Academic Board	
Meeting date	7 October 2020
Paper reference	AB-20-10-11-02
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Meeting of the Academic Board to be held on **Wednesday, 10 October 2020** at 14.00 – _remotely by Microsoft Teams_

Please join via the calendar invitation

Agenda

INTRODUCTORY ITEMS

1	**Welcome, apologies and notices**		Chair
2	**Approval of agenda**	AB-20-10-07-02	Chair
3	**Unanimous Consent Agenda** **(including Minutes of the Previous Meeting)**	AB-20-10-07-03.1 AB-20-10-07-03.2	Chair
4	**Matters arising from the minutes** Any other matters arising from the minutes not covered elsewhere on the agenda		Chair

STRATEGIC DISCUSSION ITEMS

5	**Student Engagement and Satisfaction (to discuss)**	AB-20-10-07-05	
	5.1 Overall picture and priorities		VP (Education)
	5.2 Disparities in satisfaction between ethnic groups		VP (International)

REGULAR BUSINESS ITEMS

6	**Report of the President & Principal (to note)**		
	6.1 Summary Report on Key Issues	AB-20-10-07-06.1	Principal
	6.2 Covid-19 Update (Education) & Return to Campus	_Verbal Update_	VP (Education) COOs (Health/A&S)
7	**Portfolio Simplification Update and Decisions (to approve)** (English and Film Studies modules at PGT level)	AB-20-10-07-07	VP (Education)
8	**Reports of Committees**		
	8.1 Report of College Education Committee	AB-20-10-07-08.1	Chair, College Education Committee
	(i) Academic Strategy 2020/2021 - Verbal update on recommendations for 2020-2021 assessment (to discuss)	_Verbal Update_	
	(ii) Digital Education Policy (to approve)	Annex 4	
	See Consent Agenda for the remaining items		
	8.2 Report of College Research Committee	AB-20-10-07-08.2	Chair, College Research Committee
	(i) Update on the Academic Strategy (Research) (to discuss)		

<table>
<tr><td></td><td>(ii)</td><td colspan="2">King's Together COVID Rapid Call funding (and, more generally, successes in COVID-19 research activity) (to note)
<i>See Consent Agenda for the remaining items – all to note</i></td><td></td></tr>
<tr><td>8.3</td><td colspan="2">Report of College International Committee
<i>See Consent Agenda for all items – all to note</i></td><td>AB-20-10-07-08.3</td><td>Chair, College International Committee</td></tr>
<tr><td>8.4</td><td colspan="2">Report of College Service Committee
<i>See Consent Agenda for all items – all to note</i></td><td>AB-20-10-07-08.4</td><td>Chair, College Service Committee</td></tr>
</table>

9 President of KCLSU

Report of the President of KCLSU (to discuss)	AB-20-10-07-09	KCLSU President

10 The Acting Dean

Items for Consideration

10.1 Report of The Acting Dean (to note)	AB-20-10-07-10.1	Acting Dean

Item on Consent

10.2 To elect Associates of King's College (to approve)	AB-20-10-07-10.2	Acting Dean

11 Any other business

Irene Birrell
College Secretary
October 2020

Unanimous Consent Agenda

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

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

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

Item		Title	Paper	Action
3.2		Minutes of 17 June 2020	AB-20-10-07-03.2	Approve
Report of the College Education Committee (CEC)			AB-20-10-07-08.1	
8.1	(i)	Annual report to Council on OfS Conditions of Registration	Annex 1	Approve
	(ii)	Proposal for a new Master of Nursing Award	Annex 2	Approve
	(iii)	Degree Outcome Statement	Annex 3	Approve
	(iv)	DClinDent Proposal	Annex 5	Approve
	(vi)	Amendments to Academic Regulations		Note
	(vii)	Library Policy		Note
	(viii)	Programme Enhancement Plan Template		Note
	(ix)	PSRB Update		Note
	(x)	Student Attainment		Note
	(xi)	Race Equality Charter Mark		Note
	(xii)	College Teaching Fund		Note
	(xiii)	Decolonisation and Curriculum Design		Note
	(xiv)	NSS 2020		Note
	(xv)	Debiasing Module Evaluations		Note
	(xvi)	Guidance on use of data in PDRS		Note
	(xvii)	CEC Terms of Reference 2020/2021		Note
	(xviii)	Schedule of Business for 2020/2021		Note
	(xix)	Online Executive Education and CPD		Note
	(xx)	Grade Inflation: College Response		Note

	(xxi)	Race Equality and Inclusive Education Fund		Note
Report of the College Research Committee (CRC)			AB-20-10-07-08.2	
8.2	(i)	HR Excellence in Research (HR EiR) Award Submission		Note
	(ii)	Post Graduate Research (PGR) Academic Regulations 2020/21 – (to note that this has been signed off (since it was a request from Academic Board)		Note
Report of the College International Committee (CIC)			AB-20-10-07-08.3	All to Note
8.3	(i)	International Profile & Reputation Working Group		
	(ii)	Delivery Priorities for 2020-2021 Academic Year: Cultural Competency		
	(iii)	Global & Regional Envoys		
Report of the College Service Committee (CSC)			AB-20-10-07-08.4	All to Note
8.4	(i)	Chairs Update		
	(ii)	#ContinuingToServe stories		
Report of the Acting Dean				
10.2		To elect Associates of King's College	AB-20-10-07-10.2	Approve

Minutes

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

Date	17 June 2020, 14.00
Location	Remote Meeting held by MS Teams

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

Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty.	Arts & Humanities (5 members)	Professor Abigail Woods *No longer a member of the Board with effect from May 2020	√	√	A	√	*
			Dr Jessica Leech	A	A	√	√	√
			Professor Anna Snaith	√	√	√	√	A
			Dr Simon Sleight	√	√	√	√	√
			Professor Mark Textor	√	A	√	√	A
		Dentistry, Oral & Craniofacial Sciences (4 members)	Dr David Moyes	√	√	√	√	√
			Professor Kim Piper	A	√	√	√	√
			Dr Barry Quinn	√	√	√	√	√
			Dr Anitha Bartlett	√	√	√	√	√
		Dickson Poon School of Law (4 members)	Professor John Tasioulas	A	A	A	√	√
			Dr Megan Bowman	√	A	√	A	A
			Dr Leslie Turano-Taylor	A	A	A	√	√
			Dr Federico Ortino	√	√	√	√	√
		King's Business School (4 members)	Mr Crawford Spence	A	A	√	√	√
			Dr Chiara Benassi	A	√	√	√	√
			Professor Riccardo Peccei	√	A	√	A	√
			Dr Susan Trenholm	√	√	√	√	√
		Life Sciences & Medicine (5 members)	Dr Samantha Terry	A	A	A	√	√
			Dr Alison Snape	√	√	√	√	√
			Professor Maddy Parsons	A	A	√	√	√
			Dr Baljinder Mankoo	√	√	√	√	√
			Dr Susan Cox	√	√	√	√	√
		Natural and Mathematical Sciences (4 members)	Dr Chris Lorenz	A	A	A	√	*
			Dr Andrew Coles	A	A	A	√	√
			Professor David Burns	A	A	A	√	√
			Professor Paula Booth	A	√	√	√	√
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Dr Janet Anderson	√	A	√	√	√
			Professor Jackie Sturt	A	A	A	√	√
			Dr Julia Philippou	√	√	√	√	√
			Dr Tommy Dickinson	A	√	√	√	√
		Institute of Psychiatry, Psychology & Neuroscience (5 members)	Professor Guy Tear	√	√	√	√	√
			Dr Marija Petrinovic	√	√	A	√	√
			Dr Yannis Paloyelis	√	√	√	√	√
			Dr Eamonn Walsh	√	√	√	√	√
			Professor Robert Hindges	√	√	√	√	√
		Social Science and Public Policy (5 members)	Professor Kerry Brown	√	√	√	√	√
			Dr Rebekka Friedman	A	A	A	√	√
			Dr Clare Herrick	A	√	√	√	A
			Dr Ye Liu	A	A	√	√	√
			Dr Jane Catford	A	√	A	√	A
	Three professional staff	Education Support	Ms Michelle Robinson	√	√	√	√	F
		Research Support	Mr James Gagen	√	√	√	√	F
		Service Support	Ms Kat Thorne	√	√	A	√	F
	Two post doctoral researchers	Arts and Sciences Faculties	Dr Hannah Murphy	√	√	√	√	√
		Health Faculties	Dr Matthew Liston	√	√	√	√	F
Independent member of Council			Tbc	-	-	-	-	-

In attendance: F = on furlough

Ms Lynne Barker, Associate Director, Quality Standards & Enhancement
Nina McDermott, Executive Director: King's Foundations (for Item 5, Education Institute Proposal)
Cat Mora (for Item 6.2, Research Strategy)
Niamh Godley (for item 7, Portfolio Simplification)
Katie Kelly, Compliance Manager (for Item 8, Student Terms & Conditions)
Hannah Northall, Legal Counsel (for Item 8, Student Terms & Conditions)
Darren Wallis, Executive Director, Education and Students (for Item 8, Student Terms & Conditions)
Incoming KCLSU Sabbatical Officers:
Salma Hussain (Incoming President)
Vatsav Soni, VP for Education (A&S)

Secretariat:
Ms Irene Birrell (College Secretary)
Ms Xan Kite (Director of Governance Services)
Ms Joanna Brown (Governance Manager)

1   **Welcome, apologies and notices**

The Chair welcomed members to the meeting.

This was the final meeting for the following elected Members and KCLSU ex-officio members and the Chair thanked all departing members for their time and their contributions to the Academic Board: Anna Snaith (A&H); Dr David Moyes (Dentistry, Oral and Craniofacial Sciences); Dr Chris Lorenz (NMS); Dr Andrew Coles (NMS); Professor John Tasioulas (Law); Dr Megan Bowman (Law); Dr Leslie Turano-Taylor (Law); Dr Janet Anderson (Nursing); and KCLSU ex-officio members: Mr Shaswat Jain; Mr Gurbaaz Gingh Gill; and Ms Nafiza Mamun.

The Chair noted that Members had received the results of the recent Academic Board elections.

2   **Approval of agenda**

The agenda was approved.

3   **Unanimous Consent Agenda (including Minutes of the Previous Meeting)** [AB-20-06-17-03]

Decision

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

4   **Matters Arising from the Minutes**

None

5   **Education Institute Proposal (*Confidential Item*)** [AB-20-06-17-05]

The Vice President (Education) and the Executive Director: King's Foundations presented the report, which requested initial feedback and thoughts on the very early stages of the proposal to bring together areas of cross-cutting education focus at King's into a new institute to ensure that core education functions were aligned with academic strategies and to strengthen relationships between faculties. If endorsed, the proposal would return to Academic Board for discussion and approval at various stages following a full range of consultations.

Members had been invited to submit questions in advance of the meeting in order that more time be given to discussion. The Vice President (Education) responded to these, stating that accommodation for the new cluster had not been explored yet, as the proposal was still in its initial stages, but it would certainly be a consideration, and would be worked into the proposals. Regarding King's online, the Vice President (Education) clarified that in Vision 2029 the aspiration was that King's be a reference point for the quality of online education and widening participation and access. It was stressed that the focus was first and foremost on quality rather than scale.

The Executive Director, King's Foundations reiterated that the proposal was at its first stages of seeking feedback. Feedback had already been received from the health faculties, indicating: broad support of the aspiration to bring these units together and to expand the notion of what education at King's means; recognition for opportunities for impact; understanding of the clarity of the mission and how that intersects with faculties; the importance of the name – it was stressed that "Education Institute" was a working title; support for reducing barriers to innovation; the important role of modern languages and the relationship with the Modern Languages departments in Arts & Humanities; the opportunity to address issues like revenue and transparency; and that staff in these areas did feel slightly apart.

During further discussion, the following points were raised:
- Whether the priority for King's Online was to work with Pearson or to develop King's modules, or both: King's already worked with a number of partners, and while the

relationship with Pearson is very significant, there was not commitment to one particular partner.

- The point that the proposed title was potentially confusing, because education is a core activity of all parts of King's; and because there was already a School of Education at King's and an Institute of Education at UCL, both with very different focuses. It was acknowledged that the naming was important, and that this comment captured feeling received across the College. If the proposal did receive endorsement from the Academic Board to proceed, careful consideration would be put into the name. A member suggested that there could be a competition for the name.
- There were risks and challenges in combining different areas under a single umbrella and these would be addressed if this were taken forward to a more detailed proposal. The intention would be to broaden education across the institution and come together where more could be achieved that way, but to continue separately otherwise. There was no intention to merge.

Members were supportive of the proposal, especially as a tool to broaden access to King's education, and the proposal was **endorsed**.

6	**Report of the President & Principal** [AB-20-06-17-06]

6.1 **Key Current Matters**

The Principal reported on the following key current matters:

- Coronavirus Update: The membership of the incident response teams would be published. The Gold and Silver response teams were very broadly engaged groups, and there was lots of academic involvement. Suggestions for additional input were welcomed.
- George Floyd Joint Statement with the KCLSU: The statement reiterated the university's obligation to condemn racism and have zero tolerance to any form of racist or discriminatory behaviour. It was being taken as an opportunity to reflect and do better and to build on work already being undertaken to prepare for the Race Equality Charter Mark award, and to incorporate this into forward planning, and into the fabric of the university. There had also been a summit on racism attended by 200 senior staff leaders.
- Mental Health awareness week: To support the national Mental Health Awareness Week, the university ran a number of online events to showcase its latest research and expert opinion and invited its community to take part in a range of activities to support mental health and wellbeing. It was recognized that the stress of Covid19 on mental health had been significant and that it was important to keep monitoring mental health issues.
- University Rankings: King's had been ranked 9th in the world for its social, environmental and economic impact by Times Higher Education. It was also noted that Kings had gone up two places in QS World University Rankings, from 33 to 31; and had gone up five places in the domestic Good University Guide, which was a significant increase.
- Service Agenda: During this period of uncertainty and change, the King's community had risen to the challenge of finding ways to support one another and communities beyond King's, and been seen to do so.

Members had been invited to submit questions in advance of the meeting to use time for discussion most effectively. The following issues had been raised:

- Proposed adjustments to staffing and staff entitlements in anticipation of reduced income from tuition fees and related sources
- Consultation processes

- Composition of COVID response teams
- Virginia Woolf Building (VWB)
- Student attendance

The level of reduction in postgraduate enrolment numbers would be unknown until students had arrived and paid their fees. While there would soon be better data around who had accepted a position, this would not necessarily equal the numbers actually arriving to take their places. It was also noted that there was now a student number control regime for undergraduate enrolments which could impact significantly on 2021/2022 finances. In short, the university would not know its true financial situation until it had resources in hand from new students in October and from returning students in January. This made it extremely hard to plan for the exact number of tutors needed at any one point, or the exact amount to spend now.

Any steps that the university took in terms of proposed adjustments to staff entitlements in light of COVID-19 were the result of the serious financial challenge. The overarching aim was to protect staff and avoid a redundancy programme.

A range of consultations would be held at the appropriate time and in different fora. Executive Deans were being encouraged to hold conversations with staff within their faculties.

The membership of the various COVID response planning groups would be made available, and the Principal would liaise with the Deans to determine whether there were areas where greater academic participation was needed.

The Senior Vice President (Arts & Sciences) and the Executive Dean (Arts & Humanities) were available for discussions outside of the meeting about VWB. It had been decided not to take on the lease break partly because the Surrey Street buildings were in real need of repair and restoration and having VWB available for a potential decant could be very important over the next five years.

The College's policy on student attendance had been discussed at a previous meeting of the Academic Board in the context of lecture capture. A decision on the attendance policy was under active consideration and was linked in with work underway on returning to campus. King's policy for scheduled face-to-face sessions was also under consideration.

6.2   COVID-19 Update

(i)   Education Strategy

The Vice President (Education) and the Executive Director, Students and Education, spoke about operational considerations and timetabling.

The university faced huge challenges in planning for the next academic year, while also concluding this academic year in the most unusual of circumstances. Most students had now finished assessments and examinations, and it was time to take stock of what had been learned from this assessment period, which had gone better than expected, though many considerations remained around student support and mitigating circumstances. The work of the Academic Strategy Group and Operational Delivery Group was advancing well. Communications had gone out to students indicating that 2020-2021 teaching would be a blend of online teaching and small group teaching on campus, and initial feedback was that students had welcomed and understood that message. The Academic Standards Sub-Committee was due to consider assessment for modules beginning in September in order that students could be informed from the outset as to what assessment would look like. The Academic

Strategy Group had agreed in principle that the format for the first semester of 2020-2021 would be the same as the last semester of this year (no in-person assessments). Preparations for enrolment and period 3 assessment were also being considered.

The timetable was a key area of focus and would support a flexible and blended delivery for remote and safe on-campus teaching with significantly reduced room capacity. The Return to Campus Working Group was involved in these discussions. It was acknowledged that planning modules was particularly challenging in these circumstances, and staff were therefore keen for clarity on which on-campus teaching rooms would be available for use as soon as possible. Moving modules online would be a collective effort over the next few months. Regarding laboratory work and some other types of work there was a working group looking at the challenges faced including the use of simulation technology to make up for opportunities lost because of social distancing measures. This group was also looking into the teaching and recording of sensitive topics and student support and ensuring that no student was disadvantaged with the arrangements in place for the coming year.

(ii)   Research Strategy

The Vice President (Research) reported that externally funded research had been impacted by the pandemic. In order to mitigate the impact of COVID-19 as much as possible, many research staff had been furloughed with the funds being returned to research teams to support research that had been disrupted. PhD students were being provided with extensions.

The Academic Strategy for Research would be submitted to the next meeting of the Academic Board. The work on a COVID-19 rapid response was in early stages but the priority areas were:

- Transforming the way research was delivered on site, including using software to book spaces
- Maintaining the momentum on outputs and applying for grants and ensuring that the majority of the university's non-COVID related research was maintained.
- Supporting the academic pipeline: the recruitment freeze was raising concern about career progression and those beginning their careers. UKRI was being lobbied for support in this respect. There was also a focus on equality, diversity and inclusion as some groups were being affected much more than others.
- Facilitating commercialisation of research. This would benefit the institution as it was a key area of importance to the Government and an area for government funding and for supporting national economic benefits, for example medical technologies.
- Supporting investment in research infrastructure, including data storage and IT infrastructure.

It was also noted that extremely important COVID related research contributions were being made by the King's community, across a very broad range of subject areas.

(iii)   Return to Campus [AB-20-06-17-06.2]

Professor Mike Curtis, one of the Co-Chairs of the Return to Campus Working Group (RTCWG), presented this report. The Working Group had been launched six weeks ago, at the end of April, and was tasked with establishing the high-level principles which would allow King's to manage the return to campus, on a phased approach, in a safe and planned manner with the health and wellbeing of its community at the core. The Group included a broad membership, and its overarching principles were:

- Protect the health and wellbeing of all the community
- Recognise the diversity and needs of all staff and students
- Develop a framework to be delivered at local level
- Use a step wise, flexible approach to campus re-opening informed by prevailing government restrictions and other environmental factors. There are four distinct levels of campus activity, ranging from being in campus lock down to being fully open

The university was currently in the process of moving out of the lock down phase and into limited opening for those staff unable to do work at home, particularly for laboratory research. An important principle of the opening phase was return-to-campus by mutual agreement with line managers. Appropriate HR guidance was being developed towards gaining that mutual agreement. As of this week, eight buildings had been opened across four campuses. This phase was being treated as a pilot-testing process and a guidance document would be put in place including the monitoring of compliance and safety. The process was being monitored by an operational management team formed under the Director of Business Assurance, and with the campus operation teams on each of the five campuses. The pilot would run for two weeks and then the intention was to open a further tranche of buildings in July, depending on the findings from the pilot phase. Return to campus had been a collective effort across the university, and it was noted that estates, security and cleaners had put in an especially considerable effort.

Timelines for a longer-term vision would emerge shortly, noting that it would be subject to changes in government guidelines, among other factors.

During discussion the following points were covered:
- The list of buildings that faculties had submitted to the Working Group would receive decisions by the end of the week. It was expected that the majority of buildings submitted would be put forward into phase two.
- The RTCWG included representation from researchers, and two academic researchers had recently been invited onto the group to inform the current process. As work progressed, more academics would be invited onto the group.

7   Portfolio Simplification Update and Decisions [AB-20-06-17-07]
The Vice President (Education) presented the report, which requested approval for recommendations from the Curriculum Commission following comprehensive reviews by faculties of their portfolios of in-scope programmes and modules as part of Portfolio Simplification.

The Curriculum Commission had now received all remaining submissions where either a recommendation had been deferred or where a second stage module submission had been requested, with the exception of English and Film Studies modules at PGT level, which would be brought to the next meeting of Academic Board.

It was noted that there were two areas in the paperwork where there was a transcription error and it had been agreed that these would be worked out with the departments locally and, if necessary, this would be brought back to the Academic Board in October, but the current understanding was that they were transcription errors.

There was an electronic vote by Microsoft forms and via the chat function and it was resolved by majority vote:

Decision:
That the remaining recommendations made by the Curriculum Commission on deferred submissions, the majority of which were module recommendations from the Faculty of Arts and Humanities, be approved, along with the recommendations on study abroad programmes.

8   Student Terms & Conditions [AB-20-06-17-08]
The Vice President (Education) and the Executive Director, Students and Education, presented. The Compliance Manager and the Legal Counsel were also in attendance. Updating terms and conditions was a regular process, but this year there had been a wider review with legal guidance. The last time that this had been done extensively was 2017-18. External expectations and advice had strengthened and become clearer, so it was apposite to take stock. The changes for Academic Board approval were:

1) Section IV of the accompanying paper – policy changes:
   a. To approve: King's cancellation rights
   b. To approve: King's liability
   c. To note: Refunds
   d. To approve: Liability for acts outside our control
2) To approve Section V of the paper that explains the structure of the new Terms and Conditions including explanations for sections that have been added or deleted.
3) The draft Terms and Conditions 21/22 in their entirety.

It was clarified that student attendance as a requirement was not in the current terms and conditions but was in the declaration students were required to sign upon enrolment.

There was an electronic vote by Microsoft forms and via the chat and it was resolved by majority vote:

Decision:
That the Student Terms and Conditions be approved.

9	**Reports of Committees**

Delegations to Committees [AB-20-06-17-09.1]

9.1

(i) **Postgraduate Research Academic Regulations**
The Vice President (Research). The Postgraduate Research Academic Regulations required minor amendment and approval prior to the start of the 2020/21 academic year. However, the amendments were not ready for this meeting to approve. Academic Board holds the authority to approve all academic regulations and is enabled by the Ordinances to delegate that authority where it is content to do so.

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

There was an electronic vote by Microsoft forms and via the chat function and it was resolved by majority vote:

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

Report of College Education Committee (CEC) [AB-20-06-17-09.2]

9.2 The Vice President (Education) presented the report.

(i) **Undergraduate progression and award policy for 2021/2022**
A proposal for a new degree algorithm was approved at Academic Board in May 2019. The draft policy has since been updated, in light of comments received following CEC and suggestions made at the Degree Algorithm Working Group.

There was an electronic vote by Microsoft forms and via the chat function and it was resolved by majority vote:

Decision:
To approve the Undergraduate Progression and Award Policy to be in place from 2021/22 academic year

(ii) **Degree Algorithm 2020/2021**
A new progression and award policy that was due to come in to play in 2021-22 had been brought forward. A decision had been taken for this year as a measure of mitigation to

remove the first year from the degree algorithm for the current cohort. It seemed reasonable to continue that mitigation for students entering in 2020/2021.

There was an electronic vote by Microsoft forms and via the chat function and it was resolved by majority vote:

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

(iii) **PGT External Examiner Report recommendations**
This report detailed the main issues highlighted by external examiners in their annual reports with a focus on judgements made on academic standards within King's. The report also listed a number of recommendations for approval.

There was an electronic vote by Microsoft forms and via the chat function and it was resolved by majority vote:

Decision:
To approve the recommendations emerging from PGT External Examiners' reports.

Items approved on Consent
(iv)   Academic Regulations 2020-2021
(iv)   Library Policy and regulations
(vi)   Fitness to Study Policy (new policy)
(vii)   Mitigating Circumstances Policy (update)
(viii)   RADA's Academic Regulations

Items noted on Consent
(ix)   Chair's report
(x)   Director's report
(xi)   Academic Strategy 20/21 and Operational Delivery Plan
(xii)   COVID-19 Assessment Workstream Update
 (xiii)   Analytics Support
(xiv)   Programme Enhancement Process
(xv)   Online CPD and Executive Education
(xvi)   Student Handbook
(xvii)   Academic Standards Sub-Committee report
(xviii) Programme Development Sub-Committee report

9.3   **Report of College Research Committee (CRC)** [AB-20-06-17-09.3]

(i)   REF Update
The Vice President (Research) presented the report. Good progress was being made with REF 2021 but Research England had stated that there would be a delay in the exercise in order to take into account the impact of the COVID-19 outbreak on the operations of UK Universities. It was expected that this would be a four-month delay.

Items noted on Consent
 (ii)   COVID-19 impact on research activities (noted)

9.4   **Report of the College International Committee (CIC)** [AB-20-06-17-09.3]
Items noted on Consent
 (i)   Partnership Agreements
 (ii)   VP International report

(iii) English Language Tests

(iv) Collaborative Provision

(v) Regional Networks

(vi) KCLSU Update

(vii) Faculty reports

9.5 **Report of the College Service Committee (CSC)** [AB-20-06-17-09.4]

Items noted on Consent

(i) Chair's update

(ii) The Sanctuary Programme

(iii) #ContinuingToServe

9.6 **Report of the College London Committee (CLC)** [AB-20-06-17-09.6]

Items noted on Consent

(i) Chair's Report

(ii) Faculty annual London report

(iii) King's London Highlights

(iv) #ContinuingToServe

(v) Academic Strategy for Education 2020-21

10 **Report of the KCLSU President** [AB-20-06-17-10]

The KCLSU President presented his final report to Academic Board.

He voiced solidarity to King's black student community and Black Lives Matter, following recent horrific events of police brutality in the US. The Students' Union recognised its duty of care to protect the black members of its community and to denounce all racism. He reported that KCLSU was reviewing how to make structural changes to support students. The KCLSU was also working with the student societies about how they could adapt their programming to the changed pandemic environment.

The President and Principal thanked Mr Shaswat Jain and his team for their hard work over the year and for all that they had done in support of students.

11 **Report of The Acting Dean**

11.1 Report of the Acting Dean [AB-20-06-17-11.1]

The President and Principal announced the appointment of the new Dean, The Rev'd Canon Dr Ellen Clark-King, who had been based in San Francisco at Grace Cathedral. She had broad academic interests and was welcomed as a great addition to the King's team.

Item approved on the Unanimous Consent Agenda:

11.2 Election of Associates of King's College [AB-20-06-17-11.2]

<u>Decision</u>:

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

12 **Any Other Business**

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

Irene Birrell, College Secretary, June

Academic Board

Meeting date	7 October 2020
Paper reference	AB-20-10-07-05
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Student Engagement and Satisfaction

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

The following pages set out the main areas of focus for King's response to the NSS 2020 results and headline priorities.

The Annex sets out an approach to understanding and addressing the questions raised by the demand to decolonise higher education, with a focus on the curriculum and the student experience in the classroom. The approach includes gaining a better understanding of attainment gaps across our diverse student population and internalising the core values of King's internationalisation strategy: cultural competency and having a global problem-solving mindset. The potential impact of this approach on the student experience, and areas that require attention including content, assessment, and pedagogy, are noted.

> Annex – Decolonising the curriculum through a new perspective to internationalisation

Submitted by:
Vice President & Vice-Principal (Education) & Vice President & Vice-Principal (International)
Executive Director, Education & Students

Response to NSS 2020: Framework Approach

Discussion paper for SMT, CEC, and Academic Board

27 September 2020

The NSS results for 2020 were disappointing for King's as an institution. Following the positive movement seen in the 2019 results, this year we saw a drop in overall satisfaction, and drops in satisfaction across each theme.

King's Education Strategy and Vision 2029 remain the right roadmaps for the transformation we need to achieve in all aspects of education and the student experience, and many of the major improvements we have been working to realise are beginning to bear real fruit. We also know that in responding to the NSS, students are commenting on the whole of their experience as students at King's, and some of the free text comments acknowledge the significant improvements that we have made in recent years. Nevertheless, the 2020 NSS results deliver to us a clear message – and one which is very difficult to hear – that these improvements are not yet translating into increased student *satisfaction* overall, and that there remain too many stubborn issues on which our students feel that we are not making sufficiently rapid progress. While there are environmental factors to consider in interpreting NSS 2020 (industrial action, the pandemic) these were not unique to King's and our relative position has deteriorated as well as the absolute position.

In broad institutional terms, we propose that the qualitative and quantitative results reveal to us a range of overarching issues, which we must urgently address for the benefit of our students irrespective of the future development of the NSS itself:

1. The feedback from students reveals some hard truths about the culture of the university. The vast majority of our colleagues work spectacularly hard and are completely committed to our students and their educational experience. Yet cumulatively the culture of our university is not yet as focused on education, students and their experience as we need it to be. Alongside the quantitative results, a wide variety of comments in the free-text section of NSS indicates to us that students still feel that the university and its staff do not consider them to be a priority, and that they do not feel cared for and valued. Conversations about NSS and student experience issues continue to reveal that many staff in the university do not feel that their roles are connected to these issues, and even where their

roles are relevant, we need to face up to continued facets of our culture and mindset (both in academic and in professional services spheres) that continue to make students feel under-valued.

2. In a similar vein, many students do not believe that they and their views are adequately represented in the university, and many feel that they are not well served by formal representation mechanisms, nor by the Students' Union. Students report communications with them to be fragmented and confusing.

3. The pace and scale of investment in the student experience is not yet sufficient to achieve the goals we have set for King's in relation to educational quality and the student experience. In particular, the pace of improvements to our infrastructure, systems and processes remains too slow, and a significant injection of break-through investment is needed to upgrade the 'machinery' of the university in the interests of the student experience (and, intimately connected, the experience of our staff).

4. There is a growing disparity in levels of satisfaction between different demographic groups of students, with a steep fall in levels of satisfaction expressed by our Black students compared with students of other ethnicities. Clearly we have not yet adapted fully to being a university in which more than 50% of our students are of BAME backgrounds, and there remain significant challenges in relation to diversity and inclusion generally, and inclusive education and services more specifically.

5. Many of the stubborn issues identified in NSS are not connected to our major transformation projects, but to the basic 'hygiene' factors associated with students' day-to-day experiences which have been our focus for many years, but where break-through improvements are still not materialising.

6. The scale of disparity between departments, and between and within faculties, cannot be considered acceptable. Some departments/faculties continue to receive consistently positive feedback from their students; for others the feedback has varied from year to year; others have received consistently poor feedback over multiple years, suggesting a lack of 'ownership' of the problem or failure to bring about sufficient change to address it.

Considerations for our institutional response

- Broadly, responding to our NSS results at this stage is not so much about working harder – the vast majority of our staff are working extremely hard and stretching themselves continuously in their commitment to students – but rather about sharpening our focus. Rather than 'boiling the ocean', we propose that we need to develop a very clear set of institutional priorities, backed up by investment of resources, which in our collective judgment will make the most difference to our students.
- AY 20/21 is going to be much more pressured and challenging than any academic year in recent memory, and this process of prioritisation is therefore even more vitally important.

- Responsibility and accountability for student satisfaction extends across the whole of the institution and all of its constituent parts. Detailed faculty and department responses will be framed and supported by a clear institutional approach which identifies the overarching priorities in our response for the coming year. There remains too much finger-pointing and, in parts, a continued reluctance to 'own' the problem and to work collaboratively to address it.
- Each faculty and department plan will be framed by our institutional priorities, but will also need to identify locally-specific issues that have emerged from the NSS results. The identification of institutional priorities is not intended to undermine the variation that will be needed in the specifics of action plans across departments and faculties.
- The VP (Education) and the Executive Director of Education and Students will hold formal 'workshop' style meetings with all faculties in September/October 2020 to review NSS results and faculty plans for improvement, identifying what kinds of institutional support is needed in each case.
- Provosts and Executive Deans will be responsible for putting in place mechanisms to keep a *continuous* focus on improving the student experience, seeking appropriate assurance from Heads of Department, PS leaders and others.
- A handful of departments/faculties will be prioritised for investment of additional institutional capacity to assist in understanding the roots of the challenge, identifying priorities for improvements and implementing actions.
- We will need to work even more closely with KCLSU, particularly on issues of representation, but also in coordinating consultation and engagement with students. All departments should also be increasing their engagement with their own students, and re-designing the ways they approach engagement in response to declining levels of satisfaction with 'student voice' – clearly, what we are currently doing is not working well enough.
- There are many examples of good practice, improvements gained and positive feedback, and we need to share the learning and insights from these.

The following table sets out the main areas of focus for our response and our 'headline' priorities. It takes as its starting point the four areas in which levels of satisfaction are most problematic: assessment and feedback; organisation and management; academic support; and the constellation of issues associated with a sense of community and voice. These are supplemented by the identification of priorities in relation to wider issues of how we work, and how we engage with our students.

It should be noted that this table does not include all the issues that need to be improved, and will not encompass all the issues that faculties and departments may need to include in their action plan given their local salience.

