for another as well as advertising for a L/SL in Global Health/epidemiology offering further potential for strengthening our capabilities in areas of existing research strength as well as the strategic themes outlined above.

- The Faculty Research Seminar series showcases research activity in the newly created research divisions in the Faculty. Research Round Up are monthly sessions for staff and PhD students in NMPC to meet and discuss research-related activities; these are used as a forum for encouraging further integration of research activities across the Faculty as well as identifying new emerging themes. The sessions are hosted by Vice Dean Research & Impact.

- The REF provides further evidence and insights of our progress in this area

Insights from the Research Excellence Framework (REF2021) results

REF is the UK's system for assessing the quality of research in UK higher education institutions and is undertaken by the four UK higher education funding bodies. It is helpful to consider this within the context of our response to the QR recommendations, because it provides external assessment which can help to evaluate our progress.

REF2021 highlights the positive contribution our research is making, supports our mission to improve healthcare for global societies, benchmarks research performance, and informs the selective allocation of funding for research.

For REF2021, our research was considered with 'Allied Health Professions, Dentistry, Nursing and Pharmacy' under Unit of Assessment 3 (UOA3). UOA3 was King's second-largest REF submission and included research from applied and allied health. King's return to UOA3 encompassed all eligible colleagues from our Faculty, the Faculty of Dentistry, Oral & Craniofacial Sciences, those from the Faculty of Life Sciences & Medicine working in Pharmacy and Life Course Sciences, plus a small number from the NIHR Health & Social Care Workforce Unit, in the Faculty of Social Science & Public Policy. This interdisciplinary and collaborative research at King's spans the whole life course, considering the whole person (mind and body) and those important to them, from pre-birth to the end of life and into bereavement.

- Following the REF criteria for eligibility, 50 researchers, 107 papers and 5 impact case studies from our Faculty were assessed. We were particularly proud to include 10 early career researchers. The total numbers for the UOA were 248 researchers, 507 papers and 11 impact case studies. In addition, our research environment was assessed. This included our research income, support and achievements of PhD students, staff development and equality, diversity and inclusion, and our future strategy.

- KCL came top in 2 UoAs in the whole of REF and UoA3 was one of those. Our results for UAO3 highlight the combined strength and impact of applied health research at King's. Out of the 89 submissions made by institutions to UOA3, King's submission was ranked:

- 1st for the overall proportion of research rated 4* (4*= world-leading, the best mark possible)
- 1st for the proportion of outputs rated 4* (i.e., research papers)
- 1st for the proportion of impact rated 4*
- Joint 1st with 12 other institutions for the proportion of environment rated 4*
- 1st for Grade Point Average and Power

More specifically, we achieved:

- 55.6% of outputs rated 4*, 92.1% of outputs rated 3* or 4*

- 86.4% of impact case studies rated 4*, and 100% of impact case studies rated 3*or4*
- 100% of environment rated 4*
- 3.64 overall Grade Point Average
- 818 overall Power score

Grade Point Average (GPA) is the percentage of research in each grade by its rating, adding them all together and dividing by 100. Power is the GPA by the FTE of submitted staff.

- As a university, King's ranked 8th for the overall proportion of the submission rated 4*, 9th for GPA and 6th for power.

- In addition, our internal analysis subsequent to REF2021, considering our research in an international context finds that King's produces more highly cited research outputs (top 1% citations) on palliative care than any other centre internationally (SciVal) and we are 2nd in the world (1st in Europe) for nursing and midwifery outputs on the same metric. In addition, for the last four years, King's continues to be home to the world's second-highest ranked nursing faculty, according to the 2021 QS World University Rankings by Subject.

Evidence of our impact

We demonstrated the impact of our Faculty expertise locally, nationally, and globally in our REF2021 submission which comprised 5 of the 11 Impact Case Studies in UOA3.

- Some examples include [novel therapies for breathlessness](#), which potentially benefit over 75 million people worldwide, and new trials of palliative care services for people with many different conditions including neurological disease, HIV or those who are frail, [advancing access to palliative care](#) across the globe, with validated outcome measures now used in over 150 countries worldwide.

- We discovered that [rehabilitation services](#) can be focused to transform lives and save the NHS money, increasing access to these services.

- Our pioneering development and refinement of [Experience-based Co-design enables patients and staff to work together](#) to improve health care services, give patients more agency in their own care and improve their lives.

- Our [innovations in medical devices for wound care](#), in collaboration with industry, have led to better patient quality of life with, for example, therapeutic gloves which are now provided to patients via the NHS.

Recommendation 7: *Review the contribution the Cicely Saunders Institute (CSI) can bring to the Faculty with their research expertise. Although there is engagement between CSI and Nursing and Midwifery it is not clear how the Faculty is maximising the mutual benefit of the merger.*

During the QR event the panel queried the apparent separation of the Cicely Saunders Institute and the Departments of Nursing and Midwifery (NM), noting that though synergies could be seen, there was a lack of transparency with the integration between the two. However, at the time of the recommendations, CSI and NM had only just merged and we contest it was too early for the QR panel to consider the overt and hidden benefits.

- The creation of research divisions immediately addressed the need to have clearer research identity, and NM teams followed the research structures and processes of the CSI, benefiting from them. This is seen with an overall growth in income and considerably increased collaborative grants (both between CSI and NM teams, and also between NM teams and other Faculties at King's.

- Owing to its philanthropic origins (100% of the Institute building came from the partner charity Cicely Saunders Institute), CSI has particular governance requirements, which must continue to be supported and fostered.

- Collaborative bids between CSI and NM have risen from 13% of total CSI bids in 2019 to 26% in 2020 onwards. We now have a lot of cross faculty grants - around 60-70% - although we acknowledge there is still more work to be done to maximise the benefits of the merger.

- Best practice in CSI has been adopted across the Faculty and there is a more balanced profile for staff in meeting teaching and research commitments. The Academic Education Pathway (AEP) has been good for aligning staff identify with responsibility. With the positive use of MS Teams, it has resulted in less movement between campuses and greater opportunity to engage in cross site productivity. We are piloting other ways of using this technology to strengthen our within-Faculty research relationships.

- The Executive, senior leadership and Deans Senior Team also has a stronger representation from across the whole Faculty, including CSI which was not yet developed immediately post-merger.

- We are committed to driving towards excellence, and it is important not to insist on collaboration for collaborations sake, but instead collaboration across the Faculty and King's to realise our interdisciplinary ambitions and the health and care needs of our societies and fields.

- We strive for excellence, and common purpose, which means raising the quality of all aspects of the Faculty, research, education, international and staff and student development and success. It is important not to drive teams into collaboration towards the lower averages of all, which poorly managed mergers can lead to. We believe we have the balance correct as we move forward with our new education strategy, and then during the 2022-3 year our review of research divisions, and our plans to co-design these changes with our staff and students.

- Our contribution and the research outcomes above show the progress we are making towards our vision of becoming the world leader in evidence-based health and social care that innovates and transforms care and practice, using our strengths in nursing, midwifery, and palliative care.

- We are responding to areas of massive future need for our changing societies and health and care systems. For example, serious health-related suffering will increase globally by 87% by 2060 (48 million people, from 26 million people in 2016) requiring effective solutions. Nurses and midwives are often the first healthcare professional a patient sees; many times, they are the only ones. Without nurses and midwives, sustainable development goals and universal health coverage are mere aspirations.

Palliative care and care of older people brings a more acute understanding of the specific implications of complex needs and multiple health conditions, and need to be at the heart of innovating and co-designing solutions.

- Active patient and public involvement and engagement is instilled across our research projects and programmes. We are especially proud of our award-winning Cicely Saunders Institute's unique online public involvement forum and active 'Dragon's Den' activities, as well as our pioneering co-design work. All our studies involve targeted patient/public and stakeholder engagement through which we strive to involve patients and the public as equal partners: as co-applicants, co-designers of research and interventions, and co-creators of dissemination strategies.

- We are enriched by research collaborations and partnerships, including with other King's Faculties, and international partnerships such as our renowned South-North learning including Multimorbid, Ageing, Primary Palliative Care in Ghana, Malawi, and Zimbabwe (MAP-care), and our accredited World Health Organisation Collaborating Centre in Palliative Care, Policy & Rehabilitation.

- We will work closely with the KCL Clinical Academic Training Office (CATO) and our Trust partners, and teams across the country and beyond to improve clinical academic pathways for nurses, midwives, physicians, and allied health professionals, and are an active part of the CATO office, with a Professorial appointment from palliative care (Evans) taking up the role as deputy director (AHP lead).

Recommendation 8: *Review processes around doctoral programmes (PhD study) to ensure they are aligned across the Faculty and across the College e.g., consider what is the role of PhD in teaching across the Faculty? Are applicants research aligned with the research strategy of the Faculty?*

The Faculty has developed a PGR strategy (Appendix 3) designed to support the delivery of King's PGR Strategy 2019-2029 and aligned with the following priorities of Vision 2029:

1. Growing PGR numbers
2. Attracting the very best PGR students
3. Providing a world-class PGR student experience
4. Developing well-rounded, highly skilled researchers

- We welcome the teaching input of our PhD students and recognises this as an essential part of the preparation for the academic workplace. Dr Julia Philippou as the GTA lead for the Faculty leads, oversees, and coordinates the training, teaching activities and resources available for GTAs. GTAs in the Faculty can get involved on a variety of opportunities including teaching and supervision of undergraduate students on different programmes the Faculty offer either on campus or online (blended/distances learning courses). Since September 2021, the Faculty has implemented the new College wide framework for GTAs, and we currently have six PGR students and are hoping to issue contracts through HR from September 2022 onwards. This is certainly an area that we can improve on and one that is of importance to our PGR students.

- Due to the nature of our PhD students in the Faculty (e.g., clinical practitioners working in healthcare settings) involvement within classroom teaching is relatively low, for example, in the last academic year there have been only four students who have taught under this scheme. Given the small number of GTAs their teaching delivery is monitored through the

module leaders and course directors of the programmes they support and the GTA lead of the Faculty.

- All PGR students are encouraged to complete the course and different workshops offered by King's Academy, as part of their development programme in the first year of their studies. Information about opportunities for training is presented to new students as part of the Faculty Induction programme. Opportunities are also highlighted in the PGR KEATS site through a dedicated section on Training and Development for GTAs. All GTAs that participate in teaching have completed the required workshops offered centrally by King's Academy and any relevant local training.

Research divisions and PhD students

PhD students are aligned to the new research division when they enrol, based on the research division of their primary PhD supervisor. If their primary PhD supervisor is aligned to a teaching division and employed on an Academic Education Pathway contract, then PhD student would either be aligned to the research division of their secondary PhD supervisor, if they belong to a research division and are employed on a Research and Teaching contract &/or aligned to a research division that best fits their PhD topic. In most cases the PhD student's topics are aligned to the research themes of the faculty's research strategy. We do have some PhD students (n=6) whose topic fits within a theme of 'Nursing Education', and they are usually supervised by 1st PhD supervisors who are aligned to our teaching departments

Each research division has a PhD co-ordinator who oversees the progress of the students via the online progress report system. For PhD students who started last academic year (October 2021 and future cohorts) we are rolling out Thesis Progression Committees (TPCs) to all students in our three other NMPC research divisions, building on experience of CSI in having these in recent years (and in keeping with best practice in other Faculties within the College). These will usually be chaired by a member of the PGR team (PhD co-ordinator or Associate Dean) and provide an opportunity to identify students who would benefit from additional support at an earlier stage. The TPC panel members provide a critical friend/ study steering group role and can increase students' networks and provide further encouragement throughout their PhD studies.