Issue area	Considerations	Priorities
Assessment and feedback	The bulk of student dissatisfaction relates to the timeliness of feedback. Sometimes this relates to late feedback, but more often it relates to how quickly we provide feedback, and the students' consequent ability to use the feedback constructively to support their learning and approach to subsequent assessments. Students continue to highlight significant variation and patchiness in the quality of feedback. Over the last couple of years, we have experienced repeated 'crises' in the administration of assessment, particularly in relation to examinations. The January 2020 period was a particularly acute crisis, significantly affecting both staff and students. The move to online assessment in 2020/21 and its continuation in 2021/22 has the potential to deliver significant improvements in the organisation and management of assessment, as well as the quality of feedback, but will require concerted effort and focus to realise.	Rapid policy change to shorten the standard 4-week turn-around time. Implementation sequenced over 2020/21 and 21/22, with associated work on supporting systems improvements, to achieve a <u>new university-wide policy of two weeks for all formative assessment, three weeks for all summative coursework and examinations, and four weeks for dissertations and major projects.</u> Rapid improvements in the sophistication of our approach to digital assessment, and realisation of consequent improvements in organisation and management of assessment, as well as quality of feedback. *ASSC leading a review of 20/21 experience, with recommendations made to CEC in September.* Implementation of the recommendations from the SED review of the examinations processes in spring 2020, including the timeliness and accuracy of assessments, effective scheduling and early communications to students. Process review of the mark entry process to eliminate waste in the marking process and

		provide data to academic leads on turnaround time commitments.
Organisation and management	'Administration' underpins student responses in many themes where they are significantly less satisfied, especially assessment and feedback. Partial, fragmented and inconsistent communications is a source of much student frustration; they do not feel sufficiently informed or valued when decisions, even relatively quotidian decisions, are made, and sources of advice are confusing and fragmented. The timetable does not work effectively for some categories of student. The production of the timetabling tends to be approached more as purely a space allocation issue than a student experience issue. King's is significantly below the rest of the Russell Group on student perceptions that courses run smoothly and are well organised. This speaks to issues of programme administration, systems and processes.	Rapid implementation of process review programme, focused on four selected target areas: <u>mark management; exams and assessment; timetable; and module selection and change processes.</u> Student Enquiry Management programme to deepen and extend Student Services Online. Student Communications group to oversee all institutional comms, with SEM contributions Completion of current improvement projects: mitigating circumstances management, assessment of learning (portfolio management) Unification of all Registry services. Onboarding and training programme for all programme administrators. Personalised timetables for all students and improvement programme for Syllabus plus Two year prioritised programme for IT developments under the Education and

		Students Transformation programme (within current resource envelope).
Academic support	Scores for academic support place us bottom of the RG and feature some very low responses e.g. Q13 on 'advice on the course'. Academic support to be understood in our response as involving all aspects of academic and pastoral support for students' studies. Free-text comments continue to highlight availability of personal tutors and capacity of counselling and mental health services.	Enhanced expectations on contact with students from personal tutors to be agreed, consistent with approaches agreed for 20/21 to support students in difficult circumstances. Appointment of nine Welfare and Well-being Officers based within faculties; rapid implementation of support system associated with these appointments. *Approval of funding secured; awaiting permission to proceed with appointments*. Continued implementation of portfolio simplification decisions, reducing unproductive complexity and allowing for more effective advice on study choices.
Inclusive education; feeling of 'community'	Wide-ranging issues are identified in the feedback on community; proposal is to focus on the issues of inclusive education that are most associated with diversity and inclusion	CEC has approved the creation of a £100k grant scheme to support projects across the university in the areas of: • addressing attainment gaps • reforming and diversifying assessment • decolonising the curriculum

	The disparities between the satisfaction of our Black students and other demographic groups are alarming	• advancing our approach to student engagement.
		Grant scheme to be launched October 2020; these four priorities form the bedrock of our priorities in this area
	The priorities in the next column intersect with assessment and feedback, teaching quality, and many other areas.	Acceleration of ongoing progress on diversifying assessment, integrated with planning for remote assessment in 20/21.
	Students continue to express dissatisfaction with the responsiveness of mental health support services	Implementation of agreed steps on decolonising education, including expansion of Global Leadership Programme. *Paper from VPs International and Education being considered by CEC 30/10/20.*
		Priority investment approved in SED to support anti-racism and inclusion in the delivery of education services, working with inclusive education partners.
		Acceleration of investment in student mental health and wellbeing following a review and refresh of the 2018-2020 Student Mental Health and Wellbeing Report and Strategic Plan, in line with the Student Minds University Mental Health Charter
		As above, appointment of nine Welfare and Well-being Officers based within faculties;

		rapid implementation of support system associated with these appointments. *Approval of funding secured; awaiting permission to proceed with appointments*.
Student 'voice' and representation	Our approach to student engagement remains rather traditional, through 'liaison committees' rather than more fluid, rapid mechanisms Students report that they have good opportunities for feedback, but lack confidence in how their feedback is acted on and integrated into our planning. KCLSU has a priority of improving its system of representation; jointly sponsored review conducted in 2019/20	Re-design of mechanisms for engagement, consultation and communication by <u>all</u> departments and faculties. Work with KCLSU to implement recommendation of the SUMS review of student representation
Sustaining the focus on student experience	Conversations with faculties indicate a continued lack of well-structured mechanisms for monitoring work to improve the student experience Our university culture clearly still needs to evolve to make sure that students and their experience are a focus across the board	Provosts to establish oversight mechanisms across their faculties, e.g. Student Experience Committee for A&S and Health faculties Deans to ensure at least monthly discussions with all HoDs of progress against agreed priorities and goals, and providing assurance

		to SMT that HoDs are providing appropriate leadership within their departments SMT and PSE to develop active proposals to make sure that all areas of the university articulate their responsibility and accountability for the student experience to all staff Rapid exploration of data improvements necessary to ensure that university leadership at all levels is able to monitor compliance with university policies and improvements in indicators relevant to student experience
How we manage student surveys	Analysis of better-performing institutions suggest that students' unions are much more involved in the promotion of NSS and other surveys aiming to capture student feedback Analysis of the 2020 NSS results suggests that students are using NSS to report their views on a very wide range of subjects, and from widely varying motivations.	KCLSU to play greater role for communication to students about NSS (if NSS survives) and other mechanisms of evaluation (e.g. module evaluation, whichever system replaces NSS)
Other		

		Proposals to be developed for programme of additional break-through investment in education *Initial discussion underway between VP Education, Exec Director and Director of SPA.*

Executive Summary

- King's has seen an decrease in overall satisfaction, down 2.9% from 80.4% to 77.5%. The sector's overall satisfaction rate decreased by 1% and the Russell Group's overall satisfaction decreased by 1.2%
- The majority of the London Russell Group experienced decreases in overall satisfaction; Imperial down 0.5% to 81.4%, UCL down 1% to 80.6%, QMUL down very slightly by 0.1% to 80.4%. The exception is LSE that saw a 6.2% improvement going from 77.5% to 83.7%, which meant it moved from being the lowest ranked London RG to the highest
- The results of for all sections of the survey were lower than the previous year but the biggest decrease was in overall satisfaction
- The area which saw the smallest decrease in scores was Learning Community which dropped by just 0.5%
- The highest scoring sections remain Learning Resources and Teaching, despite drops of 1.1% and 1.7% respectively
- The highest scoring question was "*the course is intellectually stimulating*" with 87.2% (compared to a sector average of 84.5%)
- Assessment & Feedback section remains the area with the lowest absolute score at 61.8% (down 2% on the previous year)
- The question with the lowest score is "*the students union effectively represents students' academic interest*" with just 46.4% of respondents agreeing
- 9 courses achieved an overall satisfaction rate of 90%+, including two courses with 100% satisfaction
- EU students (excluding UK) had the biggest decrease in satisfaction, dropping by 5.9% compared to decreases of 2.4% for UK domiciled students and 1.9% for Non EU domiciled students
- Particularly concerning is the large drop in satisfaction amongst Black students, which already had the lowest overall satisfaction experienced a decrease of a further 11.1% compared to a drop of just 2.6% amongst White students
- Satisfaction dropped much more sharply for Male students, decreasing by 4.6% compared to a drop of 2.1% amongst Female students
- The Business School continued it trend of improving scores. It was the only faculty where overall satisfaction improved. FoLSM remained broadly constant whereas the other faculties all experienced a decrease
- IoPPN remains the faculty with the highest overall satisfaction but it is only marginally ahead of the Law School
- GKT School of Medical Education built upon last year's improved results and achieved further increases in satisfaction, up to 84% in this year's results (compared to 64% back in 2018)
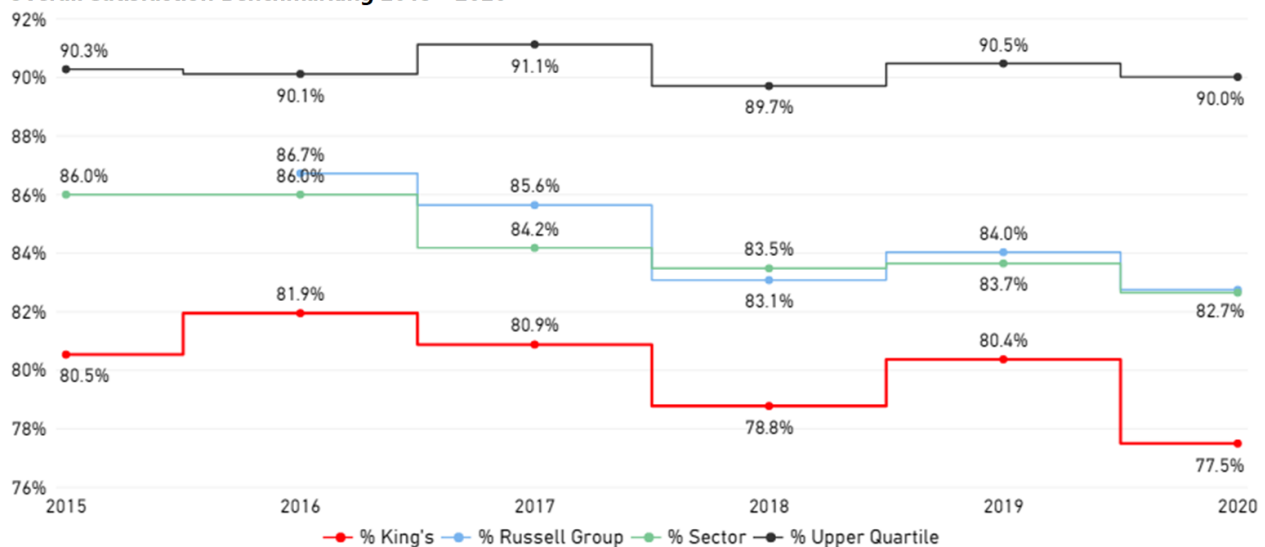
Overall Satisfaction 2017-2020

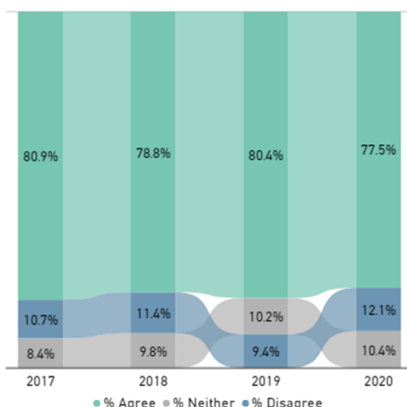|	2017	2018	2019	2020
% Agree	80.9%	78.8%	80.4%	77.5%
% Neither	10.7%	11.4%	10.2%	12.1%
% Disagree	8.4%	9.8%	9.4%	10.4%
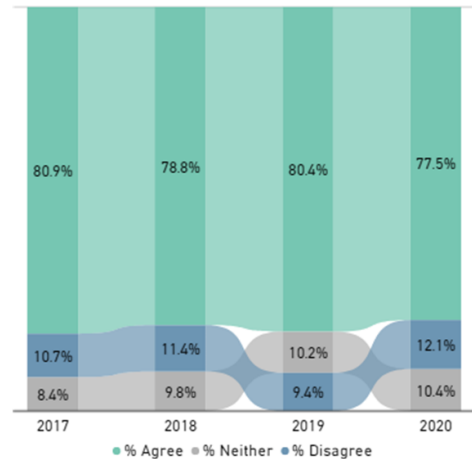
Overall Satisfaction 2020 by Faculty

Faculty	%
IoPPN	86.4%
DPSL	86.4%
KBS	84.6%
FoLSM	82.6%
SSPP	80.1%
A&H	76.8%
NMS	71.7%
NMPC	63.4%
FoDOCS	58.8%
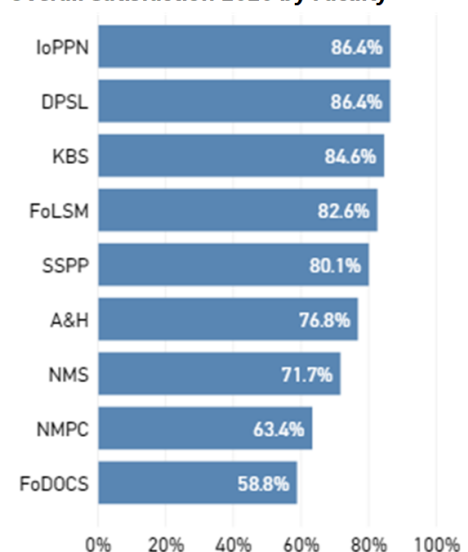
Overall Satisfaction Benchmarking 2015 - 2020

% King's — % Russell Group — % Sector — % Upper Quartile

Overall Satisfaction

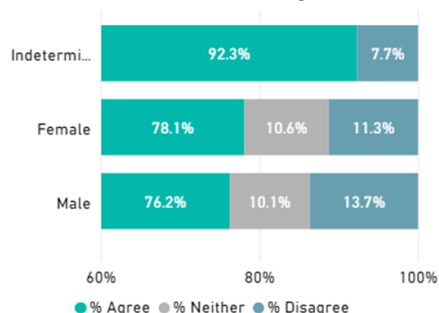### Overall Satisfaction 2017-2020

2017   2018   2019   2020
- % Agree ● % Neither ● % Disagree

The decrease in overall satisfaction of 2.9% compared to be previous year was driven by the number of respondents actively disagreeing with the question (up from 9.4% to 12.1%) while there was only a small increase in the proportion of 'neither agree nor disagree responses (up from 10.2% to 10.4%).

Last year overall satisfaction was very similar for male and female students, but satisfaction has dropped this year by 4.6% for male students compared to just 2.1% for female students

Overall Satisfaction 2020 by Gender

- % Agree ● % Neither ● % Disagree

Overall Satisfaction 2020 by Domicile

- % Agree ● % Neither ● % Disagree
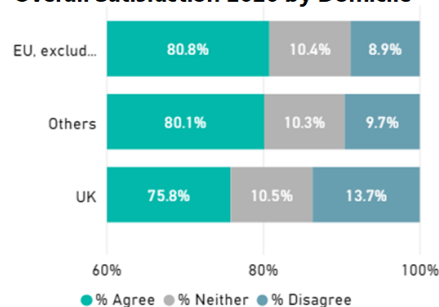
Overall Satisfaction 2020 by Disability

- % Agree ● % Neither ● % Disagree
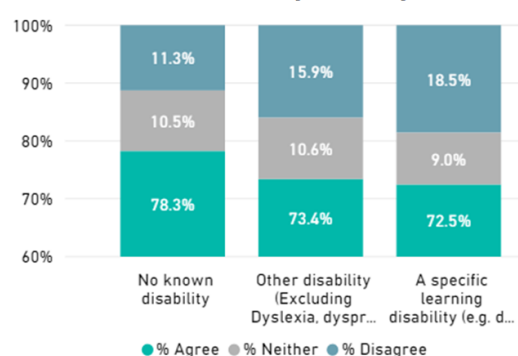
EU (excluding UK) domiciled students remain the most satisfied despite seeing the largest drop compared to the previous year (5.9%). The smallest drop in satisfaction was 'Others' (i.e. Non EU) which fell by 1.9%. UK domiciled students' overall satisfaction fell by 2.4%

In terms of disability, the gap in satisfaction has been between 2% to 3% in the last couple of years but it has increased substantially in 2019 to 12.9%. In the latest set of results the gap, whilst still significant, has narrowed to 5.8%
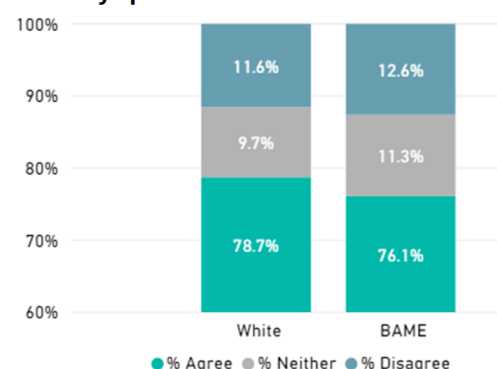
Whilst Mature students have tend to have lower satisfaction levels, the gap had been narrowing, down to 2.3% in 2018. In last year's results the gap widened to 5.7% and this year's results show that trend continuing with the gap now 8.3%

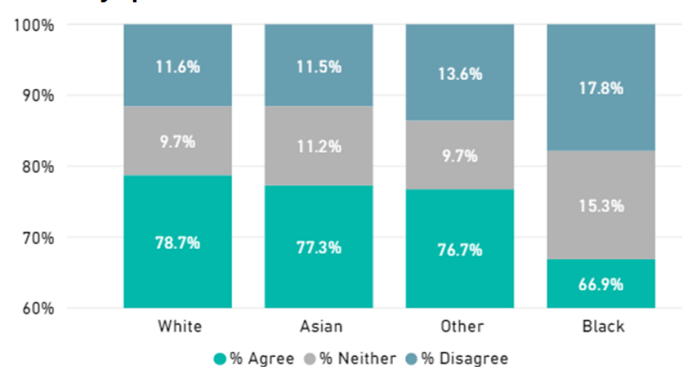### Overall Satisfaction 2020 by Age

- % Agree ● % Neither ● % Disagree
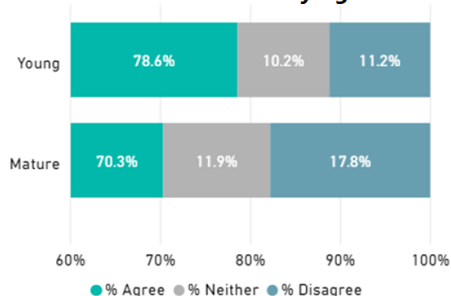
Overall Satisfaction 2020 by Ethnicity

Two Way Split

- % Agree ● % Neither ● % Disagree

Four Way Split

- % Agree ● % Neither ● % Disagree

In the last couple of years, the gap in overall satisfaction had been narrowing (4.5% in 2018 to 3.6% in 2019) but that trend has reversed in the latest results to 11.8%. Black students had the lowest overall satisfaction last year and they have seen the biggest decrease in the latest results (down 11.1%). In contrast, overall satisfaction amongst White students is down 2.6%, amongst Asian students down 2.1% and amongst students in the Other category down 4.9%

Question Sections

Satisfaction Levels by Section 2015 to 2020

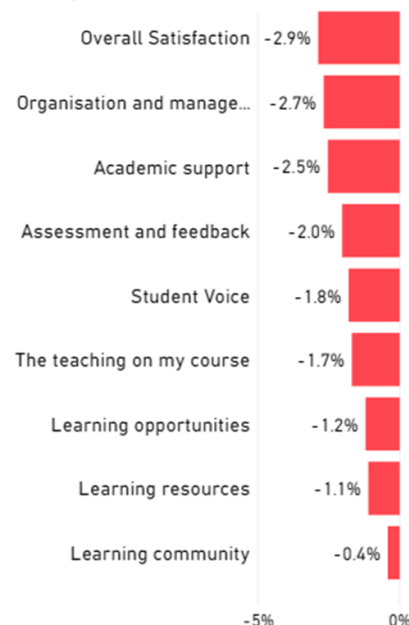● 2015 ● 2016 ● 2017 ● 2018 ● 2019 ● 2020
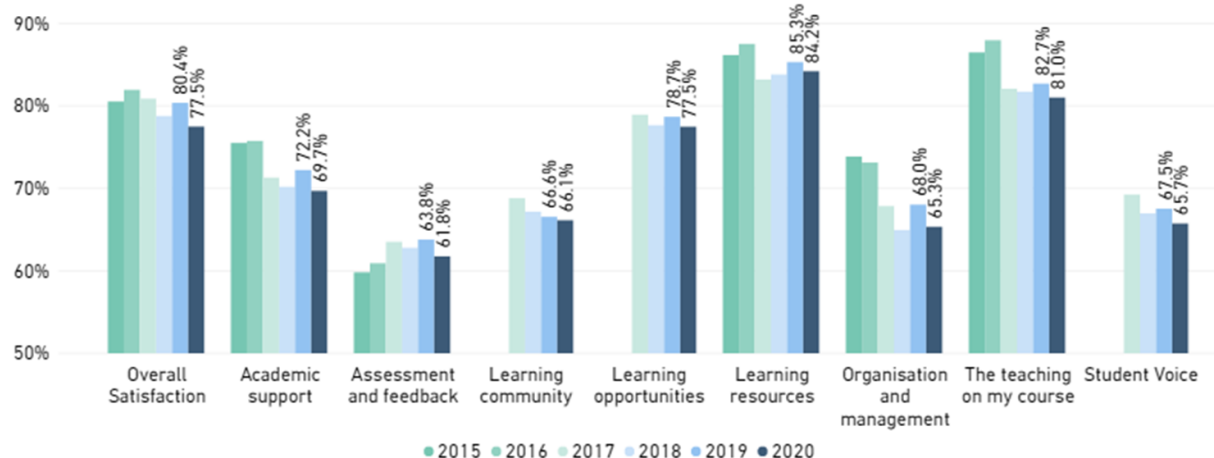
The scores for every section of the survey have reduced compared to the previous year. The decrease in the overall satisfaction question was greater than any on the individual sections of the survey.

After being the area that saw the biggest increase in last year's results, Organisation & Management experienced one of the largest decreases, dropping by 2.7% to 65.3% with the biggest drop being in the question '*the course is well organised and running smoothly*' which decreased by 7.4%. The question '*the timetable works efficiently for me*' was the question which received the largest improvement in its score, up 1.4% to 74.6%
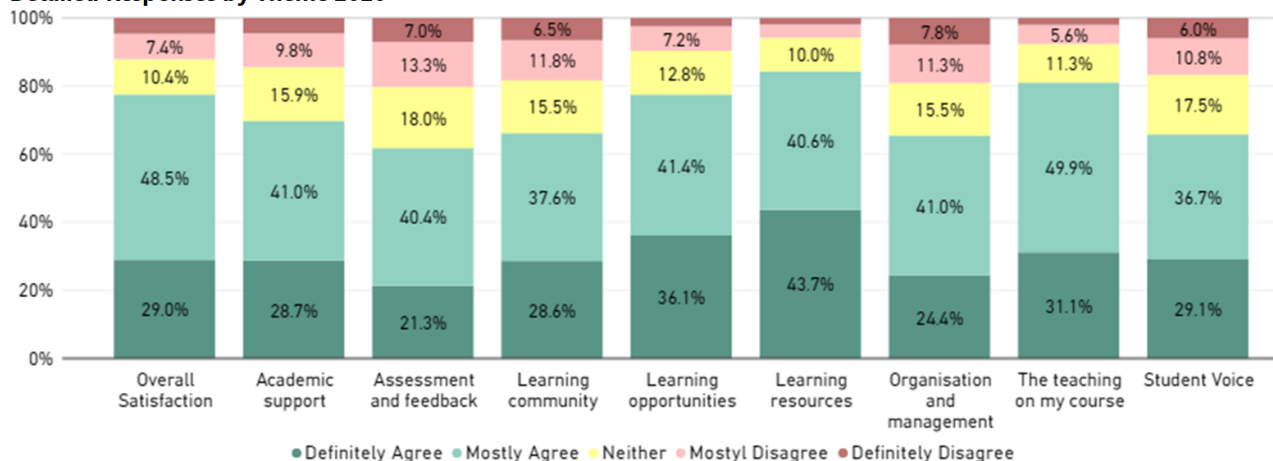
The highest scoring sections remains Learning Resources and Teaching, despite decreases in satisfaction of 1.1.% and 1.7% respectively. Assessment & Feedback also remains the area with the lowest absolute score with 61.8% (down 2% on the previous year). The three highest scoring questions were '*staff have made the course intellectually stimulating*' with 87.2%, '*the library resources have supported my learning well*' with 86.7% and '*staff are good at explaining things*' with 84.8%.

The three lowest scoring questions were '*the students' union effectively represents students' academic interests*' with 46.3%, '*it is clear how feedback on the course has been acted upon*' with 49.1% and '*the course is well organised and running smoothly*' with 54.1%

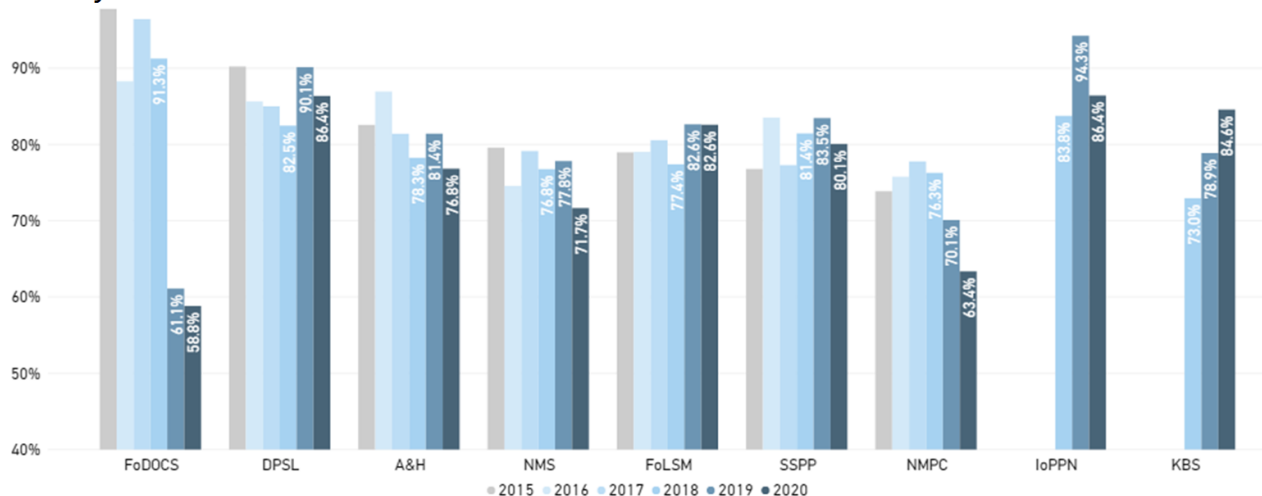**Change in Satisfaction 2020 vs. 2019**

Overall Satisfaction	-2.9%
Organisation and manage…	-2.7%
Academic support	-2.5%
Assessment and feedback	-2.0%
Student Voice	-1.8%
The teaching on my course	-1.7%
Learning opportunities	-1.2%
Learning resources	-1.1%
Learning community	-0.4%

Detailed Responses by Theme 2020

● Definitely Agree ● Mostly Agree ● Neither ● Mostyl Disagree ● Definitely Disagree

Faculty Profile

Faculty Overall Satisfaction 2015 to 2020

● 2015 ● 2016 ● 2017 ● 2018 ● 2019 ● 2020

Seven of the nine faculties saw an decrease in overall satisfaction levels compared to the previous year. IoPPN experienced the largest drop in satisfaction (-7.8%) but remained the faculty with the highest overall satisfaction score (very closely followed by the Law School)

The Business School built upon last year's improved results and saw overall satisfaction increase by 5.7%. FoLSM's overall satisfaction was largely unchanged from the previous year

FoDOCS which in the past had consistently been the highest ranked faculty for overall satisfaction experienced a significant drop last year of 30.2%, this year's results dropped a further 2.3% so it remains the faculty with the lowest overall satisfaction rate.

The results in FoDOCS and NMPC did significantly impact the University's overall position. The other faculties collectively achieved an overall satisfaction rate of 79.6%

The change in results when looking at the average score across all questions shows some significant difference. FoDOCs average question score improved by 1% compared to the previous year. A&H which saw overall satisfaction drop by 4.6% only experienced a 1.4% drop in the average question score

Change in Overall Satisfaction 2020 vs. 2019
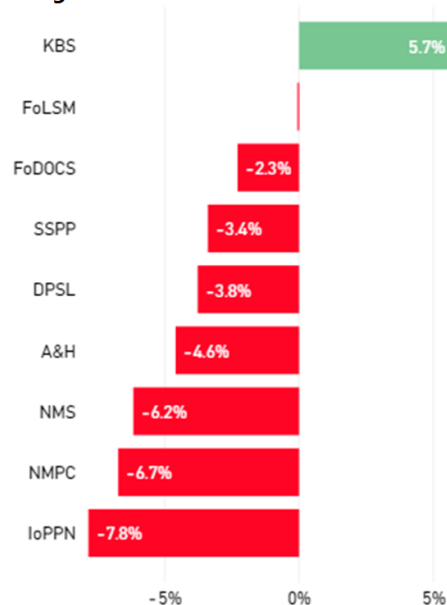
Faculty Average Question Score 2017 to 2020

● 2017 ● 2018 ● 2019 ● 2020
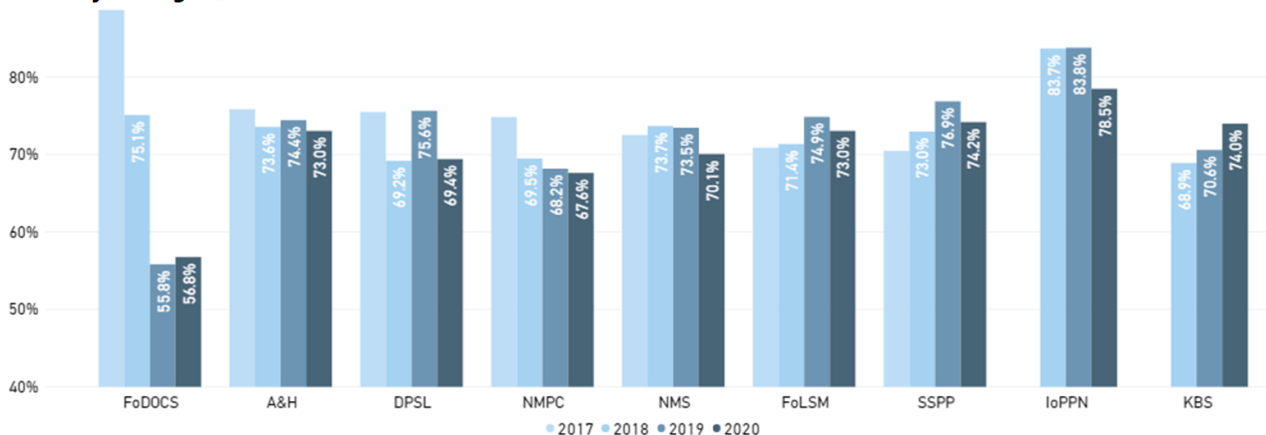
Faculty Profile

Faculty & Section % Agree 2020

Faculty Initials	Overall Satisfaction	Academic support	Assessment and feedback	Learning community	Learning opportunities	Learning resources	Organisation and management	The teaching on my course	Student Voice
A&H	76.8%	73.7%	68.4%	54.2%	79.0%	83.4%	69.5%	84.3%	62.0%
DPSL	86.4%	65.8%	62.2%	47.5%	72.3%	85.6%	69.9%	80.2%	57.4%
FoDOCS	58.8%	61.2%	37.8%	70.5%	69.7%	74.9%	30.0%	74.6%	39.9%
FoLSM	82.6%	70.2%	60.5%	73.6%	81.2%	85.1%	61.1%	84.1%	66.0%
IoPPN	86.4%	77.6%	65.7%	78.3%	80.2%	90.1%	71.2%	84.6%	79.7%
KBS	84.6%	69.5%	47.3%	79.9%	78.5%	88.6%	78.1%	80.2%	75.1%
NMPC	63.4%	60.6%	66.2%	61.9%	78.8%	82.0%	51.7%	74.5%	63.0%
NMS	71.7%	70.5%	57.4%	69.9%	70.6%	84.4%	66.7%	74.2%	69.2%
SSPP	80.1%	69.7%	66.7%	66.0%	77.4%	84.0%	72.2%	82.5%	70.2%

In addition to IoPPN's strong performance in overall satisfaction, the Faculty achieved the highest score in five of the nine survey sections.

Faculty scores change significantly between the different sections of the survey. Learning Resources satisfaction levels were consistently high, with eight of the nine faculties falling within the range of 83% to 90%. The biggest variation between the highest and lowest satisfaction levels were in the Organisation & Management section, with a high of 78.1% (KBS) and a low of 30% (FoDOCS). Other survey sections which saw the largest variance in faculty scores included Student Voice, Learning Community and Assessment & Feedback

Faculty & Section % Agree 2020 vs. 2019

Faculty Initials	Overall Satisfaction	Academic support	Assessment and feedback	Learning community	Learning opportunities	Learning resources	Organisation and management	The teaching on my course	Student Voice
A&H	-4.6 ▼	-1.0 ▬	-0.8 ▬	-0.6 ▬	+1.3 ▲	+0.2 ▬	-6.1 ▼	+0.7 ▬	-4.5 ▼
DPSL	-3.8 ▼	-4.0 ▼	-9.2 ▼	-12.9 ▼	-3.7 ▼	-1.3 ▼	-4.7 ▼	-7.7 ▼	-8.1 ▼
FoDOCS	-2.3 ▼	+4.2 ▲	-1.7 ▼	+4 ▲	-1.2 ▼	-2.4 ▼	+5.5 ▲	-2.8 ▼	+6.7 ▲
FoLSM	-0.1 ▬	-2.6 ▼	-0.6 ▬	-2.3 ▼	-1.9 ▼	-3.9 ▼	-2.0 ▼	-1.4 ▼	-1.1 ▼
IoPPN	-7.8 ▼	-8.3 ▼	-6.1 ▼	-0.7 ▬	-7.6 ▼	+5 ▲	-12.5 ▼	-5.5 ▼	-3.9 ▼
KBS	+5.7 ▲	+0.4 ▬	-0.1 ▬	+4.4 ▲	+7.6 ▲	+4.8 ▲	+6.8 ▲	+2.4 ▲	+2.2 ▲
NMPC	-6.7 ▼	-6.6 ▼	+5.6 ▲	-4.4 ▼	-1.6 ▼	-2.1 ▼	+5.5 ▲	-1.8 ▼	+0.4 ▬
NMS	-6.2 ▼	-2.6 ▼	-6.1 ▼	-0.1 ▬	-3.1 ▼	-2.1 ▼	-4.6 ▼	-4.0 ▼	-1.3 ▼
SSPP	-3.4 ▼	-3.4 ▼	-2.3 ▼	+0.2 ▬	-4.1 ▼	-1.3 ▼	-3.7 ▼	-3.4 ▼	-1.9 ▼

KBS satisfaction levels improved in every section of the survey, with the exception of Assessment & Feedback where there was a small decrease of 0.1%. Despite the drop in overall satisfaction, FoDOCS did see the scores for four sections improve, most notably Student Voice up 6.7% and Organisation & Management which improved by 5.5%. Whilst the Law School only marginally missed out to IoPPN on having the highest overall satisfaction, it was the only faculty to see every section drop by >1%
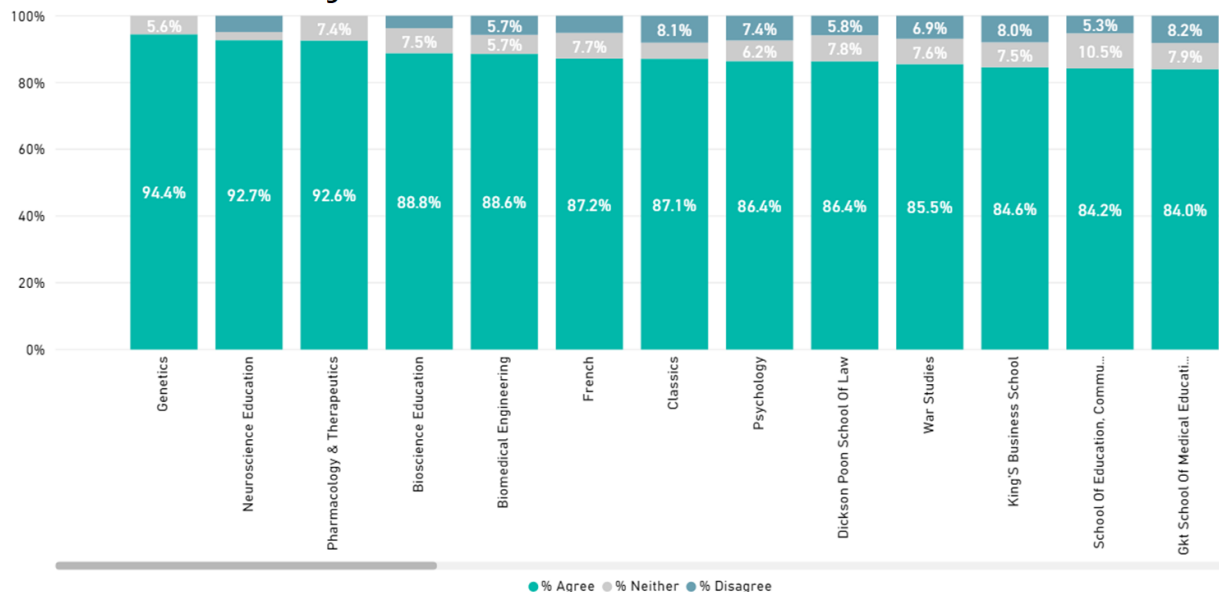
The two most significant drops in faculty section scores were Organisation & Management in IoPPN down 12.5% and Learning Community in the Law School down 12.9%. The improvement of 7.6% in the KBS Learning Opportunities section was the largest increase in satisfaction

Faculty & Section Box & Whiskers Plot 2020
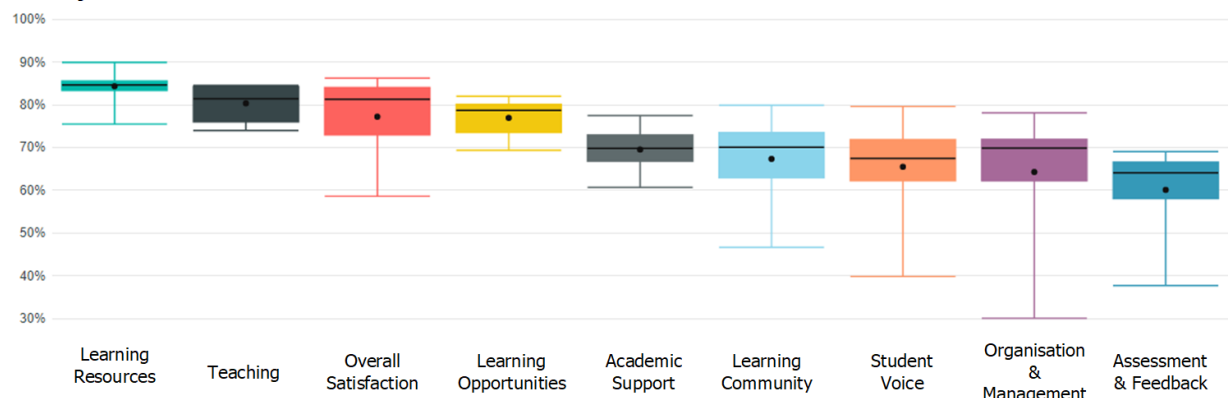
Department Profile

### Overall Satisfaction 2020 - Highest

At department level there were some very positive results, in particular three departments where overall satisfaction was above 90% i.e. Genetics, Neuroscience Education, and Pharmacology & Therapeutics.

The School of Education, Communication & Society along with the GKT School of Medical Education saw very significant improvements compared to the previous year, increasing by 10% and 6% respectively. For the GKT School of Medical Education, the latest set of results build upon the improvement seen last year when overall satisfaction rose from 64% to 78%, so an area which used have one of the lowest satisfaction rates now has one of the highest rates in the University.

At the other end of the spectrum, there were a number of departments which experienced significant drops in overall satisfaction. Physiotherapy has tended to score very well in NSS results, back in 2016 its overall satisfaction was 97% and this hasn't dropped below 82% in the previous five years, however, the latest results show overall satisfaction at just 42%. Nursing results continued on a downward trajectory, back in 2017 overall satisfaction stood at 83% but successive decreases in the last three years mean it has fallen to 62%. TRS had been seeing results improve over the last couple of years but that trend reversed in the latest set of results. The German department achieved an overall satisfaction rate of 100% last year but the latest results are just 59%

Overall Satisfaction 2020 - Lowest
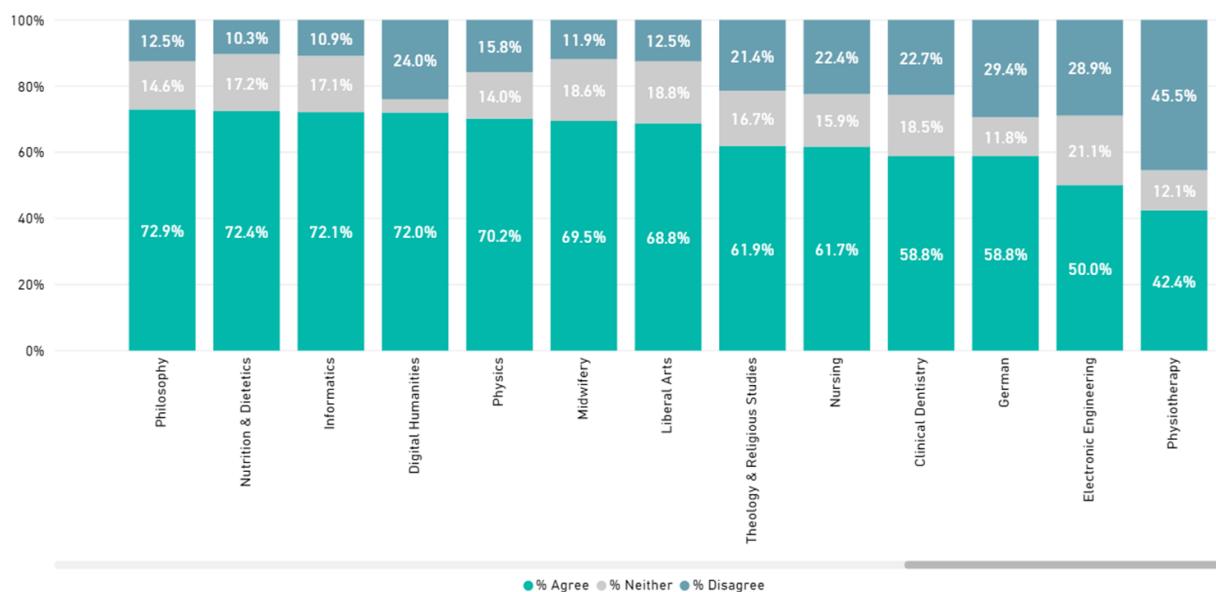
Decolonising the curriculum through a new perspective to internationalisation

Paper presented to CEC, 30 September 2020

1. The ongoing debate on decolonisation of higher education raises important questions for the curriculum and the student experience. Students and academics arguing for the decolonisation of the curriculum do this in part from the perspective of current experiences in universities. Some may wish to debate whether or not those experiences merit the demand for decolonisation, but unarguably the related issues of exclusion and lack of belonging demand attention and are forcefully expressed in student feedback through mechanisms like the NSS. Each institution must begin with issues emanating from its own context.

2. The new approach to internationalisation at King's offers a useful response to questions of decolonising the curriculum. There is greater diversity in our student body. While there has been more focus on race in recent times, it is important to retain simultaneous focus on the various identities across race, class, genders, ability and religion. Significantly, this diversity crosses international borders. Beyond tuition fee classification, the division between home and international students has limited meaning when one examines the emerging issues clustered under the decolonisation agenda by groups of students and staff.

Preliminary observations

3. In the internationalisation Focus Group Discussions (FGD) at King's, students from countries with limited exposure to European Education or those who are the first to go to university in their families, for example, expressed similar views about a sense of exclusion and 'belonging'. This might show up in classroom and in non-classroom activities in different ways. While many students had positive feedback about their classroom experience, those who were less positive cited a range of experiences and observations including, for example:

   - Lectures with unfamiliar illustrations or examples, which do not speak to their context or experiences or engage critically with extant (predominantly Western) literature. In this regard, students have tended to mention the reading list as a key rationale for decolonising the curriculum
   - Limited interaction and low level of participation in classroom discussion by particular student groups
   - Language barrier (this applies more to international students whose first language is not English and who may have mastered the technical aspects of the language but have limited understanding of UK socio-cultural norms expressed through language).
   - Select groups of students unable to engage with students from outside their socio-cultural context (there are differences, of course, between home students and non-European students in this regard)
   - Poor mastery of essay-writing techniques of or approach to written examination
   - Less than excellent or less than average performance in assessments such as essays and written examinations, and the absence of diverse assessment techniques which allow all individual students to show their ability and understanding.

   While the above observations were made in FGDs involving small groups of students (across Arts and Sciences and across the Health Schools), it is to be expected that experiences will vary across disciplines, programmes and modules. What is to be done to address such concerns? The concerns outlined above fall broadly into three categories – classroom-related student experience; non-classroom related student experience; and staff-related concerns. The focus here is on the classroom related concerns.

4. Anecdotal evidence suggests that these groups of students (home and international) perform differently in assessment. Having rightly focused much of our attention to date on the BME attainment gap, we still know too little about attainment gaps beyond the black attainment gap. It is important to support further work to explore whether existing data shows differential outcomes for select groups of home students and international students alike. Are there similarities, for example, in the attainment gap of home students from working class backgrounds (many of who might be from the Widening Participation programme) and groups of international students from non-European backgrounds (such as Chinese and African students with limited exposure to British education)? We need a close examination of our own data in order to understand this problem.

5. If existing data confirms some or all of the anecdotal evidence above, this might explain the persistent decolonisation narrative specifically among groups of home students. And it might forewarn us about a potential narrative from the Chinese student community, where there are already emerging claims of alienation and poor representation. The numbers of BAME students in decolonising campaign groups and the similarity of their experiences across UK universities also strengthens the narrative of racism in ongoing decolonisation discourse. However, without in any way negating their feelings and experiences, such evidence will point to a structural inequality, which was not necessarily evident in the recent past, before such significant numbers of WP students and BAME students were present at King's.

6. Invariably, we need to address how we deal with difference beyond the statutory obligations that higher education institutions are required to meet. We may be seeing a coincidence between complex questions of class, race and cultural difference, which reflect the trajectory of the students we admit to King's. Without a better understanding of these trajectories and without taking them into account in our pedagogical work, it is unlikely that the demand for decolonising the curriculum will dissipate, and unlikely that we will be able to take the right steps to foster inclusion and belonging for the entirety of our student population.

How does internationalisation respond to this challenge?

7. A different approach to internationalisation offers a concrete way to respond to the decolonisation demands and King's is already pioneering this. While recognising that international students will have important needs as they settle into a new environment and culture, international strategies and the measures of internationalisation have typically focused on the quantitative dimensions. The numbers of international staff and students in a university constitute just one aspect of what makes a university an internationalised environment. Less attention is given to the values that determine whether these people thrive and what impact their interactions with their UK counterparts produce. Furthermore, by focusing so much on international students, universities inadvertently discount their home students, whose collective experiences offer a new perspective to students coming in from abroad.

8. King's approach is different. We aim to internalise the values of cultural competency and a global problem-solving mindset while using this as the lens through which to engage our network of global partners. We define cultural competency as the ability to see the world through the eyes of others. It is not simply about our students and staff discovering other cultures or integrating students who come into our campuses into the UK culture. Cultural competency, defined in this way, helps each student -home and international – to expand both their worldview and their perspectives on problem solving. However, cultural competency does not apply only to students. It should also apply to our staff – academic and professional services. We cannot hope to overcome the current challenges if our

staff are excluded from cultural competency programmes and activities. Embedding these values in systems and relationships across our institution enables a process of culture change.

9. We propose that all new students participate in cultural competency programmes at the point of entry into King's. We also propose that a mechanism should be found to engage staff in cultural competency programmes and activities. This will have the impact of building better understanding and relationships among students, teachers and administrators, and expand perspectives among researchers studying across disciplines. A cultural competency approach to problem-solving across the board will only serve to improve the impact of King's education and research at home and abroad.

Problem-solving from a global leadership perspective

10. King's high-quality research and education are world renowned and have been deployed to contribute to addressing global challenges, not least in relation to the Sustainable Development Goals (SDG). The internal resources that can develop the talent and potential of our students to contribute to global problem-solving at home and abroad are immense. It requires that our students are able to develop a global-problem solving mindset.

11. Global leaders can be distinguished from others by their ability to recognise and engage with complexity. Complexity in today's world entails dealing with diversity and uncertainty amid rapid change. To operate successfully in this 21st Century globalised world, our students must be well-prepared and resilient. They will be better equipped to contribute efforts to address the complex global challenges of these times – including health pandemics, movement of people, climate change and large-scale insecurities – which demand inter-disciplinary and adaptive modes of responses. As next generation leaders they must be able to thrive within and across national and international borders and across different socio-cultural contexts while achieving success for organisations that operate in these environments. Communicating across cultures and working in varied geographical locations will be prerequisites for success as global leaders.

12. The objective of the Global Leadership Programme at King's is to offer students (home and international) an opportunity to become culturally competent people who successfully navigate this global context while contributing to problem-solving. Students will be able to grasp global leadership conceptually and practically. Like cultural competency, the global leadership programme at King's, which has the Principal's Global Leadership Award (PGLA) at its core, will be available to all students virtually and select students face-to face (through competitions) at UG and PGT. This will greatly enrich the student experience.

13. On the Global Leadership programme, joint cohorts of UG and PGT students will undertake individual and collective reflective sessions, critically engage debates on global issues, analyse case studies of responses to global crises; interact with leaders across government, business and international institutions; and develop collaborative responses to complex crisis scenarios as part of applied global problem-solving. The PGLA has been piloted and incubated at King's through the Principal's and Vice-Principal International's office since 2014 and is being expanded from 2020-21.

How does this view of internationalisation help address the concerns outlined earlier?

14. An internationalisation approach to the decolonising the curriculum demand will help address the stated concerns of students, without becoming embroiled in a long debate. Returning to the classroom related student experience outlined in the examples in paragraph 3, the curriculum will be a key area of the response.

15. Part of the response is about curriculum content. As an integral part of our implementation of Curriculum 2029, the exposure of students and staff to cultural competency programmes and activities will have a knock-on effect on programme design and modification. Students will have increased exposure to a plurality of ideas, promoting trans-disciplinarity and critical knowledge.

16. Renewed attention is also required to programme design, particularly assessment design. Diverse assessment methods are a critical dimension of our approach to more inclusive forms of education, recognising the need to allow all students to demonstrate their strengths and abilities.

17. The question of the reading list becomes less magnified when students and teachers expand their perspectives on a subject and when students understand the historiography of a subject.

18. The pedagogical aspect of the curriculum is also a significant aspect of the response. In relation to teaching, our starting point is that whoever teaches a subject from a cultural competency perspective is sufficiently reflexive to take their positionality, as well as the diversity of the classroom, into account. In relation to students themselves, the more and the sooner students are exposed to cultural competency modules at the start of their studies at King's, the greater their potential to interact well in a diverse classroom, such that fewer students feel alienated because of how a subject is taught or how learning takes place.

19. Flexibility and adaptivity are also important. The composition of our classrooms changes every year. Designing and teaching a module in a way that enables the teacher to prepare for the changing profile of diversity among students in the classroom is a key aspect of responding to the changing needs of a diverse community of students.

20. A global problem-solving mindset and exposure to global leadership will expand the students' thinking and boost their capacity to contribute to their courses, offering new perspectives and critical thinking.

'Funmi Olonisakin and Nicola Phillips

27 September 2020

Academic Board	
Meeting date	7 October 2020
Paper reference	AB-20-10-07-06
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for s.43, commercial interests; or s.40, personal data

Principal's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Principal's Report

Executive summary

Coronavirus update

The university continues to manage the risks around coronavirus and preparations for the start of term. We have a Gold incident response team in place and have moved from management through a CV Co-ordination Group to a more business as usual approach through SMT. The Return to Campus Working Group has completed its excellent work and been disbanded to be replaced by a Safety Campus Operations Team which will act as the Silver Incident Team as events arise. There are a host of resources on the King's website to help staff and students prepare for getting back on campus. There will be a fuller Covid update at the Academic Board meeting.

I would like to thank staff for all their efforts to support students and colleagues during these extraordinary times. There are many examples of staff going above and beyond to complete the last term and prepare for the new academic year. We will need to remain flexible over the coming months to react to events. We have put in place many measures to protect the health and wellbeing of our community as we transition from many staff working remotely to on-campus working for some staff to support the educational experience of our students.

Admissions Update

The latest student enrolment figures (see **Appendix A**) show that almost 28,000 student FTE are currently enrolled, this represents an increase of 4,500 FTE on the equivalent point in the previous year. There is an additional 6,400 FTE of students that are awaiting enrolment, which is slightly lower than the previous year when 6,700 FTE had not yet completed enrolment. The situation remains in flux. It is anticipated that enrolment numbers, barring courses with entry points later in the year, will stabilise by mid-October.

Statement on the Beirut explosion

A joint statement from myself, VP International, KCLSU and KCL Lebanese Society was published in response to the explosions in Beirut on 4 August.

League Tables

Times Higher University Rankings 2021

King's placed 35th in the latest THE World Rankings, an improvement by one position from the previous year and retained the 7th UK ranking. Over 1500 institutions worldwide were included this year, up by 133 compared to last year. This league table criteria includes:

- international outlook – proportion of international students, staff and collaborations
- research – covers results from THE Academic Reputation Survey, research income per academic and the number of publications scaled for institutional size and normalized per subject
- citations – average number of times a university's published work is cited, covering publications between 2015-2019 and citations from 2015-2020
- teaching - covers the learning environment and looks at the proportions of PhD awards vs staff, PhDs vs Bachelors, Income per Staff, a student staff ratio measure and the results from the THE Academic Reputation Survey.
- industry income – research income an institution earns from industry scaled against the number of academic staff

King's ranked 42nd in the latest Guardian University Guide an improvement of 21 places. Our position within the RG has improved by three places. The main cause of the improvement has been the change of the 'Careers after six months' metric in which we ranked 19th to a 'Career after 15 months' metric in which we ranked 6th. Three other measures saw an improvement – continuation, SSR and Spend per Student. The subject level tables are shown below. We are ranked in the top 10 in six subjects.

Guardian Subject Group	2021 Rank	2020 Rank	Year on Year Change
Psychology	2	11	9
Politics	5	10	5
Anatomy & Physiology	6	9	3
Law	6	12	6
Media & Film Studies	9	16	7
Philosophy	9	32	23
Economics	12	10	-2
Dentistry	15	8	-7
Modern Languages & Linguistics	15	16	1
Music	16	36	20
Religious studies and theology	20	23	3
English & Creative Writing	21	22	1
Classics & Ancient History	22	21	-1
Sociology	22	29	7
Biosciences	23	34	11
Chemistry	29	26	-3
Business, Management & Marketing	30	31	1
Medicine	31	32	1
History	34	42	8
Pharmacy & Pharmacology	35	36	1
Geography & Environmental Studies	41	50	9
Health Professions	41	37	-4
Computer Science & Information Systems	43	38	-5
Physics	45	39	-6
Nursing & Midwifery	49	61	12
Mathematics	55	61	6
Engineering: Electronic & Electrical	60	54	-6

Other updates (Annexes)

I. Staff update – private & confidential
II. Estates update - private & confidential
III. HE environment
IV. King's Health Partners
V. Health & Safety update
VI. Fundraising & Supporter Development
VII. Diversity and Inclusion

Ed Byrne
President & Principal
September 2020

These pages have been redacted

King's Health Partners Update

- The King's Health Partners communications team continues to plan for the **King's Health Partners Annual Conference** on 13th & 14th October. We currently have 363 attendees registered for day one and 325 for day two, the largest attendance to date. We continue to promote registration to the event, where we will launch our new 5 year plan **"Delivering Better Health for all through High Impact Innovation"**. The public facing document is being finalised and will set out our transformative plans for the next five years.

- Our **research and development** work continues to bring value across the AHSC and beyond, with new research funding awards across health faculties amounting to £177m in the 12 months up to 31 July 2020. This includes an increase in funding from overseas industry.

  King's is leading a cross-London application to the Medical Research Council/LifeArc funding competition for **Gene Therapy Innovation Hubs**. We anticipate that three will be funded across the UK, with a total budget of £16m, addressing key bottlenecks in current progress by enabling manufacture of clinical grade gene therapy products for early-stage clinical trials, covering the two main types of therapy: AAV and lentivirus. The Hub will also act as a centre for manufacturing process innovation, enabling gene therapy products to be made more rapidly, in higher quantities and at less cost. We will also develop a variety of highly-specialised training programmes to address the current shortage of appropriately-trained staff, benefiting both the academic/NHS sector and UK industry. Our application is led by Professors Robin Ali and Farzin Farzaneh, and includes Guy's and St Thomas', UCL, the Royal Free Hospital, the Cell & Gene Therapy Catapult, and Cobra Biologics.

- **Recent COVID-19 publication highlights** (all Nature Medicine) include a dynamic COVID-19 immune signature includes associations with poor prognosis (Hayday), Peripheral immunophenotypes in children with multisystem inflammatory syndrome associated with SARS-CoV-2 infection (Shankar-Hari), and real-time tracking of self-reported symptoms to predict potential COVID-19 (Spector).

- **King's Health Partners Clinical Academic Groups** - on 9 September we hosted the second in the series of four clinical academic innovation workshops planned for 2020-21. The event had 130 attendees from across King's Health Partners, the wider health system, primary care and Royal Brompton & Harefield colleagues. Professor Michael West, Senior Fellow at the King's Fund, presented on compassionate leadership, and Professor Rick Iedema (Professor and Director of the Centre for Team-Based Practice & Learning in Health Care at King's College London) presented on team-based practice and working.

- **King's Health Partners Mind & Body –** e-IMPARTS is now live in 23 outpatient services and over 1,300 patients have completed screenings and we have started a qualitative evaluation on e-IMPARTS. The Mind & Body Programme and King's College Hospital NHS Foundation Trust were nominated by MP Helen Hayes for a NHS Parliamentary Award for the comprehensive staff wellbeing support provided as part of the COVID-19 response, and the work has also been submitted for a HSJ Award. Our Consultant Connect programme which provides physical health advice from 60 Guy's and St Thomas' NHS Foundation Trust specialties to South London and Maudsley NHS Foundation Trust inpatient teams has received 100 calls so far, and where outcomes were recorded, referral was avoided in 50% of cases.

- **Education and Training at King's Health Partners -** Indoor Air Quality resources for children, teachers and families have been developed and supported by King's Health Partners. The resources were launched as part of the #AskAboutAsthma campaign and will be available to local schools and via a new website. Integrated academic trainees have all returned to their programme and COVID funding is being sought to fund extensions to their contracts as necessary. The first Safety Connections network event took place on 16 September, with 85 people attending to hear about staff redeployment experiences, support services for staff, and the impact of COVID-19 on BAME staff.

- **COVID-19 – developing our capacity to support mass testing:** work continues to finalise our £8.7m mass testing offer with Department of Health and Social Care (DHSC). We have agreed kit and staff for the next 6 months, and in addition consumables are agreed at £130k per day for Pillar 2 (Community and Public) testing, and £25k per day for student testing. Conversations are underway with DHSC to try to expedite equipment delivery so that the team might move even faster on mobilising the programme.

- **We continue to work on system-wide quality improvement and outcomes** - the second in the series of Primary Care webinars took place on 16th September focussed on ethical questions and decision making in complex cases. We also shared our work supporting social prescribing at a roundtable of New Philanthropy Capital, which included representatives from NHS England & Improvement and National Voices.

- The **Life Lines project** team is continuing to work with hospitals across the UK to develop virtual visiting capabilities and prepare for potential resurgence of COVID-19. Following a grant from the Guy's and St Thomas' Charity, Life Lines is also developing a new programme to support patient recovery after Covid-19 long lengths of stay in intensive care.

- **The Royal Brompton and Harefield and Guy's and St Thomas Foundation Trusts' merger** Strategic Case was approved by Trust Boards and reviewed by NHS Improvement in July/August. Positive feedback was received, especially in relation to clinical engagement and benefits, and the transaction has now been assessed as material by NHS Improvement. The Full Business Case is being prepared for approval by both Trust Boards, it will then go to both Council of Governors. The planned timetable for merger completion is winter 2021.

- Prof Kenji Shibuya and the team at **King's College London's Institute for Population Health** have been successful at reaching the second stage in a bid for funding from the National Institute for Health Research (under their policy research programme). The proposed project takes a 'big-data and beyond-health data' approach to understanding COVID -19 infection and spread in south-east London.

- **King's Health Partners Institutes programmes** – teams are launching their Institutes Programme Boards this autumn now that programme, clinical and academic staff have returned form Covid-19 redeployment. The priority for teams is to develop new models of network engagement, improved pathways of care, patient and public involvement and maintain excellence across the research and education portfolio.
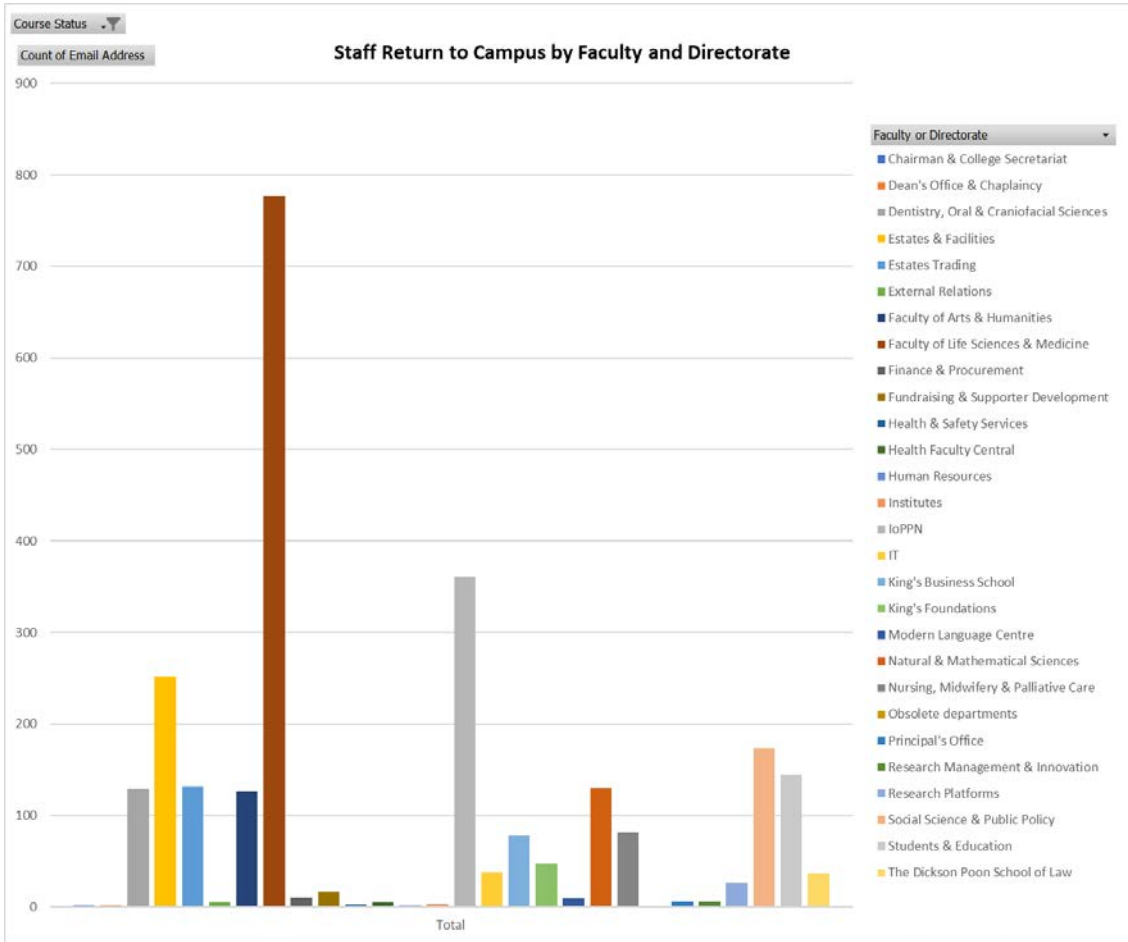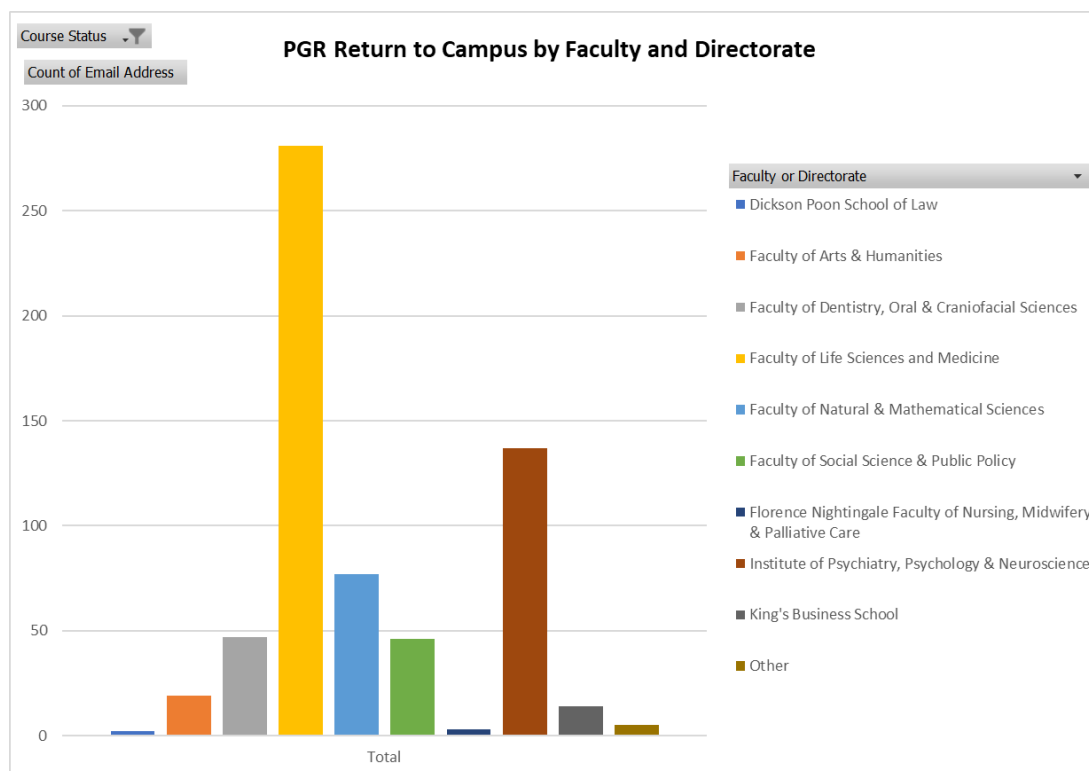
Health & Safety Update

SAFETY MANAGEMENT SYSTEM

Accident Management System (AMS)
Work continues on content and function development.

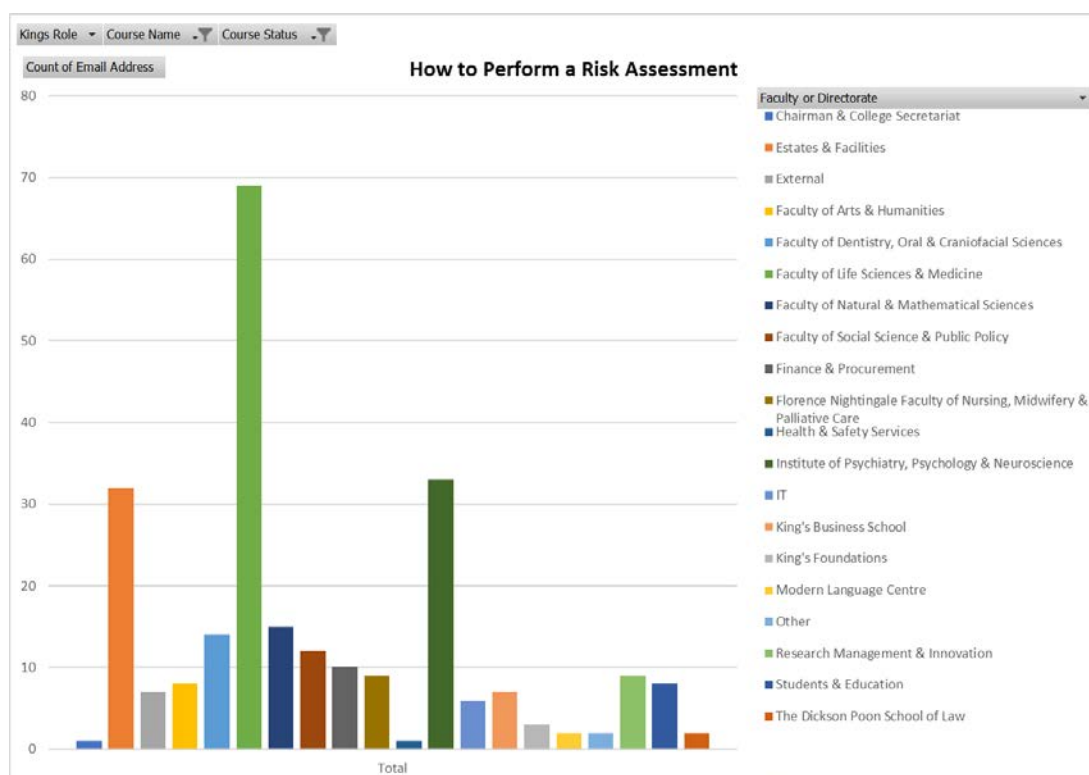## Auditing
No change since the last report.

Training
Staff and PGRs have continued to complete the Return to Campus e-learning course as they return to site:

PGR Return to Campus by Faculty and Directorate

Course Status
Count of Email Address

Faculty or Directorate
- Dickson Poon School of Law
- Faculty of Arts & Humanities
- Faculty of Dentistry, Oral & Craniofacial Sciences
- Faculty of Life Sciences and Medicine
- Faculty of Natural & Mathematical Sciences
- Faculty of Social Science & Public Policy
- Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
- Institute of Psychiatry, Psychology & Neuroscience
- King's Business School
- Other

A similar course "Welcome to Campus" has recently been authored. Undergraduate and postgraduate taught students will be required to complete this e-learning course as part of their enrolment and arrival on campus. Completion rates will be monitored and reported upon.

Completion rates for the Risk Assessment e-learning course continues to support and reflect the return to campus process.

How to Perform a Risk Assessment

Kings Role   Course Name   Course Status
Count of Email Address

Faculty or Directorate
- Chairman & College Secretariat
- Estates & Facilities
- External
- Faculty of Arts & Humanities
- Faculty of Dentistry, Oral & Craniofacial Sciences
- Faculty of Life Sciences & Medicine
- Faculty of Natural & Mathematical Sciences
- Faculty of Social Science & Public Policy
- Finance & Procurement
- Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
- Health & Safety Services
- Institute of Psychiatry, Psychology & Neuroscience
- IT
- King's Business School
- King's Foundations
- Modern Language Centre
- Other
- Research Management & Innovation
- Students & Education
- The Dickson Poon School of Law

H&SS is currently reviewing and adapting its training provision for the coming academic year in order to meet the needs of the university in the current environment. Training will be primarily provided as a combination of e-learning and programmed Microsoft Teams courses.

Occupational health

No change since last report

System Development

An Outbreak Plan document is being drafted to provide an overarching document that builds upon and references existing arrangements addressing suspected and confirmed case on site guidance and process; Incident Response Plan for COVID-19; Business Continuity Faculty/Directorate Roll Back Plans and liaison with local authority public health teams for outbreak risk assessment and management.

SERIOUS INCIDENTS / INVESTIGATIONS

Health Surveillance

No change since last report

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

None since last report

RIDDOR and Significant Incidents

No RIDDORs since last report.
An incident associated with preparation to re-open a building and access to a water outlet in a welfare facility that had not been certified as safe is being investigated by H&SS with Estates & Facilities.
Metropolitan Police responded to an alarm associated with a high security location which had been decommissioned 8 years ago and relocated to another campus. This is being investigated by the Head of Radiation Safety and Estates & Facilities.

Regulatory VisiTs and Enforcement

King's: HSE Enforcement

HSE investigation into the RIDDOR report of occupationally acquired asthma, commenced November 2019 and continues. Fees for Intervention will be incurred once HSE has completed its investigation. It is still unclear whether or not the investigation will culminate in further enforcement action and as such the focus continues to be on mitigation by ensuring that all actions are completed within the proposed target dates.

Secretary of State for Education: Fire Safety

No change since last report

Communication and Consultation

Safety Notices

No change since last report

Infographics

H&SS is gathering data from recently trained first-aiders and first-aiders returning to site in order to produce a PowerBI displaying distribution and contact details of first-aiders by campus and building.

Microsoft Teams & SharePoint

The First-Aider Teams site is being used to keep role holders informed regarding distribution of first-aid kits to newly qualified first-aiders and necessary PPE for all first-aiders on campus.

H&SS is using its Safety Officer Teams Site to answer queries and keep role holders up to date regarding risk management arrangements during COVID-19. Recent communications have been issued to thank those safety role holders who have contributed towards the development of King's COVID-secure arrangements and asking them to emphasise to staff and students in their departments the importance of complying with these measures in order to protect all members of the King's community on site.

Risk Management & Assessment

Novel coronavirus (COVID-19)

The H&SS team is providing advice to faculties and directorates on health and safety matters relating to COVID-19 and continues to contribute to the following working groups:

- Silver Personal Health

- Silver Travel

- Operational Management Team

- Safe Campus Operations Team

To ensure that Faculties and Directorates can return to campus with sufficient first-aid support H&SS continues to organise first-aid at work training provision. H&SS has worked with Campus Operations to distribute necessary first-aid supplies and PPE to all first-aiders now on campus. H&SS continues to seek information from existing and newly qualified first-aiders via an MSForm regarding their presence and location on campus. The chart below provides current status of first-aid provision according to responses received so far. As can be seen, more first-aid provision is needed at Strand, Waterloo and Denmark Hill and this is being addressed by faculties and directorates who are in the latter stages of their return to campus planning.

Newly Qualified and Returning First-Aiders on Campus
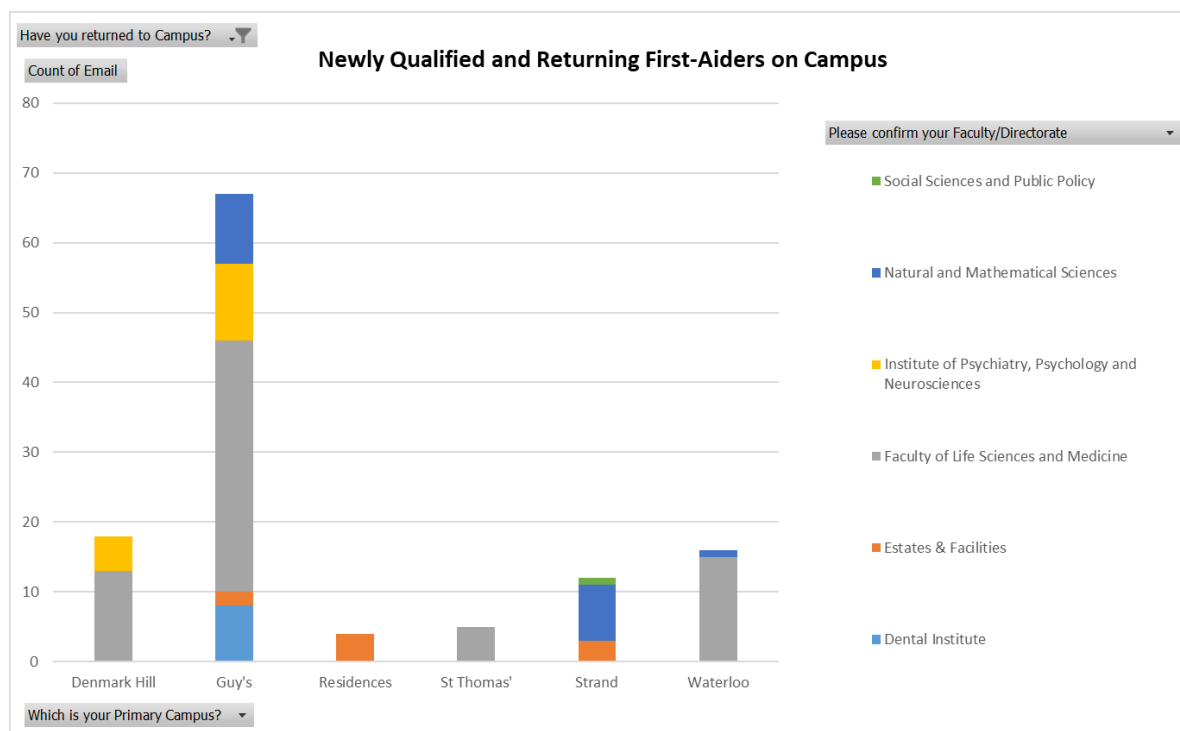
Recent webinars organised by Westminster Public Health Team and London area Public Health England for London higher education institutions have proved very helpful in confirming what is expected from the university in the event of an outbreak. The information from these webinars and subsequent communications is being used by H&SS to review and revise, in collaboration with Chair Silver Personal Health, existing suspected and confirmed case guidance and develop an Outbreak Plan (1.5.1 above). Acting Director, Health & Safety Services has been provided as King's Single Point of Contact for borough public health teams.

H&SS continues to manage and develop (in collaboration with the Chair of Silver Personal Health) the Microsoft Form and associated Flow for individual reporting and oversight of trends relating to self-isolation. This is now particularly important with the imminent return of students to residences and campuses and need to quickly identify and respond to potential outbreaks.

Head of Biological Safety continues to attempt to engage with the project team on legal compliance requirements and practical health and safety aspects relating to the King's COVID testing project.

The Acting Director will be taking part in a meeting with SVPs and external legal advisors to review the COVID-secure arrangements King's has put in place.

Health & Safety Services Staff Resource

The Deputy Director and Head of Infrastructure Safety have each continued as Acting Director and Acting Deputy Director since beginning November 2019 and December 2019 respectively. The Acting Director continues to seek increase in the staff resourcing of this small H&SS team which has not received investment since 2008 whilst the university has expanded by 50% (a business case was submitted in November 2019). This lack of investment is hindering H&SS ability to effectively fulfil its role as the university's competent persons and functional lead for advice and assurance in occupational health, safety and welfare, and this has been exacerbated by the COVID-19.

Fundraising & Supporter Development Update

The Fundraising and Supporter Development (F&SD) team raises money for its three partners: King's College London (KCL), King's Health Partners (KHP) and Guy's & St Thomas' Trust (GSTT).

The last meetings of Council and Finance Committee received detailed reports from F&SD on recent activity and achievements, particularly in support of work by the University and hospital partners during the Coronavirus pandemic. In light of this, the update presented here is a brief summary of developments since these previous reports were provided, with a particular focus on the financial position as at the end of the 2019/20 financial year.

1. Update on Year End Fundraising Outcomes

Over the 2019/20 university financial year, F&SD secured £32.1m of new funds in support of KCL, KHP and GSTT fundraising priorities. A very rapid response to the requirements of partners during the pandemic, involving the launch of COVID-related appeals (as detailed in previous reports to Council), has secured just under £6.5m in pledges and in-kind gifts for activity in this area.