Prof Irene Higginson, Executive Dean
Prof Richard Harding, Vice Dean (International)
Prof Mary Malone, Vice Dean (Education)
Prof Glen Robert, Vice Dean (Research & Impact)
Dr Andreia Carvalho N'Djai, Director of Operations
Dr Andy Williamson, Faculty Quality Assurance Manger
with input from colleagues across the Faculty

Date:13/10/22

College Teaching Fund - Application Form
Standard College Teaching Fund: Application for Funding

Title of Project: Taking a Design Thinking approach to co-designing connectedness, representation and belonging in online learning for FNFNMPC students		
Amount	£10,000	
Amount of funding requested, including a breakdown of how this will be used	• Research assistant fees for 3 months at 60% = Band 5 Research Assistant for three days a week for 3 months = RA, grade 5, spine point 25 would be as follows: Pay per hour without oncosts £18.15 with oncosts as must be recruited via King's Talent Bank £25.6025.60 x 21 (hours) x 13 (weeks) = 6998.80 • Payment to 2 student NMPC consultants on steering group, 4 meetings @ £50 per meeting = £400 • Voucher money for questionnaire prize draw, to encourage student completion = £100 • Student co-design workshop participants to be renumerated for their time = £25 per hour per student • Ring-fenced money to fund prototype and testing of co-created ideas = £2,000	
Expected duration of project (months) **Start Date (MM/YY)**	04/2022	**End Date (MM/YY)** 07/2022

 APPLICANT

Name of Applicant(s)	Debbie Braybrook (Inclusive Education Staff Partner, CSI HyFlex Working Group Member) Mary Malone (Vice Dean (Education)) Rhema Richards (Inclusive Education Student Partner) Adebusola Sowunmi (Inclusive Education Student Partner)

	Tommy Dickinson (Head of Department of Mental Health Nursing) Sam Bassett (Head of Department of Midwifery) Shelley McLetchie-Holder (Head of Department of Department of Child & Family Health) Lorraine Robinson (Head of Department of Adult Nursing) Richard Harding (Director of Cicely Saunders Institute for Palliative Care, Policy and Rehabilitation) Clare Ellis-Smith (MSc Palliative Care Director, Lecturer, and HyFlex Working Group Member) Tiago Horta Reis Da Silva (Lecturer in Nursing Education) Cameron Cox (Lecturer in Nursing Education) Zahra Khan (Lecturer/Senior Teaching Fellow) Teresa Arias (Lecturer in Midwifery Education and Cohort Lead for BSc 2018 Midwifery) Sabrina Bajwah (CSI EDI Committee) Emma Briggs (NM EDI Committee) Sulekha Hassan (Equality, Diversity & Inclusion Project Officer) Laurence Georgin (Student Experience Manager) Paul Lau (Student Experience Coordinator) Sabrina Poma (King's Academy NMPC Staff Liaison)
Faculty/Department	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
Email	Debbie.Braybrook@kcl.ac.uk

DETAILS

Project Description	**Background to the innovation:** The COVID-19 pandemic has inspired a new wave of students to study nursing in England, but it has also thrust the sector up a steep learning curve for delivering education.[1] Substantial shifts happened rapidly to incorporate online delivery, comprising progressive blended and hybrid methods which facilitate a new ways of learning. Blended learning incorporates synchronous and asynchronous sessions, while HyFlex increases student autonomy further, by enabling them to choose a learning modality (in-person or remote) that fits with their caring responsibilities and other leaning needs. King's Strategic Vision 2029 highlights that **building a community of learners** who are **empowered to make choices about where and how they learn, free from inequity** is key to our educational strategic priorities. However, results from the 2021 National Student Survey demonstrate that **on KCL adult, child and mental health nursing BSc courses, only 49%, 46% and 47% (respectively) felt part of a learning community** of staff and students. Belonging, representation and connectedness play a key role in students' equitable learning experiences. The Faculty of NMPC is currently delivering and continuously seeking to improve their blended and HyFlex offers, and it is during these early phases of development that we must seek to understand and integrate ways to develop a sense of belonging, representation, and connectedness amongst our students. By reviewing the way teaching is delivered and the spaces

	students are afforded to learn within we aim to invigorate and strengthen our learning community.
	1. Bramer C. Preregistration adult nursing students' experiences of online learning: a qualitative study. *British Journal of Nursing* 2020; 29: 677-683. DOI: 10.12968/bjon.2020.29.12.677.
What will this project involve? **What will it try to achieve?**	Underpinned by the Design Thinking principles, this project will take a co-design approach, involving: - flexible online asynchronous collaboration involving FNMPC students and alumni, educators, EDI team members, and student experience specialists, - ring-fenced money to support prototyping of co-designed approaches - acknowledgement of the Faculty messages we have already received by seeking student-directed training for staff We seek to offer students and staff the opportunity to co-design FNMPC communities of learning, to: • Understand how belonging, representation and connectedness are experienced by current and recent students from KCL FNMPC courses, with special consideration of online learning impacts. • Co-design actionable recommendations developed by students and staff to embed learning communities which foster belonging, representation and connectedness within delivery modalities that enable student choice. • Improve the percentage of students who feel part of a learning community while on FNMPC courses.

Which of the Education Strategy objectives will your project address?

☒ Driving world class learning and knowledge creation through research-enhanced education.

☒ Expanding learning opportunities through flexing the curriculum and increasing access to co-curricular activities.

☐ Embedding civic engagement and service learning across King's.

☒ Ensure all King's students are equipped for success.

☒ Supporting positive wellbeing as a fundamental ethos of the university.

☒ Embracing students as co-creators of the educational experience.

Please outline your project's plan/timeframe including evaluation plan and how the impact of the project will be monitored (maximum 300 words)

Month 1 (April 2022):
1. Design and run questionnaire seeking student opinions on staff training needs, to feed into consultant's personalised FNMPC external training programme.
2. Collaboration with steering group to advertise co-design project.
3. Design and testing of online collaboration platforms using Padlet (a virtual whiteboard allowing for advanced participant contributions in the form of text, image, audio, video, and responses). We will also consult with student partners on the use of alternative platforms, such as Instagram, for engagement in ideas of belonging, connectedness and representations. The unique demands of study in NMPC – comprising study, clinical placements, work and high proportions of students with caring responsibilities – means these students are often time poor. Using platforms such as Padlet and Instagram, we aim to enable flexible, asynchronous, virtual co-design involving undergraduate and postgraduate students across the faculty, and staff.

Month 2 (May 2022):

1. Work with King's Academy to deliver FNMPC student-directed staff training.
2. Launch co-design online collaboration platforms with FNMPC students and educators to gather insights on stakeholder understandings of belonging, representation and connectedness, and challenges to rich learning communities.
3. Insights gathered analysed, synthesised, to develop user-centred, priority problem statement(s).

Month 3 (June 2022):
1. User-centred priority problem statement(s) to be presented at a co-design workshop(s) with students and staff. After presenting the challenges faced, facilitators will then work with participants to understand how these challenges can be best overcome, followed by prioritisation of solutions.
2. Co-design workshop to be recorded (or minuted in detail) and shared to seek further input from those stakeholders unable to attend. Students will be renumerated for their time to participate in the workshops.

Month 4 (July 2022):
1. Co-designed, prioritised solutions to be costed and presented to Faculty Executive for consideration and comments on proposals for driving a sense of belonging, representation and connectedness which could subsequently foster inclusive communities of learning.
2. Prototyping and testing of selected projects will then be undertaken using ring-fenced funding.

Signature from Vice Dean (Education)

Co-designing the FNFNMPC pre-registration nursing curriculum with students, early career lecturers and NHS Trust placement providers

Mary Malone, Sara Donetto, Glenn Robert Adebusola Sowunmi, Student Partner Inclusion and Diversity, Debbie Braybrook, Staff Partner Inclusion and Diversity, Lorraine Robinson, Head of Department Adult Nursing, Tommy Dickinson Head of Department Mental Health Nursing and lead for attainment, Inclusion and Diversity, Shelley McLetchie Holder Head of Department Child and Family Health, and Laurence Georgin, Head of Student Experience and Paul Lau, Student experience

Aim of the innovation

Professor Mary Malone (Vice Dean (Education)) and the Methodologies Research Division, aligned with Adult, Child and Family Health and Mental Health Departments, propose to develop and implement a curriculum review by working with (a) students, (b) early career lecturers and (c) NHS Trust partners providing clinical placements as co-designers.

Background to the innovation

The NMPC pre-registration curriculum, validated against the 2018 NMC Future Nurse Standards, began in September 2019. Whilst NMPC aims for effective connections with all students, NSS scores are low. As one of the first curricula to be successfully validated in England, a review to identify emerging lessons on curriculum philosophy, content and delivery is now warranted. Co-design uses creative and participatory methods within a design development process to create *with* stakeholders' products or services which meet their needs and are of value. A student, lecturer and NHS Trust provider review of the current curriculum using a co-design approach will provide insights from each stakeholder perspective on curriculum content and delivery, as well as enabling the sharing of perspectives to encourage mutual understanding and identifying new ways of working with related aims of:

- supporting effective student engagement
- promoting meaningful and rewarding staff-student connections
- improving student satisfaction.

Anticipated benefits and future directions

The anticipated benefits are:

- Insights into the current pre-registration nursing curriculum from three different stakeholder perspectives, including what is currently working well and what is less successful
- Identification of potential improvements to curriculum content and delivery
- A framework for the development and delivery of future pre-registration curriculum
- Development of effective new ways of embedding joint working between the stakeholder groups
- Learning about using co-design as a methodology within nursing education

Future directions are:

- Implementing the review recommendations
- Embedding co-design work within each year/part of the curriculum
- Preparing research proposals for further development and evaluation of co-design approaches within the context of nursing (and midwifery) education

Project leadership and co-applicants

The project will be led by Professor Mary Malone with methodological support from Professor Glenn Robert and Dr Sara Donetto (Methodologies Division). The Adult Nursing, Child & Family Health and Mental Health Heads of Departments, Staff and Student Inclusion Partners and Student Experience Leads are co-applicants and will be members of the project steering group. An early career lecturer and a representative of a NHS Trust placement provider will also be members of the steering group.

Work to be undertaken

We anticipate the project starting in May 2022 and ending in January 2023.

- *Month 1*: recruitment of three stakeholder groups. (i) *Nursing students*: one Adult branch student from both the BSc and MSc pre-Registration programmes (c.15). (ii) Recruitment of *early career lecturers[1]* (one for each core module and the respondent must be within two years of appointment). (iii) Recruitment of one representative from each *NHS Trust placement provider* for nursing students. Design of focus group guides and project information sheet.
- *Months 2-3*: focus groups with stakeholder participants (up to 3 focus groups with nursing students; 2 focus groups with early career lecturers; 1 focus group with NHS Trust placement providers) using visualisation methods to gather perspectives on design and delivery of current curriculum.

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[1] We have a significant number of appointees of under two years who are leading large modules and managing cohorts of 300 + students. They are the group delivering most of the pre-registration curriculum and come from several different backgrounds - clinical and educational - and so offer a fresh but also realistic perspective. However, it is unusual for these colleagues to sit on any of the decision-making committees and so there is a high possibility that their views are largely unknown and their voices unheard.

- *Months 4-5*: separate feedback and ideation workshops with (a) students, (b) early career lecturers and (c) NHS Trust placement providers
- *Month 6*: Co-design workshop involving all stakeholder groups to share findings and experiences and identify shared priorities for improvement in curriculum design and delivery
- *Months 7-8*: smaller co-design teams including students, early career lecturers and NHS Trust placement providers work on priorities identified at co-design workshop to develop prototype solutions for iterative testing (using e.g., personas, scenarios). Final workshop to bring all co-design teams back together, share their work and review emerging framework.
- *Month 9*: Report writing and presentation to Faculty Executive for consideration and comments, including proposed strategy for embedding co-design in other fields and modules.

Costs

- Salary for Research Assistant Grade 5, 40%WTE for 9 months of the project = £13,991.06 (for organisation of focus groups, co-design workshops and team meetings; assistance with data analysis; drafting findings and outputs; and for general administrative support with expenses and record-keeping).
- Transcription costs for 6 x 90-minute focus groups @ £2 per minute = £1,080
- Payment to 2 student representatives on steering group, 6 meetings @ £50 per meeting = £600
- Payment to students participating in focus groups, 15 @ £20 = £300
- Payment to students attending workshops, 2 workshops x 15 students @ £50 per workshop = £1,500
- Payment to students contributing to co-design teams, 2 meetings x 15 students @ £30 per meeting = £900
- Catering for 6 x focus groups, 3 meetings of steering group and 2 workshops @ £50 = £550

Total funds requested: £18,921.06

Postgraduate Research Strategy 2020-2029

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

Introduction

The Faculty of Nursing, Midwifery and Palliative Care (FNM&PC) national and international research position, 1st in the UK and 2nd in the world, requires us to be proactive and ambitious in our strategy for Postgraduate Research (PGR). The Faculty PGR strategy is designed to support the delivery of King's PGR Strategy 2019-2029 and is aligned with the following priorities of Vision 2029:

1. Growing PGR numbers
2. Attracting the very best PGR students
3. Providing a world-class PGR student experience
4. Developing well-rounded, highly skilled researchers

This paper outlines the approach to create an environment in our Faculty that facilitates achievement of these priorities and grows a strong pipeline of high-quality researchers, leaders and academics of the future.

Priority 1: Growing PGR numbers

1.1   PGR students are invaluable to the life of a research-intensive institution and are the backbone of research activities and output in our Faculty. In King's health faculties, PGR students contribute to around 40% of research outputs.