Although below the overall target for the year of £37.6m, this performance is a significant achievement given the major disruptions to fundraising activity. This was caused primarily by the COVID-19 pandemic, but also through having to adjust to international political disruption, with key trips to Hong Kong cancelled earlier in the academic year,

Figure 1 F&SD Consolidated Fundraising Income 2017/18, 2018/19, and 2019/20

which has delayed some key philanthropic conversations. Despite these challenges, overall performance for the year is just behind the total secured in 2018/19 (see Figure 1), when there was an exceptional gift of £15m from Qatar Central Bank in support of the King's Business School.
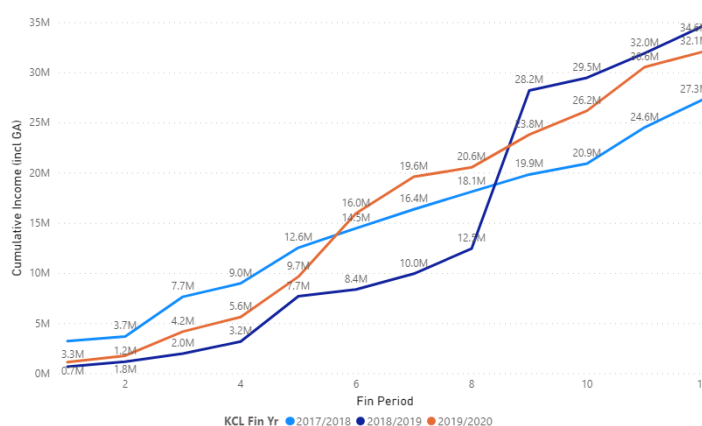
Looking at outcomes at partner level, funds secured for KCL totalled £7.3m against a goal of £16.5m. Whilst the Fundraising team has secured substantial support for the university's COVID-19 response appeal, many individual donors are being cautious, putting their broader philanthropic plans on hold until the economic impact of the pandemic is clearer. This has had an impact on our income for this financial year in relation to KCL in particular, compounding challenges presented by the political situation in Hong Kong and causing some Principal Gift level donors (£1.0m +) to delay intended gifts. F&SD is working hard to ensure key prospects remain engaged and to maintain momentum from the COVID-19 appeals, and 2020/21 has begun with a significant £5m pledge secured towards an Institute within the Faculty of Social Sciences and Public Policy. This significant gift will be made public in the next few weeks, and is intended to fund an endowed chair, an Institute manager, and post-doctoral positions. This follows a generous donation from the same donor in 2011 and is the result of many years of stewardship from several members of F&SD, senior leadership of the University and from within the Faculty, demonstrating the importance of stewardship and a long-term outlook to philanthropy and engagement, especially as we enter more challenging times for philanthropy.

F&SD exceeded expectations for King's Health Partners, delivering philanthropic income of £14.4m against a year-end target of £11m. This was predominantly driven by the success of fundraising for capital for the new Pears Maudsley Centre for Children and Young People's Mental Health at Denmark Hill. The new centre will bring together leading experts in psychiatry, research, clinical care and education from KCL, South London and Maudsley NHS Trust, and elsewhere. The KHP income figures also reflected F&SD's fundraising of £2.6m in support of the 'Life Lines' COVID-19 response project, which supplied tablet devices to intensive care units across the UK, to allow families to communicate with patients.

Across 2019/20, there was also a strong performance across GSTT fundraising activity, with £10.5m secured against a target of £10.1m. This was driven by significant income generation for Evelina London Children's Hospital, Guy' Cancer Centre and the COVID-19 priorities. Fundraising for Evelina London was significantly boosted by an appeal driven by five-year-old

patient, Tony Hudgell, and his family, with close support from F&SD, which has to date raised £1.29m. (https://www.justgiving.com/fundraising/tonys-10k-walk)

2. Ongoing Fundraising and Supporter Engagement Activity

F&SD leadership is completing financial planning for 2020/21, making sure that the department is set up to maximise current opportunities, maintain the momentum generated in recent months, and respond to the changing philanthropic landscape. The department has already adapted effectively to online working and as detailed in prior updates, achieving strong results for all partners through several COVID-19 appeals. The successful virtual events and alumni engagement programmes will continue, with the King's Global Forum, King's Expert Series and community webinars profiling our senior leadership and academic/clinical experts, securing significant reach and impact with alumni and other supporters. Figure 2 provides a list of recent events that have been hosted with replay details. There has also been strong engagement with the alumni community via social media, and the digitisation of 'InTouch' magazine, which has been extremely successful (distributed to 127,000 alumni globally, more than double the number that usually receive the hardcopy edition). The development of a new and improved King's Connect website was also well received.

In line with the direction provided by senior university leadership, F&SD is contributing to the wider university drive to review our position around racial equality and racism. This will include a review of the gift acceptance policy, looking at how the origin of the wealth of a donor (be it an individual or organisation) is factored into the decision-making process on accepting funds. We are also working with academic and clinical colleagues to develop fundraising propositions to address inequalities in our society and around the world, for example through a focus on social mobility and supporting research into Sickle Cell Disease – a condition that disproportionately impacts those from BAME communities.

There is continued planning towards "Campaign 3", developing key campaign messaging, priority projects, branding, and stakeholder/prospect engagement. King's has been in the 'private phase' of its third fundraising Campaign since counting began in January 2016 and has so far raised over £215m (29% of the Campaign target). Campaign priority projects for KCL and KHP are assessed and agreed by the Campaign Oversight Group (chaired by the Principal) and the Campaign Board (chaired by Sir John Major and attended by the Principal and Chairman of Council) and taken forward on the basis of strategic alignment with Vision 2029 and transformative impact. Projects in support of GST are reviewed and approved by the Trust and the Charity.

Looking forward and reflecting on the impact of recession, COVID-19, Brexit and other geo-political challenges, F&SD leadership is working to mitigate the external factors that may impact philanthropic revenue. It is predicted that there will be longer timescales to receive pledged income and it is recognised that the fundraising sector as a whole is likely to be negatively affected, as evidenced by research from the Institute of Fundraising that suggests that as many as 20% of regular giving donors plan to stop charitable activity in the event of a recession. In light of this, F&SD looks to have a rounded strategy, continuing for example to invest in engaging with trusts and foundations, as their funding should be more consistent during times of economic difficulties. In addition, alumni engagement, existing donor stewardship and donor pipeline development continues to progress in such a way as to maximise opportunities for income and also to encourage stakeholders who may want to engage by contributing their time and talent to the King's College London community and to our partners. The retirement of Professor Ed Byrne and the appointment of a new Principal are important events for F&SD to manage well with donors, prospects, alumni and key stakeholders over the coming year.

Figure 2: Recent F&SD Engagement Events and replay details:
1 June - King's Global Forum: COVID-19 and understanding the immune response
Recording: https://us02web.zoom.us/rec/share/3-pZJJ2vq2BJHreXxkXgVpI9IarLaaa82icb-_NYyBpv9vpHSLNEkLfWjhqWDP1R
Access Password: Kingsglobalforum20!

15 June - King's Global Forum & Global Institute for Women's Leadership: COVID-19 and its intersection with gender, work and leadership
Recording: https://us02web.zoom.us/rec/share/-uV2dpz101FLZLf8t2LTcLYaWYLAeaa82iRP_aVYxEOdUCGF3AQAR9mx6ZZnWPs

Access Password: Kingsglobalforum20!

1 July - King's Global Forum: COVID-19 and life after lockdown
Recording: https://us02web.zoom.us/rec/share/-cppAYH28jpIUo3j8x_SBpEuJYfmT6a81ClK_fULnUjBG_Ka7IldWh_JzaKARMGN
Access Password: Kingsglobalforum20!

7 July - King's Global Forum: The role universities can play in supporting student mental health in the time of COVID-19
Recording: https://us02web.zoom.us/rec/share/95VxLLT3rE5JebPI9QLlAodxJpr3X6a8hncer6ZeyEuuOqZgA72URvMENupPfSDB
Access Password: Kingsglobalforum20!

22 July - Climate Change and COVID-19: What have we learned?
Recording: https://www.youtube.com/watch?v=QJiAMDhAfzs

5 August - King's Expert Series: An Update from King's Leadership
Recording: https://youtu.be/re5G707ows4

1 July - King's Global Forum: COVID-19 and life after lockdown

Diversity & Inclusion Update

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

We work across six themes as published in our EDI Strategy: https://www.kcl.ac.uk/hr/diversity/di-at-kings/edi-strategy-final-1.pdf.

Strategic Objectives

- To be intersectional by default

- To develop a more inclusive culture via more capable, inclusive leadership and management so all parts of the community feel valued and able to succeed

- To diversify Senior Leadership

    o Increase proportion of women in senior and leadership positions

    o Increase proportion of BME colleagues in senior and leadership positions

- To ensure representation of protected groups of staff is proportionate throughout all Professional Services and Academic grades, especially for BME staff

- To address the Ethnicity Pay Gap

- To address the Gender Pay Gap

- To promote benefits of inclusive behaviour and to ensure there are mechanisms and processes which will hold people accountable for unacceptable behaviour

Legal Compliance and Sector Trends

As this paper was being drafted a government policy paper on Reducing Bureaucracy was published[1] which has potentially significant impacts for EDI at King's and in the sector. We will research these and provide advice as soon as possible.

Governance, Executive Management and Leadership

The current financial environment is challenging. Due to recruitment being restricted, and a number of roles in EDI being vacant, EDI leadership are exploring opportunities to consolidate expert resource. Sarah Guerra, the Director of EDI, is re-evaluating the EDI resourcing, service offer, programmes and projects to deliver King's EDI strategy.

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[1] https://www.gov.uk/government/publications/reducing-bureaucratic-burdens-higher-education/reducing-bureaucratic-burdens-on-research-innovation-and-higher-education

The choices we make in EDI investment directly connect with the pace and scale of change. With less resource, the breadth and depth of work will be weaker, and the timescales will be significantly longer.

Inclusive culture

Bullying and Harassment

We have a legal obligation to eliminate unlawful discrimination, harassment and victimisation as part of the Public Sector Duty. To support this duty, King's has developed a Bullying and Harassment Policy, outlining the statement of commitment, expectations for our community, and clear definitions of bullying and harassment behaviour. SMT are asked to approve this policy in the 24 September meeting.

This anti-bullying and harassment work is connected to the changes to Academic regulations, and to the 'on the ground' work on bullying and harassment in faculties.

Welcome Week and Returning to Campus

In anticipation of students returning to campus, EDI have supported the university in planning a safe return (see Return to Campus Working section for details). In addition to general measures for the community, EDI have refreshed and improved 'Consent Matters' online training to set our expectations for respectful relationships. 'Consent Matters' will be widely promoted during Welcome Week.

Disability Inclusion

Return to Campus Working

EDI have been supporting the Return to Campus Working Group in addressing disabled staff's and students' needs as they return to campus. EDI have supported the development of face coverings, including considerations for

- our community who lip read

- those who are exempt from wearing face coverings

- use of remote options, visors and other mitigations

- use of live captioning, interpreters etc

Accessibility

We now have guidance on accessibility in the Accessibility Guidance for Content Creators[2] covering templates and guidance for

- Websites

- Social media

- Word documents

- PowerPoint presentations

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[2] https://internal.kcl.ac.uk/content-editors-hub/accessibility

- Lecture Capture

- Visuals

- PDFs

This means that King's official branding templates and learning and teaching PowerPoints are accessible by default.

We have invested in Blackboard Ally, which allows academics to check the accessibility of their teaching materials, will be going live on 21 September.

Internal funding has been secured to support student partners creating accurate captions and transcripts for video content. This will improve access and experience for staff and students who rely on visual information.

Education, Awareness and Development

More than Mentoring

Mutual Mentoring (an extension of the 'More than Mentoring' Scheme) will launch in October, sponsored by Steve Large, SVP Ops. Each volunteer will be interviewed and individually matched into a pair. This transformative scheme creates a catalyst for understanding alternative perspectives for structural change. This scheme is connected to our Stonewall ambitions, Athena SWAN action plan and Race Equality work.

Recognition – Race Equality and Athena SWAN

Race Equality

In July, the Race Equality Leadership & Action team submitted an application for the Race Equality Charter (REC) award. The submission documents King's progress towards race equality:

- 52% of King's home, undergraduate student body identify as Black and Ethnic Minority, reflecting a 10%point increase since 2014/15.

- 14% of our most senior professional services leaders identify as Black and Ethnic Minority, reflecting 10%point increase in representation since 2014/15; all but three of our professional services directorates match the mean ethnic diversity of other London HEI PS staff.

- The university has halved the ethnicity attainment gap at 1st and 2:1, down to 5% from 12% in 2014/15.

Our four stubborn issues for race equality remain. We need to:

- Continue to increase the ethnic diversity of our senior leaders (academic and professional services);

- Support staff and students to sensitively discuss race and racism;

- Provide support for staff and students to identify and report racial microaggressions, and for King's to act appropriately;

- Continue to close attainment gaps and to develop inclusive curricula.

In addition to the stubborn issues, we also identified:

- Despite broadly matching the ethnic diversity of our London comparators, seven out of 19 PS directorates have all white leadership teams – many of our BME colleagues are concentrated in more junior positions (< Grade 6);

- 23% of academic staff on FTCs are BME, compared to 18% of those on permanent contracts, suggesting greater precarity and stable talent pipelines for these cohorts;

- A third of mixed staff had witnessed or experienced something they felt was inappropriate in the last six months.

- Black students have a consistently higher withdrawal rate than white students, proportionately, BME students are more likely to withdraw than their white peers.

To tackle these challenges, a full action plan has been developed. (We may need to revisit this plan as the resourcing picture as described above has changed since we submitted).

The race equality action plan spans six themes:

- Leadership & Accountability for Race Equality

- Building Capability around Race Equality

- Attracting, Appointing & Investing in Talent

- Sensitively Discussing Race

- Building a Culture of Inclusion & Tackling Unacceptable Behaviour including Microaggressions

- Inclusive Education & Closing Attainment Gaps

The outcome of our REC application is expected in October.

King's with Southwark Stands Together[3]

In our race equality work, King's recognises that we can achieve more in partnership with our community. Prof Ed Byrne, Baroness Deborah Bull and the London team led us in partnering and supporting a multi-organisation pledge in Southwark Stands Together.

Gender Equality

The Athena SWAN Leadership & Action team are preparing for November submission. The budget proposals from February have been reviewed in light of COVID-19 and our financial environment.

The success of our Silver application, and our future Institutional and Department applications is reliant on significant changes within our institution. These need resources as part of business plans, and separate, additional resourcing.

In April ASLA chose to accelerate deliverable pieces of work ahead of focusing on the application. As part of our application, we want to evidence progress by adding to our suite of policies and guidance for staff.

Domestic Violence – resources to equip managers to support staff, and to signpost to external, specialist agencies.

Menopause Policy – to tackle stigma and challenge myths of menopause, creating an inclusive culture.

Menstruation Policy – to set foundations for an inclusive culture, promote flexibility and overturn myths of menstruation.

Returning to Work after a Period of Extended Leave – to increase managers confidence in preparing for, keeping in touch during, and re-inducting staff back from a period of extended leave.

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[3] https://www.southwark.gov.uk/engagement-and-consultations/tackling-racial-inequalities-racism-and-injustice-southwark-stands-together

- The latest student enrolment figures show that almost 28,000 student FTE is currently enrolled, this represents an increase of 4,500 FTE (19.6%) on the equivalent point in the previous year
- There is an additional 6,400 FTE of students that are awaiting enrolment, which is slightly lower than the previous year when 6,700 FTE had not yet completed enrolment
- Each day this week they has been more than 1,000 additional enrolments, so the position is still very much influx. It is anticipated that the enrolment numbers, barring courses with entry points later in the year, will stabilise by mid October

Figure 1: On Campus Student Enrolment (FTE) Current Year compared to Previous Year
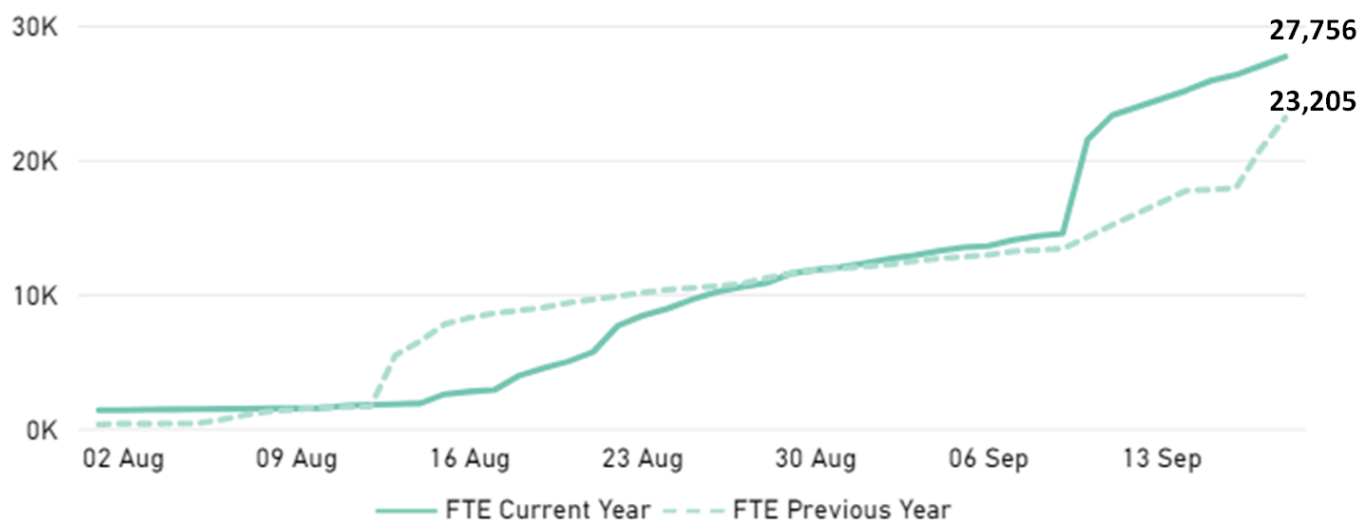
- There is still some way to go but so far admissions conversion rates for new students and continuation rates for returning students are holding up well and toward the mid to upper end of the scenarios that were being modelled
- There is some uncertainty about how well enrolments will be retained during the remainder of the academic year. There remains a high possibility that interruptions and withdrawals will be above historic levels, particularly if education delivery is further disrupted, e.g. local lockdown measures
- The picture is quite complicated and the overall enrolment numbers are being bolstered by higher numbers of returning students in some areas, e.g. Nursing and IoPPN. The lockdown meant that students who were originally due to complete in 2019/20 where not able to do and therefore have been able to continue in 2020/21. These students will not be charged additional fees so caution needs to be taken in make too direct an equivalency between enrolment and tuition fee income

Figure 2: On Campus Student Enrolments Over Time 19/20 & 20/21
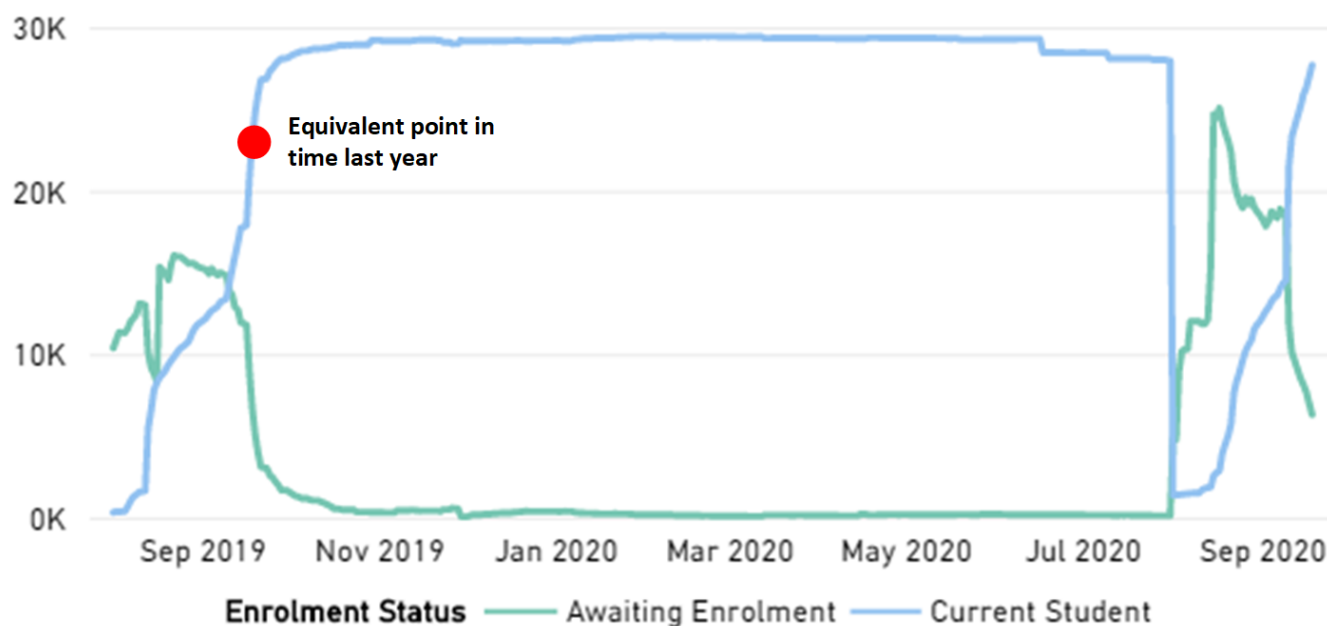
- The profile of enrolment numbers over 2019/20 shows that at this stage last year, we had 78% of our peak student enrolment level for the year. The profile above shows the net enrolment level, so there are new students enrolling but also students finishing, interrupting and withdrawing. Accordingly, enrolment levels aren't quite as stable from November onwards as the visual suggests
- The expansion of the January entry point will mean that we would expect to see higher mid year increases in enrolment but nevertheless the vast majority of students are still expected to join in Sept/Oct

Analytics

- Focusing in on the new student intake, for UG courses there is currently 6,203 FTE enrolled, which is only marginally below the peak enrolment level in 2019/20 (6,399 FTE)
- The original intake target was 6,888 which didn't include the successful additional student number bid of 300 places. The intermediate scenario outcome was that enrolments would be very close to target. We will have to wait and see how many of the remaining 1,500 students end up enrolling but at this stage we would expect to meet and potentially exceed target, moving closer to the optimistic conversion scenario

Figure 3: On Campus UG Student Intake Over Time 19/20 & 20/21
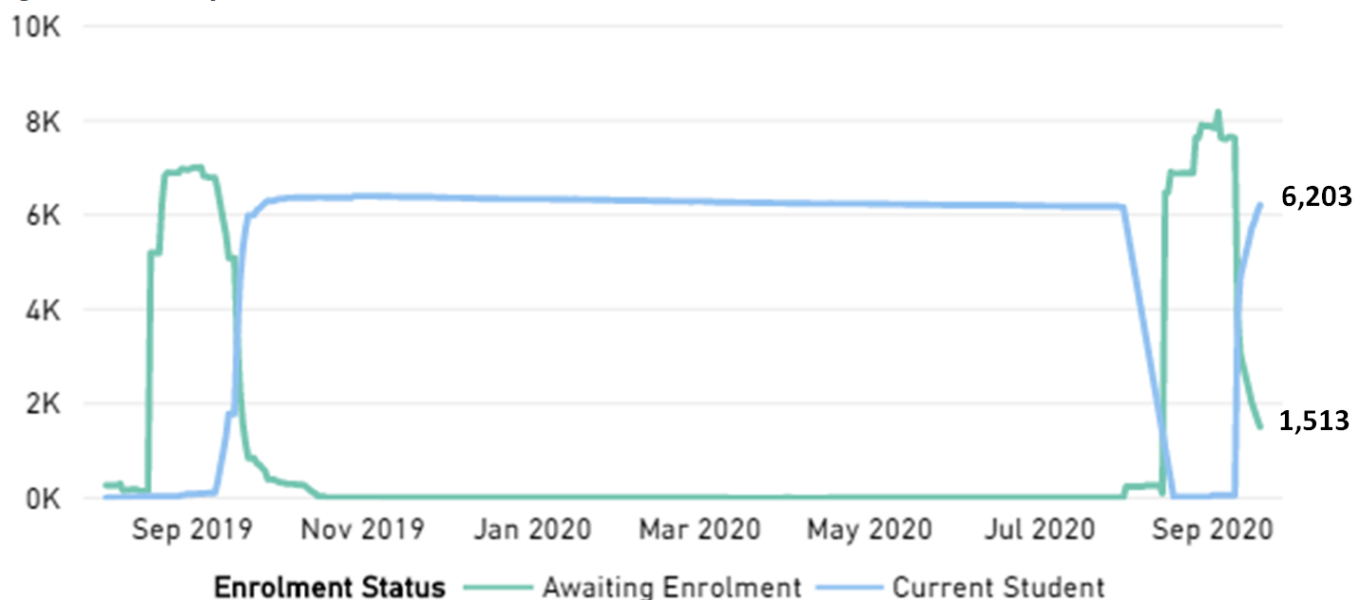
- The remaining 1,500 UG students that have not yet completed enrolment are pretty evenly split between Home/EU on the one hand and Overseas students on the other. In terms of the engagement with the online enrolment task, around half of the students awaiting enrolment have completed this part of the enrolment process
- In terms of the intake for PGT courses, there is currently 5,056 FTE enrolled, which is ahead of the equivalent point in the previous year but as expected some way adrift of the full year target and the peak enrolment level last year
- The intermediate scenario outcome indicated a small shortfall against the full year target of 7,888 (around 250 FTE)

Figure 4: On Campus PGT Student Enrolments Over Time 19/20 & 20/21
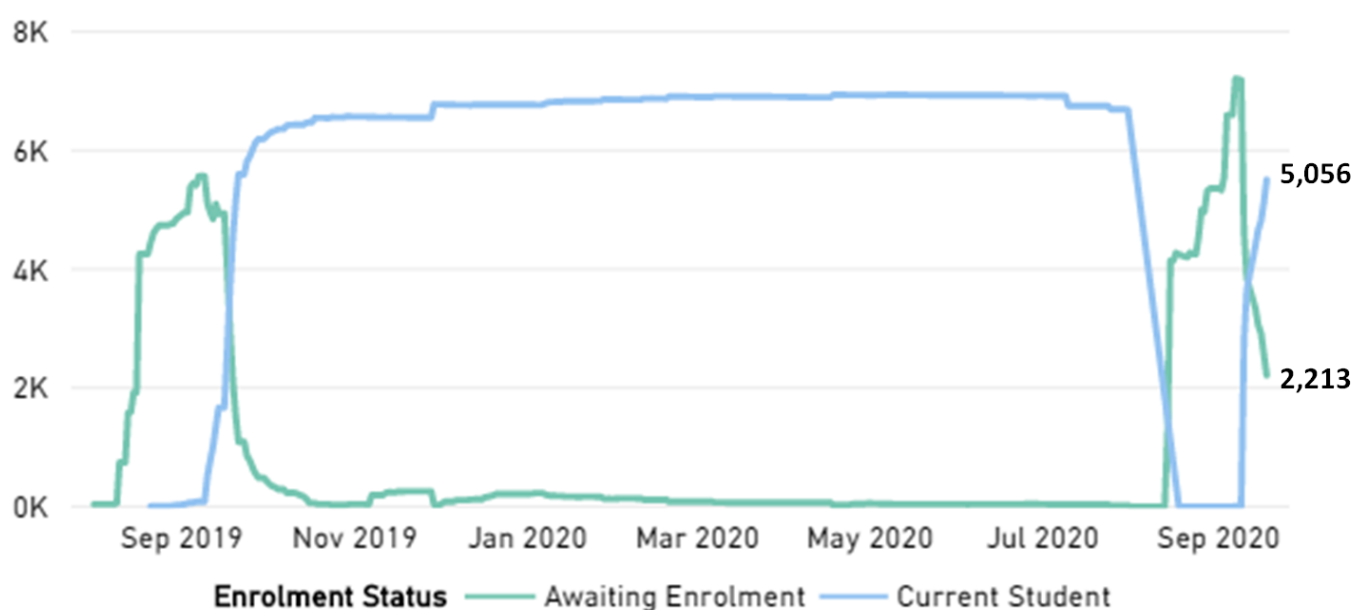
- There are still just over 1,000 applicants who are pending, so not shown in the 2,213 awaiting enrolment. They have until the end of September to provide the necessary documentation to Admissions
- With the addition of January intake and further conversion of the awaiting enrolment students, then there is reason to expect the intermediate scenario outcome will be reached
- Two-thirds of the 2,213 students currently awaiting enrolment have completed the online enrolment task, so there is reason to expect a high proportion of these students will ultimately complete the enrolment process. Unsurprisingly, the majority of these 2,213 students are Overseas fee paying students (1,440)

Analytics

Portfolio Simplification Update and Decisions

Action required

☒ For approval
☐ For discussion
☐ To note

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

Executive summary

As part of Portfolio Simplification, faculties have been conducting comprehensive reviews of their portfolios of in-scope programmes and modules to put forward recommendations to the Curriculum Commission. The Curriculum Commission has now received the remaining submissions from English and Film Studies for modules at PGT level, where a second stage module submission had been requested. The Curriculum Commission is now presenting these recommendations, along with a number of additional deferred recommendations for A&H modules and the Liberal Arts programme, for approval at the 7 October meeting of Academic Board.

Portfolio Simplification

Portfolio Simplification Recommendations to approve
October 2020

Introduction

Academic Board is asked to **approve the recommendations** made by the Curriculum Commission on the remaining submissions.

There were a number of recommendations that were carried over from the 7 June Curriculum Commission meeting, second stage submissions from Arts & Humanities, Liberal Arts programmes and a number of modules omitted from previous papers by mistake that had been reviewed at previous Commission meetings (see appendix for full list). The Curriculum Commission reviewed the remaining submissions and the omitted modules through a full meeting of the Commission on September 22nd.

The Commission reviewed all programmes and modules submitted for **discontinue**, **retain** and **reconfigure** from the following Arts & Humanities departments:

1. English
2. Film Studies
3. Liberal Arts

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

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

This document sets out the recommendations from the Curriculum Commission for Academic Board's consideration. In each case, and given the scale of the information presented here, a very brief contextual explanation is offered. Any colleagues wishing to access further information, in order to satisfy themselves that due process has been followed, are encouraged to consult the submissions on Power BI and the full notes of the September 2020 meeting of the Curriculum Commission, which will be posted on the intranet page here.

For reference, our previous paper to Academic Board provided details on the *Context*, *Thresholds*, *Categories* and *Guiding Principles* of Portfolio Simplification.

Progress and update

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

	Ctrl+Click	Total	Discontinue	Reconfigure	Retain
Arts & Humanities	Modules	140	25[1]	34	81
	Programmes	15	3	0	12

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[1] Subject to increase after Film Studies level 7 modules are further simplified in the Autumn

Appendix 1 – All programmes and modules reviewed

Faculty of Arts & Humanities

Programmes

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
1-12	UG	1. BA Liberal Arts 2. BA Liberal Arts With A Major In Classical And Hellenic Studies 3. BA Liberal Arts With A Major In Comparative Literature 4. BA Liberal Arts With A Major In Digital Culture 5. BA Liberal Arts With A Major In English 6. BA Liberal Arts With A Major In Film Studies 7. BA Liberal Arts With A Major In Geography 8. BA Liberal Arts With A Major In History 9. BA Liberal Arts With A Major In Music 10. BA Liberal Arts With A Major In Philosophy 11. BA Liberal Arts With A Major In Politics 12. BA Liberal Arts With A Major In Theology And Religious Studies	TBC	Retain, pathways subject to future structural review	There was consensus to retain the programme and 12 pathways. It should be noted these programmes have a single entry point, with 12 exit awards. Students start at one entry point and can choose from 12 majors. Student demand for this programme (and those of competitor programmes), is towards having more subject choice, not less, and to graduate with a major and minor that reflects their pathway. Hence the programme aligns with the flexible curriculum. The Curriculum Commission nevertheless noted the very limited levels of student recruitment on some of the major options, and agreed with the Faculty that this would be the subject of further consideration in the light of plans in all of the subject areas.
13-15	UG	13. BA Liberal Arts With A Major In American Studies 14. BA Liberal Arts With A Major In French 15. BA Liberal Arts With A Major In Spanish	TBC	Discontinue	The American studies pathway is no longer offered, and the modern languages pathways have been merged to reflect the ML programme. The Commission agreed with the recommendations to discontinue these pathways.

Modules

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
ENGLISH					
1	7	18th-Century Writing, Gender And Culture	n/a	Retain	There was consensus to retain this core module
2	7	Dissertation: MA Shakespeare Studies	n/a	Retain	There was consensus to retain this core module
3	7	Early Modern Playhouse Practice	n/a	Retain	There was consensus to retain this core module
4	7	Guided Study: MA Theatre And Performance Studies	n/a	Retain	Theatre and Performance MA currently being reconfigured as a cross-faculty offering
5	7	Post 1945: Literature, Culture, Theory	n/a	Retain	There was consensus to retain this core module
6	7	Representing The 18th Century Women And The Poetics Of Liberty In The Romantic Period	n/a	Retain	There was consensus to retain this core module
7	7	Staging Shakespeare In Early Modern Playhouses: Actors, Audiences And The Experience Of Theatre-Going	n/a	Retain	There was consensus to retain this core module
8	7	Text, Culture, Theory: London And Urban Modernity	n/a	Retain	There was consensus to retain this core module
9	7	The Material Legacy Of Early Modern Literary Texts	n/a	Retain	Plans for reconfiguration of Early Modern Literature: Text and Transmission await approval.
10	7	Theatre And Performance Research Methods	n/a	Retain	There was consensus to retain this core module
11	7	Theatre And Performance Theory	n/a	Retain	There was consensus to retain this core module
12	7	Aesthetic Forms And The Value-Form	n/a	Retain	There was consensus to retain this optional module
13	7	Biopower: The Fate Of An Idea.	n/a	Retain	Was approved for discontinue by AB, request this is overturned.
14	7	Conflict, Memory And Resistance In African Literature	n/a	Retain	There was consensus to retain this optional module
15	7	Contemporary Medieval	n/a	Retain	There was consensus to retain this optional module
16	7	Contemporary South Asian Women's Writing	n/a	Retain	There was consensus to retain this optional module
17	7	Cultures Of Secrecy – America And Beyond	n/a	Retain	There was consensus to retain this optional module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
18	7	Decolonising Bodies: Drums, DJs And Dance Floors	n/a	Retain	Was approved for discontinue by AB, request this is overturned.
19	7	Flatter And Fawn: Early Modern Drama And The Court	n/a	Retain	There was consensus to retain this optional module
20	7	Global/Local Shakespeares	n/a	Retain	There was consensus to retain this optional module
21	7	Human Rights Cultures	n/a	Retain	New module
22	7	Illness Narrative As Life Writing	n/a	Retain	There was consensus to retain this optional module
23	7	Imperialism And Sexuality	n/a	Retain	There was consensus to retain this optional module
24	7	Irish Literary Revival	n/a	Retain	There was consensus to retain this optional module
25	7	Life Writings 1700-1850	n/a	Retain	There was consensus to retain this optional module
26	7	London: Great Fire To Great Exhibition	n/a	Retain	There was consensus to retain this optional module
27	7	Modernist Mindscapes	n/a	Retain	There was consensus to retain this optional module
28	7	Modernist Soundscapes	n/a	Retain	There was consensus to retain this optional module
29	7	On Speed. Accelerating Culture Since The 19th Century	n/a	Retain	There was consensus to retain this optional module
30	7	Performance And Live Art	n/a	Retain	There was consensus to retain this optional module
31	7	Popular Africa In London	n/a	Retain	New module
32	7	Premodern Dialogues: Medieval And Early Modern Literatures In Conversation	n/a	Retain	There was consensus to retain this optional module
33	7	Professing Writing In Early Modern England	n/a	Retain	There was consensus to retain this optional module
34	7	Queer American Poetry	n/a	Retain	There was consensus to retain this optional module
35	7	Realism And Its Others In The Long Twentieth Century	n/a	Retain	There was consensus to retain this optional module
36	7	Shakespeare's Poems	n/a	Retain	New module
37	7	The 19th-Century Archive Workshop: Victorian Things	n/a	Retain	There was consensus to retain this optional module
38	7	The Arthurian Tradition In Literature And History	n/a	Retain	There was consensus to retain this optional module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
39	7	The Visual And The Verbal In The Middle Ages	n/a	Retain	There was consensus to retain this optional module
40	7	Theatre Gender And Culture In Jacobean London	n/a	Retain	There was consensus to retain this optional module
41	7	Theorising Contemporary Violence	n/a	Retain	There was consensus to retain this optional module
42	7	Thinking The Contemporary: Theory And Fiction After 1999	n/a	Retain	There was consensus to retain this optional module
43	7	Victorian Sensation	n/a	Retain	There was consensus to retain this optional module
44	7	Women And The Poetics Of Liberty In The Romantic Period	n/a	Retain	There was consensus to retain this optional module
FILM STUDIES[2]					
45	7	Dissertation (Film Studies)	n/a	Retain	There was consensus to retain this core module
46	7	Formations of Film Studies. An Advanced Introduction to the Field	n/a	Retain	There was consensus to retain this core module
47	7	3. Critical Media Practice	n/a	Retain	New module running 2021/22
48	7	4. Visual Dissertation	n/a	Retain	New module running 2021/22
49	7	5. Cinema And Sentiment	n/a	Retain	There was consensus to retain this optional module
50	7	6. Cinema And The City	n/a	Retain	There was consensus to retain this optional module
51	7	7. Contemporary American Cinema and Media	n/a	Retain	Merge with 7AAQS665, 21st Century Hollywood And The Cultural Politics Of Identity
52	7	8. Ecology And The Moving Image	n/a	Retain	There was consensus to retain this optional module
53	7	9. Exploitation Cinema	n/a	Retain	There was consensus to retain this optional module
54	7	10. French Cinema: History, Ideology, Aesthetics	n/a	Retain	Consider merge with 7AAQS565, Contemporary French Cinema 1990-2005: From Heritage Productions To The New Extremism
55	7	11. Global Art Cinema	n/a	Retain	Was 'Art Cinema'; rename for 2020-21?
56	7	12. Global Queer Cinema	n/a	Retain	There was consensus to retain this optional module

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[2] Film Studies will simplify further, with 16 modules on the books (14 optional and 2 core)

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
57	7	13. History And Memory In Film	n/a	Retain	There was consensus to retain this optional module
58	7	14. Internship	n/a	Retain	Convenor rotates
59	7	15. London Film Culture	n/a	Retain	Convenor rotates
60	7	16. Media Aesthetics	n/a	Retain	There was consensus to retain this optional module
61	7	17. New Directions In Chinese Cinema	n/a	Retain	There was consensus to retain this optional module
62	7	18. Reconfiguring Film Theories And Philosophies: A Cross-cultural Perspective	n/a	Retain	There was consensus to retain this optional module
63	7	19. The Moving Image In Art	n/a	Retain	There was consensus to retain this optional module
64	7	20. The Politics Of Aesthetics. Perspectives From Weimar Germany.	n/a	Retain	(N.B. Film History And The Cinema Experience already discontinued)
65	7	21. Thinking Cinema: Theory Philosophy Ethics	n/a	Retain	There was consensus to retain this optional module
ENGLISH					
66	7	Dissertation Medieval Studies	2022+	Reconfigure	Reconfigure modules (merge into 1), except Shakespeare Studies
67	7	Dissertation	2022+	Reconfigure	
68	7	Dissertation MA In 18th-Century Studies	2022+	Reconfigure	
69	7	Dissertation MA In Early Modern English Literature	2022+	Reconfigure	
70	7	Dissertation: MA Theatre And Performance Studies	2022+	Reconfigure	
71	7	MA In Contemporary Literature, Culture And Theory Dissertation	2022+	Reconfigure	
72	7	Autobiographical Writing	2021/22	Reconfigure	There was consensus to reconfigure this optional module
73	7	Man, Woman And Machine In Victorian Fiction	2021/22	Reconfigure	There was consensus to reconfigure this optional module
74	7	Pagans And Christians In Nineteenth Century Britain	2021/22	Reconfigure	There was consensus to reconfigure this optional module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
75	7	Performance Lab	2021/22	Reconfigure	There was consensus to reconfigure this optional module
76	7	Poetic Movements, Poetic Moods, 1660-1800	2021/22	Reconfigure	There was consensus to reconfigure this optional module
77	7	Shakespeare And The Screen	2021/22	Reconfigure	There was consensus to reconfigure this optional module
FILM STUDIES					
78	7	Topics in British Cinema	2020/21	Reconfigure	Traditions of Post-War and Contemporary British Cinema, merge with Cinema And War
ENGLISH					
79	7	A Brief History Of American Literature 1776-1920	2021/22	Discontinue	There was consensus to discontinue this module
80	7	Advanced Topics In Literary Studies: African Literatures	2021/22	Discontinue	There was consensus to discontinue this module
81	7	Biographical Writing	2021/22	Discontinue	There was consensus to discontinue this module
82	7	Early Vernacular English Manuscripts	2021/22	Discontinue	There was consensus to discontinue this module
83	7	Genres Of Science Writing	2021/22	Discontinue	There was consensus to discontinue this module
84	7	Genres Of The Human	2021/22	Discontinue	There was consensus to discontinue this module
85	7	Literature In A Time Of Migration: Mobility And Modernity In Nineteenth-Century Literature	2021/22	Discontinue	There was consensus to discontinue this module
86	7	Middle English Textual Cultures	2021/22	Discontinue	There was consensus to discontinue this module
87	7	Space And Place In American Literature, 1600-1900	2021/22	Discontinue	There was consensus to discontinue this module
88	7	Special Topics In Theatre And Performance Studies	2021/22	Discontinue	There was consensus to discontinue this module
89	7	The 20th-Century City: From Modernity To Postmodernity	2021/22	Discontinue	There was consensus to discontinue this module
90	7	The British Psychoanalytic Tradition	2021/22	Discontinue	There was consensus to discontinue this module
91	7	Unnatural Worlds: Literature And Ecology	2021/22	Discontinue	There was consensus to discontinue this module

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
92	7	Working With Early Modern Literary Texts	2021/22	Discontinue	There was consensus to discontinue this module
93	7	Writing Global Cities	2021/22	Discontinue	There was consensus to discontinue this module
94	7	Writing The Modern American Self	2021/22	Discontinue	There was consensus to discontinue this module
FILM STUDIES					
95	7	Film And Philosophy	2019/20	Discontinue	Already approved for discontinue at Academic Board under previous title 'Experimental Film and Philosophy'
96	7	Indian Melodrama	2019/20	Discontinue	Not run in last 3 years; discontinued
97	7	21st Century Hollywood And The Cultural Politics Of Identity	2020/21	Discontinue	Merge with 7AAQS672, Contemporary American Cinema and Media
98	7	Analysing Film Performance: Comedy	2020/21	Discontinue	Not run in last 3 years
99	7	Cinema And War	2020/21	Discontinue	Merge with 7AAQS590, Topics in British Cinema
100	7	Contemporary French Cinema 1990-2005: From Heritage Productions To The New Extremism	2020/21	Discontinue	Consider merge with 7AAQS580, French Cinema: History, Ideology, Aesthetics
101	7	Experimental Film and Philosophy	2020/21	Discontinue	Not run in last 3 years; discontinued
102	7	Music and Film	2020/21	Discontinue	Not run in last 4 years

Errata

Modules that were omitted from previous Academic Board papers and where the recommendation was agreed by the Commission.

Modules

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
FRENCH					
1	7	Research Methodology: Reading Practice/Reading Theory	2019/20	Reconfigure	Part of the level 7 reconfigure proposal omitted from the June paper
SPLAS					
2	5	Year Abroad Essay in Portuguese	TBC	Reconfigure	Part of the reconfigure proposal omitted from the June paper
3	5	Year Abroad Essay in Spanish	TBC	Reconfigure	Part of the reconfigure proposal omitted from the June paper
4	5	Sex, Power, God and Race - The Writings of Medieval Portugal	TBC	Reconfigure	Part of the reconfigure proposal omitted from the June paper
FILM STUDIES					
5	6	Film and Trans-Nationalism	2020/21	Reconfigure	Part of the reconfigure proposal previously reviewed by the Commission and submitted now alongside the level 7 Film Studies second stage proposal. The Commission agreed to the reconfigure of these modules
6	6	New Waves in East Asian Cinemas	2020/21	Reconfigure	
7	6	Third Cinema and Beyond	2020/21	Reconfigure	
8	6	Documentary in the Twenty-First Century	2020/21	Retain	Part of the retain proposal previously reviewed by the Commission and submitted now alongside the level 7 Film Studies second stage proposal. The Commission agreed to retain these modules
9	6	Film and Religion	2020/21	Retain	
10	6	Film Festivals and Film Festival Studies	2020/21	Retain	
11	6	Film Style, Criticism and Interpretation	2020/21	Retain	
12	6	Food for Thought: Food, Film and Philosophy	2020/21	Retain	
13	6	Global Cult Cinema	2020/21	Retain	

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
14	6	The Biopic: Historical Lives and Biographical Screen Practices	2020/21	Retain	
15	6	The Carnal Screen	2020/21	Retain	
		ENGLISH			
16	5	18th-century Travel Writing	2021/22	Reconfigure	Part of the reconfigure proposal previously reviewed by the Commission and submitted now alongside the level 7 English second stage proposal. The Commission agreed to the reconfigure of this module
17	5	Theatre Capital	n/a	Retain	Part of the retain proposal previously reviewed by the Commission and submitted now alongside the level 7 English second stage proposal. The Commission agreed to retain these modules
18	5	Unlocking early modern letters	n/a	Retain	
19	6	Culture, Gender and Power at the Court of Elizabeth I	n/a	Retain	
20	6	George Eliot: Fiction and Context	n/a	Retain	
21	6	Imagining Britain: Medieval Places, Journeys, Maps	n/a	Retain	
22	6	Literature and Politics	n/a	Retain	
23	6	The Life of the Sonnet	n/a	Retain	
24	6	Victorians Abroad	n/a	Retain	
		HISTORY			
25	7	Carolingian Literature: Politics and Imagination in an Age of Anxiety	2022+	Reconfigure	Reconfiguration as part of the creation of a new cross-faculty Medieval Studies MA. The medieval PGT diet will look radically different, and have far fewer modules, but discussions about how are still ongoing. The Commission agreed to the reconfigure of these modules as part of the new MA.
26	7	Dissertation MA Medieval History	2022+	Reconfigure	
27	7	Food and Drink in Medieval England	2022+	Reconfigure	
28	7	Latin for Graduates	2022+	Reconfigure	
29	7	Latin for Graduates (Intermediate)	2022+	Reconfigure	
30	7	Magna Carta and Medieval Monarchy	2022+	Reconfigure	

#	Level	Module Title	Implementation Timescale	Recommendation	Comments
31	7	Medieval Latin Literature	2022+	Reconfigure	
32	7	Official and Unofficial Religion	2022+	Reconfigure	
33	7	Skills for Medievalists: Palaeography I	2022+	Reconfigure	
34	7	The Feudal Revolution	2022+	Reconfigure	
35	7	The History of Medieval Women: Image and Reality	2022+	Reconfigure	
36	7	The History of Script in Britain, 600-1100	2022+	Reconfigure	
37	7	The Languages of Politics: Italy 1250-1500	2022+	Reconfigure	
COMPARATIVE LITERATURE					
38	6	Cultural Analytics	TBC	Discontinue	After review, the Faculty have requested this module be discontinued (overturning the previous decision at Academic Board to reconfigure). The Commission agreed with the recommendation.

Correction: Two History modules were duplicated in the Academic Board paper sent previously. These modules should be part of the reconfigure portfolio at level 7 and not discontinued:

1. Dissertation Contemporary British History
2. Britain 1900-1945: Politics, Society, Economy, Culture, International Relations

Report of the College Education Committee

[highlights indicate additional items added following the meeting of CEC held on 30 September 2020]

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Strategy 20/21 (*Verbal Update*)	30 September	Main	Discuss	No
2. Annual Report on Conditions of Registration (**Annex 1**)	30 September	Consent	Approve	No
3. Proposal for a new Master of Nursing award (**Annex 2**)	30 September	Consent	Approve	No
4. Degree Outcomes Statement (**Annex 3**)	30 September	Consent	Approve	No
5. Digital Education Policy (**Annex 4**)	30 September	Main	Approve	No
6. DClinDent Proposal (**Annex 5**)	30 September	Consent	Approval	No
7. Amendments to Academic Regulations	8 July	Consent	Note	No
8. Library Policy	8 July	Consent	Note	No
9. Programme Enhancement Plan Template	8 July	Consent	Note	No
10. PSRB Update	8 Jul & 30 Sept	Consent	Note	No
11. Student Attainment	8 July	Consent	Note	No
12. Race Equality Charter Mark	8 July	Consent	Note	No
13. College Teaching Fund	8 July	Consent	Note	No
14. Decolonisation and Curriculum Design	30 September	Consent	Note	No
15. NSS 2020	30 September	Consent	Note	No
16. Debiasing Module Evaluations	30 September	Consent	Note	No
17. Guidance for the use of data in PDRs (**Annex 6**)	30 September	Consent	Note	No
18. CEC Terms of Reference 20/21	30 September	Consent	Note	No
19. Schedule of Business for 20/21	30 September	Consent	Note	No
20. Online Executive Education and CPD	30 September	Consent	Note	No
21. Grade Inflation and E-Assessment	30 September	Consent	Note	No
22. Race Equality and Inclusive Education Fund	30 September	Consent	Note	No

For approval

1. Academic Strategy 20/21 (Main agenda)

Motion:	That Academic Board approve the measures set-out to support the delivery of education and support for students during 20/21.
Background:	A verbal update will be given by the Vice-President (Education).2. Annual Report on Conditions of Registration (consent)

2. Annual Report on Conditions of Registration

Motion: That Academic Board agrees to recommend that Council approve the annual report on King's conditions of registration. **[ANNEX 1]**

Background: The Office for Students (OfS) monitors higher education providers to ensure that they continue to meet ongoing conditions of registration, including any new conditions introduced since the initial registration process.   It also requires Governing bodies to receive assurance from Academic Board that academic governance is effective. The CUC Code of Governance provides the following guidance: 'Governing bodies also need to provide assurance on academic standards and the integrity of academic qualifications and will work with the Senate/Academic Board (or equivalent, as specified in their governing instruments) to maintain standards and continuously improve quality. Governing bodies will also wish to receive assurance that specific academic risks (such as those involving partnerships and collaboration, recruitment and selection, data provision, quality assurance and research integrity) are being effectively managed'.

This report has been drafted to cover both of these reporting requirements and provides:

- confirmation of those conditions that have not changed since the initial registration process
- confirmation that any revised conditions introduced due to Covid-19 have been met
- confirmation that quality assurance continues to be effectively managed.

The draft report will be considered by College Education Committee at its meeting on 30th September 2020 for recommendation to Academic Board on 7th October 2020 and Council on 24th November 2020.

3.   Proposal for a new Master of Nursing award (consent)

Motion: That Academic Board approve the addition of a new award, the Master of Nursing. **[ANNEX 2]**

Background: The proposed MNurs award is at FHEQ Level 7 and requires a minimum of 180 credits. It meets the QAA Masters Characteristics statements, falling into the category of a professional or practice Master's degree. Programmes using the award would be governed by the requirements of the UK Regulator for the Nursing profession, the Nursing and Midwifery Council (NMC).

It is proposed that the MNurs be exempt from the requirement set out in Academic Regulation G.20 (para. G20.21) to include a research project as a core element. The Faculty recognises King's education is embedded in research and evidence-based practice and reports that the students will be taught to analyse nursing research and to apply evidence to improve outcomes for patients.

The proposal has been endorsed by ASSC (6 July 2020).

4. Degree Outcomes Statement (consent)

Motion: That Academic Board agrees to recommend that Council approve the King's Degree Outcomes Statement. **[ANNEX 3]**

Background: All UK HE institutions are required to publish a Degree Outcomes Statement (DOS) before the end of December 2020. The DOS must outline the institutional degree classification profile and the outcomes of an institution review against the expectations of the Quality Code for Higher Education concerning the value of qualifications and, for providers in England, the Office for Students' ongoing conditions of registration on academic standards.

The proposed DOS has been endorsed by ASSC (23 September 2020) and CEC (30 September).

5. Digital Education Policy (consent)

Motion: That Academic Board approves the Digital Education Policy, following approval at CEC on 30 September. **[ANNEX 4]**

Background: The proposed Digital Education policy would supersede the King's "Lecture Capture and Recording Other Educational Activities Policy and Procedures" and Faculty-specific policies around lecture capture.

The purpose is to establish the university policy, governing principles and responsibilities for Digital Education to meet King's objectives:
- to provide high quality teaching and learning that is technologically enhanced,
- to provide opportunities for contact and collaboration between staff and students, and
- to add value to the teaching and learning experience at King's.

The proposed policy addresses synchronous teaching sessions both in class and online or other educational activities made by or on behalf of King's College London, as well as student-initiated recordings.

The university's Education Strategy promotes flexible learning and programme structures that recognise the use of digital content as a method of innovative learning which supports flexibility. Digital production of synchronous and asynchronous educational activities, including video, photos and moving film images, made by or on behalf of the university, is particularly important in the context of our commitment to equality and diversity, as it meets our obligations to embed inclusive practice into teaching.

This proposed policy and its accompanying procedures apply to all potential devices, infrastructure and technology that may be used for digital educational activities and in accordance with King's core, recommended and recognised technologies. This policy is location neutral and includes educational activities produced and delivered both on and off campus.

As per the IT Acceptable Use Policy, King's staff and students working from jurisdictions with different laws around IT use and internet access should not use university-provided technologies as a way of skirting local laws.

6. Proposal for a new Doctor of Clinical Dentistry award (consent)

Motion: That Academic Board approve the new award, following endorsement at ASSC on 23 September and CEC on 30 September. **[ANNEX 5]**

Background: New DClinDent degrees will ultimately replace the existing MSc programmes in Paediatric Dentistry and Special Care Dentistry if the establishment of a DClinDent is approved. The DClinDent award will at FHEQ Level 8, requiring a minimum of 540 credits. This degree will meet the QAA Characteristics statement for Doctoral Degrees.

The establishment of this degree will enable the development of the programmes to improve the student experience in both the academic and research aspects of the training in the dental specialties and make the programme attractive to overseas sponsors wishing to develop academic leaders with a strong research background, in particular clinical research.

For note

7. Amendments to Academic Regulations

CEC reviewed and approved minor amendments to the Academic Regulations on behalf of Academic Board.

8. Library Policy
CEC reviewed and approved the new Library Policy, which turned the previous Library Regulations into Policy, on behalf of Academic Board as agreed by Academic Board in June 2020.

9. Programme Enhancement Plan Template
CEC approved a new template for the Programme Enhancement Plans for 20/21.

10. PSRB Update
CEC noted updates on new PSRB accreditation for BSc (Hons) Midwifery with Registration as a Midwife and the approval from the Nursing Midwifery Council (NMC) for the following programmes:

- Community Practitioner Prescribing from the Nurse Prescribers' Formulary V100 (NMC programme title: Community Practitioners Nurse Prescribing)
- Community Practitioner Prescribing from the Nurse Prescribers' Formulary V150 (NMC programme title: Community Practitioner Nurse Prescribing)
- Community Practitioner Prescribing from the Nurse Prescribers' Formulary V300 (NMC programme title: Independent and Supplementary Nurse Prescribing).

11. Student Attainment
CEC noted a report of the Student Attainment Steering Committee's progress and next steps. The Committee noted its thanks for the helpful report and the impressive work undertaken and planned within faculties. There was a need to accelerate initiatives to meet the urgency around this important issue. It was agreed that a substantive item on decolonisation and curriculum design would come to the next meeting of CEC.

12. Race Equality Charter Mark
CEC discussed and endorsed chapter 8 of King's submission to the Race Equality Charter Mark. It was agreed that the College Education Committee would have oversight and responsibility for the 10 actions within the chapter.

13. College Teaching Fund
CEC discussed a report on the use of the College Teaching Fund in 2019/20 and agreed that the underspend, in College and in faculties, be brought together for the purpose of supporting initiatives on student attainment and decolonisation of the curriculum.

14. Decolonisation and Curriculum Design
CEC discussed a report from the Vice-President and Vice-Principal (International) and the Vice-President and Vice-Principal (Education). The paper proposed an approach to understanding and addressing the questions raised by the demand to decolonise higher education, with a focus on the curriculum and the student experience in the classroom. The approach included gaining a better understanding of attainment gaps across our diverse student population and internalising the core values of King's internationalisation strategy: cultural competency and having a global problem-solving mindset. The potential impact of this approach on the student experience, and areas that require attention including content, assessment, and pedagogy, were noted.

15. NSS 2020
The committee discussed a paper outlining the NSS 2020 results and the College's strategic approach, with several focused initiatives, to enable rapid improvement in the student experience.

16. Debiasing Module Evaluations
Evaluation instruments used to assess teaching quality are subject to systematic biases that disadvantage women and colleagues from black and minority ethnicity backgrounds. The committee approved a proposal to design, conduct and analyse a large randomised field experiment (RCT) within King's, to test whether brief, truthful and scalable information messages that point out the existence of systematic biases are effective means of correcting

the biases in module evaluations. The trial will be conducted across various faculties and schools at KCL, offering colleagues the chance to opt in to the trial.

17. Guidance on use of data in PDRs (consent)

Motion: That Academic Board note the guidance, following approval at CEC on 30 September. **[ANNEX 6]**

Background: In 2019/20 the College introduced teaching evaluations as part of the module evaluation policy. When interpreted alongside other indicators, student evaluations on teaching can provide helpful insight to the individual teacher, module leader and line manager about how students experience their teaching. This paper provides guidance for using the data as part of the PDR process.

The draft guidance was discussed at CEC in January 2020 (CEC: 19/20: 47) and members agreed to discuss it within their Faculties and provide any feedback. The final version was approved at CEC on 30 September.

18. CEC Terms of Reference

The committee approved the Terms of Reference for 2020/21.

19. Schedule of Business

The committee approved the schedule of business for 2020/21.

20. Online Executive Education and CPD

The committee approved a paper from the Online CPD and Executive Education - Academic Working Group. It was agreed that the Group would:

- form an Operations Group to develop optimum operational models, calling on professional service expertise from across the College, to underpin the successful delivery of the portfolio.

- continue to develop the portfolio in the Academic Working Group, noting the portfolio prioritisation principles and indicative roadmap, with a view to tabling a three-year portfolio and implementation plan at this Committee in December 2020.

21. Grade Inflation and E-Assessment

The committee noted a paper outlining the possible causes of grade inflation at King's and the measures being put in place to further review and address this. An updated report will be issued when Assessment Boards/Sub-Boards have had an opportunity to evaluate a full data set following the completion of P3 and the ratification of the remaining results and awards, and the Academic Standards Sub-Committee (ASSC) have assessed the Assessment Board/Sub-Board findings.

It also summarised the findings of a review of the e-assessment measures put in place in Assessment Period 2 and Assessment Period 3 in response to Covid19; the findings from reviews of our guidance to staff and students; and outlines our ambitious plans for making greater use of e-assessment tools and opportunities College-wide.

22. Race Equality and Inclusive Education Fund

The committee approved an Open Call proposal for work relating to Race Equality and Inclusive Education. At the July meeting, CEC were informed that £100,000 would be invested into a Race Equality and Inclusive Education Fund (REIEF) to both utilize the College Teaching Fund underspend (2019/20), progress work identified by the Student Attainment Group Committee and deliver actions within our Race Equality Charter submission (with specific focus on actions in Chapter 8 Teaching and Learning). The paper proposed an open fund call across the College and outlines how REIEF could be used to accelerate progress in race equality and inclusive education at King's. CEC approved: (1) objectives and purpose of the fund; (2) terms and conditions of the fund; (3) proposed eligibility, funding limitations and allocation process; and (4) reporting requirements and oversight of impact.

Annual report to Council: ongoing conditions for Office for Students 2020/21

Introduction

The Office for Students (OfS) was established 1st January 2018. The OfS is now fully operational and monitors higher education providers using "lead indicators, reportable events and other intelligence such as complaints"[1]. As part of this monitoring the OfS expects higher education providers to continue to meet ongoing conditions of registration, including any revised conditions since the initial registration process.

Governing bodies of universities also have a requirement to receive assurance from Academic Board that academic governance is effective. The CUC[2] Code states: 'Governing bodies also need to provide assurance on academic standards and the integrity of academic qualifications and will work with the Senate/Academic Board (or equivalent, as specified in their governing instruments) to maintain standards and continuously improve quality. Governing bodies will also wish to receive assurance that specific academic risks (such as those involving partnerships and collaboration, recruitment and selection, data provision, quality assurance and research integrity) are being effectively managed'.

The intention of this report is therefore to provide:
- King's College Council with assurance that OfS ongoing conditions of registration are being met.
- King's College Council with assurance that appropriate quality assurance processes have been conducted in the academic year 2019/20 (see appendix 2). Where applicable updates on previously reported KPI's[3] are included in the report.
- An update on any changes to conditions of initial registration, introduced by OfS due to Covid-19 pandemic.

Due to the volume of conditions of ongoing monitoring, appendices have been used to report an update on each condition, where applicable. If the condition of registration is unchanged there will be no update reported.

Failure to comply with these ongoing conditions of registration will result in the OfS asking the QAA[4] to conduct a Quality and Standards Review. This review is the process QAA will use to provide evidence to the OfS about whether providers referred by the OfS are meeting one or more of the Core Practices of the UK Quality Code for Higher Education (the Quality Code). Additionally, since 1st August 2019, the OfS may also impose a monetary penalty on a provider if it appears to the OfS that the provider is in breach of the ongoing

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[1] Office for Students: Securing Secret Success: Regulatory framework for higher education in England
[2] Committee of University Chairs, updated guidance September 2020
[3] Key Performance Indicators
[4] Quality Assurance Agency in Higher Education

conditions of registration. Depending on the severity of the breach, the OfS may also determine to suspend or deregister a provider[56].

OfS Oversight Committee

Last year's report identified that some form of College oversight on how we continue to meet the Ongoing Conditions of Registration, identify reportable events, and respond to any OfS consultation was required. During the academic year, the College Secretary set up an OfS Oversight Committee, with areas involved with each Ongoing Condition of Registration having a representative sit on the Committee. Although the Committee has only met in person once, the Committee has inputted into consultations during the year via a Teams site e.g. Harassment and Sexual Misconduct (February 2020) and Student Protection Plans (August 2020).

Covid-19 pandemic

In March 2020 the Covid-19 pandemic started, and the country entered a lockdown period. Universities had to move their teaching and assessment entirely into online formats for the remainder of the academic year. The OfS during this period revised its ongoing conditions of registration, in recognition of the disruption Covid-19 was having on universities, suspending some of its conditions, revising requirements for reportable events, and introducing new deadlines for submitting information to OfS.[7] Section A of the report identifies the revised conditions of registration during the pandemic.

During the pandemic, the OfS and QAA produced numerous notes and guidance documents to aid universities manage the pandemic. On publication of each set of guidance, a review was undertaken on the measures taken by King's against the guidance to confirm that appropriate action was being taken.

Section A: Office for Students Ongoing Conditions of Registration

The OfS regulatory framework[8] notes the following:

"To remain registered, a provider must continue to meet the definition of 'an English higher education provider' and must demonstrate that it satisfies the ongoing general conditions of registration applicable to the category of the Register in which it is registered. It must also satisfy any specific ongoing conditions that have been applied. Likewise, the OfS will have regard to its general duties in applying any ongoing specific condition of registration" [Securing student success: Regulatory framework for higher education in England, para 113].

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[5] https://www.officeforstudents.org.uk/media/2f8f3591-ed72-4827-a16d-bd4e383d7226/ofs-scheme-of-delegation-3-july-2019-version-8.pdf para 29.

[6] The OfS commenced consultation on the monetary penalties in March 2020, but suspended the consultation when Covid-19 pandemic occurred (https://www.officeforstudents.org.uk/publications/consultations/)

[7] https://www.officeforstudents.org.uk/advice-and-guidance/coronavirus/provider-guide-to-coronavirus/regulatory-requirements/

[8] Securing student success: Regulatory framework for higher education in England: https://www.officeforstudents.org.uk/media/1406/ofs2018_01.pdf

The general ongoing conditions of registration are as follows, and the table indicates if the condition was changed due to Covid-19 pandemic[9], along with whether updates are required to be reported to Council and potentially OfS (if the updates necessitate it):

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Revised condition of registration due to Covid-19: Y/N	Appendix noting updates
A: Access and participation for students from all backgrounds				
Condition A1	An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must: i. Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA). ii. Take all reasonable steps to comply with the provisions of the plan.	Y	N	See appendix 1 to update on enhanced monitoring condition
Condition A2	An Approved (fee cap) provider charging fees up to the basic amount to qualifying persons on qualifying courses must: i. Publish an access and participation statement. ii. Update and re-publish this statement on an annual basis.	Y	N	n/a
B: Quality, reliable standards and positive outcomes for all students				
Condition B1	The provider must deliver well designed courses that provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Y	N	See appendix 2 for update on how this was managed during Covid-19
Condition B2	The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.	Y	N	See appendix 2 for update on how this was managed

[9] A letter from the OfS on 30th July, notes a revised return to these conditions will now occur: https://www.officeforstudents.org.uk/media/8d49fac7-5757-4b9f-9c29-4ce0d95da50d/update_office_for_students_approach_to_regulation_and_information_about_deadlines_for_data_returns.pdf

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Revised condition of registration due to Covid-19: Y/N	Appendix noting updates
				during Covid-19
Condition B3	The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.	Y	N	See appendix 2 for update on how this was managed during Covid-19
Condition B4	The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.	Y	N	See appendix 2 for update on how this was managed during Covid-19
Condition B5	The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualifications at Level 4 or higher.	Y	N	See appendix 2
Condition B6	The provider must participate in the Teaching Excellence Framework and Student Outcomes Framework.	Y	Y	See appendix 2 for update on TEF
C: Protecting the interests of all students				
Condition C1	The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions, it has given due regard to relevant guidance about how to comply with consumer protection law.	Y	N	See appendix 3 for update on how this was managed during Covid-19
Condition C2	The provider must: i. Co-operate with the requirements of the student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements. ii. Make students aware of their ability to use the scheme.	Y	N	See appendix 3 for update on how this was managed during Covid-19

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Revised condition of registration due to Covid-19: Y/N	Appendix noting updates
Condition C3	The provider must: i. Have in force and publish a student protection plan which has been approved by the OfS as appropriate for its assessment of the regulatory risk presented by the provider and for the risk to continuation of study of all of its students. ii. Take all reasonable steps to implement the provisions of the plan if the events set out in the plan take place. iii. Inform the OfS of events, except for the closure of an individual course, that require the implementation of the provisions of the plan.	Y	N	See appendix 3
D: Financial sustainability				
Condition D	The provider must: i. Be financially viable. ii. Be financially sustainable. iii. Have the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them. iv. Have the necessary financial resources to continue to comply with all conditions of its registration.	Y	Y	n/a
E: Good governance				
Condition E1	The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.	Y	N	n/a
Condition E2	The provider must have in place adequate and effective management and governance arrangements to: i. Operate in accordance with its governing documents.	Y	N	n/a

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Revised condition of registration due to Covid-19: Y/N	Appendix noting updates
	ii. Deliver, in practice, the public interest governance principles that are applicable to it. iii. Provide and fully deliver the higher education courses advertised. iv. Continue to comply with all conditions of its registration.			
Condition E3	The governing body of a provider must: i. Accept responsibility for the interactions between the provider and the OfS and its designated bodies. ii. Ensure the provider's compliance with all of its conditions of registration and with the OfS's accounts direction. iii. Nominate to the OfS a senior officer as the 'accountable officer' who has the responsibilities set out by the OfS for an accountable officer from time to time.	Y	N	n/a
Condition E4	The governing body of the provider must notify the OfS of any change of which it becomes aware which affects the accuracy of the information in the provider's entry in the Register.	Y	Y	See appendix 4
Condition E5	The provider must comply with guidance published by the OfS to facilitate, in co-operation with electoral registration officers, the electoral registration of students.	Y	N	n/a
Condition F: Information for students				
Condition F1	The provider must provide to the OfS, and publish, in the manner and form specified by the OfS, the transparency information set out in Section 9 of HERA.	Y	Y	See appendix 5
Condition F2	The provider must provide to the OfS, and publish, information about its arrangements for a student to transfer.	Y	N	n/a

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Revised condition of registration due to Covid-19: Y/N	Appendix noting updates

Condition F3	For the purpose of assisting the OfS in performing any function, or exercising any power, conferred on the OfS under any legislation, the governing body of a provider must:
	  i. Provide the OfS, or a person nominated by the OfS, with such information as the OfS specifies at the time and in the manner and form specified.
	  ii. Permit the OfS to verify, or arrange for the independent verification by a person nominated by the OfS of such information as the OfS specifies at the time and in the manner specified and must notify the OfS of the outcome of any independent verification at the time and in the manner and form specified.
	  iii. Take such steps as the OfS reasonably requests to co-operate with any monitoring or investigation by the OfS, in particular, but not limited to, providing explanations or making available documents to the OfS or a person nominated by it or making available members of staff to meet with the OfS or a person nominated by it.
	The requirements in paragraphs (ii) and (iii) do not affect the generality of the requirement in paragraph (i).
		Y	Y	See appendix 5

Condition F4	For the purposes of the designated data body (DDB)'s duties under sections 64(1) and 65(1) of HERA, the provider must provide the DDB with such information as the DDB specifies at the time and in the manner and form specified by the DDB.	Y	Y	See appendix 5
G: Accountability for fees and funding				

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Revised condition of registration due to Covid-19: Y/N	Appendix noting updates
Condition G1	A provider in the Approved (fee cap) category must charge qualifying persons on qualifying courses fees that do not exceed the relevant fee limit determined by the provider's quality rating and its access and participation plan.	Y	N	n/a
Condition G2	A provider must comply with any terms and conditions attached to financial support received from the OfS and UK Research and Innovation (UKRI) under sections 41(1) and/or 94(2) of HERA. A breach of such terms and conditions will be a breach of this condition of registration.	Y	N	n/a
Condition G3	The provider must pay: i. It's annual registration fee and other OfS fees in accordance with regulations made by the Secretary of State. The fees charged by the designated bodies.	Y	N	See appendix 6 for update on payment of fees for 2020/21

On 3rd July the OfS, in response to Covid-19 pandemic, introduced a time-limited Condition of Regulation: Condition Z3: Temporary provisions for sector stability and integrity[10]. This condition allowed the OfS to take action against higher education providers that used offer-making practices that would not be in the interests of students and the wider higher education sector, during these exceptional circumstances (see appendix 7 for further information).

Conclusion
Assurance can be given that King's continues to meet the ongoing conditions of registration of the Office for Students.

Additionally, as appendix 2 highlights, King's has the necessary quality assurance processes in place to enable it to set and maintain appropriately the standard of King's awards and to identify and act upon areas of the student academic experience that require improvement. Where such areas are identified, oversight of action taken is maintained through the institutional governance structure.

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[10] https://www.officeforstudents.org.uk/media/e2e8c6e5-b713-416a-8abc-cb40fbed6947/regulatory-notice-5-temporary-condition-z3.pdf

Appendix 1:
Condition A update: Access and participation for students from all backgrounds

The OfS approved the College's 2019/20 Access and Participation Plan (APP) which 'stands alone' for that academic year. The OfS then approved the 2020/21-2024/25 Access and Participation Plan that covers the next five years and is automatically rolled over each year subject to satisfactory progress. For both the 2019/20 APP and the 2020-2025 APP the OfS approval came with an 'enhanced monitoring' requirement. This is not a formal condition of registration but is used when the OfS identifies a specific area in which they expect to see further action or greater demonstrable progress. A report on this area specifically will be required in addition to the 'standard' light touch annual monitoring. The OfS has not yet specified how exactly the enhanced monitoring reporting will work in practice.

King's 'enhanced monitoring' is to conduct further analysis demonstrating the impact of the financial support (bursaries) laid out in the APP to increase access and support student retention. We have conducted previous analyses but the OfS has indicated that it is sceptical of the efficacy of bursaries sector-wide. As such, it has indicated that institutions that direct a significant proportion of APP-allocated funding into bursaries should conduct more extensive evaluation to evidence their effects. Should we not be able to demonstrate impact, the assumption is the OfS will expect us to reduce the amount of financial support available. This requirement is in place for both 2019/20 and 2020/21. For 2020/21 we will also be expected to provide more detail on student engagement in planning, delivery and monitoring of the measures set out in the APP.

The following provides an update on how this enhanced monitoring is being undertaken:

1. Previous bursary analysis involved using the toolkit created by the Office For Fair Access (OFFA, which the OfS replaced). This provided a statistical model to look at outcomes for bursary recipients from two-year groups. This tool was not effective for an institution like King's, where every student eligible for a bursary receives one. There is no easy comparator group to look at different effects.
2. As a result, the What Works team within the Widening Participation department conducted further analysis that took a more sophisticated approach, using a recursive discontinuity design (RDD) to provide more meaningful points of comparison.
3. It was possible to draw only limited conclusions from these successive analyses: although the RDD approach was recommended by OFFA it involved comparing students at either side of the household income eligibility threshold (ie progression of students who 'just missed out' on receiving a bursary). This did not generate any significant findings.
4. In 2019/20 we have built on this further to take a two-pronged approach. We are running the OfS toolkit and a version of the previous analysis using a much bigger population (all year groups for which we have data). We will also bring in a machine learning approach to interrogate the data in a different way. This is underway and will be complete in October in time for the monitoring report.
5. We have also initiated a research project as part of a PhD that is reviewing the evidence base and literature sector-wide and will lead to a series of lab tests and potential trialling of new approaches to communicating and issuing bursaries. This will provide a higher standard of causal evidence, including a randomised control trial. This began in 2019/20 and will run until 2021/22.

The enhanced monitoring relating to student engagement applies for the 2020/21 academic year. The Associate Director of Widening Participation will lead on this, with an action plan being finalised in October 2020. However, the Secretary of State for Education and the Universities Minister have recently written to the Office for Students requesting a pause to enhanced monitoring as part of a shift to 'reduce bureaucratic burden' on universities[11]. It is unclear if this applies to the reporting on 2019/20 currently being finalised and the future requirements for 2020/21. We are awaiting clarification on this from the OfS.

In line with OfS requirements, the APP is hosted on King's website here:
https://www.kcl.ac.uk/study/widening-participation/ofs

The Associate Director of Widening Participation has oversight of the Access and Participation Plan. Reporting is via the Senior Management Team for activity relating to Vision 2029 delivery and to Council for activity relating to academic policies and practice.

Covid-19 Mitigation

Our Widening Participation work to deliver fair access to King's for underrepresented students is a regulatory requirement, with specific targets and expectations. Once schools closed nationwide and King's moved to remote working, KCLWP quickly moved its signature programmes online using a mixture of platforms. Elements that could be converted to 'static' online resources were done quicky. The flagship programmes made up of live events were converted to online programmes: Medview, Dentview, K+ and our Sutton Trust summer school. As such, this year's cohort of Year 12 students did not miss out and progress will not be lost. The programmes we developed will also become sustainable ongoing resources that we can retain as part of our standard programme to expand our national reach in the future, even once we return to face to face delivery.