1.2   We plan to sustain and grow our PGR numbers by increasing our external reputation and visibility as a provider of high-quality postgraduate research. Currently, in our Faculty the PGR student to academic staff ratio is 0.9. This is below other Russell group Universities. To maintain our position and reputation as a national and international leader, we need to increase the number of PGR students. The benchmark ratio of academic staff (FTE) to PGR student for our Faculty is set to become 1.5 by 2029.

1.3   Increasing PGR numbers by 5-10% per year per research division, can be absorbed within existing research division staffing levels. It is important to ensure that increasing PGR numbers does not deplete the BSc & MSc teaching capacity of the Faculty. Hence, we need to sustain and grow our academic, research active staff who are part of the research divisions and increase the number of staff involved in PhD supervision from the existing pool and ensure that they have the resources and skills, and also that they are actively engaged in attracting and recruiting PhD students. This will involve replacing the staff who have left the Faculty with members of staff on academic (rather than teaching only) contracts; when recruiting new staff ensure that they have PhD completions and can attract students and become 1st PhD supervisors; and to recruit students whose studies support the research programmes of current research active staff.

1.4   To review the time allocated for PhD supervision on the educational database, to better

reflect the actual time commitment required to support PGRs as 1st, 2nd and 3rd supervisor. Where appropriate, joint (50:50) supervision should be recorded.

1.5 To build supervisory capacity in the Faculty by increasing the number of staff involved in supervising PhD students through the implementation of a model of three-supervisors. The role of the 3rd PhD supervisor is to create more supervision opportunities for academic staff who may be new to PhD supervision, to gain the skills and experience by supervising alongside more experienced PhD supervisors.

1.6 There is a risk of reducing EU student numbers due to Brexit and for an increase in the cost of fees for EU students to the international level. This potential reduction needs to be counterbalanced by other activities to attract more students from both within and outside the UK.

1.7 To provide guidance and support in proposal development, recruiting more students to the Proposal Development module that commenced in April 2020, more active recruitment of students from our MRes, PCAF and MSc programmes meeting MPhil/PhD entry requirements, and winning competitive fellowships/ programmes that permit studentships. Consideration should also be given to encouraging and supporting local clinicians within KHP and other clinical partners, from a range of professions and specialities to undertake clinical fellowships.

1.8 Create stronger research links with BSc programmes, by offering elective research placements, King's Fellowships, and mentoring of undergraduate students interested in gaining research experience, as a way of developing them into potential PhD candidates.

1.9 Future student recruitment needs to concentrate and balance the proportion between part-time and full-time, and self-funding vs studentships. Greater consideration may need to be given to the drivers behind PhD applications. This may help with speed of completion of PhDs (University submission rate for PT vs FT is 89.3% vs 97.4%).

1.10 To review the PhD programmes offered by the Faculty to increase the attractiveness of the Faculty PhD programme. Currently the Faculty offers nine programmes:

• Health Studies Research MPhil/PhD (Full-time)
• Health Studies Research MPhil/PhD (Part-time)
• Midwifery Research MPhil/PhD (Full-time)
• Midwifery Research MPhil/PhD (Part-time)
• Nursing Research MPhil/PhD (Full-time)
• Nursing Research MPhil/PhD (Part-time)
• Nursing, Midwifery and Palliative Care Research with University of Hong Kong PhD (Fulltime)
• Palliative Care and Rehabilitation (Full-time)
• Palliative Care and Rehabilitation (Part-time)

The additional programmes that could be developed to broaden appeal are:

• Health Services Research
• Public Health Research
• Programmes reflecting names of the new Research Divisions

1.11 To increase PGR student numbers, joint working and collaboration with the Faculty Educational Committee, Research Executive Committee, PGR Student Committee, and Research Support and Communications is required.

Build and further develop strategic partnerships with our international partners for example China (e.g., King's China Scholarship), Brazil, Hong Kong (e.g., joint King's and University of Hong Kong PhD). To regularly offer Visiting Scholar positions for international PhD students and post-docs.

Priority 2: Attracting the very best PGR students

2.1 Conduct a brief review of competitors' provision to better understand the market for PGR.

2.2 FNM&PC already attracts many very high-quality students with full-time funding. Nonetheless, there is still some work to be done to ensure the breadth and high calibre PGR applicants are attracted to the Faculty. This includes ensuring that the admitted students come from broad and diverse backgrounds. Therefore, a range of national and international activities will need to be pursued to achieve this aim, including liaising with KHP and other local clinical partners.

2.3 To attract more PGR students and to create new opportunities, a new branding of PhD studies is being launch. PGR studies are being renamed as **'Nightingale-Saunders Doctoral Programme'.**

2.4 Redesign and update the website for PGR to enable easy information identification and retrieval.

2.5 Create a collection of compelling research stories of successful students and their career pathways which will benefit the recruitment and marketing of PGR programmes.

2.6 We need to prioritise growth in the right research areas, specific to the Faculty expertise. This is being supported by creating the new research structure in the form of Research Divisions led by the Heads of Research Divisions.

2.7 Create a Faculty PhD Fellowship Fund for one or two students per year. These could be supervisor driven projects.

2.8 Creation of a PhD topic website page and regularly updating the page to direct potential students to current and future opportunities and ensure that students are aware of the full range of opportunities so that they can approach potential supervisors. This will help ensure that the very best students are considering King's and our Faculty as the location for their postgraduate research.

2.9 To make undertaking a PhD in our Faculty even more attractive, we will create ample opportunities for PGR students to be involved in teaching at undergraduate and master's level, as part of Graduate Teaching Assistant (GTA) scheme. This will contribute to skills development and CV building of our PGR students to make them more employable and will support King's GTA strategy. The Faculty GTA strategy has already been developed and approved. This should also include opportunities to learn wider academic skills by joining Faculty activities and supporting outputs.

2.10   Focus on creating a clearer pathway for strong internal students to move from MSc to PhD.

2.11   To create mechanism for supporting the Faculty teaching staff without a PhD to gain fellowships and undertake a PhD. The Faculty to create 1-2 fellowships per year for staff to apply in an open process.

Priority 3: Providing a world-class PGR student experience

3.1 We need to drive ongoing improvements in the PGR student experience. Progress towards achieving this objective will be measured using the following key performance indicators

(KPIs); Postgraduate Research Experience Survey (PRES) overall satisfaction; ratio of PGR students to academic staff by FTE; and % submission rate of FTE students within 4 years.

3.2 To strengthen the support provided to PGR students and supervisory teams, introduction of Thesis Progression Committee (TPC) should be considered for Nursing, Midwifery and Health Studies Research Programmes. This process is already used within CSI.

3.3 To create a world-class PGR student experience, we need to further develop our existing range of activities and create new opportunities and initiatives for our PhD students. Currently, we run three Journal Clubs (Nursing & Midwifery, CSI, and Mental Health) and students have an opportunity to participate in fortnightly research seminar programmes delivered by one of the research divisions. Students' active involvement in developing the range of activities and its delivery is strongly supported.

3.4 To create an even more vibrant and diverse research environment, more activities need to take place such as in-house and KCL-wide PGR conferences, methodology training, across health faculties doctoral training (e.g., HSDTC), interdisciplinary social science training (e.g., the LISS DTP), and more interaction with academic staff for the purpose of developing research applications and applying for funding, both doctorate and post doctorate.

3.5 To create extra PGR space to accommodate the growing PGR student numbers. The Faculty is considering relocation to another building. Suitable designated space for PGR students with the right resources needs to be created, to enable the students to be fully integrated into the Faculty and academic activities.

3.6 To create internal and external opportunities and support for PGR students to present their studies, disseminate their findings and build confidence and presentation skills. We need to create PGR Conference and Development fund, enabling PGR students to apply for funding.

3.7 Where possible, to support PGR students to complete PhD incorporating publications. This will help in disseminating their results and impacting health practice, as well as establishing their careers in their selected field of research. Ensure that PGR students utilise training on how to write (e.g., LISS-DTP writing courses) guidance and our Faculty Publication Coach, to prepare high quality manuscripts.

3.8 To further encourage the PGR voice within the Faculty, PGR students have been invited to take an active part in influencing in the design of PGR activities and to represent the PGR student body on different committees and forums (e.g., Faculty Research Executive Committee, PGR Student Committee, PGR Executive Management Team).

3.9 To create an environment that is intellectually challenging, friendly and conducive to learning, so that all our students receive support to progress with their studies successfully. We have appointed a Diversity, Equality and Inclusion officer and we will continue to engage in equality and equity analysis and monitoring to offer a fair learning environment, free from bullying and discrimination to all our students, irrespective of their background, colour, race, sexual orientation, and visible and non-visible disabilities.

3.10 A model of three-supervisors has been introduced to improve students' support and access to clinical and methodological expertise. Where appropriate and required, students will be provided with a team of three supervisors. Co-supervision with staff across different faculties, clinical staff, and staff from other HEI should be encouraged where appropriate.

Priority 4: Developing well-rounded, highly skilled researchers

4.1 A high-quality training environment is a pre-requisite for developing the best researchers, delivering high quality research, and persuading funders to award PGR scholarships.

4.2 Enrichment of the research training will require additional resources to ensure programmes are effectively delivered and built on best practice.

4.3 Our PhD Students have access to research methods training modules. Those modules are: Advanced Quantitative Research Methods (7KNIP042); Advanced Qualitative Research Methods (7KNIP041); Evidence Based Decision Making in Healthcare (7KNIM110); Research Methods and Statistic (7MMPAC01); and Epidemiology Module (7MMPAC08) and they are part of MSc in Nursing, MSc in Palliative Care & MRes in Clinical Practice programmes. Development of the additional courses should be considered, for example, training in designing clinical trials with CTU, Methodologies, Co-Design, Mixed-methods, Advanced Systematic Review, Meta-analysis and Qualitative Evidence Synthesis.

4.4 PGR students have access to a wide range of courses and supplementary activities, such as workshops, symposia and funding offered by Centre of Doctoral Studies, the Health Sciences Doctoral Training Centre (HSDTC) and the London Interdisciplinary Social Science Doctoral Training Partnership (LISS DTP).

4.5 PGR students benefit more from being part of the Faculty research environment face to face, which is not available as part of distance learning provision. Current PGR Regulations require students to spend a minimum of 6 months in the Faculty where they are registered. This needs to be taken into consideration, if and when planning online programmes.

4.6 Create more opportunities for postdoctoral researchers so that we retain the best research talent in the Faculty. This could be achieved, for example, by creating posts for Research Associates Research Fellows, Clinical Academics, and supporting PGR final year students to apply for postdoctoral funding. Each Research Division could create postdoctoral posts.

Successful delivery of this strategy, led by Associate Dean for Postgraduate Research Studies in partnership with Vice-Dean for Research, PhD Coordinators, PhD supervisors, GTA Lead, Professional Services colleagues, and Centre of Doctoral Studies will lead to building an even stronger and vibrant research community and the raising of standards.

KCLSU President's Report

Action required [tick ONE box]

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

Paper Explanation for Members

Why is this paper being presented?	Academic Board receives a report from the King's College London Students' Union (KCLSU) President at each of its meetings; this is the second report of the year.
What are the key points/issues?	**Exam timetable release** **Mitigating Circumstances Suggestions** **Updates from KCLSU including on the Teaching Excellence Framework (TEF) student submission**
What is required from members?	**We would now like Academic Board members to discuss and provide feedback on the exam timetable release issue, and their thoughts on the MCF suggestions.**

Paper History

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

Paper Submitted by:

Mohd Yasir Khan, KCLSU President – president@kclsu.org

KCLSU President's Report

1. Exam Timetables

In the previous Academic Board, we outlined our objectives, however in this paper we would like to highlight the current issue of exam timetable release for discussion. We would like to know what Academic Board members think. This comes under the objective "Improving standards of student academic experience," a priority area for the VPs Education and the VP Postgraduate.

What is the issue?

1.1 In the past few years, exam timetables have often been released with considerable delays from the date originally provided. This has been the case with online as well as in-person assessments, where there have been ongoing issues with scheduling module exam time within the given timeframe. For example, in Examination Period 3 of the most recent academic year 2021/22, the exam timetable release date was moved from 21 days to less than 5 days prior to the start of the Examination Period. This uncertainty exacerbated the stress and anxiety students already felt in the lead-up to their exams, making it more difficult to prepare for and make arrangements to attend the exams.

1.2 The impact on students is especially concerning for KCL, which has a very diverse student body, and in the context of the ongoing cost-of-living crisis. Late release of exam timetables is particularly problematic for students who have essential commitments alongside their studies, including student parents and carers, and students who rely on parti-time or full-time work in order to afford the costs of studying. During Exam Period 3, which takes place in the summer, these issues are likely to be even greater. It can be very difficult, or even impossible, for students to rearrange these employment and caring commitments at such short notice. Additionally, uncertainty about exam timetables may have an even greater negative impact on students with disabilities, chronic illnesses, and/or other struggles with mental and physical wellbeing.

1.3 The late release of exam timetables also has a negative impact on students' perceptions of KCL, as exams are a focal point of students' experiences with the potential to leave a lasting impression of the institution as a whole. While there may be explanations for delays internal to KCL, these explanations are not often communicated to students and can leave students feeling helpless and frustrated at an already vulnerable time. For example, delays in timetable release and a perceived lack of communication about changes have been cited by students in NSS responses and may contribute to lower scores in Organisation & Management, Assessment & Feedback, and Student Voice.

Potential responses

1.4 KCLSU believes that the release of exam timetables with adequate notice is a fundamental part of a good student experience and can result in a significant improvement to students' perceptions of KCL. We would like to use this opportunity to understand the causes of current delays and to discuss with Academic Board members what the best course of action would be for addressing this issue.

1.5 We would also like to suggest that KCL makes a formal commitment for exam timetables to be released at least 28 days before the start of each Exam Period, for this commitment to be publicised, and for it to be respected across all Faculties from January 2023 (or as early as feasible). This would include:

- Updating the appropriate documents and informing all students about this commitment
- Informing students where they can find the written details of this commitment
- Providing explanations for cases when this commitment is not met
- Providing mechanisms for students to hold KCL accountable to this commitment

1.6 We believe that making a formal commitment and taking these actions can help to assure students that KCL is working tirelessly to improve its educational standards and values students' wellbeing and will result in KCL regaining greater credibility in the eyes of students.

2. Mitigating Circumstances

2.1 As discussed at the previous meeting, the Mitigating Circumstances Form (MCF) system at KCL is currently under stress, with an increase in the number of applications as well as the number of students seeking support with the process from the KCLSU Advice Service. We propose that we do not make the MCF system more punitive, but instead think of the students who regularly submit MCFs and how they can be supported prior to the assessment period.

2.2 We recognise that while MCFs are intended only to form a part of the support and accommodations students can receive in exceptional circumstances, in reality the MCF system is currently the only mechanism many students feel they have in place to support them with ongoing issues. For example, students in part-time employment, student parents and carers, and those with disabilities and chronic illnesses. Making MCFs more inaccessible and punitive at this point will only increase the risk of students dropping out, affect retention rates and simultaneously increase the rate of appeals, which is an even more time-consuming process. MCFs are an interim solution to bigger problems such as student isolation, lack of pastoral care within faculties, lack of mental health support and the cost-of-living crisis.

2.3 We can help make MCF submission numbers go down if we focus on supporting students before they feel the need to submit an MCF, but this will happen only through significantly improving KCL's other student support mechanisms rather than simply making it more difficult to go through the MCF process that many students currently rely on.

2.4 We are keen to participate in the MCF Working Group/Committee when this is formed. In the immediate term, it would be useful to discuss the following with Academic Board members to enable us to better the position at KCL:

- What can be done to prevent assessment deadlines and exam timetables from clashing with religious observances;
- Potential for reimbursing the cost of obtaining medical and other evidence required for MCFs, in light of the cost-of-living crisis;
- What other support can be offered to students who regularly submit MCFs for reasons relating to disability, chronic illness, and/or mental health;
- Potential for MCF self-certification, such as a policy at City University allowing a limited number of self-certifying extensions for short-term cases that students may need at any point in the year

3. Teaching Excellence Framework student submission

3.1 The Vice Presidents Education, Sara and Julia are currently working on the TEF Student Submission. We have continued analysing evidence including NSS free text comments and SSLC minutes, and have made plans for additional primary research to supplement this evidence. We have had our first student executive panel meeting and have another two planned this term while we start drafting the submission. We have also met an external consultant who helped us think in the long term when drafting, and we maintain that the getting the best outcome in TEF is in the interest of both the College and students.

3.2 Our main concern that we will draw out in the TEF submission is ensuring baseline standards for the student experience as we have found that teaching, assessment, and feedback as well as academic support and pastoral care are inconsistent throughout KCL. We would like to be involved in discussions on how TEF will tie into King's Strategy and thinking about how the University will change in the long term before the next TEF.

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board Agenda -Member-requested items **[Annexes 1 and 2]**	17 Nov 2022	Main	Approve	No
2. Academic Board Meetings – Operational Matters	17 Nov 2022	Main	Discuss	No
3. Academic Board Election Report	17 Nov 2022	Consent	Note	No
4. Current Academic Board Committees	17 Nov 2022	Consent	Note	No
5. Update on Staff & Culture Strategy Committee	17 Nov 2022	Consent	Note	No
6. Rolling Calendar of Academic Board Business	17 Nov 2022	Consent	Note	No

For Approval

1. **Academic Board Member-Requested Items**

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

   Background:

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

   The first proposal was that the time for members submitting agenda items to the Academic Board should be reduced from 6 weeks before a meeting to 2 to 3 weeks. The Committee noted that the requirement for 6 weeks was a timing and workload issue and that the decision taken at the request of Academic Board members two years ago for the AB agenda to be distributed two weeks prior to the meeting date meant that the shortest lead time for suggestions for items was six weeks in order to allow time for any background work to be carried out by the Secretariat in advance of ABOC's consideration and to allow time for ABOC itself to meet. ABOC supports the recommendation for a four-week deadline with the caveat that there may be times when ABOC was not able to deal with a matter received in that time frame and would on those occasions carry the matter over to the subsequent meeting of the Board.

   The second proposal was that there should be a vote on "the principle of whether the Academic Board approves establishing a committee, elected by staff, that will oversee Human Resources policy, can require information, and can intervene in any decision particularly in relation to dismissal and contract terms". The proposals are attached at **Annex 1**. ABOC had considered a very similar proposal at its last meeting at which time its decision had been that the matter should not be added to the Academic Board

agenda and this had been reported to the Board in June. ABOC's response to that previous request is attached at **Annex 2**.

ABOC noted that the critical governance requirement underlying the request was the need for a governing and decision-making structure that was transparent, accountable, and engaged in appropriate oversight. It noted that a thorough five-year governance review was due to take place in 2023. This would be a complicated and detailed piece of work and the issues raised with respect to Academic Board oversight of human resource matters related to academic staff had already been noted as one question to be answered in the review. ABOC recommends that the review should be carried out in a holistic manner, rather than taking a piecemeal approach to policy. The issue would not be delayed unduly as it was expected that the review would be conducted expeditiously beginning early in the 2023-24 academic year with a report to Council early in 2024.

To Discuss

2.   **Academic Board Meetings – Operational Matters**

The Committee considered the following operational questions:

- Should hybrid attendance be offered for meetings of Academic Board?

  The Committee agreed that hybrid attendance should be offered to take account of new ways of working, travel, EDI matters and time efficiency, but noted that the current facilities did not appropriately allow for this. ABOC asked the Secretariat to work with IT to secure a space that would allow for some members to attend in person and others virtually. Space in the Macadam Building was suggested.

- Should there be a pattern of in-person and online Academic Board meetings over the year?

  The Committee would prefer for a hybrid offer to be in place to enable members to attend in both ways if a suitable space can be secured.

- Should meetings be scheduled during Reading Week?

  The Committee noted that Reading Week provided a time when teaching was not happening and so suited some staff well, but that others took the opportunity to be away from the university. It agreed that the use of Reading Week for Board meetings should continue, but that staff workload was a key concern and that urgency should be placed on the provision of hybrid meetings space for the large body so that virtual attendance could be offered.

To Note

3.   **Academic Board Election Report**

The Committee considered a report of the October elections for staff and student representatives on the Academic Board.

There had been eight staff vacancies requiring by-elections to be held in October 2022. Due process had been followed. All vacancies had been filled except for the Head of Department position in the Faculty of Nursing, Midwifery and Palliative Care for which there had been no nominations. As this was the second call with no nominations that seat would remain vacant for the remainder of the academic year. Committee members asked for an anonymised report of the election outcomes that would show number of votes cast vs number of eligible voters and this would be provided for its next meeting.

The KCLSU had run the elections for the nine student representatives alongside its suite of representative elections, working with the College Secretariat as it has in previous years. There had been a small

number of student nominees and five of the nine vacancies had not been filled. ABOC noted it was very important to have student input at Academic Board and steps to improve engagement were necessary.

KCLSU staff had explained that the online briefing step in its election process was the point at which many nominees for all of its elections ceased to be active nominees. The step was an online information briefing which required completion of a survey form at the end. It appeared that many students did not want to engage to that extent and also that some nominees mistook the Academic Board positions for programme representative positions and so withdrew at the briefing point. KCLSU staff, the Secretariat and the Committee noted that there was a need to reach students who would understand the opportunity offered through membership of the highest academic governance body and agreed to explore the KCLSU suggestion that student elections be held in the Spring targeting those with existing representative experience.

The College Secretary would investigate the matter further and bring options and proposals back to ABOC for consideration.

4.   **Current Academic Board Committees**

It was noted that as part of the 2023 Governance Review, the Academic Board's standing committee structure would need to be reviewed given the new senior executive structure in place.

5.   **Update on Staff & Culture Strategy Committee**

The Committee noted that good progress was being made in establishing the new Council Staff and Culture Strategy Committee (SCSC). 63 nominations had been received for five staff seats, all 63 had had an initial interview and 16 were being interviewed in the second round. Interviews would be concluded before Christmas with a view to the first meeting being held early in the new year.

6.   **Rolling Calendar of Academic Board Business**

The Committee noted the current iteration of the forward plan of Academic Board business which was be received as a standing item at each of its meetings and would be received by Academic Board.

Professor Rachel Mills

Chair, Academic Board Operations Committee

November 2022

Agenda items, Academic Board, 14 December

1. That the time for members submitting agenda items to the Academic Board is reduced from 6 weeks before a meeting to 2 to 3 weeks.

Rationale: The time period is unrealistically long. For instance, the period between late 2022 AB meetings was itself six weeks. This is a simple matter. If necessary, this should go back to the Academic Board Operations Committee.

2. That there should be a vote on the principle of whether the Academic Board approves establishing a committee, elected by staff, that will oversee Human Resources policy, can require information, and can intervene in any decision particularly in relation to dismissal and contract terms.

Rationale: Job security, and particularly academic tenure is essential for innovation. There have been too many cases of malpractice, that simply should not arise at King's College, London, including discrimination, unfair dismissal, and illegal purported variation of contract terms. The control of dismissal policy is common under Academic Board or Senate purview (examples below). There is no single right model, but after voting on the principle (above), details may be referred to the Academic Board Operations Committee.

1. University of California, Bylaws 40.1-40.3

This sets out duties and powers of the Academic Senate, and in 40.3(e) states: 'Dismissal of an academic appointee who holds tenure or security of employment shall only be for good cause and shall be voted by the Board' after consulting 'the appropriate advisory committee' from the Academic Senate.

2. University of Oxford, Statute XII.B

Section 14(6) states that if there is any proposal for redundancies, a 'Redundancy Panel shall comprise five members of Congregation [which is the university fellows] elected and selected under regulations governing membership of panels convened under Parts B, D and H of this statute.' For discipline and dismissal cases for misconduct or unsatisfactory performance, Part D, section 28 requires appeals are ultimately made to a panel of elected members of Oxford's Council (15 out of 25 are elected/approved by staff).

3. University College London, Statute 18, Part II

For any redundancy of academic or related staff, the Council (which is 40% elected) sets up a redundancy panel. This must include two out of five members elected by academic staff from the Academic Board. This applies to both selection and redundancy (and this includes expiry of a fixed term contract).[1]

4. King's College, London, pre 2009. Greater governing body elections, which authorised redundancies, etc.[2]

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[1]   Refers to the Employment Protection (Consolidation) Act 1978 s 55(2)(b) now the Employment Rights Act 1996 s 95(1)(b). Statute 18, Part II relates to disciplinary, and Part IV for medical incapacity. Part V for appeal, and Part VI for grievances. Under Statute 7(10)(B) there must be consultation on any changes to terms and conditions of Academic Staff with the Academic Board.
[2]   See M Otsuka, 'Is there academic tenure in the UK?' (5 August 2019) Medium

ABOC Report to Academic Board – June 2022

4. Disposition of Proposed Agenda Items

A request to add an agenda item to the upcoming meeting of the Academic Board was received by the Principal on 18 May 2022.