Other core aspects of work, including teacher and social worker CPD (King's Advocate Award) and community engagement (Parent Power engagement projects in both English and Spanish) also shifted successfully online. We also continued with our new work developing tuition support for students from Gypsy, Roma and Traveller backgrounds.

As part of mitigation we put in place clear plans for current Year 13 students who had made applications to King' already, and signposting for parents, teachers and prospective students to ensure that the gains we have made in widening participation in recent years could be protected as much as possible. Offer holders who qualified as 'WP students' were flagged and prioritised as part of the admissions decision-making in response to the changes to A level awards.

In terms of successful applicants from WP programmes, the table below summarises current year-on-year progress, including the cycle impacted by the pandemic:

Scheme	Number of successful applicants 2018/19	Number of successful applicants 2019/20	Number of successful applicants 2020/21	YoY change

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[11] https://www.officeforstudents.org.uk/media/ff210430-510a-4224-8b5b-6b1f74635860/ofs-strategic-guidance-14092020.pdf

Dentview	N/A	7	12	+5
K+	66	75	87	+12
Medview	N/A	5	7	+2
Realising Opportunities (all host universities)	24	34	54	+20
Sutton Trust	13	14	21	+5
Vulnerable Groups*	35	52	43	-9
Grand Total	140	185	214	+29

* 'Vulnerable groups' refers to students with experience of local authority care, students who are estranged from their families or forced migrants.

In addition to the above, we have institutional statistical targets that are statutory requirements in our Access and Participation Plan. These are to increase access of underrepresented students defined by specific postcode metrics and ethnicity. We are currently collating the data on these targets for the most recent cycle.

In terms of other work covered by King's APP in student success and progression, all work was either retained online or, where paused, had a clear set of mitigations to make sure students continued to receive support.

The OfS wrote to institutions and noted that expenditure on APP commitments should not be automatically reduced, but that resource could be reallocated to where there was most urgent need for students. Financial support that had been committed was delivered, both in terms of bursaries and hardship funding. We put in place a process for distributing laptops and internet access to students affected by 'digital poverty' and without access to equipment, given the rapid pivot to online learning for the remainder of 2019/20. The OfS indicated that the five-year APPs would not be 'reopened' or changed at this time, and we therefore continued our planning on this basis, including the strategic measures and spend commitment in the plan for the coming year.

Appendix 2:
Condition B update: Quality, reliable standards and positive outcomes for all students

This part of the ongoing conditions continues to be demonstrated by the QAA Higher Education Review outcome report King's received in 2016.[12] In a recent letter from the Universities Minister[13], the OfS will be suspending the 5% random sampling that was going to be introduced in 2019/20. We await further information on what may (if anything) be introduced in its place; otherwise our next review will only occur if the OfS asks the QAA to conduct a Quality and Standards Review if they have concerns on our meeting the conditions of registration.

However, King's does continue to review its quality assurance processes, ensuring compliance with external regulatory developments and the following work completed during 2019/20 demonstrates this commitment to continue to meet the conditions of Condition B: Quality, reliable standards and positive outcomes for all students, even during the Covid-19 pandemic:

Condition B1: high-quality academic experience and student's achievement is reliably assessed
Work continues on implementing the Education Strategy 2017 – 2022, which is transforming our approach to education and the student experience. During 2019/20 the following updates were reported to College Education Committee and Academic Board (where appropriate):
- 10 Innovation modules at levels 5 - 7 were approved for 2020/21. As of 17th September 2020, 8 modules (levels 5 – 6) have been confirmed to run, and the two level 7 modules are still being recruited to.
- Calls for proposals for minors and interdisciplinary modules went out to faculties during the year. Due to the pandemic, the deadline for submitting proposals to the College is now February 2021, with Faculties providing an update on progress-to-date in December 2020.
- The Academic Strategy for 2020/21 (approved by Academic Board on 29th April 2020[14]) encourages early adoption of principles from the flexible curriculum for 2020/21, including sharing of modules.
- In line with the new policy on credit harmonisation, one faculty has been changing their UG credit structure from multiples of 20, to multiples of 15 for 2020/21. Remaining faculties who are required to make these changes will be working on these during 2020/21. Another faculty has been changing their PGT credit structure from multiples of 20, to multiples of 15 for 2020/21.
- While implementation of the new Degree Algorithm has been delayed to 2021/22, Academic Board agreed at its meeting in June 2020 to remove the first year from the degree algorithm in 2020/21 too. This follows the move in 2019/20, as a mitigation to Covid-19, to remove first year marks from the degree algorithm (see below in Covid-19 mitigation section for further details).
- Work on the internationalisation of the curriculum continues and the following is in progress:

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[12] https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/King-s-College-London
[13] https://www.officeforstudents.org.uk/media/ff210430-510a-4224-8b5b-6b1f74635860/ofs-strategic-guidance-14092020.pdf
[14] AB-20-04-29-05.2 Annex 4

- Cultural competency: a cross-faculty working group has been established with leadership from Arts and Humanities to develop a blended module available to students and staff in all faculties.
- Global problem solving: the Principal's Global Leadership Award has been upscaled at PGT to an online 15-credit module available to all students from all faculties. Plans to increase provision at UG level are underway and cross-College optional module in applied global problem solving is also in development open to all disciplines.
- Decolonisation of the curriculum: Consultation and planning is ongoing to realise decolonisation as an outcome of internationalisation of the curriculum.
- Following an extensive review of programmes and modules, Curriculum Commission has put forward a number of programme and module closures and revisions during this academic year, along with a number of programmes and modules to be retained as they are. The programme and module closures will allow programme teams to embrace the Education Strategy and introduce flexibility into their curriculum.
- The Curriculum Commission set up three working groups to review: intercalated degrees; intercollegiate degrees; and study abroad arrangements where this is optional to a programme of study. All three working groups put forward a series of recommendations and work will now commence on taking forward these recommendations during 2020/21.

Covid-19 mitigation

In March 2020 the Country went into lockdown due to the Covid-19 pandemic. The whole university moved to online teaching, learning and assessment. While the OfS revised some aspects of its ongoing conditions of registration, it still expected providers to deliver a high academic experience and enable student assessment to be fairly and reliable assessed. The Quality Assurance Agency for Higher Education (QAA) published some guidance documents to aid providers during this pandemic, highlighting good practice providers might like to consider. We used these documents to check that the mitigations we put in place followed this good practice, and assurance can be given that our mitigations adhered to those suggested by the QAA.

The College, in response to Covid-19, did the following:

Teaching and learning:
- The immediate priority in March was to support the shift to online teaching and learning for the remainder of 2019/20 academic year, encompassing the significant bulk of our provision. It was not possible to move all aspects of teaching online for the last couple of weeks of term, for instance where teaching was heavily clinical, or laboratory based. Many students also had to revise plans for

dissertation and projects, where their planned work required access to facilities like archives, laboratories, or performance studios, or the possibility to conduct field research. Departments and Faculties looked at possibilities – where feasible – for some of our students to be able to make up for some of the lost opportunities in the future.

- To support staff and students, a webpage with dedicated resources to support online teaching was launched.
- Working with KCLSU and faculties, student feedback was gathered on a range of issues, such as the impact of timetabling on online learning and assessment, and equity of access to laptops and Wi-Fi. A process was put in place to ensure students who needed them had access to laptops and Wi-Fi dongles.
- A comprehensive Academic Strategy for education in the 2020/21 academic year was devised and implemented.
- During the summer months, training has been provided to academic colleagues on online teaching and learning, to provide a more standardised online learning delivery in 2020/21. This has also included testing and training staff on the use of a 'Hyflex' model of learning, where there will be a combination of students sitting in the classroom with a lecturer, while others are online.
- Significant investment has been channelled into equipping teaching spaces with enhanced technology to support the Hyflex model.

Assessments
A set of principles was agreed to inform our approach to assessment in spring/summer 2020, as follows:
- Our priority was the well-being of both students and staff during this period, and an approach which offers fairness and equity across the university.
- Commitment to the maintenance of academic standards and the quality of our students' education, as well as the quality of the degrees and professional training they will take from King's.
- Provide opportunities for students to continue their studies and complete the academic year, and we seek to support all students to progress or graduate as planned.
- Providing as much academic continuity as possible in the interests of students.
- Cater for the difficult circumstances which many students will experience, the emphasis is on making all assessments inclusive and fair for all students, and introducing the right kinds of flexibility, progression arrangements, and enhanced mitigation to ensure that their outcomes are not adversely affected by this period of crisis.
- Need to be realistic and pragmatic about what can be achieved under these adverse circumstances, recognising the challenges for both students and staff.

Taking into consideration these principles, the following outlines the approach taken to mitigate against Covid-19:
- For first year students, the degree algorithm was adjusted to remove the first-year marks from the equation. The aim was to relieve some of the pressure on the first-year students without compromising academic standards.

- The assessment period 2 was extended to run for 9 weeks, from 27th April to 26th June 2020. The standard assessment period 3 was run between 24 August to 4 September.
- Across faculties, assessment formats were altered to allow students to complete them remotely. This included, where appropriate and justified, replacing some unseen, timed exams with open-book exams, or alternative forms of coursework. Departments also worked to consolidate and reduce the overall volume of assessments where the learning outcomes for the year or programme could be demonstrated to have been met. All assessment plans were tailored to avoid any disadvantage to students arising from their geographical location and time zone. Arrangements for Personalised Assessment Arrangements (PAA) students were preserved.
- Students were strongly encouraged wherever possible to take assessments in period 2 and period 3, but it was understood that there may have been a range of good reasons why students were unable to do this. The aim of the College has been to explore all possible ways to enable students to sit their assessments in 2019/20 academic year, and progress or graduate on time. If a student was unable to complete their assessment in assessment period 3, then they had the option to interrupt their students and take their assessments in the next academic year. However, as this decision affects a student's progression and graduation, and may also have implications for career progression, progression recognition if the programme is regulated by a Professional, Statutory or Regulatory Body (PSRB), and visa implications, students were asked only to take this approach after they had sought advice and considered the implications carefully.
- A streamlined process was introduced for considering mitigating circumstances, where students were required to provide details of the reason for the request but were not required to supply evidence. Students were asked to use the MCF process where they had known in advance that they were unable to take an assessment and were asked to submit such requests by 26th April 2020 (for assessment period 2). Students were also using this process when they experienced unexpected difficulties in undertaking or completing their assessments due to Covid-19 related issues.
- The College identified instances where a student's domestic circumstance may have meant that they were unable or ill-equipped to take their assessments in either period 2 or 3, and the College liaised with KCLSU on possible solutions for those students.
- The College introduced a Safety-Net policy to ensure no student would be disadvantaged academically by the impact of the Covid-19 pandemic. A range of 'safety net' arrangements were put in place to manage any negative impact on students' outcomes.
- A revision to the progression rules for first year students was approved; if a student did not meet the minimum requirements but had up to 30 credits in the condonable range, the regulation that prohibits condoned fails from being included in the progression minimum was suspended to enable the student to progress carrying up to 30 deferred credits.
- To aid staff with the marking period, the Chair of Academic Standards Sub-Committee approved the following approach:
  - Double marking for all dissertations
  - Single marking with retrospective sampling of at least 10% for all other work.
- External Examiners: all External Examiners were contacted in April 2020 advising them that the College had implemented the Emergency Regulations. This allowed for programme teams to make any necessary changes to the assessments that had been

previously approved by the External Examiner, without gaining their consent for the changes. Assessment Sub-Board meetings were also moved to be held virtually, and where an External Examiner may have been unable to attend the meeting (due to the late notice of changing meetings in response to the extended assessment period 2), the Emergency Regulations had in place measures to ratify results without External Examiners in attendance. On reviewing External Examiner reports recently submitted, assurance can be given that all External Examiners approved the mitigations put in place by the College and Faculties, with many External Examiners praising the decisions made, and confirming that academic standards were maintained. For example, an External Examiner in Arts and Humanities noted, "the College and Department's response to Covid-19 was exceptional".

In going forward for 2020/21, Academic Board approved at its June 2020 meeting to remove the first-year marks from the degree algorithm for a further year. The Emergency Regulations that were used during 2019/20 have now been replaced with the standard academic regulations and all programmes will return to utilising their External Examiners as usual practice. A "wash up" of how assessment was managed during 2019/20 is being undertaken, with lessons learned to guide how assessments online should be managed during 2020/21, while Covid-19 continues.

A staff and student FAQ webpages were set up, providing information and updates on all of the above.

Assessment Sub-Boards will be reviewing how these mitigations for Covid-19 have impacted the students' assessment during the Board meetings, and Assessment Boards will report to the Academic Standards Sub-Board in 2020/21 findings from this review.

Students' academic experience
Students' academic experience is monitored by King's via student surveys, including the National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey. Due to the Covid-19 pandemic the College decided not to participate in the Postgraduate Taught Experience Survey (PTES), and the Postgraduate Research Experience Survey (PRES) is held every other year, with 2019 being the last year to run the survey. The following outlines the response we therefore had with the National Student Survey (NSS) that continued to run during 2020, regardless of the pandemic:

Indicator	Result	Benchmark (average across Russell Group)	Benchmark against sector	RAG rating[i]
NSS 2020 overall satisfaction	77.5%	82.7%	82.78%	

National Student Survey (NSS) 2020
Responses to the NSS showed a decrease in satisfaction from last year (2.9%). Disappointingly there are a number of areas in the survey where the university's results are significantly below the OfS benchmark. The following all scored *significantly below the benchmark*[15]:

- All of the questions in assessment and feedback (down 2% from the previous year) and learning community (down 0.5% from previous year);
- All bar one question in the areas of academic support, organisational management, and student voice;
- Overall satisfaction and student union questions have for a second year running scored *significantly below the benchmark* (just 46.4% students agreeing for student union question).

Concerning is the large drop in satisfaction amongst Black students, which already have the lowest overall satisfaction, experienced a further decrease of 11%, compared to just a drop of 2.6% amongst White students.

EU students (excluding UK) had the biggest decrease in satisfaction, dropping by 5.9% compared to decreases of 2.4% for UK domiciled students and 1.9% for Non-EU domiciled students.

In comparing King's overall satisfaction to the rest of the sector and the Russell Group, the sector saw a decline in overall satisfaction by 1% and the Russell Group by 1.2%.

The highest scoring section remains Learning Resources and Teaching, despite this area also seeing a drop-in satisfaction by 1.1% and 1.7% respectively.

The highest scoring question was "*the course is intellectually stimulating*" with 87.2% compared to a sector average of 84.5%.

9 programmes achieved an overall satisfaction score of 90%+, including 2 programmes scoring 100% satisfaction.

The Business School continued its trend of improving scores. It was the only faculty that saw an improvement in overall satisfaction. FoLSM remained broadly constant, whereas the other faculties experienced a decrease.

The Institute of Psychology, Psychiatry and Neuroscience remains the faculty with the highest overall satisfaction score (though it saw a decline in satisfaction), followed closely by the Law School.

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[15] Office for Students term

The GKT School of Medical Education built upon last year's improved results and achieved further increases in satisfaction, up to 84% in this year's results (compared to 64% in 2018). Assurance can therefore be given that the measures put in place in recent years are now seeing some positive results.

The question, "*it is clear how feedback on the course has been acted on*" scored just 49.1%, thus demonstrating that more work needs to be done on "closing the loop".

For those areas where we received disappointing results, we are scrutinising the data and free text comments, and the Vice-President/Principal (Education) and Director of Students and Education are engaging with departments, faculties and professional services areas to have targeted action plans, focusing on 'hygiene factors' currently impacting the student experience.

Condition B2: Support for all students
Work continues in this area in relation to the Education Strategy. The following outlines the work that has continued during this academic year:

- A Student Experience Workstream was established during the pandemic to keep an overview of the student experience during the remainder of the academic year. This workstream has continued and is now looking at the non-curriculum experience for new students including enrolment, community building etc.
- Programme teams have been encouraged to adopt the King's Year First Year principles for 2020/21, including pre-arrival activity and an enhanced online-learning provision.
- Development of the Personal Tutor Dashboard was put forward as a Service Improvement Project to IT - work is still to be undertaken on this though.

Covid-19 mitigation
During the pandemic we made sure that support services remained available to students via transferring the services online. A Welfare and Student Services working group was established, to consider how to support students during the pandemic. The key objectives of this group were:
- Support student welfare and wellbeing in a remove learning environment
- Support digitalisation of information, advice and guidance (IAG) services and resources
- Manage operational risk to Student Support Services
- Support provision of online services
- Advise on student complaints and appeals arising from Covid-19

- Advise on issues and solutions for mobility and placement programmes in 2020/21.

Work that this group completed included, as just some examples:
- Developed a set of Frequently Asked Questions (FAQ's) about remote teaching and learning, set up a generic email address for students to use to send in queries relating to Covid-19, and established a set of knowledge articles for the Students Services Online service.
- Ensured those students on placements and on study abroad were included in communications from the College and supported those students on study abroad requiring to come back to the UK; also supported those students who remained overseas to complete their placements.
- Careers and Employability team launched Next Steps programme to help students understand what was happening with recruitment and to help them think about self-development.
- Those international students who had difficulties in returning home and therefore remained on campus were supported by the residences team and a Hardship fund was made available to students who could not afford to return to their home country.
- Students who were identified as being "vulnerable" (sanctuary scholars, estranged, care leavers) were contacted by Specialist Advisers to "check-in" with them.
- Students who had Personalised Assessment Arrangements (PAA) were considered as per usual practice, even though examinations moved online. Where students required additional time, this was given to them.
- Students who required laptops and access to Wi Fi were able to contact the College and where able (some international restrictions applied) laptops and dongles were sent to the students (received 115 requests for laptops, and 64 requests for internet access).
- Monthly Personal Tutor updates were sent to Personal Tutors with a focus on supporting students remotely.

In going forward for 2020/21:
- As well as classroom content, we have considered the whole student experience – where we could substitute or provide an alternative form for elements of the on-campus and London experience, and where we cannot. As well as considering digital access to academic content, we provided, at an equivalent level where possible, access to resources (such as books and journals), access to support and advisory services, access to careers and employability services, and access to as many of the fun, stimulating and engaging dimensions of university life that makes the experience so memorable.
- A Student Digital Capabilities programmes was launched 8th September 2020 for incoming and returning students, to give them insight and skills in IT systems, specifically King's system, to support students who may be unfamiliar with online learning.
- Personal tutoring is critically important in supporting students in this period of flexible teaching and learning. A Task and Finish Group for personal tutors was established during the summer to determine how the personal tutoring system will work during 2020/21. Tutors have been asked to continue to support their students 'remotely' as well as in more conventional face-to-face settings. The role

of tutors in academic advising needs to account of alterations to the curriculum and assessment, and personal tutors are kept well informed about arrangements with key support services so that they are able to 'signpost' students effectively.

- There are restrictions on outward mobility in place for some time and the College has taken the decision not to go ahead with international mobility schemes in term 1 (though there is an exemption process in place where required). This had implications for integrated study/work abroad programmes as well as the experiences of wider group of students who opt for a study abroad semester. Those programmes who offer study abroad programmes, consideration has been had on how the study abroad element can be completed, with suggestions such as whether the study can be offered via online means, or extending a 3-year programme to 4-years to allow students to undertake study abroad in 2021/22 (as a couple of examples). These considerations by programme teams have been undertaken in discussion with students.

Condition B3: Successful outcomes for all students, recognized and valued by employers, and/or enable further study

This year is the first year we have results from the Graduate Outcome Survey (GOS). Due to the differing nature of the survey, HESA have advised that it is not appropriate to compare results with the previous Destination of Leavers in Higher Education survey (DLHE).

For the 2017-18 cohort, King's had an overall response rate of complete responses of 45%. We met the HESA response rate targets for Overseas and Other EU sub-cohorts but failed to meet the targets for UK Full-Time (55% instead of target 60%), UK Part-Time (54% instead of target 60%) and Research Council funded (53% instead of target 65%). Overall partial responses were at 21%, so some of this data will contribute to the wider statistics in different questions. The lower response rates mean that we acknowledge the data provides an incomplete picture of our graduates' outcomes. While we didn't meet some of the targets, this was not something that we could manage. We are explicitly forbidden to engage with graduates directly, and there is a limit on what we can do to get graduates to respond to the survey. We have a database that is sophisticated – better than others, and relatively our rates are higher than many competitors.

However, the survey's new questions, particularly capturing more effectively self-employment outcomes and the complexity of graduates' combined work and study outcomes, and also the Reflection questions about meaningfulness to the graduate of their choice, provide richer data in terms of understanding graduates' lives and aspirations. Responses to the Reflection questions indicate that the significant majority of graduates of King's are achieving outcomes that are meaningful to them.

Key data (includes complete and partial responses):
- Activity:
  - Full-time employment: 54.02%
  - Full-time study: 13.2%

- o Combined employment and study: 10.77%
- o Part-time study: 7.11%
- o Unemployment: 4.07%
- o Overall 87.18% are in work or study
- Level of work:
  - o High-skilled Work: 90.1%
  - o Medium-skilled Work: 6.06%
  - o Low-skilled Work: 3.47%
- Reflections:
  - o Is your current activity meaningful?
    - 45.71% Strongly agree; 42.93% Agree
  - o Does your current activity fit with your future plans?
    - 43.45% Strongly agree; 41.03% Agree
  - o Is your current activity utilising your skills?
    - 41.05% Strongly agree; 33.83% Agree

Condition B4: qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognized standards

King's keeps an overview of degree outcomes via its Academic Standards Sub-Committee and an annual report on good honours degrees is submitted to the Committee at the beginning of the academic year for consideration. For 2018/19, the following table demonstrates how King's compares against the Russell Group:

Indicator	Result	Benchmark (average across Russell Group)	RAG rating[ii]
Percentage of good degrees 2018/19	86%	86%	

This demonstrates that in 2018/19 we were on par with our Russell Group peers for the awarding of good honours degrees.

External examiners

King's continues to utilize external examiners in the ratification of awards, and as usual practice, external examiners are asked to submit an annual report, asking for their confirmation that academic standards have been met. The following table illustrates King's use of external examiners:

External examiner reports 2018/19		RAG rating
Undergraduate		
Percentage of external examiner reports received[iii]	98%	🟩
Percentage of external examiners who had received an induction[iv]	100%	🟩
Confirmation of assurance that academic standards are met[v]	100%	🟩
Percentage of external examiner reports which include a concern on academic standards[vi]	12% (23 out of 189 reports)	🟧
Percentage of confirmation that Faculty made appropriate response to critical comments, approved by Chair of ASSC[vii]	100%	🟩
Postgraduate		
Percentage of external examiner reports received[viii]	93%[16]	🟩
Percentage of external examiners who had received an induction[ix]	100%	🟩
Confirmation of assurance that academic standards are met[x]	100%	🟩
Percentage of external examiner reports which include a concern on academic standards[xi]	5% (15 out of 284 reports)	🟩
Percentage of confirmation that Faculty made appropriate response to critical comments, approved by Chair of ASSC [xii]	67%[17]	🟥

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[16] Due to Covid-19 pandemic occurring during the PGT external examiner report chasing, it was felt that external examiners would have mitigating circumstances for not providing their report, while they covered mitigation of Covid-19 within their own institution. Those few outstanding reports have therefore not been chased.

[17] 5 reports are waiting for a formal response from the faculty. In comparison to last year, we have much improved in our responding to these reports, where only 11% of reports were responded to.

External examiners continue to endorse King's academic standards as equivalent to as or higher than comparable programmes in other Russell Group Universities and confirm that they are in line with QAA's *Framework for Higher Education Qualifications*. No serious issues were raised in the external examiner reports included in this analysis.[18]

Following agreement by Academic Board in 2018/19 the report template was revised to remove the request for external examiners to comment on "critical" matters (which often caused confusion in relation to what the External Examiner was meant to class as "critical") and asked instead for commentary on matters that may impact academic standards. Of those external examiners whose 2018/19 reports noted comments impacting academic standards, no one required a separate letter to the external examiner from the Chair of Academic Standards Sub-Committee (ASSC). As with all reports that have raised a concern on academic standards, the Chair of ASSC reviews the comment and provides a response within the report that is then returned to the external examiner with the remaining comments from the programme team.

General themes across 2018/19 external examiner reports were:

- Marking practices: issues highlighted around anonymous marking, use of full range of marks, transparency and consistency between markers.
- Marking schemes requiring a review and become standardised across some faculties.
- Inaccuracies in mark sheets considered by Assessment Sub-Boards.
- Time allocated for external examiners to review and comment on examination scripts in time for Assessment Sub-Board meetings.
- Changes to programmes being clearly relayed to external examiners.
- Use of full range of marks.
- Clearer process for moderation is required.

In line with sector concern around grade inflation, a small minority of External Examiners continue to comment on perceived grade inflation in their annual reports. There continues to be differing opinion on whether grade inflation can be seen at King's, with an External Examiner in Nursing, Midwifery and Palliative Care writing, "the underlying grading and academic standards and procedures are within bounds of appropriate academic judgement, so to be clear this is not a problem of standards that demands to be fixed". While an External Examiner in BSc Psychology wrote that though "awards were justified" the proportion of 1st awards was felt to be too high, and "may reflect an issue with

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[18] As noted in overview reports submitted to Academic Board in February 2020 (AB-20-02-05-10.1) and June 2020 (AB-20-06-17-09.2 – Annex 3)

the c-score algorithm that risks inflating grades at the 2:1 and 1st class boundary". Academic Board agreed at its February 2020 meeting that this was an area to be kept under review. In addition, with the change in the degree algorithm following a review as part of the Education Strategy, the C-Score will be revised from 2020/21[19] so the concerns that the C-Score may be inflating grades should be resolved.

Covid-19 mitigation
For 2019-20, the External Examiner report template was revised to include specific questions and a section on Covid-19. Overview reports on responses by External Examiners will be submitted to Academic Board during 2020/21, once a full review has been undertaken.

Condition B5: deliver courses that meet academic standards as described in the Framework for Higher Education Qualifications at Level 4 or higher
All King's programmes adhere to the *Framework for Higher Education Qualifications* (FHEQ), and this adherence is checked by Faculties at the time the programme is given final approval. Guidance on this can be found in the Quality Assurance Handbook[20]. Additionally, external examiners confirm in their annual reports that the programme under review adheres to the *Framework for Higher Education Qualifications.*

Condition B6: Participation in the Teaching Excellence and Student Outcomes Framework (TEF) [new condition]
King's submitted a TEF provider submission in 2016 and was received a Silver award. Due to Covid-19 pandemic, it has been confirmed that this award has been extended until 2021[21]. The TEF process has been put indefinitely on hold, and we await further information from the DfE and OfS on its future.

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[19] Although the new Degree Algorithm relating to the Education Strategy doesn't come into existence until 2021/22, Academic Board approved at its June 2020 meeting that the first year marks can be removed from the degree algorithm in 2020/21.
[20] https://www.kcl.ac.uk/governancezone/governancelegal/quality-assurance-handbook
[21] https://www.officeforstudents.org.uk/news-blog-and-events/press-and-media/work-to-develop-subject-level-tef-continues/

Appendix 3:
Condition C update: Protecting the interests of students

Since the initial registration, the following updates are noted for the *Protecting the interests of students* section of ongoing conditions:

Condition C1: policies, procedures and terms and conditions have due regard to relevant guidance about how to comply with consumer protection law
The Students and Education Directorate is confident that King's remains compliant with consumer protection law, which applies to the relationship between King's College London and prospective and current undergraduate students. The university adopts a similarly consistent approach to postgraduate and online study.

Updates since the last return
Material Information and Marketing: The university continues to provide programme information sheets to applicants. Standard offer letter templates are also reviewed annually, and advice is sought from legal compliance.

The General Terms and Conditions are reviewed annually by the General Counsel and external advice was sought in 2020 by Pinsent Masons LLP. The revised Terms and Conditions were approved at the June 2020 meeting of Academic Board. KPED have commissioned a review of the Short Courses Terms and Conditions and are currently seeking external advice. This work is due to be completed in 2020/21.

General information about the experience and status of staff is publicly available on the King's website. Due to Covid-19 pandemic shifting priorities, the student handbook pilot that was meant to be only for one year in 2019/20, has now been extended to cover 2020/21 too. Full implementation of the revised handbook across all faculties is now expected in 2021/22.

Student Ambassadors are recruited annually for Open Days. This process is centralised and coordinated by the central Marketing team. Due to Covid-19, student ambassadors are also being used for online marketing events. For both on-campus and virtual events, training is provided to these students to ensure the students are confident in what to say to prospective students. For non-admissions staff based in the Marketing team or Wider Participation team, the Admissions team continue to run a two-hour training session covering how to use the telephone system and scripts to answer calls and deal with enquiries regarding course vacancies and meeting entry requirements.

Fees: King's is fully compliant with regard to fee publication. For prospective students, fees are published on course webpages. Students are notified by Registry Services how to access information on fees three months before they are due to enrol for their next year of study.

Complaints: Complaints at King's are managed through the Student Conduct and Appeals Office. Any CMA-related complaints are brought to the attention of the CMA Working Group by the Head of Student Conduct and Appeals. All timeframes, practices and principles recommended by the OIA are embedded within King's procedures and detailed in the G31 Regulation and associated appendix.

Any issues falling within the remit of the Advertising Standards Authority are routed through the Marketing team, but the CMA Working Group have oversight of any formal complaints.

Covid-19 mitigation

In June 2020, the OfS published guidance[22] to providers on student and consumer protection during the pandemic. In response to this guidance, the Academic Regulations, Policy and Compliance team produced a guidance document for faculties, which confirmed guidance previously submitted in May to help guide programme teams put forward modifications to programmes and modules for 2020/21. Further guidance was produced detailing how and when to notify or consult offer holders or current students about proposed course changes. Applicants have also been advised that their faculty offer holder pages are regularly being updated and will provide further information about teaching delivery in semester one.

Condition C2: co-operate with requirements of student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements [new condition]

Complaints and Appeals 2019/20	RAG rating
Compliance with the OIA's good practice framework: handling student complaints and academic appeals	
Average time taken to turnaround complaints and appeals[xiii]	[23]
Number of complaints escalated to the OIA	[24]

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[22] https://www.officeforstudents.org.uk/publications/guidance-for-providers-about-student-and-consumer-protection-during-the-pandemic/

[23] Academic Appeals. Regulatory timeframe for Stage 1: 42 days, average case turnaround time for Stage 1 (844 cases): 20.5 days. Regulatory turnaround time for Stage 2: 42 days, average case turnaround time for Stage 2 (28 cases): 34.4 days. Complaints. Regulatory timeframe for Stage 2: 35 days, average case turnaround time for Stage 2 (816 cases - 681 Strike Action complaints, 20 Covid 19 Complaints and 115 other complaints): 122 days (131 days for Strike Action complaints, 64 days for Covid-19 complaints and 46 days for other complaints). Regulatory timeframe for Stage 3: 28 days, average case turnaround time for Stage 3 (23 cases): 33 days

[24] 29 cases were reported to the OIA in 2019/20 a further decrease on last year. This is above the median for the number of complaints expected for Kings by the OIA which was 23 last year. The RAG rating is a persona opinion of Head of Student Conduct and Appeals.

The turnaround time for complaints and appeals is within deadlines for Stage 1 and Stage 2 academic appeals and Stage 3 complaints is only a little above our internal guidelines at 33 days (compared with 28). For Stage 1 Appeals this is an improvement on last year where we were outside the deadlines.

For Stage 2 complaints there are delays in the turnaround times, but the turnaround times are much slower for strike related complaints and slower for Covid-19 complaints compared to other complaints. We can account for the delays for other complaints, which are due to the number of complex cases which require a lengthier investigation, and this continues to be the case from last year.

For strike related complaints the turnaround time is significantly higher than the deadline and this was due to the large volume of complaints, changing in working patterns and resource issues due to Covid-19, as well as a university decision to wait until after the end of teaching and assessments before completing the investigation to ensure that any mitigations in respect of assessments could be considered effectively. Similarly the turnaround time for Covid-19 complaints is higher than the deadline and again this was due to changing in working patterns and resource issues due to Covid-19 as well as a university decision to wait until after the end of teaching and assessments before completing the investigation to ensure that any mitigations in respect of assessments could be considered effectively.

There has been an increase in the number of non-strike complaints (118 compared to 87 in 2018/19), with a 35% increase compared to the 17% increase last year. There has also been a 22% decrease in the number of complaints sent to the OIA this year compared to last year. So, whilst this is still of concern, this drop means we are making strides to reach the median. Given the increase in the number of Stage 2 complaints, this shows that once students have raised a formal complaint, they are less likely to go to the OIA.

The number of complaints that were submitted to the OIA and deemed 'not justified' was fewer than the median for the sector, however no cases were found justified, whereas the band median is 0.5. This demonstrates that although more students go to the OIA than the median for the sector, the OIA has confidence in our processes.

Condition C3: have published a Student Protection Plan which has been approved by OfS

There are no updates to be reported on relating to the content of the Student Protection Plan.

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[25] The benchmark for the sector is 16 and Kings is 13. The RAG rating is a persona opinion of Head of Student Conduct and Appeals.

In line with OfS requirements, the Student Protection Plan is available online at: https://www.kcl.ac.uk/governancezone/students/student-protection-plan

It should be noted that the OfS published a consultation on Student Protection Plan on 17th July 2020[26]. All responses to this consultation were to be submitted by 11th September 2020. We are now awaiting results from this consultation.

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[26] https://www.officeforstudents.org.uk/publications/consultation-on-student-protection-directions/

Appendix 4:
Condition E: Good governance update:
Throughout 2019/20 there have been no updates to provide in relation to E1, E2, E3 and E5 (see above table for further information).

In relation to E4, the following reportable events have been made to the OfS during 2019/20, that would have affected the accuracy of the information in the provider's entry to the Register:

- Addition of a new validated provision with Inns of Court College of Advocacy following a successful validation event pre-Covid-19

Appendix 5:
Condition F: Information for students

Prior to the pandemic providers were to report to OfS any reportable event that was deemed to fall under OfS guidance as a "reportable event"[27]. During 2019/20 we reported to the OfS the following "reportable events":

- 283 programme closures over the next three years, as an outcome from the Portfolio Simplification exercise.
- Relocation of staff and students from four blocks of the King's Champion Hill residence to alternative residences, following identification of some potential fire safety concerns at Maple block that required further investigation to ascertain the level of any risk and identify any remedial works required.

Covid-19

Due to Covid-19 pandemic, the OfS revised conditions to F1, F3 and F4[28] (see below) to aid providers workload during these unprecedented times:

Condition F1: Transparency information

King's was due to submit in April 2020 the requested information laid out in Section 9 of HERA. However, on 26th March 2020, the OfS advised providers that this requirement to submit the transparency information was suspended due to Covid-19 pandemic.[29] Instead, the OfS will draw on data available with HESA to publish a reduced set of transparency information during this unprecedented time. The requirement to publish transparency information in June 2020 was also suspended. Up until this notice of suspension, King's was on track to provide the requested information by the published deadline.

Conditions F3 and F4: submission of information to OfS and Designated Data Body

On 25th March 2020, the OfS wrote to all providers to note revisions to F3: Provision of information to the OfS and F4: Provision of information to the Designated Data Body[30]. Within this notice we were advised that the following information was still required to be submitted:
- Annual Financial Return
- Graduate Outcomes Contact Details
- Prevent Monitoring
- Reportable events (see below for further information)
- Unistats Data

Further information was then provided on 30th July 2020[31] reinstating some returns. While some of these returns are not yet due to be returned, assurance can be given that the

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[27] https://www.officeforstudents.org.uk/publications/regulatory-advice-16-reportable-events/

[28] https://www.officeforstudents.org.uk/media/3353f2e8-179a-4fbd-b257-a2951d18868e/f3-f4-notice-new-reporting-requirements-march2020.pdf

[29] https://www.officeforstudents.org.uk/data-and-analysis/data-collection/transparency-return-2020/

[30] https://www.officeforstudents.org.uk/media/3353f2e8-179a-4fbd-b257-a2951d18868e/f3-f4-notice-new-reporting-requirements-march2020.pdf

[31] https://www.officeforstudents.org.uk/media/8d49fac7-5757-4b9f-9c29-4ce0d95da50d/update_office_for_students_approach_to_regulation_and_information_about_deadlines_for_data_returns.pdf

times outlined by the OfS are on track to be met. Assurance can also be given that those deadlines that have now passed, the data was submitted on time:

- Provider profile was signed off on 9th September 2020
- Unistats data was signed off 13th August 2020

Reportable events during Covid-19
Guidance provided to institutions on 25th March 2020[32] noted that "Registered providers are normally required to report to the OfS material events with possible financial viability or sustainability implications. The pandemic creates conditions in which many providers are likely to experience a material change in their financial position and performance that would normally be reportable to the OfS. It is not possible at the moment for providers to identify the long-term impact of the pandemic and so we are removing the general requirement for a provider to report events with implications for viability or sustainability over a three- or five-year horizon".

Instead, the OfS put in place "a requirement to report short-term financial risk". This was necessary to the OfS to allow them to identify any provider that may be likely to experience acute financial challenges in the short term. It also allowed the OfS to understand patterns across the sector and the exposure of different types of provider to developing events.