The Academic Board has set the following criteria for including member-suggested items on the agenda:

1. The item must concern a matter that is within the terms of reference of the Academic Board.

2. The request must be supported by at least 10 percent of the membership of the Academic Board.

3. If the item concerns a matter that would normally fall within the terms of reference of another committee it should be referred to that committee in the first instance.

4. Notice of the item must be received within six weeks of the Academic Board meeting at which it is to be considered.

5. If the Principal is of the view that these criteria are not met, the issue is to be referred to the Academic Board Operations Committee for resolution.

The proposal was submitted within the six-week time frame required and, with 10 signatories, met the requirement that it be supported by at least 10 percent of the membership of the Academic Board. However, as the proposal concerns matters that are not within the terms of reference of the Board, the Principal referred it to ABOC for resolution in accordance with criteria #5.

The proposal seeks to have the College Ordinances amended at paragraph 2.7 as follows:

> "2.7 **Setting** regulations for academic misconduct, **including the approval of any suspension or dismissal, regulating proposed redundancies,** and student discipline." (*Additions in bold.*)
> An alternative phrasing could be:
> "2.7 **Establishing a committee of elected members of the Academic Board that oversees, and must consent to, the dismissal or disciplinary of any academic member of staff for conduct, capability, qualification, redundancy, or any other reason.**"

The Committee sees two issues with the proposals as presented.

First, they concern matters related to human resources procedures which are not within the purview of the Academic Board to govern. The College Ordinances and the terms of reference of the Board give the Board delegated authority over academic matters and academic regulations, not regulations related to staff.

Second, the proposals conflate governance and regulation with management and operations. They would give the Academic Board an operational role in the management of academic staff dismissals and discipline which, in the view of the Committee, is not appropriate for a body whose role is governance and oversight. Council's authority with respect to staffing matters is delegated to the President & Principal, who must exercise that delegated authority in accordance with the Ordinances, regulations, policies and procedures in force (College Ordinances, para E4).

However, the Committee fully agrees that the questions that underlie the proposals are critical matters and proposes a way forward. Criteria #3 of the Board's protocol stipulates that a matter raised that sits within the terms of reference of another committee should be referred to that committee. The Council has approved the establishment of a Staff & Culture Strategy Committee which includes within its terms of reference authority to make recommendations to Council on 'strategy, College Ordinances and regulations related to staff' and to advise the Senior Executive on 'related policy and programmes.' Further, the College Ordinances, in sections E4, E5 and E6 lay out the principles that inform the creation of regulations and policies related to academic staff dismissals and discipline which the President & Principal must administer.

We would propose, therefore, that the Staff & Culture Strategy Committee of Council be asked to commission a review of the Ordinances related to academic staff dismissal and discipline, along with an examination of existing policies (and their outcomes) that are based on those Ordinances to be sure that they are effective

and being appropriately implemented. The outcome of any such review would in due course be reported back to the Academic Board as part of Council's regular reporting to the Board.

With respect to the larger question as to whether the Academic Board's authority should be extended beyond academic matters to encompass issues related to academic staff or other issues, we again agree that this is an important point that should be discussed. There is a range of practices across higher education institutions in the UK and elsewhere as to the precise powers of Academic Boards and Senates and King's sits within that spectrum with a number of peer institutions. However, we believe that this question should be part of a larger governance review next scheduled for 2023-2024 rather than being dealt with piecemeal and propose that the College Secretary ensures that the matter is explicitly included as one of the issues to be discussed in that review.

Report of the College Education Committee

Contents		Meeting at which considered	Main or Consent agenda	Academic Board Action	Reserved item?
1.	Teaching Excellence Framework (TEF) Provider Submission	16 November	Consent	Approve	No
2.	Research Experience Visiting Student (Taught Degrees) Policy **[Annex 1]**	16 November	Consent	Approve	No
3.	External Examiner Reports 2021/22 – undergraduate programmes **[Annex 2]**	16 November	Consent	Approve	No
4.	Minor Corrections to Academic Appeal Regulations **[Annex 3]**	16 November	Consent	Approve	No
5.	Consideration for a University-wide e-Assessment Platform	16 November	Consent	Note	No
6.	Teaching Excellence Framework (TEF) 2023 update	16 November	Consent	Note	No
7.	Social Mobility & Widening Participation Strategy 2022-25	16 November	Consent	Note	No
8.	Welcome to King's 2022	16 November	Consent	Note	No
9.	Update on Careers & Employability within King's and the HE Sector	16 November	Consent	Note	No
10.	NSS & PTES Strategy update	16 November	Consent	Note	No
11.	In-Sessional Provision at King's College London	16 November	Consent	Note	No
12.	The Future of Online Education at King's	16 November	Consent	Note	No
13.	Professional Statutory and Regulatory Bodies update	16 November	Consent	Note	No
14.	King's Education Awards 2020/21	16 November	Consent	Note	No
15.	Report of the Programme Development & Approval Sub-Committee (PDASC)	16 November	Consent	Note	No

For Approval

1. Teaching Excellence Framework (TEF) Provider Submission

Motion: **Academic Board is asked to approve first draft of the Teaching Excellence Framework (TEF) Provider Submission.**

Background: The committee wase asked to review the submission draft and to recommend the TEF Provider Submission to Academic Board and the TEF Steering Committee. It was noted that only examples of provision covering the past four years and which showed an impact for all students had been included as part of the submission. It was also noted that the OfS guidance noted that where data showed provision above the baseline, there was less need to demonstrate this. It was noted that how the Assessment Panel would weight the data, Provider and Student submissions was still unclear and that the draft would be sent to External Peers for comment.

This item was recommended by CEC (16/11/22), with an updated version being submitted to Academic Board – see item 5.1 on the Academic Board Agenda.

2. Research Experience Visiting Student (Taught Degrees) Policy [Annex 1]

Motion: **Academic Board are asked to approve the Research Experience Visiting Student (Taught Degrees) Policy.**

Background: The committee recommended the policy for approval to Academic Board. The policy is intended to supplement the existing processes which are in place for visiting students on postgraduate research degrees.

It was noted that the policy was aimed at supporting the student experience and providing the necessary clarity on the following areas:
- The student application process
- Visa issues
- Fee charges

3. External Examiner Reports 2021/22 undergraduate programmes [Annex 2]

Motion: **Academic Board are asked to approve the External Examiner Reports 2021/22 for undergraduate programmes.**

Background: As part of their duties External Examiners submit an annual report, providing King's with assurance that are assessment practices continue to be appropriate and that the Colleges academic standards are aligned with the sector. The report provides an overview of those UG External Examiner reports submitted for the academic year 2021/22.

The College can be assured that the assessment practices and academic standards remain as expected for King's, however there are some areas of assessment practices that need to be kept under review, and the following recommendations are asked to be approved:
   i.   The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure concerns regarding grade inflation are being addressed; it is requested that Assessment Sub-Boards use their Board meetings to discuss the information on the Examinations PowerBI App with their External Examiners, specifically looking at module marks over a period of time.

  ii.   To consider the suitability of MCQ's and when drafting questions, ensuring that questions are challenging enough to effectively differentiate the first-class students.

 iii.   To monitor the number of plagiarism cases and establish whether there is any correlation with assessment type.

  iv.   To keep under review the TEAMCo Pilot for online examinations, to determine whether this e-based assessment can be expanded to all programmes.

   v.   The Assessment Working Group to consider a review of feedback practices for summative assessment, to ensure consistency and parity of experience.

To note: This item was recommended by CEC (16/11/22), and ASSC (9/11/22).

4. Minor Corrections to Academic Appeal Regulations [Annex 3]

Motion: **Academic Board are asked to approve the Minor Corrections to the Academic Appeal Regulations.**

Background: This paper was submitted as the current regulations relating to academic appeals contain an error in relation to the circumstances for filtering an appeal. This error was first made in 2020/21, then 2021/22 and now 2022/23.

The content relates to the circumstances in which an academic appeal can be filtered. This is in relation to academic appeals submitted on the grounds of mitigating circumstances. The regulations used to state that these appeals can be filtered when there is no independent third party evidence.
To note: This item was recommended by CEC (16/11/22) and ASSC (9/11/22).

For note

5. Consideration for a University-wide e-Assessment Platform

The Committee discussed the paper which outlined the work of the Assessment Requirements and Procurement Task and Finish group – part of the Assessment Working Group (AWG), which looked to deliver improvements to the end-to-end lifecycle of the assessment process.

The group asked if the committee would like to identify whether the key drivers and priorities for e-assessment/assessment delivery at this stage should be to deliver a robust standalone examination platform that could be widely used by faculties. NB: The group noted it was felt that there was a risk associated with the continued use of KEATS for this purpose. It was noted that the AWG recommended that the College considered investment in an e-Assessment platform to deliver robust online examinations that will allow KEATS to be used for its original purpose as a learning platform.

It was noted that:
- Any new platform was likely to need dedicated Digital Assessment colleagues/teams in each faculty and/or a central team to implement, maintain and support.
- There was no one solution which fitted all needs.
- Faculties would still need a level of autonomy to decide which additional, specialist tools they would need to use to fulfil their assessment needs.

The committee agreed that the next steps should be to discuss further with the Vice Dean (Education) NMES regarding the TeamCo pilot and with the Executive Director of Transformation - Education & Student Success, and that this would not form part of the AWG remit going forward.

6. Teaching Excellence Framework (TEF) 2023 update

The Committee discussed the paper which noted the key updates related to the TEF 2023 project and an update on the project timelines.

7. Social Mobility & Widening Participation Strategy 2022-25

The Committee approved the Social Mobility & Widening Participation 2022-25 strategy, which noted how King's would achieve its Access & Participation Plan targets, and be delivered via funding from the A&PP.

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

The benefits of the strategy were noted as:
- A response to the OfS requirement that universities do more to raise attainment in schools and generate stronger evidence of impact.
- A response to the instruction of King's Council that we further expand our work in regions outside of London.
- The strategy helps deliver Vision 2029's goal to lead the Russell Group in social mobility and widening participation.
- It supports Strategy 2026's priority of reaching new groups of learners from widening participation backgrounds and supports its focus on mental health.

To note: This item was approved by CEC (16/11/22).

8. Welcome to King's 2022

The Committee discussed the key points raised in the paper and the Welcome plans for 2023, which focused on in-person activities wherever possible to ensure students feel a sense of belonging to King's throughout their entire student lifecycle. It was noted that:

- For the first time since 2019 a wide range of in-person activities were hosted including faculty inductions, faculty socials, Welcome Hubs and King's services events.
- Following successful use of the model in 2021, Welcome activity took place across two weeks, with week one being primarily online and week two in person.
- Maintained student feedback around developing close personal relationships with other students, with more than 59% answered agree/strongly agree in 2022 compared to 58% in 2021 and just over 32% in 2020.
- Larger increase in student feedback on starting to make friends specifically within programmes, where 77.7% of students strongly agree/agree in 2022, compared to 71.6% in 2021 and 51.2% in 2020.
- Over 80% of students answered strongly agree/agree that Welcome to King's prepared them for starting their journey at King's.

9. Update on Careers & Employability within King's and the HE Sector

The Committee discussed the points raised in the update paper and were asked to disseminate with relevant colleagues in their areas. It was noted that this would also be presented to Vice Deans (Education) on 21/11/22.

The key points noted in the update were:
- King's Careers & Employability's (KC&E) offer.
- New KC&E 3-Year Strategy.
- Changes relating to careers & employability (C&E) within the HE policy environment.
- Structural challenges for C&E within King's.
- Top-level summary of 19/20 Graduate Outcomes Survey (GOS) results.

10. NSS & PTES Strategy (Consent)

The Committee discussed the paper, the impending changes and strategic approach and noted any views which could be verbally reported to the University Executive. Faculties were asked to submit progress updates by 9/12/22, and to start producing You Said, We Did/Are Doing resources for publication to students prior to the winter holidays where possible.

The paper noted important changes to the NSS and the potential risks and impacts, and on steps taken towards the university's new strategic approach to achieving better NSS outcomes. In particular the changes to NSS questions was noted, along with the new strategic approach which would impact how we approach, promote, analyse and respond to the data.

11. In-Sessional Provision at King's College London

The Committee discussed the paper and agreed consensus on the next proposed steps.
- To raise awareness of the lack of a comprehensive programme of in-sessional provision for students at King's
- To highlight the benefits of developing this provision at King's for different groups of students, with a particular focus on non-native speakers (NNS) of English.
- To gauge support for the development of a detailed proposal for a comprehensive King's In-sessional Programme.

It was noted that:
- King's was an exception in not having a comprehensive in-sessional programme.
- Current provision was limited and located in disparate parts of the university.
- Synchronous and asynchronous academic support was limited, with the majority of NNS at King's unable to access specialised support.
- King's has one of the biggest concentrations of expertise in this area within UKHE.

12. The Future of Online Education at King's

The Committee discussed the paper which noted the genuine momentum at King's for developing wholly online programmes to capture both the inter-disciplinary and hybrid opportunities within and across faculties, as well as to engage students and learners from different parts of the world. The paper noted the challenges faced with the current model and made the case for change and expansion.

It was noted that to deliver on this ambition there would be a need to expand in-house expertise in developing online content and pedagogy, and that online provision made very different operational demands on academic and professional services staff. It was noted that significant additional resource would be required, and it would be imperative that existing workloads were not negatively impacted upon, and that all new initiatives would be subject to our existing quality assurance and governance mechanisms.

To note: This paper went to the November Academic Board and it is planned for it to go to Council in January.

13. Professional Statutory and Regulatory Bodies update

The Committee noted that the College had received two PSRB reports following re-accreditation activity:

- The Association of UK Dietitians: MSc/PgDip Dietetics
- The Association of UK Dietitians: BSc (Hons) Nutrition and Dietetics

It was noted that both accreditation reports had provided assurance of reaccreditation with the PSRB involved.

14. King's Education Awards 2020/21

The Committee noted the achievements of King's Education Awards (KEA) 2022 against the ambitions of the proposed KEA enhancement plan and the timeline for the 2023 awards.

It was noted that:

- 8 winners were selected by Faculty and student judging panels for KEA 2022.
- King's Academy achieved or part achieved the aims of the KEA enhancement plan, outlined in November 2022.
- Though some progress was made to reduce the disparity between Faculty nominations, further reducing this gap remained a focus for 2023.

15. Report of the Programme Development & Approval Sub-Committee (PDASC) (Consent)

The Committee noted the paper and was asked to approve the Terms of Reference and Revised Membership of the PDASC committee.

To note: This item was approved by CEC (16/11/22).

Research Experience Visiting Student (Taught Degrees) Policy

A new policy on Research Experience Visiting Student (Taught Degrees) was considered by the Collaborative Provision Sub-Committee in June 2022 who recommended that the policy should be put forward to CEC for consideration following further minor updates and consultation on whether there were any grounds for rejecting a student application.

The new policy is aimed at supporting the student experience and providing the necessary clarity on the following areas:
- The student application process
- Visa issues
- Fee charges

The new policy aligns to the current processes in place for visiting research students which relate to students on research degrees, although it should be noted that the student visa requirements and the setting up of student records data enabling students to apply through the admissions portal differ slightly and for this reason it as felt that the two processes should be clearly distinguished.

It should be further noted that the Centre for Doctoral Studies is responsible for the processes relating to visiting research students on research degrees and advised that they reviewed their own policy for visiting research students at the Postgraduate Student Sub-Committee (PRSS) in March 2020 and decided to move away from a policy to providing guidance instead.

Policy 1.0: Research Experience Visiting Student (Taught Degrees) Policy

Policy Category:	Academic
Subject:	Reviewing processes for Research Experience Visiting Student (Taught Degrees)
Approving Authority:	Academic Board, via College Education Committee
Responsible Officer:	Vice President (Education & Student Success) or designate
Responsible Office:	Student Admissions and Student Administrative Services (Joint responsibility), Student Operations, Students and Education Directorate
Related Procedures:	N/A
Related College Policies:	Applicant Complaints Policy (Student Admissions)
	Applicant Misconduct Policy Statement
	Fee Status Assessment Policy for Applicants and Enrolled Students (Student Admissions)
Effective Date:	1 January 2023
Supersedes:	n/a
Next Review:	2025/26

I. Purpose & Scope

The purpose of this policy is to cover undergraduate and postgraduate taught degree students registered on a programme offered at another Education Provider, who are independently applying to a Department/Faculty at King's as a Research Experience Visiting Student (Taught Degrees), where the arrangement is not covered under any of the following categories:

- Visiting Research Student (PGR programme of study)

- Doctoral Training Centre/Partnership

- Erasmus +schemes, including Erasmus + traineeships

- Student Exchange

- Incoming Study Abroad programme

- Summer School programme

This policy also does not cover those arrangements where students participate in a structured internship such as the accredited internship programme whereby students enrol on an accredited internship module as part of their core King's programme of study or on an industry placement programme that is led by King's Careers & Employability.

The policy aims to support staff who are involved in administering incoming visiting students, by providing clarity and direction to staff and students on the processes involved, and as a source of information and guidance.

The Policy will enable the College to support International Students requiring a Visa from UK Visa Immigration (UKVI) to study at King's and King's ongoing licensing conditions in this respect.

II. Definitions

Research Experience Visiting Student (REVS): someone enrolled at another university embarking on research as part of their Taught Degree programme, either in the UK or abroad, who wishes to undertake their research at King's.

Taught Degree programme: for the purposes of this policy, the definition applies to an Undergraduate (level 6 FHEQ) or Postgraduate Taught (level 7 FHEQ) programme of study e.g. BA/MSc

FHEQ: Framework for Higher Education Qualifications

III. Policy

1. General

1.01 Where the activity is being advertised to eligible students it must conform with CMA compliance obligations.

1.02 A supervisor must be in place prior to the student visiting King's.

1.03   A request for students to visit King's should be submitted via the College's standard '*Visiting Research Student*' application process with students selecting the relevant Taught Programme route that applies.

1.04   Research completed at King's must contribute to or enhance the research element of a student's Undergraduate or Postgraduate Taught programme of study at their home institution.

1.05   It is the responsibility of the REVS's home institution to determine if the period of study completed at King's can be recognized towards the REVS's programme of study.

1.06   The period of enrolment should be determined by the relevant Faculty hosting the REVS and should normally be for a minimum period of three months and a maximum period of 12 months.

1.07   The REVS will be enrolled on a non-award programme of study at Faculty level with full access to College facilities for the duration of their visit.

1.08   Transfer to a programme of study leading to a King's award will only be considered under the provisions of the College's Academic Regulations.

1.09   The REVS will be subject to the student code of conduct and relevant Academic Regulations during their visit to King's

1.10   Tuition fees will be charged based on the duration of the REVS's length of visit including breaks in their research activity and extensions to their initial research activity. No fee will be charged for visits of less than three months. Thereafter £500 will be charged for visits between three and six months, £2,000 will be charged for visits between six and nine months and £4,500 will be charged for visits between nine and 12 months. Where a visit is of more than 12 months duration, normal tuition fees for an equivalent programme of study based on REVS's fee status will apply.

1.11   Where applicable, the REVS must ensure that they can obtain a visa that enables them to study as a research student at King's.

1.12   Where applicable, the REVS must have satisfactorily completed Disclosure and Barring Service (DBS), occupational health clearance and any other checks deemed appropriate for studying at King's under this policy.

1.13   REVSs will not be eligible for student loans, grants, scholarships, bursaries, travel awards or prizes provided by King's for the duration of their visit but may be eligible for certain alumni discounts and benefits.

1.14   Where the arrangements for REVSs are made with a Partner for the strategic benefit of the Faculty or College, a Memorandum of Understanding (MoU) that confirms any legal obligations on the parties for supporting the student will need to be put in place.

1.15   The College reserves the right to reject an application from a REVS based on academic standing, disciplinary or a conflict-of-interest reason.

2.   Process for a Research Experience Visiting Student (Taught Degrees)

2.01   The Faculty is solely responsible for ensuring that an appropriate non-award programme code for undergraduate and postgraduate taught student researchers is set up on SITS that REVS's will be able to select via the standard Visiting Student Researcher application process.

2.02   The arrangements for REVS must be marketed via the relevant Faculty website pages, including the application process and the relevant non-award programme of study.

2.03   The REVS must have identified a supervisor from King's that will act as the main contact point between all relevant parties for the duration of the REVS's visit prior to the REVS making an application to King's.

2.04   The supervisor will need to advise the admissions team that they are willing to sponsor the student, and that this has the approval of the relevant Faculty.

2.05   The supervisor will need to provide details of the research that the REVS will be undertaking to enable Academic Technology Approval Scheme (ATAS) clearance.

2.06   All prospective students must apply through the online admissions portal to ensure that all necessary checks can be undertaken by the Faculty, who will be home to the student, prior to the offer of a place being made on the REVS on the relevant non-award programme.

2.07   Where a student is undertaking a clinical research placement, specific requirements relating to DBS, Occupational Health an honorary research or research passport must be undertaken by the relevant Faculty that will be home to the student prior to a student being offered a place.

2.08   The REVS will be required to indicate as part of their application their current visa status. The Student Administrative Services team will provide guidance to the REVS as appropriate. Where a student already holds a Tier 4/Student route visa to study at another UK HEI this should be advised to the Student Administrative Services team at the outset. Examples of visa restrictions are as follows

Up to six months

- The Standard Visitor Visa rules only allow a student to come and perform research or learn about research if they meet the following criteria:

  ➢ *V.9.4. Where the applicant is seeking to come to the UK to undertake research or be taught about research (research tuition) for up to six months*
  (a) they must be aged 16 or over; and
  (b) they must be enrolled on a course of study abroad equivalent to at least degree level study in the UK; and
  (c) they must have been accepted by a UK Higher Education Provider to undertake research or be taught about research (research tuition); and
  (d) the overseas course provider must confirm that the research or research tuition is part of or relevant to the course of study that they are enrolled on overseas; and
  (e) this must not amount to the Visitor being employed at the UK Institution.

  ➢ *V.9.5. The research or research tuition referred to in V.9.4. may be undertaken at a UK research institute, providing a formal partnership exists between the research institute and the UK Higher Education Provider for this purpose.*

Over six months

- The Student Visa rules only allow King's to sponsor students coming to the UK for a period of visiting research if the study they will complete in the UK meets the following criteria:

  1. They are studying full time as defined in Paragraph 6 of the immigration rules: "*an overseas higher education course that a Student is studying in the UK and leads to a qualification from an overseas higher education institution that is recognized as being equivalent to a UK higher education qualification*"
  And Appendix Student paragraph ST 8.2 (e)

> "*a full-time course at degree level or above that is recognized by Ecctis as being equivalent to a UK higher education course where the Confirmation of Acceptance for Studies has been assigned by an overseas higher education institution or a higher education provider with a track record of compliance*"

2. The study will lead to an approved qualification as defined in Appendix Student paragraph ST9.1 (f)
   "*an overseas qualification that Ecctis assesses as valid and equivalent to Regulated Qualifications Framework level 3 or above*"

3. The study will be at an accepted level as per Appendix Student paragraph ST10.2 (c)
   "*the course is a short-term study abroad programme in the UK as part of the applicant's qualification at an overseas higher education institution outside of the UK, and that qualification is recognized as being at UK bachelor's degree level or above by Ecctis*".

2.09 Where King's is satisfied that the student's study meets the criteria for a visa, a Confirmation of Acceptance for Study (CAS) can be issued to support the students' Student Visa application. The College will then be responsible for monitoring the student as part of our compliance with the Border Agency/UK Visas & Immigration sponsorship requirements.

2.10 The Faculty must advise Student Administrative Services of the tuition fee rate for the student and any sponsorship in place for billing purposes.

2.11 The REVS will be required to register and enrol at King's on their arrival. Where a student requires a visa to study at King's checks will be undertaken to verify their status.

2.12 Where requested, the Faculty will provide reports on the REVS's period of study at King's to their home institution, in line with any GDPR considerations.

3.   Policy amendment or Revocation

3.01 This policy may be amended or revoked with the approval of the College Education Committee reporting to Academic Board.

4.   Review

4.01 This policy shall be reviewed at least every three years by the Marketing, Recruitment and Admissions Group (MRAG) with an update to the policy being advised to the Collaborative Provision Sub-Committee that reports into the College Education Committee.

5.   Reporting

5.01 The Responsible Officer will delegate updates of the review of the Research Experience Visiting Student (Taught Degrees) process and policy to the Collaborative Provision Sub-Committee reporting to the College Education Committee, who has delegated authority from Academic Board for this work.

External Examiner Reports 2021/22 – Undergraduate Programmes

As part of their duties External Examiners submit an annual report, providing King's with assurance that are assessment practices continue to be appropriate and that our academic standards are aligned with the sector. This report is a summary overview of those UG External Examiner submitted for the academic year 2021/22.