The reportable events that the OfS requested providers to make during the pandemic were:

- Report to the OfS if it was considered to be reasonable likely that its liquidity will drop below 30 days at any point during a rolling three-month period from the date of the report to the OfS. In assessing this liquidity this might include, but is not limited to:
  - A reduction in forecast student recruitment, from UK-based students, EU students, and international students
  - A reduction in forecast income from non-teaching or research activity
  - A reduction in forecast incomes from the provision of accommodation to students
  - An increase in payment of refunds or compensation to students as a result of changes to course delivery, accommodation, or other services.
- Cessation or suspension of delivery of higher education, including the inability to award qualification or credit. Providers were asked to report to OfS any cessation or suspension of delivery of any programmes to current students where reasonably equivalent alternative study options have not been provided. We were required to report where we:
  - No longer delivered higher education to one or more group of students
  - Ceased or suspended delivery of one or more modes of study to current students, for example no longer delivering a programme on a part-time basis
  - Ceased or suspended delivery of higher education, in whole or in part, to current international students with a visa issued under a Tier 4 licence
  - Ceased or suspended delivery of higher education in such a way that current students who expected to complete their programme in the 2019/20 academic year were unable to do so

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[32] https://www.officeforstudents.org.uk/media/5b874e9b-5588-4bec-b386-d83d59a20401/covid-19-reportable-events-guidance.pdf

- Had lost accreditation by a professional, statutory or regulatory body (PSRB) because of changes to the delivery of higher education made as a result of the pandemic.

We did not have to report:
- That we had moved teaching and assessments to an online or other delivery method
- Had temporary closed a campus or the provider as a whole, as long as the teaching continued to be delivered.

- The provider was unable to award qualifications or credit for any unit, module or programme
- The provider decided to transfer students between its teaching sites
- A provider withdrew offers made to applicants due to start a course in or after April 2020. We were required to report where we longer intended to accept an intake where offers had already been made. However, we did not need to report where:

  - We postponed the planned start date of the programme
  - We transferred offers to an equivalent course due to start in 2020/21.

In light of the above, we did not need to report to OfS any "reportable event" that was put in place during the pandemic. Where any decisions were taken that programmes were not to run in 2020/21, offer holders were offered a place on an equivalent programme.

Appendix 6:
Condition G update: Accountability for fees and funding

Assurance can be given that King's does not charge its students above the fee limit determined by the College's quality rating and its access and participation plan, and complies with the terms and conditions attached to financial support from the OfS and UK Research and Innovation under sections 41(1) and/or 94(2) of HERA.

Annual registration fees
The annual registration fees for OfS, and the QAA (as Designated Quality Body) were paid when requested (OfS was paid 24th June, when the deadline was 15th July, and QAA were paid 29th May, when the deadline was 30th June).

Unlike 2019, there was no issue with paying the Designated Quality Body fee this year, following a revised process of notification put in place by the OfS/QAA. Confirmation of receipt of fee was received by the Associate Director (Quality, Standards and Enhancement) from the Quality Assurance Agency for Higher Education (QAA) on 29th May 2020.

The annual registration fee for HESA (Designated Data Body) has been paid but unfortunately missed the deadline. This was due to a number of issues, including the invoice not having a valid King's email address (so it was not received electronically), the original invoice not having a PO number, and due to Covid-19 and remote working, staff were unable to retrieve and forward the hard copy to finance. Correspondence is now being had with HESA to ensure correct contact details are on record for future communications to ensure this problem doesn't occur again, and finance have added this reminder to their records for next year to ensure payment is paid in sufficient time.

Appendix 7:

New time-limited Condition: Z3: Temporary provisions for sector stability and integrity

In response to Covid-19 pandemic, the OfS introduced a time-limited condition of registration that prohibits:

- The use of 'conditional unconditional' offers, where an offer is only unconditional if the applicant makes that university or college their firm choice.
- A university or college making false or misleading statements about other higher education providers in order to discourage prospective or current students from accepting offers or registering with them.

Other unconditional offers to UK students that could materially affect the stability and integrity of the English Higher Education sector could also be found to breach the condition.

Assurance can be given that King's complies with this new, interim, condition. We refrained from changing any statuses to unconditional within this time-limited period. It should be noted, we make Unconditional *offers* only when the applicant is post-qualified and assessed to be above our offer threshold for that year's cohort. We will do this for a small number each year.

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[i] Green: above average; Amber: below average but above lower quartile; Red: below average
[ii] Green: above average; Amber: below average but above lower quartile; Red: below average
[iii] Green: 95% and above of reports received; Amber: 75 – 94% reports received; Red: below 75% reports received
[iv] Green: 100% of new External Examiners received an induction; Amber: 75 – 99% of new External Examiners received an induction; Red: fewer than 75% of new External Examiners received an induction.
[v] Green: 100% confirm standards are appropriate or above standard; Amber: 75 – 99% of reports confirm standards are appropriate or above standard; Red: fewer than 75% confirm standards are appropriate or above standard.
[vi] Green: less than 10% reports had concern on academic standards raised; Amber: 11 – 15% reports had concern on academic standards raised; Red: 16% and above reports had concern on academic standards raised
[vii] Green: 100% and above of reports confirmed response; Amber: 90 - 99% of reports confirmed response; Red: fewer than 90% of reports confirmed response
[viii] Green: 95% and above of reports received; Amber: 75 – 94% reports received; Red: below 75% reports received
[ix] 100% of new External Examiners received an induction; Amber: 75 – 99% of new External Examiners received an induction; Red: fewer than 75% of new External Examiners received an induction
[x] Green: 100% confirm standards are appropriate or above standard; Amber: 75 – 99% of reports confirm standards are appropriate or above standard; Red: fewer than 75% confirm standards are appropriate or above standard.
[xi] Green: less than 10% reports had concern on academic standards raised; Amber: 11 – 15% reports had concern on academic standards raised; Red: 16% and above reports had concern on academic standards raised

[xii] Green: 100% and above of reports confirmed response; Amber: 90 - 99% of reports confirmed response; Red: fewer than 90% of reports confirmed response
[xiii] RAG is judged against the timescales in the published regulations

Proposal for a new King's College London degree award type: Master of Nursing (MNurs)

Proposal

We request Academic Board's approval of this proposal for King's to establish a new type of award: a Master of Nursing (MNurs) degree.

In considering the proposal, Academic Board should also note an exemption from the requirement in Academic Regulation G.20 (para. G20.21) for the proposed MNurs award to include a research project would be needed.

Rationale

It has long been recognised that nursing is both science and art (Norman & Ryrie, 2018; Altschul & Simpson, 1977). Nursing as a science is often apparent and quantifiable. However, the art of nursing is sometimes overlooked or hidden (Hallett, 2012). The art of nursing bridges information from nurses to patients in a skilful way. It is the application of the science to nursing to deliver compassionate care to meet patients' individual needs (Pittman, 2006).

The QAA Masters Characteristic Statements suggest the MNurs award is most similar to the category of a Professional Master's degree. The MNurs award will lead to professional Registration with the UK Regulator for Nursing, the Nursing and Midwifery Council (NMC), and programmes leading to the MNurs will be governed by the NMC's Standards for Pre-registration Nursing programmes.

The Faculty already offers a portfolio of postgraduate, pre-registration nursing programmes which lead to professional registration with the NMC. These are offered over two academic years with Master of Science awards, and lead to NMC registration in a single field of nursing practice (Mental Health Nursing, Adult Nursing, or Children's Nursing).

By developing a new professional master's degree "Master of Nursing" (MNurs), it recognises the duality of nursing as both as an art and a science. The Master of Nursing award would afford the opportunity to further integrate the art and science of nursing in a dual-registration programme, i.e. one which leads to registration with the NMC in two fields of Nursing.

The new MNurs award proposal has been developed to support a new postgraduate programme for which approval from PDASC will be sought in due course. The proposed programme will lead to registration in the fields of Adult Nursing and Mental Health Nursing. Integrating mental and physical healthcare has the potential to vastly improve the care that patients receive (Cutcliffe and Santos, 2018). Therefore, graduates of the MNurs would be equipped to meet the complex and long-term health care needs of specific populations and patient groups where mental and physical health care needs are inextricably linked. The programme will meet the NMC requirements for dual registration, meaning graduates will have a more diverse range of career options. We believe this will be an attractive prospect for some applicants.

Meeting NMC requirements within the curriculum for an additional field of nursing within two years means we will not have sufficient space within 180 credits to include a formal research project or dissertation as part of the award. An exemption from the requirement in Academic Regulation G.20 (para. G20.21) for the proposed MNurs award to include a research project would be needed.

In making this request, the Faculty recognises that King's is a Russell Group institution. The Faculty is committed to producing graduates who are able to use their knowledge and innovation to transform patient care. The Faculty's teaching is embedded in research and evidence-based practice, and our students are taught to analyse nursing research and to apply evidence to improve outcomes for patients.

We believe the dual-registration programme can be cohesive and innovative in the market, and will be embedded in research and evidence-based practice. It will meet local (and national) demand for nurses to deliver both physical and mental health care, which is strongly supported by our NHS Trust partners.

Should the MNurs award proposal not be approved, the dual-registration programme in development could use a Master of Science award. However, such a programme could not be delivered within two academic years due to the NMC requirements on curriculum content for a pre-registration programme leading to registration in two fields of Nursing. Such a programme would be a much less attractive option in the market.

Confirmation the MNurs award will meet the QAA Masters Characteristic Statements
The Master of Nursing (MNurs) award will meet the characteristics associated with a Professional or Practice Master's degree:

- Learning will be structured, and programme curricula will be developed in accordance with the requirements of the Nursing & Midwifery Council (NMC), and through discussions with our practice partners.
- Programmes with the MNurs award will include practice placements to allow students to complete the nursing proficiencies and practice hours required of registered nurses as part of their training, per the requirements of the NMC.
- Programmes with the MNurs award will include research methods training, and a 30-credit module assessed a by project completed through independent study.
- Award of the Master of Nursing will meet the requirements for registration or entry to the Nursing profession in accordance with the requirements of the NMC.

Comparison of award

Appendix 1 provides a summary of the Faculty's current portfolio of postgraduate, pre-registration nursing programmes, alongside the proposed new award and the one other programme in the UK which is a direct comparison.

The MNurs award will be offered on a pre-registration nursing programme, i.e. a programme which includes the theoretical and clinical curriculum content required by the NMC, and which leads to professional registration as a nurse. The NMC Standards for pre-registration nursing programmes set out the regulatory framework under which such programmes operate – see *Appendix 2*.

The Faculty already offers a portfolio of postgraduate, pre-registration nursing programmes with which lead to registration in a single field of Nursing and which use a Master of Science (MSc) award. The Faculty proposes the MNurs award will operate in a similar way to the rest of the portfolio, but the programme will lead to registration in two fields of nursing. See *Appendix 1* for a summary.

There are several other UK universities which currently offer a Master of Nursing award – all are pre-registration nursing programmes. None of the institutions are in London, and four are Russell Group members:

University of Birmingham	University of Southampton
University of Bradford	University of Wolverhampton
University of Manchester	University of York
University of Plymouth	

Of these, all are undergraduate four-year integrated Master's programmes (HE Levels 4-7), and thus are not a useful comparison to the proposed Master of Nursing award at King's.

There is one other HEI, City, University of London, which offers a postgraduate, pre-registration programme leading to registration with the NMC in two fields of nursing. This is the only postgraduate dual-registration programme in the UK which is available in three years – see *Appendix 1*.

There are currently no UK universities offering a two-year, dual-registration postgraduate Master's award. We believe a new King's postgraduate Master of Nursing award leading to registration in two fields and completed over two years can be attractive and distinctive in the marketplace.

Proposed new award name:
Master of Nursing

FHEQ Level
HE Level 7

Duration of award
Programmes with the Master of Nursing award will be 24 months in duration.

This two-year duration is in alignment with the framework set out in Academic Regulation G.20 (para. G.20.20), which prescribes that Postgraduate taught degrees (level 7) will "*extend over a period equivalent to a minimum of one calendar year full-time*".

It is also in alignment with the NMC requirements for pre-registration nursing programmes, (see *Appendix 2*). In summary, undergraduate pre-registration nursing programmes must be three years, whilst at postgraduate level they can be two years in acknowledgement of the advanced standing of postgraduate students.

Structure of award
A proposed award structure is set out in a table in *Appendix 3*.

The award will require a minimum of 180 credits, and the FHEQ level of the award will be level 7. The award will include a 30-credit research methods training module, including a project undertaken through independent study. An exemption from the requirement in

Academic Regulation G.20 (para. G20.21) for the proposed MNurs award to include a dissertation would be needed.

We are proposing that up to 30-credits of modules within programmes using the MNurs award can be taken at HE level 6. This is to facilitate the development and inclusion of optional modules at HE levels 6 or 7, in support of the College's Education Strategy.

Description/criteria of award
The programme of study, taught in accordance with curricula that meet the requirements of the NMC, shall be followed over a period equivalent to two years full-time.

A programme proposal for the dual-registration programme for which the MNurs award is intended is under development, and will be submitted to Programme Development & Approval Sub-Committee (PDASC) in due course. This will also be subject to NMC approval, which will be managed in the usual way in accordance with the procedures set out in King's Policy on Professional, Statutory & Regulatory Body Recognition.

Appendix 1

A comparison of the proposed King's Master of Nursing (MNurs) award with other King's pre-registration nursing programmes, and a postgraduate Masters programme offered by another UK HEI:

Institution	Degree Type	Degree Award	FHEQ Award Level	Typical Duration	Award credits required per academic level				Nursing Registration with NMC	NMC Programme Requirements *		Major Project / Dissertation?
					Level 4	Level 5	Level 6	Level 7		Theorys	Practice	
King's College London	Master's	MSc	7	24 months	-	-	-	180	Single field of nursing	2,300 hours of nursing theory Nursing curriculum to meet NMC requirements	2,300 hours of practice placements	Professional practice dissertation, 45-credits
King's College London	Master's	MNurs (proposed)	7	24 months	-	-	-	180	Two fields of nursing	2,300 hours of nursing theory Nursing curriculum to meet NMC requirements	2,300 hours of practice placement	Independent project, 30-credits
City, University of London	Master's	MSc	7	36 months	-	-	-	210	Two fields of nursing	2,300 hours of nursing theory Nursing curriculum to meet NMC requirements	2,300 hours of practice placements	Dissertation, 45 credits

More detail on NMC programme requirements is provided in appendix 2

Appendix 2

The following are the NMC's requirements on programme duration, as prescribed in the [NMC Standards for pre-registration programmes](#) (NMC, 2018):

Approved education institutions, together with practice learning partners, must:

<u>NMC Programme standard 2.9</u>:

- Ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies.

<u>NMC Programme standard 2.12</u>:

- Ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC.

<u>Article 31(3) of Directive 2005/36/EC of the European Parliament and of the Council on recognition of professional qualifications</u>:

- The training of nurses responsible for general care shall comprise a total of at least three years of study, which may in addition be expressed with the equivalent ECTS credits, and shall consist of at least 4,600 hours of theoretical and clinical training, the duration of the theoretical training representing at least one third and the duration of the clinical training at least one half of the minimum duration of the training. Member States may grant partial exemptions to professionals who have received part of their training on courses which are of at least an equivalent level. The Member States shall ensure that institutions providing nursing training are responsible for the coordination of theoretical and clinical training throughout the entire study programme.

<u>NMC Programme standard 2.13</u>:

- Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.

Appendix 3

The following table notes the proposed structure of the Master of Nursing award:

Qualification/ Award	FHEQ level	Minimum overall credits	Range of credit levels	Highest level required (programme specifications will detail where a student may take modules of a higher level)	Minimum credits at highest level	Lowest level permitted	Maximum credits at lowest level	Maximum number of credits permitted with a condoned fail (core modules excluded). Unless specified, condoned fails may not count towards the minimum credits required at the highest level. Substitute modules are included as part of the condoned fail quota, even if they are passed at the normal pass mark
Master of Nursing (MNurs)	7	180	6-7	7	150 (to include a 30-credit project undertaken through independent study)	6	30	All credit to be passed with the minimum pass mark.

Context and purpose of the Degree Outcomes Statement

The DOS should cover final classifications for graduates on Level 6 courses and must include descriptions of our degree algorithms, the outcomes of any recent review of classification practices and policies, and how they help us protect the value of qualifications we award. It must explain the scope of review activity, and the extent to which external examiners took part or fed into it. One of the purposes of the degree outcomes statement is to look at trends over time, to compare the results for the last academic year (the 2018-19 HESA cohort) with a meaningful range of previous years. We have compared data from 2014/15 to 2018/19.

The degree outcomes statement is a brief, high-level report, setting out:
- what has happened (the 'institutional degree classification profile' section)
- what has changed (for example, where were the major changes to grade distribution), and
- why it has changed (exploring any justification for sudden or unexpected changes to distribution, plus details of any planned internal review).

The degree outcomes statement must be signed off by our governing body. External assurance is recommended. ASSC will be considering whether a Chief External Examiner should be appointed, with one duty being to provide this external scrutiny.

It is recommended that the statement should be between two and three sides of A4, although recognising that this may vary due to the individual nature of your student numbers, mission and governance structures. The College will work to this brief in future iterations of the statement.

It will be published online and publicly available, alongside our academic regulations and policies.

The degree outcomes statement covers the following areas, as recommended by the QAA:
1 assessment and marking practices
2 institutional degree classification profile
3 academic governance
4 classification algorithms
5 teaching practices and learning resources
6 identifying good practice and actions

Whilst it is not mandatory to publish risks and challenges and proposed actions in statements if we wish to consider them internally. The final part of this paper outlines the planned actions to be taken by the College over the coming academic year and will contribute to future iterations of the DOS. Details of the actions have not been included in the externally published document.

Degree Outcome Statement

2014/15 – 2018/19

Undergraduate Student Numbers

King's recruits the highest calibre of students, with many programmes in recent years recruiting in a highly competitive environment. During the period of this document, King's UG students enrolments have increased as follows:

	2014/15	2015/16	2016/17	2017/18	2018/19
Undergraduate student numbers (headcount)	17,610	17,770	18,250	18,925	19,200

Externally accredited programmes

King's has 77 undergraduate programmes accredited and/or registered by a range of external organisations and PSRBs. These include the MB BS (accredited by the General Medical Council), Pharmacy (accredited by the General Pharmaceutical Council), programmes delivered by the Dickson Poon School of Law (Solicitor's Regulatory Authority/Bar Standards Board) and programmes delivered by the Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care (Nursing and Midwifery Council). While these PSRBs do not influence the design of the specific degree algorithm used, they have previously influenced the College's condonement rules for their specific programmes.

Programme approval

All programmes are mapped against the Framework for higher education qualifications at the point of programme approval. Additionally, programme approval procedures ensure that there is consideration of relevant QAA subject benchmark statements during the development of the programme. Subject benchmarks are also re-visited during the process of programme review. King's makes use of external expertise during the programme approval and review procedures, asking external specialists to review the programme and module documentation to confirm that sector reference points are/continue to be met.

Assessment and Marking Practices

King's marking criteria was revised in 2015/16 following a comprehensive review and discipline-specific marking criteria were also introduced, following feedback from external examiners.

The College Marking Framework provides guidance to markers on their marking practices and a selection of models to use. Recent developments include:

- clarification on practice where there is discrepancy between 1st and 2nd markers; and
- clarification on practice relating to rubric violations.

External Examiners

King's uses external examiners for all its taught programmes, asking them via their annual reports to confirm to us the academic standards of our programmes are in line with the sector. King's has participated in Advance HE's external examiner professional development programme and, since 2017/18, 66 staff have attended external examiner training.

Institution Degree Classification Profiles

King's degree classification profile[1] since 2014/15 is as follows:

Academic Year	% 1st	% 1st & 2:1	# 1st	# 1st & 2:1
2014/15	29	85	1,014	2,935
2015/16	32	87	1,091	2,935
2016/17	34	87	1,307	3,363
2017/18	36	87	1,475	3,590
2018/19	34	86	1,475	3,766

In the five years since 2014/15, the classification profile shows a 1% increase in the percentage of good honours awarded. The award of good honours and 1st class degrees is higher than the sector average (10% difference for good honours[2] and 6% for 1st[3]), but when we compare our award of good honours and 1st class honours against the average of the Russell Group, in 2018/19 we were on par with our peers for the average for good honours and 1% above the average of our peers for awarding of 1st[4].

Additional data of awarding of good honours broken down into different categories is as follows:

This profile, split between gender:

Academic Year	% Female 1st & 2:1	% Male 1st & 2:1	% Female 1st	% Male 1st	Awards headcount	#1st	#1st and 2:1
2014/15	84	84	27	32	3,605	1,038	3,016
2015/16	86	86	30	34	3,450	1,099	2,965
2016/17	87	87	33	35	3,858	1,298	3,343
2017/18	87	86	34	38	4,114	1,467	3,574
2018/19	86	84	33	36	4,367	1,467	3,735

Split between white and BME students[5]:

Academic Year	% BME 1st	% BME 1st and 2:1	% White 1st	% White 1st and 2:1	Awards headcount	#1st	#1st and 2:1
2014/15	23.9	76.4	31.9	88.3	2,680	774	3,016
2015/16	29.4	82.5	33.7	90.3	2,322	746	2,965
2016/17	29.9	84.3	35.7	90.2	2,541	851	3,343
2017/18	32.9	87.0	38.6	90.8	2,529	917	3,574
2018/19	30.6	84.9	39.3	89.9	2,539	902	3,735

And split between student ethnicity[6]:

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[1] Note this data includes all students, including overseas students.
[2] Sector average is 76% in 2018/19
[3] Sector average is 28% in 2018/19
[4] In previous two years we were 1-2% above the average; prior to that we were below the Russell Group average.
[5] Not all students declare this information
[6] Not all students declare their ethnicity

Academic Year	2014/15		2015/16		2016/17		2017/18		2018/19	
	% 1st and 2:1	#1st and 2:1 of total	% 1st and 2:1	#1st and 2:1 of total	% 1st and 2:1	#1st and 2:1 of total	% 1st and 2:1	#1st and 2:1 of total	% 1st and 2:1	#1st and 2:1 of total
White	88	1473/1669	90	1340/1484	90	1413/1566	91	1354/1492	90	1,294/1439
Other & mixed	83	172/206	87	175/201	86	200/233	87	192/220	87	241/277
Chinese	82	47/57	92	55/60	87	58/67	89	65/73	96	67/70
Black	58	124/212	68	79/117	79	111/141	75	110/146	75	128/170
Asian Pakistani	88	72/82	83	77/93	87	90/104	88	108/123	91	118/130
Asian Other	70	106/152	77	90/117	71	112/139	85	121/142	79	101/128
Asian Indian	84	215/256	86	168/195	87	196/225	92	217/236	89	188/212
Asian Bangladeshi	78	36/46	85	47/55	83	55/66	92%	89/97	81	91/113

Academic Governance

The College has a three-tier governance system for assessment. Assessment Sub-Boards (ASB), at which external examiners are present, review, discuss, and ratify results and classifications. These boards report into Faculty Assessment Boards (FAB), which oversee all ASB practices. FABs in turn report into the Academic Standards Sub-Committee (ASSC), which oversees the College's assessment process, providing assurance to College Education Committee and Academic Board (and ultimately the College Council) of the university's academic standards, while also considering sector developments relating to assessment and academic standards, and revising or developing assessment policy and practice for the whole institution.

Annual reports are provided to the ASSC on the awarding of good honours, along with annual summaries from external examiner reports. Actions are assigned to any themes identified by external examiners, with Academic Board granting final approval. For example, in the 2018/19 UG external examiner reports concerns were raised about the late submission policy, and this policy is now under consideration by ASSC.

These mechanisms provide assurance that qualifications awarded to students are appropriate, in line with sector practices and sector reference points.

Joint Awards

Where a programme is jointly awarded with a partner institution, mark translation schemes are developed to ensure marking practices align. Regulations are negotiated between the institutions involved, to ensure the academic standards of the programme remain robust. For those countries that do not require external examiner oversight, we negotiate with the partner institution to ensure this oversight is in place.

Classification Algorithm

The same degree algorithm has been used over the 11 years King's has used its Degree Awarding Powers (DAP), thus providing assurance that academic standards remain robust and student's degree outcomes are all treated equitably:

Weighting schemes apply and a C-score between 0-100 is calculated by the formula below:

C-score = the sum of the weighted marks [mark x relevant credit volume x weight]

For all undergraduate programmes the following weighting is applied to module marks when considering the award of honours:

- the marks for the best 90 credits at level 6 (and/or level 7 where taken) are given a weighting of 5. Condoned fails may not be included in the best 90 credits.
- the marks for any remaining level 6 credits (and/or level 7 where taken) and any level 5 credits will be given a weighting of 3.
- the marks for all level 4 credits will be given a weighting of 1.
- King's makes provision for condonement. A student may be awarded non-transferable credit for a limited number of non-core modules where the student has failed the module but has attained a minimum for condonement as specified in the programme specification.

Following a QAA Institutional Audit, in 2013/14 Assessment Boards' discretion in considering borderline cases was removed, and an automatic upgrade to the higher classification was introduced where the C-score is within two percent of a higher classification boundary (68/58/48) and where at least 60 credits at level 6 (level 7 for Integrated Masters programmes) or above are in a higher classification. This means all students are treated equitably.

In 2013/14 King's revised its re-assessment regulations to align level 5 and 6 resits to level 7 resits. This meant that for failed assessments, two reassessment opportunities are permitted for level 4, and one reassessment opportunity permitted at levels 5, 6 and 7. This change was a result of a review of the credit framework in 2012, along with further consultation in 2013 and brings King's in line with other university reassessment practices.

King's new Education Strategy began in 2017. Part of the strategy relates to a King's UG programme having a transitional, formative first year and to allow flex in a programme of study. To enable this to happen the current degree algorithm requires review to (a) allow students to have a "transitional" first year and (b) to bring our degree algorithm in line with sector practice where the marks obtained for modules taken in the first year do not contribute to the final C-score, and are not used in the degree algorithm. The new degree algorithm will come into existence from the start of academic year 2021/22.

Teaching Practices and Learning Resources

Supporting teaching practices

As a historically research-intensive institution, in recent years we have prioritised teaching excellence and we have made significant changes to the culture surrounding recognition and reward for teaching and learning performance. An important part of this was the establishment of King's Academy which offers a suite of workshops, professional development opportunities and services to support the delivery of effective teaching for student learning and actively encourage our staff to analyse and reflect on their own teaching practice.

In 2013, King's established an education-led route through to professorial level in the promotions schemes for academic staff which has seen continually increasing engagement. In May 2018 this scheme was further developed into the Academic Education Pathway (AEP), providing a full career structure to ensure appropriate recognition, reward and opportunities for advancement for exceptional educator's at King's.

Graduate Teaching Assistants (GTAs) and other PhD students who teach are also supported through centrally provided and faculty-based introductory training days and bespoke workshops. GTAs are encouraged to apply for recognition from the HEA at Associate Fellowship level and supported via introductory sessions and writing workshops. All educators are supported in developing their digital-education skills by our Centre for Technology Enhanced Learning (CTEL), which runs 18 different face-to-face and online courses.

The impact of our increased emphasis on valuing and rewarding teaching can be seen in the year-on-year increase in the number of staff who engage in professional development and workshops. The HESA 2015/16 data showed that 44% of our staff hold teaching qualifications, up from 42% in 2014/15. Our own internal data shows that the number of employees with at least one teaching qualification has risen from 1754 in 2015/16 to 2174 in

2017/18. 73% of academic staff in 2017 staff survey said that they had been supported in accessing training, learning and development. In their December 2018 re-accreditation of King's HEA Recognition scheme, AdvanceHE said: 'King's College London demonstrates a clear institutional commitment to learning and teaching as evidenced by the King's Education Strategy 2017-2022 and the significant recent investment in the creation of the King's Academy'.

Learning resources

Libraries: King's is committed to the provision of an information infrastructure to support excellence in research, learning and teaching and there has been substantial and ongoing investment in this area. There are six libraries covering all campuses and additionally there is a special collections library and an archives reading room which are available to all students, as well as the Gordon Museum. In response to student feedback, opening hours have been extended and standardised; including improved weekend and vacation access and 24/7 access for eleven weeks prior to the summer examinations. The main libraries are open from 8.30am – 1am throughout the year, and two stay open during the Christmas vacation.

King's Foundations: King's Foundations provides support to help international students develop and strengthen the English language skills necessary for successful transition to academic study at King's. King's Foundations provides support around language and study skills development to all students and this supports students in understanding and enhancing their overall academic skills. In-sessional and study skills support programmes are available to students on a first-come first-served basis. Study skills support is aimed at students whose first language is English and in-sessional support is aimed specifically at those who do not have English as their first language. Both programmes support students in adjusting to a new academic and cultural environment.

IT support: King's has invested substantially in its IT infrastructure in recent years and adopted policies and procedures that support it in its accessibility aims, including a Lecture Capture Policy adopted in 2014/15. King's has developed an on-line learning environment: King's E-Learning and Teaching Services (KEATS), a Moodle open source software with added functionality via a number of plugins, including online submission and marking (TurnItIn), e-portfolio system (Mahara), reading lists online (Talis) and Lecture Capture (Echo 360). It includes a variety of activities and resources including forums, wikis, interactive tutorials and quizzes to aid students learning.

Estates: King's continues to invest in enhancements to our estate for the benefit of students. In 2015 the university signed 50-year leases on Bush House Centre Block, Bush House North East Wing & Bush House South East Wing, on Aldwych. Investing approximately £100m, King's worked in partnership with students to co-design and build a high quality, technology rich-space, which now houses staff and students from the King's Business School and a number of other academic departments, as well as state-of-the-art learning and social spaces and enhanced student facilities. Students were central to the design of the learning and teaching spaces in Bush House and in a 2017 survey, 92% of student respondents felt that the teaching spaces in Bush House supported their study and learning activities, and two thirds believed that the learning environment increased their study and learning performance.

The King's Education Strategy 2017 – 2022 makes a commitment to continue investment in formal and informal, innovative, and digitally-enabled learning spaces. In support of this initiative, a £47m investment was approved to develop accommodation for a new department of Engineering, featuring highly innovative teaching and learning spaces and resources. Our teaching and learning spaces are tailored to the disciplines being taught within them. In 2016, a new clinical skills laboratory was opened at our Denmark Hill campus. This £1.3m investment was based on student feedback that requested more dedicated space for clinical skills practices and simulation. Furthermore, a £20m development is being undertaken with the Clinical Research Facility in Denmark Hill, along with King's Health Partners and the Wellcome Trust.

Improved attainment milestones:

- The supportive learning environment and strategic initiatives impacts continuation rates for students from low participation backgrounds (POLAR Q1)[7], and we have seen an increase in attainment for all students, but in particular for specific student groups.
- Between 2014/15 and 2016/17, our BME attainment gap for first-class and upper-second class degrees decreased from 11% to 4.9%.
- Further, the good honours attainment from our full-time students from National IMD Q1 and 2 increased from 76.1% in 2012/3 to 81.7% in 2016/17, and the attainment gap between young and mature students decreased from 7.6% to 2.2% in the same period.

Personal tutors: Every UG student is allocated a personal tutor on enrolment and are encouraged to meet them at least once a term. In addition to personal tutors, each Faculty also has a Senior Tutor, who a student can approach if their personal tutor is not available. A personal tutor dashboard has been developed, and training is provided to aid tutors in meeting their students and holding discussions with them. As part of the Education Strategy 2017-2022 a review of the personal tutoring system is being undertaken.

Identifying good practice and actions

The following have been identified as areas of good practice:

- Academic standards are overseen by a robust governance structure, from Faculties through central College e.g. Assessment Sub-boards through to College Council.
- All student awards are calculated using the same degree algorithm.
- Assessment Sub-Boards do not have discretion when determining borderline awards. By automating borderline consideration all students are treated equitably.
- Regulations and policies are reviewed annually to ensure they remain fair and fit-for-purpose.
- Demonstrating excellence in teaching is an essential criterion to all taught academic appointments and promotion.
- Academic Education Pathway: a new full career structure to support excellent educators
- Supportive learning environment, ensuring all students have support during their programme of study.
- At each stage of a programme life cycle (from programme development, approval, review, assessment, final award) external advisers are used.
- External examiners continually write in annual reports the academic standards of our programmes are in line, and often above, those elsewhere in the sector.

This Statement was prepared prior to the Coronavirus pandemic and does not include reference to the impact that it may present on future degree outcomes.

In addition to the workstreams identified in ASSC's schedule of business, the following is a brief outline of developments that will contribute to future iterations of the DOS:

- New degree algorithm designed for introduction in 2021/22 (with King's Business School as early adopters).
- Review of regulations relating to reassessment, condonement, progression rules. There will be no change to automated borderline cases.
- A review of marking models and marking criteria.
- A banded marking pilot.
- A review of the mitigating circumstances process.

- Introduction of e-assessment
- Changes to academic governance re: Assessment Boards. Assessment Boards will become more strategically focused.
- Developing further King's approach to digital education e.g. developing an integrated online learning environment that is simple to use, fostering blended learning etc.
- A new Graduate Teaching Assistants (GTA) framework is being developed, to provide training to our PGR students in relation to learning and teaching.

Acknowledgements

This statement has been produced with the assistance from staff within the Directorate of Students and Education, staff within Strategy, Planning and Analytics, Faculty Assessment Board Chairs, and a working group of the Academic Standards Sub-Committee.

Formal consideration of the statement has been held with the Academic Standards Sub-Committee, College Education Committee, Academic Board, before final approval by College Council.

This Statement was prepared prior to the Coronavirus pandemic and so this version does not include reference to the impact that it may present on future degree outcomes.

POLICY NUMBER DIGITAL EDUCATION POLICY

Policy Category:	Academic/Academic-Student
Subject:	Digital Education
Approving Authority:	Academic Board
Responsible Officer:	Vice President and Vice Principal (Education)
Responsible Office:	Vice-Dean Education in each Faculty
Related Procedures:	Physical teaching: Procedures for Lecture Capture and recordings of other educational activities
	Online teaching: Digital Learning, Flexible Teaching and Learning (KEATS)
	Copyright
Related College Policies:	Intellectual Property, Commercial Exploitation and Financial Benefit, Code of Practice
	IT Acceptable Use Policy
Effective Date:	September 2020
Supersedes:	Lecture Capture and Recording Other Educational Activities Policy and Procedures.
	Faculty-specific policies.
Next Review:	July 2023

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I. Purpose & Scope

The purpose of this policy is to establish the university policy, governing principles and responsibilities for Digital Education to meet our objectives:
- for students to experience high quality teaching and learning that is technologically enhanced,
- to provide opportunities for contact and collaboration between staff and students, and
- to add value to the teaching and learning experience at King's.

The policy addresses synchronous teaching sessions both in class and online or other educational activities made by or on behalf of King's College London, as well as student-initiated recordings.

The university's Education Strategy promotes flexible learning and programme structures that recognise the use of digital content as a method of innovative learning which supports flexibility. Digital production of synchronous and asynchronous educational activities, including video, photos and moving film images, made by or on behalf of the university, is particularly important in the context of our commitment to equality and diversity, as it meets our obligations to embed inclusive practice into teaching.

This policy and its accompanying procedures apply to all potential devices, infrastructure and technology that may be used for digital educational activities and in accordance with King's core, recommended and recognised technologies. This policy is location neutral and includes educational activities produced and delivered both on and off campus.

As per the IT Acceptable Use Policy, King's staff and students working from jurisdictions with different laws around IT use and internet access should not use university-provided technologies as a way of skirting local laws.

II. Definitions

Alternative text: Alt text (alternative text) is a word or phrase that can be inserted as an attribute in an HTML (Hypertext Markup Language) document to tell Web site viewers the nature or contents of an image.

Asynchronous teaching: Asynchronous teaching happens on the students' schedule. Instructors provide educational activities which allow students to satisfy requirements within a flexible time frame. Methods of asynchronous online learning include streaming video content, self-guided lesson modules, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Consent: The consent of the data subject means any freely given, specific, informed and unambiguous indication of his and her wishes by which the data subject, either by a statement or by a clear affirmative action, signifies agreement to personal data relating to them being processed.

Core technologies: These technologies comply with university policy and legal requirements and are considered business critical systems. Account creation, access, maintenance and user support is fully supported by IT. Mobile access is an important consideration as is seamless integration with other learning technologies.

Data controller: The natural or legal person, public authority, agency or any other body which alone, or jointly with others, determines the purposes and means of the processing of personal data.

Data processing: Any operation or set of operations performed upon personal data or sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

Digital Education materials: Digital teaching, learning and assessment materials for the interest and consumption of King's College London staff and students which may include, but are not limited to, audio and visual recordings, video, lecture capture, presentations, podcasts and notes.

Educational activities: Teaching, learning and assessment activities for the interest and consumption of King's College London staff and students which may include, but are not limited to, lectures, laboratory demonstrations, presentations, seminars, tutorials, academic teaching and student assessments, whether conducted in person or on-line.

Lecture Capture: The digital recording of lectures using Classroom Capture Software and Podium PC, commonly referred to as Echo 360 and subsequent publication of the teaching sessions via the Virtual Learning Environment.

Personal data: Any information relating to an identified or identifiable natural person ("data subject"). An identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that person.

Recognised technologies: Recognised technologies tend to be in use by a range of faculties but are not formally supported by IT as they are not currently sustainable or scalable to be supported across King's. Faculties administer and support these technologies locally.

Recommended technologies: recommended technologies are supported by King's College London and/or are recommended to enhance learning and teaching provision. They are all accessible to staff and students using a King's username and password. These technologies are supported by a range of services in King's.

Recordings: The action or process of capturing sound and visual images (still and moving) of an activity or performance for subsequent reproduction or broadcast.

Sensitive personal data: Personal data, revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership; data concerning health or sex life and sexual orientation; genetic data or biometric data.

Synchronous teaching: Synchronous teaching, or 'live' events, are where students and instructors come together in a virtual space to a) foster learning and belonging through social interaction and community; and b) to provide opportunities for students to practice the key skills needed to achieve Learning Outcomes. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

Virtual Learning Environment: Education learning platform and supporting technologies – commonly referred to as KEATS.

III. Policy

A. General Principles

1. Digital educational activities are an integral part of the student education experience and as such are an integral part of the curriculum design.