The College can be assured that the assessment practices and academic standards remain as expected for King's, however there are some areas of assessment practices that need to be kept under review, and the following recommendations are asked to be approved:

i. The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure concerns regarding grade inflation are being addressed; it is requested that Assessment Sub-Boards use their Board meetings to discuss the information on the Examinations PowerBI App with their External Examiners, specifically looking at module marks over a period of time.

ii. To consider the suitability of MCQ's and when drafting questions, ensuring that questions are challenging enough to effectively differentiate the first-class students.

iii. To monitor the number of plagiarism cases and establish whether there is any correlation with assessment type.

iv. To keep under review the TEAMCo Pilot for online examinations, to determine whether this e-based assessment can be expanded to all programmes.

v. The Assessment Working Group to consider a review of feedback practices for summative assessment, to ensure consistency and parity of experience.

1. INTRODUCTION

i. The purpose of this report is to draw out the key issues raised in External Examiners' reports during 2021/22 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 across the institution.

2. NUMBER OF REPORTS RECEIVED

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

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	42	39	93%
Business School	16	16	100%
Biosciences Education	30	29	97%
Dentistry, Oral & Craniofacial Sciences	9	7	78%
Law	15	13	87%
Medical Education	7	6	86%
Natural, Mathematical and Engineering Sciences	15	14	93%

Nursing and Midwifery & Palliative Care	8	7	88%
Institute of Psychiatry, Psychology and Neuroscience	4	3	75%
Social Sciences and Public Policy	18	16	89%
Total	**164**	**150**	**91%**

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

	2021/22	**2020/21**	**2019/20**	**2018/19**	**2017/18**
Number of External Examiners	164	179	191	192	195
Number of Reports received	149	163	169	189	194
Percentage Return Rate	91%	94%	99.4%	98.4%	99.5%

3. INDUCTION

i. It is a requirement that all new External Examiners receive an induction on taking up the role. The satisfaction with the induction process continues to be monitored via their first report and based on findings from 2021/22 reports, assurance can be given that Faculties are providing their External Examiners with appropriate orientation on commencement of their role. All new External Examiners received an induction in 2021/22. This is an improvement from 2020/21, where only 95% of new Examiners received an induction.

4. ACADEMIC STANDARDS

i. Every year External Examiners are explicitly asked to confirm that the academic standards of the programme(s) are in line with QAA requirements, whether the performance of students is comparable in relation to their peers on similar programmes, and whether the programme(s) is comparable to those of similar programmes nationally. Reports from External Examiners indicated that academic standards continue to be endorsed at an equivalent standard than comparable programmes in other Universities and are in line with QAA standards. As an example, an External Examiner within Faculty of Life Sciences and Medicine - Biosciences noted "Overall, high academic standards including great leadership, fairness and consistency in the assessment process were maintained during a relatively difficult transition period following the end of Covid lock-down", and an External Examiner within the Faculty of Natural, Mathematical & Engineering Sciences commented that standards and practices compared well with other UK and overseas institutions of a similar standing.

ii. Several External Examiners called for a return to on-campus invigilated exams, in order to limit the opportunities for cheating and collusion. Academic misconduct was a concern with on-line

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[1] It should be noted that the response rate of reports has been impacted by the resignation of a number of External Examiners due to the ongoing industrial action. Faculties with low response rates have assured the ARQS team that every effort will be made to improve their communications with External Examiners going forward to ensure reports are submitted by the required timescale as laid out in the regulations.

examinations including concerns about plagiarism. A number of suggestions were made for those examinations that were continuing on-line, including delivering student training in what is considered academic misconduct & how to avoid it, and student training in IT literacy.

iii. Some External Examiners commented on the repetition of examination questions, with one suggesting "if the drafting of 'unique questions' proves to be a problem, then the department should reconsider whether an exam is the best method for testing the students' knowledge". Further concerns were raised on the high proportion of first-class marks with MCQ's, and a suggestion was made that there was a need for more challenging questions for better discrimination between students.

iv. Although some concerns were raised about academic standards, most External Examiner reports noted either minor or no concern. In fact, some faculties, including Law and Social Science and Public Policy, had no issues raised under Academic Standards at all.

v. 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 Academic 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 2021/22 reports there was no such requirement.

vi. During and post-covid grade inflation has been mentioned as an area of concern across many External Examiner reports, most notably how the use of online examinations is exposed to cheating and plagiarism, and clearly needs to be considered for the next academic year if we do not return to invigilated, closed-book examinations fully. The Faculty of Natural, Mathematical and Engineering Sciences have confirmed they are not holding any un-invigilated online examinations in 22/23. The Faculty of Life Sciences and Medicine have commented "It is hoped that changes in assessment methods and the reduction in the influence of the 2019/20 Safety Net policy and 2020/21 Fair Assessment Policy will lead to a reduction in the percentage of 1st class degrees awarded in 2022/23 and beyond". A pilot was run in 2021/22 for some programmes with TEAMCo – online in-person examinations – and further work is being done in 2022/23 to expand this to other programmes.

vii. Overall, our External Examiners confirmed that grade inflation remained an issue across the sector, due to the mitigations put in place by institutions to manage the impact of the ongoing pandemic and recognised that this is not an issue exclusive to King's and will be alleviated to some degree as we return to in-person assessment methods. The following suggestion was made by one External Examiner: "At exam boards, please consider showing (e.g., bar graphs) grade profiles for each module over a period of several years. This will help the Board to determine whether the grade distribution for a given module is 'reasonable' (e.g., normally distributed) and whether marking is consistent across modules of the same level and might also help to mitigate against grade inflation over time."

viii. To assist the College with investigating and addressing the issues surrounding grade inflation, during 2020/21 the Academic Standards Sub-Committee (ASSC) agreed to introduce two new roles: Faculty Chief Examiner and College Chief Examiner. During 2021/22 the process for nominations to these roles commenced and these roles are now in place for 2022/23, with currently 6 of the 9 faculties having a Faculty Chief External Examiner in post and a College Chief External Examiner has also been appointed. The College Chief External Examiner role would be able to comment on any perceived grade inflation, comparing the perceived issue with other universities, whilst the Faculty Chief External Examiner role should harmonise these discussions at a more local level.

viii. Overall, for 2021/22, standards have been maintained and remain at the high level expected of a Russell Group institution and the issues raised in 2021/22 have been responded to and continue to be kept under review.

5. ASSESSMENT PRACTICE

i. Examiners continue to commend the diversity and innovation in assessment methods. One External Examiner within the Faculty of Social Science and Public Policy commended the "rigorous, coherent modules with good opportunities for students to demonstrate breadth and depth of learning." The use of diverse assessment methods, including a blogpost and reflective practice was highlighted,

among others. Outstanding dissertations were also commended within the Faculty of Arts & Humanities. Another External Examiner from the Faculty of Natural, Mathematical and Engineering Sciences noted that "exam papers were well-crafted and included an appropriate blend of rote-learning, problem solving and importantly, design aspects". Within King's Business School, an External Examiner commented the "Capstone and Consultancy Project modules are good examples of experiential learning", and another commended the "relevant and contemporary assessment questions".

ii. The use of multiple-choice questions was met favourably within the Faculty of Life Sciences and Medicine, with one External Examiner commenting "as in previous years, I am impressed with the range of assessment methods that are employed in this degree programme, and the style of MCQs that have been employed to combat collusion.' However, another External Examiner within the same faculty noted that a high proportion of first-class marks were awarded with level 5 MCQ's, and more challenging questions were needed for better discrimination between students.

iii. Observations throughout External Examiner reports indicate that high quality assessment methods are used to the benefit of the learning experience for students, with an External Examiner from the School of Law commenting that there was a "good choice of problem/essay questions for different learning styles", and another External Examiner within The Faculty of Nursing, Midwifery and Palliative Care noting "The variety of teaching and learning methods used and the diversity of assessment strategies are specific areas of good practice which assist students to perform and achieve a good standard of work".

6. Feedback and Marking

i. External Examiners continue to make comments regarding marking schemes and feedback, with many External Examiners commenting favourably on the quality of markers' feedback and marking schemes. An External Examiner from the Faculty of Social Science and Public Policy commended the "feedback organised into categories which specifically reflect the mark scheme", whilst another External Examiner from the Faculty of Natural, Mathematical and Engineering Sciences commented "high quality feedback for the final year projects points to excellent supervision, which gives the examiner confidence. It is recommended that the Department maintain this practice as student numbers increase."

ii. However, there were some External Examiners who raised concerns with the volume of marking with one External Examiner in Natural, Mathematical and Engineering Sciences noting that "whilst not specific to King's, the Examiner has identified the untenable staff: student ratio which will ultimately negatively impact on the quality of teaching and pastoral care for the students on the Informatics programmes." While in the Faculty of Nursing, Midwifery & Palliative Care, an External Examiner noted that 'the volume of marking across markers in this team is immense and the amount of effort for each script for the reading, annotation, marking and feedback has been noted across the academic year". A suggestion was made by an External Examiner from the Institute of Psychiatry, Psychology & Neuroscience that "it may be worth reducing the density of feedback in some assessments to just 1-2 in-text comments per marking criterion to support students in focusing on the most critical feedback while also reducing marking workload for staff".

iii. The inconsistency of feedback was criticised in many reports, as well as the practice of not showing evidence of marking on examination scripts. One External Examiner commented "in feedback, increased reference to marking criteria should be made." The Academic Standards Sub-Committee have reviewed and revised the marking framework and marking criteria, and it is hoped these revisions will resolve comments raised by External Examiners going forward; and assessment feedback continues to be a focal point of the Assessment Working Group.

7. OPERATION OF ASSESSMENT SUB-BOARDS

i. In general, External Examiners are positive in their comments surrounding operations of Assessment Sub-Boards, with one External Examiner within the Faculty of Nursing, Midwifery & Palliative Care highlighting "the administration of exam boards is excellent as is the professionalism of the staff in attendance." An External Examiner from the Faculty of Natural, Mathematical and Engineering Sciences commented "the

organisation and conduct of the Assessment Board was an example of good practice, as was the practice of having all staff coming together for moderation. Another External Examiner from the School of Law praised the "efficient Exam Board with opportunity for EE input". It was noted that the academic staff took particular care at the Board to ensure fair, constructive discussions to take place, whilst another identified the continuous improvement in quality assurance processes and the responsiveness of the Sub-board in acting on the examiner's feedback as areas of good practice. Many reports praised staff for providing clear and comprehensive information about marking and appeals processes to External Examiners ahead of the board, which was useful in ensuring academic standards were maintained.

ii. An External Examiner within the Faculty of Life Sciences and Medicine suggested "it would be good to be provided with a summary of academic misconduct cases, including number of cases brought and the outcomes of each". Another Examiner commented "at the ASB it was difficult to determine how many students achieved each Degree classification, to understand if these were within normal limits with previous years. Might be nice to compare each year's Degree Classifications with previous years to determine if there is grade inflation."

8. GOOD PRACTICE

i. There were many areas of good practice that were noted across the reports including the innovation in forms of assessment, the communication with External Examiners throughout the year via MS Teams/email and the organisation of the Assessment Sub-Boards.

ii. There were many External Examiners across multiple faculties that praised the support for students, including the clarity of information available to students, and the high-quality teaching materials and resources shared with students. One External Examiner within the Faculty of Life Sciences and Medicine commented "module information is presented in a clear and uniform way which is easy to navigate for students (and External Examiners).," whilst another within the Faculty of Social Sciences and Public Policy praised the "frequent and helpful comms between module leaders and students ".

iii. External Examiners were pleased that their feedback and input was valued and taken into consideration. One External Examiner within the Faculty of Social Sciences and Public Policy commented that "opinions of EE were sought and acted upon." Another External Examiner within the School of Natural, Mathematics and Engineering Sciences was "pleased to see that the Department had responded to his comments raised last year, notably with regard to the Research Project and Dissertation."

9. RECURRING THEMES

The following themes emerged from scrutiny of External Examiners reports. Some themes have appeared in previous year's reports too:

- Open-book, online examinations as a threat to the maintenance of academic standards.
- Prevalence of plagiarism/collusion in certain assessment types, e.g., online assessments.
- Volume of marking and quality and consistency of feedback.
- Grade Inflation to be kept under review and closely monitored.

10. EXTERNAL EXAMINER REPORTS

i. The number of External Examiner reports with 'Issues that Impact Academic Standards' is deemed reasonably low (11% of reports received, which is on par to 2020/21 reports).

ii. Previously, External Examiners across Faculties highlighted that they did not receive responses to their reports within a reasonable time. The move for the Academic Regulations, Quality & Standards Team to return all External Examiners reports via a SharePoint site, once the programme and faculty have responded to the report, appears to have resolved this concern and has proven to be an efficient process.

iii. The Academic Regulations, Quality & Standards Team plan to introduce an online reporting provision to replace the current paper-based document which is hoped will improve the efficiency of the reporting process.

11. RECOMMENDATIONS

Taking the above into consideration it is therefore requested that Academic Board agree to the following:

i. The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure concerns regarding grade inflation are being addressed; it is requested that Assessment Sub-Boards use their Board meetings to discuss the information on the Examinations PowerBI App with their External Examiners, specifically looking at module marks over a period of time.

ii. To consider the suitability of MCQ's and when drafting questions, ensuring that questions are challenging enough in order to effectively differentiate the first-class students.

iii. To monitor the number of plagiarism cases and establish whether there is any correlation with assessment type.

iv. To keep under review the TEAMCo Pilot for online examinations, to determine whether this e-based assessment can be expanded to all programmes.

v. The Assessment Working Group to consider a review of feedback practices for summative assessment, to ensure consistency and parity of experience.

Minor Correction to Academic Appeal Regulations

This paper has been submitted as the current regulations relating to academic appeals contain an error in relation to the circumstances for filtering an appeal. This error was first made in 2020/21, then 2021/22 and now 2022/23.

The content relates to the circumstances in which an academic appeal can be filtered. This is in relation to academic appeals submitted on the grounds of mitigating circumstances. The regulations used to state that these appeals can be filtered when there is no independent third party evidence.

The regulations in 2019/20 state:

T44.13 "A Stage One appeal may be rejected before forwarding to the Assessment Board for consideration in the following circumstances……; c) where, if appealing on ground T44.12(a) there is no independent third-party evidence of the mitigating circumstances; or the evidence provided is not a certified translation

T44.12 (a) states "A student may appeal on either or both of the following grounds: a) where there is evidence that assessment(s) may have been adversely affected by mitigating circumstances which the student was unable, or for valid reasons unwilling, to make known before the original decision was reached;."

However the paragraph is misquoted in the next three years stating the following:

2020/21: T44.13 "where, if appealing on ground T44.9 there is no independent third-party evidence of the mitigating circumstances;"
2021/22 T44.14 "c) where, if appealing on ground T44.9 there is no independent third-party evidence of the mitigating circumstances;"

T44.9 is about making reasonable adjustments in accordance with the Equality Act, where as it should refer a different paragraph on appeals on the grounds of mitigating circumstances.

2022/23 regulations state:
"where, if appealing on grounds of reasonable adjustments in accordance with the Equality Act there is no independent third-party evidence of the mitigating circumstances"

The current practice for dealing with academic regulations follows the 2019/20 regulations in that academic appeals relating to mitigating circumstances are filtered where there is no independent third party evidence and the current regulations do not contain any grounds for appeals based on reasonable adjustments so the current content of 7.19 does not align with practices nor the other content of the regulations.

It is therefore recommended that a mid year change is made to the content of 7.19 to state:

"(c) where, if appealing on grounds of 7.18 (a) there is no independent third-party evidence of the mitigating circumstances".

Academic Board

Meeting date	14 December 2022
Paper reference	AB-2022-12-14-09.1
Status	Final

Report from the Dean

Action required [tick ONE box]

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

Paper Explanation for Members

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

Paper History

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

Paper Submitted by:

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

Report from the Dean

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

a) As you will see, we have enjoyed a busy term, culminating in the Advent Carol Services taking place this week (at the time of writing) and the Christmas Carol Services coming up soon. I am sure that the coming break will be appreciated by many of us, and I offer good wishes to all those celebrating religious holidays in the coming weeks, and to those who mark the season in different ways. In addition to the Christmas celebrations listed in the Chaplaincy section below, the Chaplaincy team at the Guy's & St Thomas' Hospital Trust extend a welcome to the King's community to join them for a <u>Hannukah celebration</u> at Guy's on Monday 19 December at 4pm.

b) A reminder, as I mentioned last time, that it may be helpful to remind colleagues and students that <u>the Chaplaincy rooms across all campuses</u> offer free hot drinks, and some of them also have microwaves which can be used by anyone. Most of the rooms are open from 9am to 6pm during the working week, and all are very welcome to use the facilities on offer.

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

a) This semester's lecture series 'Inside London: Art and the Sacred' has now concluded. The series has featured thought-provoking lectures about artworks and the buildings that house them, including Westminster Abbey, The National Gallery, and St Paul's Cathedral. The second lecture series of this academic year begins on 16 January, under the title of <u>'Climate Change: What can we do?'</u>. This timely series will consider ethical and political responses to climate change from academic experts working in disciplines such as philosophy, geography, meteorology, and economics, and will be available to the whole King's community.

b) Now that the formal registration window has closed, we are able to present some more granular enrolment data which may be of interest to Board members. Using data from SITS, we have been able to break down of the percentage of AKC students who belong to each faculty:

AKC Students by Faculty 2022/3	% of AKC cohort
Faculty of Social Science & Public Policy	23%
Faculty of Life Sciences and Medicine	21%
Faculty of Arts & Humanities	18%
Faculty of Natural, Mathematical & Engineering Sciences	10%
Dickson Poon School of Law	8%
King's Business School	6%
Faculty of Nursing, Midwifery & Palliative Care	6%
Institute of Psychiatry, Psychology and Neuroscience	5%
Faculty of Dentistry, Oral & Craniofacial Sciences	3%

It is also possible to see the percentage of students from each faculty who are taking the AKC:

AKC Students within each Faculty 2022/3	% of students in faculty taking the AKC
Faculty of Arts & Humanities	11%
Dickson Poon School of Law	11%
Faculty of Social Science & Public Policy	10%
Faculty of Life Sciences and Medicine	9%
Faculty of Dentistry, Oral & Craniofacial Sciences	8%
Faculty of Natural, Mathematical & Engineering Sciences	7%
Faculty of Nursing, Midwifery & Palliative Care	7%
King's Business School	5%
Institute of Psychiatry, Psychology and Neuroscience	4%
Average %	8%

c) The AKC Steering Committee met on 17 November. Business included discussing ideas for the lecture series in 2023/24, and some interesting and exciting themes for next year's lectures are now being developed.

3. Chaplaincy

a) It has been noticeable this semester that numbers for some of our regular activities have not returned to pre-pandemic levels yet, although from conversations with colleagues in other student-facing and welfare-related departments, it seems that this not unique to the Chaplaincy. On the other hand, some other activities have proved very popular; the country walks were mentioned last time, and these will continue next semester – do check our website for details as they're confirmed.

b) As part of our occasional series of film screenings, we had a good audience for the showing of 'BlacKkKlansman' on 16 November, which was followed by a fascinating online discussion between Prof Anthony Reddie (Director of the Oxford Centre for Religion & Culture, Regent's Park College, University of Oxford) and Prof Greg Garrett (Carole Ann McDaniel Hanks Professor of Literature & Culture, Baylor University) about the subjects and issues presented by the film.

c) It was a privilege to be able to host a service in the Strand Chapel on 19 November to remember Dr Nicola Bonini of the Physics Department, following his sad death in October. We were joined by members of his family from Italy and the UK, friends and colleagues.

d) It was also good to work with students in hosting the Trans Day of Remembrance Vigil in the Strand Chapel on 18 November, and to be able to support this part of the King's community.

e) If you're reading this in advance of the meeting on 14 December, you may just have time to join in the various carol services and times of carol singing across our campuses: Tuesday 6 December at 12noon in the Chaplaincy room at Waterloo (FWB 1.1); Thursday 8 December at 5.30pm in the Guy's Chapel; Tuesday 13 December at 5.30pm in the Strand Chapel.

f) There are also opportunities to make Christmas cards, at the Denmark Hill Chaplaincy (IoPPN Main Building W1.19) on 8 December between 2pm and 4pm, and at the Waterloo Chaplaincy (FBW 1.1) on 13 December between 12noon and 2pm. Taking some time out of the day for creative activities is not just for students!

4. <u>Chapel Choir</u>

a) At the time of writing the Choir are preparing for the annual Advent Carol Services in the Strand Chapel on 30 November, 1 and 2 December, and it's likely that those services will have taken place by the time you read this. We hope to have a good number of people joining us for what is a highlight of the King's year, although we are still restricting the numbers to slightly below pre-pandemic levels, to be on the safe side. If you have missed the services, the Wednesday evening service is due to be streamed on <u>the Choir's YouTube channel</u>, so you should be able to watch it back at your convenience.

b) We are delighted that the Choir have been chosen as <u>'Choir and Organ' magazine's Partner Choir for 2023</u>, following the likes of the BBC Singers, Voces8 and the Choir of St John's College, Cambridge. This will greatly increase the awareness of the Choir, and we hope will help with broadening our field for recruitment, amongst other benefits.

c) Looking ahead to next term, once again we are pleased to be singing <u>Choral Vespers</u> in the Strand Chapel before the Annual Runciman Lecture, on Thursday 2 February. The service is at 5pm, before the Lecture in the Great Hall at 6pm, and all are welcome.

d) As mentioned last time, the first of the two recordings made by the Choir earlier this year will be released by Delphian on 24 February 2023: <u>Sergei Rachmaninoff's *All-Night Vigil*</u>. The CD of the second of those will follow later in 2023, and the Choir will again be recording during the February Reading Week, so there will be plenty of releases to come!

28 November 2022

Election of Associates of King's College London

Action required [tick ONE box]

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

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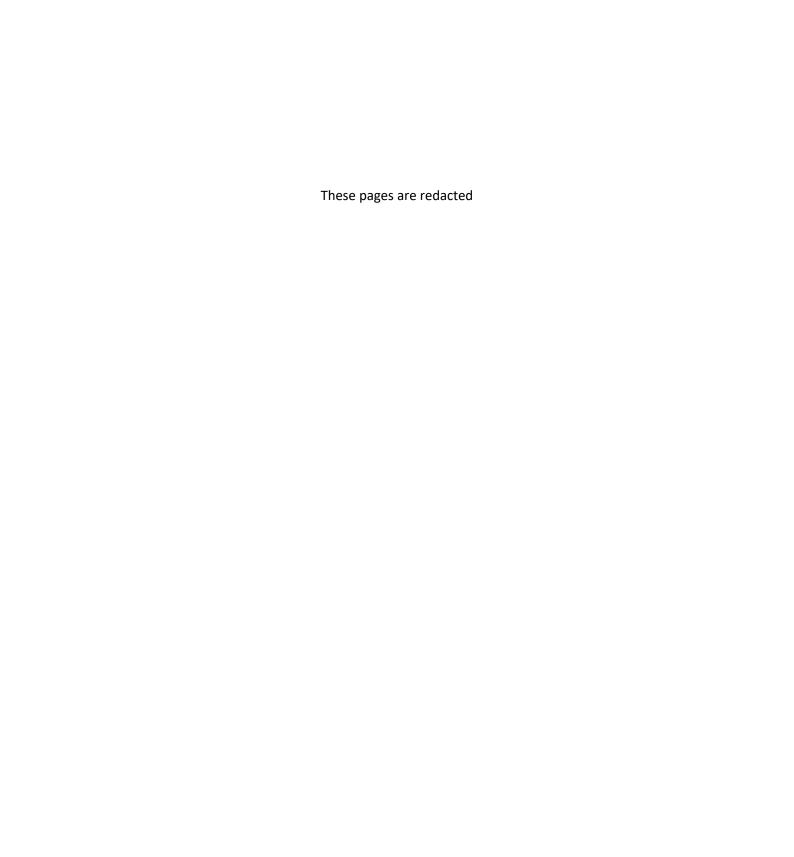
Paper Explanation for Members

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

Paper History

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

Paper Submitted by:

The Revd Dr Ellen Clark-King, Dean of King's College London
November 2022

These pages are redacted

Report from Council

Action required

☐ For approval
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meeting of Council held on 22 November 2022
What is required from members?	To note

Paper Submitted by:

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

Report from Council – Meeting of 22 November 2022

Agenda materials and minutes of the meeting will be found here following the 19 January 2023 meeting of Council.

Council received, discussed and/or approved
- Revisions to Guidelines for the Award of Honorary Degrees, Honorary Fellowships and Fellowships of King's College London, and a process for rescinding of honours (view here)
- Release of £12m in funding for the Student Success Transformation Programme
- Minor Ordinance Amendments related to changes in titles and roles of members of the Executive and a minor amendment to the terms of reference of the College Education Committee recommended by the Academic Board at its November meeting
- An update on the TEF process and the new criteria
- Financial Statements for the year ended 31 July 2021 (to be published in the College's web page16 December)
- External Audit Report & Management Letter
- A communications and engagement strategy for Council
- Proposals for changes to Council's membership from the UCU
- Assurance Report on the OfS Conditions of Registration (recommended by the Academic Board)
- HR Excellence in Research Award: Research Concordat Action Plan (recommended by the Academic Board)

Council's next meeting is scheduled for **19 January 2023**.

Irene Birrell
College Secretary
December 2022