2. An inclusive, high quality student experience is a key priority of the Education Strategy and Vision 2029. As such, teaching styles may need to be adapted for the purpose of a variety of education activities.

3. King's core and recommended technologies should be used for producing and delivering educational materials. Recognised technologies should be used only in situations where core and recommended technologies are deemed unsuitable, e.g. where a recommended technology lies outside of a remote students' jurisdiction. As per the IT Acceptable Use Policy, King's staff and students working from jurisdictions with different laws around IT use and internet access should not use university-provided technologies as a way of skirting local laws.

4. Only core and recommended technologies will be supported centrally. Administration and support for recognised technologies will need to be provisioned locally.

5. Digital activities and materials, including recordings, will not be used for staff performance management purposes and will not be the basis for instigating performance or disciplinary proceedings.

6.   Where possible teaching materials should be pre-recorded or recorded live, depending on the mode of delivery. Where it is impossible to record teaching due to ethical issues, copyright or the use of sensitive materials render recording inappropriate, a reasonable alternative of sharing information must be sought.

7.   Recordings of assessment, for example presentations, may be required for internal and external verification purposes to maintain rigour in assessment.

8.   Digital content must be inclusive and therefore accessible by design. This includes, but is not limited to, providing captions, transcriptions and alternative texts. Staff are expected to engage with the training and resources available to support this.   This applies to any external speakers who are engaged by faculties to deliver teaching.

9.   This policy will be implemented in compliance with the Equality Act 2010, Data Protection Legislation, including the General Data Protection Regulations (GDPR), the Copyright, Designs and Patents Act 1988 (CDPA), The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 and any additional or successor legislation or regulation.

B. Consent to be recorded and to use recordings

Consent not required

10.   Recording of educational activities, is deemed to be in the legitimate interests of the educational objectives of King's College London and to be a reasonable expectation of students and staff, meeting the conditions under Article 6, recital 47 of the General Data Protection Regulation (GDPR). Thus, personal data in these instances can be processed without obtaining prior consent.

11.   Academics may opt out of the recording of live lectures (in-classroom and online) in consultation with their faculty's Vice Dean (Education), on grounds relating to section A6 above. In the case of an opt-out to live education activity if the university has an overriding legal obligation to provide the information in an accessible format, an alternative provision must be made.

12.   It must be made clear to students and staff, in advance where possible, when a recording is taking place. At any time, students and staff have the right to know which sessions were captured and who will have access to the recording. Where possible this notification will be automated within recommended technologies when recording begins, either through an in-classroom lecture recording light, or by a similar identification when online as follows:

⚠ **Recording has started.** This meeting is being recorded. By joining, you are giving consent for this meeting to be recorded. Privacy Policy

13.   The university as the data controller has the responsibility to approve and process opt-outs, except in circumstances where the university can demonstrate a compelling legitimate ground for making digital content available, which overrides the interests, rights and freedoms of the individuals being recorded.

Consent required

14.   Explicit opt-in consent must be obtained for recordings of sensitive personal data of the staff or students being recorded.

15.   Explicit opt-in consent through the appropriate consent form must be obtained for recordings of non-King's employees (such as guest speakers).

16.   Explicit opt-in consent through the appropriate consent form must be obtained where recordings are made of educational activities not directly linked to the curriculum, or those designed for public consumption. This applies for all identifiable individuals who will appear in the recording, whether they are the main focus of the recording or identifiable in the background.

17.   Students wanting to directly record other students for educational purposes (e.g. in informal or formal teaching environments or when practicing an oral presentation) must gain permission from the individual being recorded.

C. Digital Education Materials: content and rights

18.   For any form of interactive teaching involving substantive student participation or for sessions with members of the public present (such as seminars, tutorials, special events), recording is not permitted without obtaining opt-in consent at the beginning of such activities of the lecturer and all participants.

19.   With prior permission of the lecturer, students are permitted to make audio recordings (not video) of lectures on personal devices for their own personal use.

20.   Where practicable all educational content and recordings made by University staff or on behalf of the University staff should be made on University owned devices to support fair and lawful processing of personal data.

D. Digital Education Materials: storage, access, and dissemination

21.   All digital education materials must be stored, accessed, disseminated and processed in accordance with the university's Information Technology Regulations.

22.   Digital education materials will only be made available to the individuals for whom the original material was intended, unless explicit consent for further dissemination has been obtained from person(s) recorded.

23.   Digital materials made by students, made for disabled students and made on behalf of those with other personal needs are intended for the recorder's or intended recipient's personal use and must not be re-distributed, shared or re-used by any means.

24.   In the event of industrial action, previously recorded material will not be used for the purposes of making up for lost learning except with the express permission of the member of staff.

25.   Except where authorised by the University, including seeking appropriate consent, digital education materials are not for public consumption by any means.

26. Digital education materials linked to modules will be made available on the Virtual Learning Environment (KEATS) to authorised faculty staff and students.

27. All education materials will be made available promptly. Live recorded sessions will be made available within 12 hours, unless a delay is requested at the time of scheduling. Transcriptions will be available within two weeks.

28. The university reserves the right to retain digital education materials from individuals or to remove materials if already disseminated.

29. Misuse of digital materials, including unauthorised dissemination of them, will be treated as misconduct and will be handled through the appropriate disciplinary process.

30. Recordings for assessment purposes should be used for grading and administration purposes within King's College London only and should not be shared except, as per the Student Data Collection Notice, where they are shared with other educational institutions for the purpose of verifying University awards.

E. Digital Education Materials: editing and destruction

31. If staff or students wish to have digital material edited, they must request a change from the person responsible for the material being created. This request must specify which material they wish to have changed. In case of disagreement, the matter shall be resolved by the relevant Vice Dean of Education.

32. Recordings of educational activities made by or on behalf of the university should be permanently erased once they have served their purpose.

33. Recordings and other digital education materials will be kept by the university for a minimum of four years from the date of recordings. Recordings and other digital education materials can be retained for a longer time where a need exists. Where possible, Educational content is kept for a period of 10 years.

34. Students must permanently delete all personal copies of King's digital materials as soon as they have served their purpose or as soon as they cease to be a student, whichever comes soonest.

35. Recordings of summative assessment for the purpose of internal or external verification should be kept for the length of the programme + 1 year with reference to the University's Retention Schedule.

36. An individual has the right to request the deletion or removal of personal data including participation in recordings of educational activities where they withdraw consent or where there is no overriding legitimate interest for continuation of processing.

F. Performer Rights

37. Where relevant, it is assumed individuals assign their performer rights to King's College London for recordings of educational activities for the originally intended purpose.

G. Intellectual Property

38. The university owns the intellectual property in all the teaching materials that staff generate or create whilst working for or at the University. This includes the content and recordings of educational activities as covered by the 'Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefit'

39. Permission to record personal audio copies does not give recorders any intellectual property in, or entitlement to use, the content other than for their own personal study. Content includes information imparted by the lecturer or session lead, as well as the views and arguments of fellow students.

H. Moral Rights

40. As per the 'Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefit' document, any 'Covered IP', including moral rights, created by any Personnel during the course of their duties of employment at the University, will be owned by the University.

I. Copyright

41. A recording is a copyright work in its own right. Unless separate contract terms apply, the university owns the copyright in recordings made by its employees during their employment (or duties assigned to them).

42. Subject to fair-dealing, modest amounts of copyright material may be included within a lecture that is recorded under the terms of the copyright exceptions in UK law that allow their inclusion for the specific purpose of illustration for instruction (s.32 CDPA), for criticism or review, or quotation (s.30 CDPA), caricature, parody or pastiche (s.30A CDPA), or in order to make an accessible copy (s.31A-F CDPA).

43. These exceptions allow for the use of modest excerpts from literary, dramatic, musical or artistic works, sound recordings, films or broadcast provided that the use is accompanied by sufficient acknowledgement and that the instruction is for a non-commercial purpose.

44. For use of copyrighted materials that extend beyond the fair-dealing clause, extra consideration must be taken.

45. Where a recording is challenged by a rights holder or deemed unacceptable for other reasons, such as if it is judged to be defamatory in nature, the university requires others or itself to make edits or deletions to the recordings.

J. Data management

46. The university's Data Protection Policy allows the university as 'data controller' to process personal data in relation to employees, students, research subjects and other users, for education and student/staff support services where there is a legitimate need.

47.   Where digital materials are held in online environments, it should be noted that a user's access to and use of online services can be monitored and is an example of the type of personal data held by the university, as stated in the Student Data Collection Notice.

48.   With regard to recordings of educational activities, individuals have the right to obtain confirmation that their data is being processed and to get access to their data. Individuals are also entitled to have personal data rectified if it is inaccurate or incomplete.

IV. COMPLIANCE REPORTING AND MONITORING

1.   Non-compliances with this policy will be reported to Vice Deans of Education.

2.   Metrics around non-compliance may be used to develop focused supporting guidance.

V. REVIEW AND UPDATE

1.   The policy will be reviewed no less frequently than three years by the College Education Committee.

2.   The procedures and associated responsibilities will be reviewed annually.

Appendix: guidance to students on "staying safe online throughout your studies"

(NB: students are required to confirm that they have "read, accept and will stay up to date with" this guidance as part of the enrolment/re-enrolment task.)

King's College London is committed to protecting the dignity of its students in their learning and participation in university life, and in their interactions with others. All students and staff have the right to expect good conduct and professional behaviour from others, and have a corresponding responsibility to behave professionally and with good conduct towards others. Online communications must in all ways meet the conditions of the university's policies concerning communications, dignity, equality, diversity, inclusion, and respect.

Staying safe online at King's
When participating in any discussion forum, live seminar, or other online meeting (e.g. with a personal tutor or student support services), please take account of the following in order to keep yourselves and others safe:
- Treat your facilitator and other students with respect. Comments or images that would be inappropriate in a face-to-face environment are also inappropriate online.
- Language must always be professional and appropriate, including other members of your household that may pass in the background.
- When using cameras, the background should be blurred or a template should be used. Be mindful of your surroundings and use an appropriate room for video calling. Video calls should not be carried out from a bedroom unless the background is concealed.
- When on a video call you must wear suitable clothing, as should anyone else in the household whilst the call is taking place.
- If a video call is to be recorded, all participants must be notified at the start of the session.
- Photographs or screenshots of a video call must only be taken with verbal consent.
- If screens are shared at any point, the individual must ensure that all extraneous tabs or browsers have been shut down.
- If your programme is conducted in English you should always post contributions in English to enable everyone to understand, unless specifically requested to do otherwise.
- Ensure you only post messages that are related to the discussion and avoid posting the same message multiple times ('spam').
- Be careful to only share content that you have a right to make available under any law.
- Messages sent in the course of the programme should only be shared with the permission from the sender, unless requested to by an administrator for site administration purposes.
- KEATS or other King's College London online learning spaces should not be used to advertise products or services for profit or gain.

Staying safe when using social media and other online services
When using social media and other online services, you should think about how activity can impact on your life (and the lives of others) outside of the online world. We recommend taking the following steps:

Protect your reputation. Consider how future employers may perceive your content and comments and bear in mind the permanence of what your post. Language, nudity and activities considered or interpreted to be offensive or antisocial may impact on your employability.

Avoid criminal activity. Abusive behaviour, bullying and 'trolling' can be illegal in some instances and may lead to criminal charges. Behaviour that is perceived by individuals to be hostile or prejudiced towards themselves or others based on perceived or actual race, religion, gender,

sexuality or disability could be considered a hate crime or hate incident [Metropolitan Police].

Think about what you post. Posting content obtained through deception or breaching the privacy of others (such as secretly-filmed video or content shared with you privately through apps) not only causes pain and embarrassment to others, but may also be considered illegal.

Keep your details private. Posting personal details such as your address, regular locations or student card can make you vulnerable to identity theft and other crimes. Always avoid putting your personal safety or that of others at risk. Security settings on social media can change, so review your privacy settings regularly.

Take reasonable measures to prevent the transmission of computer viruses, such as not opening email attachments received from unsolicited sources.

Maintain professional standards. Sharing social media content about your workplace and individuals while on placement, work experience or working in a healthcare setting may conflict with data protection legislation, non-disclosure agreements or impact on the position of a company or organisation in the marketplace. You should never assume that you have consent to share personal information on any social platform (including closed groups and messaging services).

Keep passwords secure. Make sure passwords are strong, and never share them with anyone else. Don't leave your computer unlocked with your social media or other sensitive accounts logged in. If you log into social media accounts on your phone, make sure you have a passcode set up on it.

Proposal for a new type of King's award: Doctor of Clinical Dentistry (DClinDent)

Executive summary

This paper proposes a new postgraduate award type for King's College London: a taught Doctorate of Clinical Dentistry (DClinDent) degree to be run at the Faculty of Dentistry, Oral & Craniofacial Sciences.

It was endorsed by ASSC on 23 September and CEC on 30 September.

New DClinDent degrees will ultimately replace the existing MSc programmes in Paediatric Dentistry and Special Care Dentistry if the establishment of a DClinDent is approved.

The DClinDent award will at FHEQ Level 8, requiring a minimum of 540 credits.

This degree will meet the QAA Characteristics statement for Doctoral Degrees

The QAA. Characteristics Statement Doctoral Degree, UK Quality Code for Higher Education, Part A: Setting and maintaining academic standards updated in February 2020 set out the requirements for doctoral degrees and this programme will satisfy the characteristics of a professional or practice Doctorates degree.

Citing this UK Quality Code for Higher Education "*Professional and practice-based doctorates usually contain taught elements with significant lecture and seminar content, but final award of the doctorate is based on a supervised research project, projects or portfolio*".

The DClinDent will include a dedicated 90-credit research project.
In addition, there will be a further 90-credits of research-based activity:
- 30-credit Research Methods and Biometry Module
- 30-credit Research Project Literature Review
- 30-credit Audit Project including a literature review of the topic.

The portfolio element will consist of Case Studies, Clinical Portfolio, and Work-Based Evaluations.

The establishment of this degree will enable the development of the programmes to improve the student experience in both the academic and research aspects of the training in the dental specialties and make the programme attractive to overseas sponsors wishing to develop academic leaders with a strong research background, in particular clinical research.

Paper submitted by:

Faculty of Dentistry, Oral & Craniofacial Sciences

Proposal for a new type of King's award: Doctor of Clinical Dentistry (DClinDent)

The Faculty of Dentistry, Oral & Craniofacial Sciences request that the Academic Board approve the proposal for King's College London to add to its portfolio of degrees a taught Doctorate of Clinical Dentistry (DClinDent).

The DClinDent award will be a Full-Time (FT) taught Doctorate over a minimum period of 3-years at the Framework for Higher Education Qualifications (FHEQ) level 8, requiring a minimum of 540 credits.

This degree will meet the QAA Doctoral Degree Characteristics statements.

According to the QAA. Characteristics Statement Doctoral Degree, UK Quality Code for Higher Education, Part A: Setting and maintaining academic standards updated in February 2020 this will satisfy the requirements for a doctorate degree within the category of a Professional or Practice Doctorates degree. This document outlines the characteristics as such.

> *"Professional and practice-based doctorates provide an opportunity for individuals to situate professional knowledge developed over time in a theoretical academic framework. As such, they have different structures from other forms of doctorate. They are often post-experience qualifications and therefore they are frequently the doctoral degree of choice for mid-career professionals. However, in some cases they are required for entry to a profession, namely as a license to practice, or undertaken for reasons other than career development".*
>
> (*page 8*, Part A: Setting and maintaining academic standards - Doctoral Degree. 2020)

This document also states that "*Professional and practice-based doctorates usually contain taught elements with significant lecture and seminar content, but final award of the doctorate is based on a supervised research project, projects or portfolio*". This FT taught doctorate of 540 credits, will include a 90-credit research project, plus two 30-credits research-based modules. The portfolio element will consist of Case Studies, Clinical Portfolio, and Work-Based Evaluations.

Rationale for the Proposal

1. Current Structure of Clinical Master's programmes at FoDOCS

The Faculty currently run a number of Clinical Master's level programmes that lead to entry into the assessment processes for registration as a Dental Specialist. These require the student to gather a portfolio of clinical cases and satisfy a training-hours requirement (typically 4500 hours).

The current Masters in Paediatric Dentistry and Special Care Dentistry are 2-year courses with academic and clinical training, but these programmes do not meet the entry requirements for the specialist membership examinations in their fields. Therefore, the students undertake an additional year of training, which is facilitated by them passing their MSc examination and then undertaking a 60-credit PGCert in Advanced Clinical Practice as a registered KCL student. The students will then enter for the Tri-Collegiate Diploma of Membership in Paediatric Dentistry (M Paed Dent) examination administered by the Royal College of Surgeons of Edinburgh.

This arrangement has been termed a 2 + 1 arrangement, which has worked well until recently.

Meetings held with sponsors of our overseas students on these programmes have expressed their dissatisfaction with this arrangement and we were informed that they were considering no longer sponsoring students for these 2 + 1 courses.

FoDOCS recognises that these are niche programmes with low numbers of applicants (typically 6 MSc Paediatric Dentistry and 4 Special Care Dentistry). They do represent a sizeable proportion of the Faculty's income stream. The overseas students on these courses currently invest £45K per annum for each of the three years in attendance. If KCL were no longer in this market this would mean that there was a significant shortfall in income.

The Faculty does run 3-year MClinDent courses, which do satisfy their respective specialist membership examinations. While there is an option to redevelop the MSc programmes into MClinDents, we are aware that many of our competitor Universities have been running DClinDent degrees for a number of years. Again, the overseas sponsors indicated that they recognise the standing of KCL as a leading worldwide University, but they challenged us to consider that sponsors and students may wish to undertake doctorates (DClinDents) rather than MClinDents.

This could lead to top performing applicants not considering to KCL as their first choice for study.

2. **Degrees offered by the Dental Faculties of other Universities**

Paediatric Dentistry is offered at Doctorate Level over a 3-year training programme at four of our competitors:

Queen Mary University of London (DClinDent)

University of Sheffield (DClinDent)

University of Edinburgh (DClinDent)

The University of Liverpool offer a DDSc

Paediatric Dentistry is offered at Master's Level at the

University College London

University of Manchester

University of Leeds

Special Care Dentistry is currently offered at Doctorate Level at one University and at Master's level by two Universities in the UK

The University of Liverpool offer a 3-year Special Care Dentistry DDSc

University College London (UCL Eastman Dental Institute)

University of Aberdeen

The ability to offer a DClinDent would restore KCL to the forefront of Paediatric and Special Care Academic and Clinical Training.

3. **Structure of the Degree**

   Proposed new award name:
   Doctor of Clinical Dentistry (DClinDent)

   FHEQ Level
   HE Level 8

   Duration of award
   Programmes with the Doctor of Clinical Dentistry award will be 36-months in duration with a maximum period of registration of 7-years full-time.
   This is in alignment with the framework set out in Academic Regulation G.9.2
   Minimum and maximum periods of study for taught doctorate programmes.

   Structure of award
   This satisfies the requirements of R3.1

   > *In addition to a research component resulting in the submission of a thesis at doctoral level:*
   >
   > > *a) a professional doctorate programme shall include elements of a practical/work-related/professional nature and formally taught elements appropriate to support the academic objectives of the degree programme*

   A proposed award structure is set out in a table in *Appendix 1*.
   The award will require a minimum of 540 credits, and the FHEQ level of the award will be level 8. The award will include a 90-credit research project, plus three 30-credits research-based modules. The portfolio element will consist of Case Studies, Clinical Portfolio, and Work-Based Evaluations.

   Within the structure of the award there may be appropriate exit points the characteristic of these will be specified in the programme specifications. The rationale for these exit awards will be outlined in any future programme proposal.

   Description/criteria of award
   The programme of study shall be followed over a period equivalent to three years full-time.
   Assessment policies and progression requirements will satisfy both the regulations for Postgraduate Taught and Postgraduate Research programmes according to Regulation R1

   > *In addition to the General Regulations, the Regulations for Research Degrees apply to all students registered on research degree programmes at the College. For research degree programmes with taught elements, the Regulations for Taught Programmes will also apply.*

   The establishment of this degree will enable the development programmes that will aim to improve the student experience in both the academic and research aspects of the training in the dental specialties. It is anticipated that this will enable the programmes

to be attractive to overseas sponsors wishing to develop academic leaders with a strong research background, in particular clinical research.

The proposed structure of the degree will be modular with 180-credits earned per year, with a final total of credits achieved being 540 at the end of the 3-years. There will be appropriate exit points, which will be outlined in detail in the programme specifications.

Bibliography

QAA. Characteristics Statement Doctoral Degree (2020). UK Quality Code for Higher Education. The Quality Assurance Agency.

https://www.qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-statement-2020.pdf?sfvrsn=a3c5ca81_14

Appendix 1

This table illustrates the proposed model for the Paediatric Dentistry iteration of the degree.

D.CLIN.DENT Model for Paediatric Dentistry			
Year 1		Principles of Clinical Governance	15
		Research Methods and Biometry – (On-line module and AH sessions)	30
		Science of Paediatric Dentistry 1	30
		Clinical Paediatric Dentistry 1	75
		Research Project Literature Review	30
		Credits Yr 1	**180**
	Exit Awards	PG Cert Dental Studies	(60)
		PG Diploma Dental Studies	(120)
Year 2		Science of Paediatric Dentistry 2	30
		Paediatric Dentistry - Case Studies	30
		Paediatric Dentistry – Audit Project	30
		Clinical Paediatric Dentistry 2	90
		Credits Yr 2	**180**
	Exit Award	MSc Paediatric Dentistry	(min 180)
Year 3		Science of Paediatric Dentistry 3	30
		Clinical Paediatric Dentistry 2 - Case Studies, Clinical Portfolio, & Work-based Evaluation	60
		Dissertation	90
		Credits Yr 3	**180**
	Exit Award	MClinDent Paediatric Dentistry	(360)
		Plus satisfactory completion of the training hours for entry into the Specialisation Assessment Process	
	Full Award	DClinDent Paediactric Dentistry	(540)
		TOTAL CREDITS for DClinDent	***540***

Draft guidance framework for using teaching evaluations as part of PDR process

Introduction

In 2019/20 the College introduced teaching evaluations as part of the module evaluation policy. When interpreted alongside other indicators, student evaluations on teaching can provide helpful insight to the individual teacher, module leader and line manager about how students experience their teaching. Over time, the collection of longitudinal student evaluations of teaching will allow individual teachers to reflect on how developments in their practice have been received by students.

Purpose of teaching evaluations

The purpose of teaching evaluation is:

- To provide information that can support discussions in Performance Development Reviews for teaching staff, and help in considering any development requirements.
- To improve our ability to recognise and reward individuals with a consistent track record of delivering high quality education.
- To improve our ability to identify trends and patterns in student feedback on modules which require further exploration.

Who sees the results

The *quantitative*[1] scores from module evaluations[2], along with Module Convenor feedback on action to be taken, is released to students currently enrolled on that module within 4 weeks of the closure of the relevant survey.

Module leaders will see both the module evaluation results and teaching evaluation results for all individual lectures attached to that module once the survey has closed.

Individual teaching staff attached to the module will see their **own** teaching evaluation results once the survey has closed.

The following people will have access to the module and teaching evaluation data: Heads of Department; Executive Deans, Deans/Vice-Deans Education; Faculty Education Managers; Provosts; and VP Education. These people will only see information which corresponds with their 'remit' (that is, Heads of Department will only receive information pertaining to their department, Executive Deans only information pertaining to their faculty, and so on). Only those modules which have met the reporting threshold of 25% will be included in this distribution.

Use of evaluation data in PDRs

The following principles should govern the way in which evaluation data are incorporated into PDR discussions:

1. The purpose of introducing discussion of evaluation data into PDRs is to assist colleagues in reflecting on their work and further development.

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[1] Qualitative results are not published to students but should be discussed at Staff Student Liaison Committees
[2] There is currently no set reporting threshold for release of quantitative results to students.

2. Evaluation data may act as a 'flag' to prompt a conversation about any areas of concern. However, student evaluations **should not be taken on their own as an assessment of teaching performance** because:

- They only provide a single perspective on an individual's teaching.
- They are an indicator of student *satisfaction*, not necessarily of student learning or the quality of education.
- There is evidence that student evaluation of teaching can demonstrate biases[3], including unconscious bias and bias against quantitative subjects.
- Evaluations can reflect discomfort when innovative teaching or assessment techniques are introduced which are unfamiliar to students, and we do not want to discourage innovation in teaching and assessment as a consequence of concerns about the short-term risk to module/teaching evaluation scores.

   All PDR reviewers should be sensitive to these limitations of evaluation data. At the same time, these limitations should not unduly stand in the way of constructive PDR conversations about the outcomes of the teaching evaluation and areas for improvement or development.

3. Module evaluations should always be considered alongside other information that may be available about the individual's education contribution (e.g. external examiner reports, outcomes from peer review processes, etc).

4. Contextual information should be taken into account by the PDR reviewer. This information might include the subject matter of the module, or the introduction of innovative but unfamiliar teaching or assessment methods.

5. For 2020/2021, to mitigate against COVID-19 pandemic, a new teaching model has been introduced, which for many staff has involved unfamiliar teaching methods. The teaching model has also been deeply unfamiliar to our students. PDR reviewers, line managers and others are expected to understand and take account of these circumstances in PDR meetings and other conversations about module evaluation data in 20/21.

Process

It is expected that all colleagues will incorporate a reflection on their module and teaching evaluations in their PDR paperwork. They may choose to attach the full data, or summarise the data within the PDR form. This should always be accompanied by a reflection on the data and a person's own evaluation of their outcomes, strengths and areas for further development.

PDR reviewers should ensure that the review meeting covers a discussion of the evaluations and the reviewees' reflections on their teaching work over the year.

The normal processes in PDR review apply for referring concerns about performance to the Head of Department. The Head of Department should always take the above principles into account in approaching any conversations with colleagues about their teaching performance.

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[3] Mengel, F., Sauermann, J., Zölitz, U. 2019. Gender Bias in Teaching Evaluations. Journal of the European Economic Association, Volume 17, Issue 2, April 2019, Pages 535–566, https://doi.org/10.1093/jeea/jvx057

Academic Board	
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FOI release	Subject to redaction
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Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Update on the Academic Strategy (Research)	30 June 2020	Main	Discuss	No
2. King's Together COVID Rapid Call funding (and, more generally, successes in COVID-19 research activity)	30 June 2020	Main	Note	No
3. HR Excellence in Research (HR EiR) Award Submission (to note)	30 June 2020	Consent	Note	No
4. Post Graduate Research (PGR) Academic Regulations 2020/21	30 June 2020	Consent	Note	No

For discussion

1. Update on the Academic Strategy (Research) (Main agenda)

Research is a core element of King's identity, and plays a central role in everything we do, care about and teach. Our research endeavour faces considerable challenges from the COVID-19 outbreak, particularly through disruption of our ability to access on-site research facilities, and to conduct patient-facing research. A further challenge will take effect next year when we reach the end of our "transition period" with the European Union. Whatever the difficulties presented by the current circumstances, delivering "research to inform and innovate" remains central to our Vision, and it is of paramount importance that we ensure that the King's community works together to enable research to continue to progress.

King's Academic Strategy for research aims to support our research activity in the best possible way during the 18-24 months crisis caused by the COVID-19 outbreak, maintaining the research momentum and ensuring that King's research is in the best possible place to resume growth in 2021.

In order to sustain the momentum of our research, we will focus our activity on six enabling priorities:

- *Transforming the way we deliver research on-site.* We must create new ways of working to maximise our research capabilities while keeping our staff and students safe at all times.

- *Maintaining our momentum for outputs and grants.* Research is easy to stop but hard to re-start. A continued focus is needed to maintain our upward progress, and regular monitoring of our performance (through the agreed research KPIs) will inform targeted activities and future action.

- *Supporting the academic pipeline.* Delivering a positive research culture, that offers the best opportunities and training, from postgraduate students to postdoctoral and early career researchers, and senior academics.

- *Focusing on equality, diversity and inclusion*. To understand and mitigate the effect this crisis has had in widening inequality, and to enhance King's support for under-represented groups.

- *Facilitating industry engagement and commercialisation*. Enhancing partnerships to deliver societal and economic benefit and increasing the transformation of our research into commercial activity.

- *Enhancing our research infrastructure.* Maintaining the platforms and facilities that enable our research is critical to maintain our momentum; a particular focus will be on e-research, which is a major unmet need across the university.

The Academic Strategy (Research) is currently in consultation phase, and a Town Hall meeting is scheduled for 3rd November 2020.

For note

2. King's Together COVID Rapid Call funding (and, more generally, successes in COVID-19 research activity (Main agenda)
King's has made a major contribution to the UK's response to COVID-19, but our research has also been significantly affected through a variety of factors. Through our Academic Health Science Centre, King's Health Partners (KHP), we have extremely close links to three leading NHS Trusts, placing us at the heart of the crisis.

We have launched two rapid-response King's Together calls since the lockdown was announced in late March 2020; combined, the rounds received more than 350 applications; 50 awards were made to a value of more than £700,000 (from university and fundraising sources). These awards encompass the health and social implications of the pandemic. Health research funded includes Professor Mitul Mehta on cognitive outcomes following SARS-CoV-2 infection, and Professor Tim Spector and Dr Clare Steves for the development of the COVID symptom study app, which has now been downloaded by nearly 4 million people across the UK. Social science research funded includes Professor Bobby Duffy, working with Professor Anand Menon, on the impact of COVID-19 on perceptions of and attitudes to inequality.

Examples of research programmes that have been set up in response to the COVID-19 outbreak include:

- Creation of the COVID-19 Symptom Tracker App, which recruited >4.2m people across the UK to identify how fast the virus is spreading in each area, the highest-risk areas in the country, and who is most at risk, by better understanding symptoms linked to underlying health conditions (summary in *Science*).

- Setting up an NHS-accredited COVID-19 diagnostics centre, the June Almeida Laboratory.

- Creation of the Life Lines project, which allows family to see and speak to patients in intensive care units using "virtual visiting" via a tablet using a secure online platform (>1,000 devices provided to >150 UK hospitals).

- COVID-19 Survey on Misperceptions, Expectations, Attitudes and Behaviour: seeking to understand interactions between public perception of likely future outcomes, including economic and financial impacts, varying levels of trust and confidence in government actions etc.

3. HR Excellence in Research (HR EiR) Award Submission (Consent agenda)
On 29 July 2020 we have submitted the report and action plan to renew the HR Excellence in Research Award. By holding the award we retain external accreditation that we are implementing the terms of the Concordat to Support the Career Development of Researchers.

4. Post Graduate Research (PGR) Academic Regulations 2020/21 (Consent agenda)
College Research Committee was asked by Academic Board to consider revised Academic Regulations for 2020/21. The item was discussed at the CRC meeting on 30 June 2020 and the regulations were approved unanimously.

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Report of the College International Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. International Profile & Reputation Working Group	1 July 2020	Consent	Note	No
2. Delivery Priorities for 2020-21 Academic Year: Cultural Competency	1 July 2020	Consent	Note	No
3. Global & Regional Envoys – **Annex 1**	1 July 2020	Consent	Note	No

For note

1. International Profile & Reputation Working Group (Consent agenda)
A verbal report was received from the workstream leads of this group established as part of King's response to Covid, reviewing achievements and contributions to international student engagement, recruitment and delivery of our academic strategy for education in 2020-21. Workstreams included Communications & Engagement for Retention & Recruitment, Collaborative Provision & Mobility, English Language Testing, and Differentiation Narratives. Outcomes included alternative English Language Testing solutions, plans for microcampus pilots, virtual exchanges and internships, launch of King's Stories social media campaign, and a menu of exceptional cross-College learning opportunities that differentiate King's and tell the King's story. The Chair noted that these workstreams had not only been responding in real time to student challenges, but also undertaking important strategic planning and creative development. One such additional outcome was work addressing the risks and challenges of teaching sensitive topics in a fully flexible learning environment.

2. Delivery Priorities for 2020-21 Academic Year: Cultural Competency (Consent agenda)

Members were joined by Drs Sarah Bowden and Ben Schofield from Arts & Humanities for an update on the accelerated development of a cultural competency programme for all King's students and staff. Cultural competency is a core value of King's internationalisation strategy. Resource packs, including videos and activities will embed this in inductions and encourage discussions at department level, many of which are already underway. A web site is planned for September to support an awareness-raising campaign (www.kcl.ac.uk/cultural-competency). Workshops in Term 2 will address a range of themes including race, gender, citizenship, digital, Covid and democracy, enabling co-development of the course to come. All students and staff will encounter this at their point of entry, with current staff engaging as part of their ongoing personal and professional development. Further updates will follow in subsequent meetings.

3. Global & Regional Envoys (Consent agenda)

Dr Tania Lima, Director of Global Engagement, shared an update with members of progress to appoint Global & Regional Envoys to represent King's internationally. Terms of Reference for these roles are attached here. The Chair confirmed that announcements for priority regions would be made at the start of the new academic year.

Terms of Reference for Global & Regional Envoys

Global Reach as a pillar of Internationalisation 2029

Global Reach is one of the three pillars of King's *Internationalisation strategy* (the other two being *King's internationalisation Identity* and *Internationalisation at Home*). Our aim is to expand King's reach in every region of the world through strategic entry points that align with our vision and support the College's priorities. This is not simply about increasing the number of King's partners. Nor is it about international travel. Rather, it is about a more deliberate aligning of the excellent partnerships built over time across regions of the world, with expertise and interests of King's staff as well as alumni presence in those regions. We will leverage our strengths in each region to maximise King's impact in one or more of the following areas:

- Research – including key research partnerships and related funding in the region

- Education – including student recruitment, collaborative provision and scholarships

- Global service including SDG-related impact

- Alumni engagement

- Third stream income generation underpinned by a sound ethical framework

Three strands of activities underpin the implementation of this pillar of the internationalisation strategy in addition to partnership development and management. The first is the development of 9 regional networks at King's, co-chaired by academic leaders from Arts and Sciences and the Health Faculties, who actively engage in those regions. Regional networks facilitate an inter-disciplinary convening of staff (from all faculties) with interest and activities in the regions that can be leveraged for strategic initiatives. Staff will in turn benefit from King's institutional engagement in those regions. They are not typically aware of the range of work undertaken in a particular region by King's staff beyond their own faculties and about funding and scholarship opportunities available in different regions.

The second strand is the Internationalisation Development Forum, which was established on a temporary basis to convene key academics with expertise in the regions, with Vice-Deans. Several orientation workshops were held both face-to-face (in October 2019 and January 2020) and virtually (in April and May 2020). Participants also deliberated on the implementation of King's internationalisation strategy amid unfolding global challenges including Brexit and COVID-19. The Forum's last workshop will be held virtually in July 2020.

The third and final strand is the nomination of Global and Regional Envoys who will support/ assist the VP International alongside the Global Engagement team to lead engagement with key partners in all 9 regions. Envoys will help embed and promote

ownership of King's internationalisation 2029 across King's faculties among academics who have expertise and familiarity with these regions. Appointment of Global Envoys will also send an important signal to partners who see senior level engagement as a clear indicator of our commitment.

The outbreak and impact of COVID-19 has made our global reach agenda all the more important. Engagement with partners has assumed a new urgency particularly in the virtual space. Ordinarily, the role of VP International in undertaking high level engagement with international partners is complex, varied and voluminous but it is even more so in a post-Covid-19 world. More effort is needed for high quality engagement with partners in the virtual space. We will need some of our trusted partners to align our position on study abroad and other collaborative provision, sharing of lab and online programmes and other activities.

Terms of reference for Global Envoys

VPI International will nominate two senior experts from among participants in the Internationalisation Development Forum with considerable international engagement experience in several regions of the world to serve as Global Envoys from 1 August 2020 to 31 July 2022. One Envoy will be from Arts and Sciences and the other from the Health Faculties. Spending cumulatively no more than one day per week in the course of each year, Global Envoys will deputise for the VP International while supporting Global Engagement work. In doing so, they will:

- Engage globally, ie in two or more regions of the world as required – remotely and in person when required

- Represent King's (all its faculties) in discussions with partners regarding education, research and service opportunities, in order to move forward our strategic engagement and deliver concrete outcomes; work with the Global Engagement team to engage the relevant academics across King's to increase breadth and depth of King's strategic partnerships

- Host inbound delegations from partner institutions as well as attending relevant events in partner institutions, either remotely or presentially, including conference keynotes, MoU signing ceremonies, etc.

- Represent King's for marketing purposes and in Alumni events across the world as required

- Participation in discussion of third-stream income generation (currently organised as commercial activities) with partners in university, government and industry relating to regions of focus

- Support fundraising activities in priority countries across the world.

Terms of reference for Regional Envoys

Five Regional Envoys will also be nominated from the Internationalisation Development Forum participants. They will represent the VP International and work closely with the Global Engagement in activities relating to one specific region. They will:

- Engage remotely and in person when required

- Host inbound delegations from partner institutions in the regions concerned

- Represent King's for marketing purposes and in Alumni events in the region of focus

- Support fundraising activities in area and region of focus.

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Report of the College Service Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's Update	23 June 2020	Consent	Note	No
2. #ContinuingToServe stories	23 June 2020	Consent	Note	No

For note

1. Chair's Update

The Service Committee Chair, Professor Jonathan Grant (Vice President & Vice Principal, Service), gave an update on Service at King's:

Update on #ContinuingToServe

The Chair gave an update on Continuing to Serve (CTS), King's university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference in response to COVID-19, wherever they may be. A CTS mailbox was created and King's internal and external communities can submit requests and offers through a form found on the CTS website. He explained that through the CTS Request and Offer Form and inbox, 37 requests and offers had been made and that 12 had been fulfilled. An additional 13 were in the process of being brokered. The remaining requests and offers had been advertised to the King's community and are continuing to be. Additionally, we know anecdotally that King's students and staff have been taking up the externally led opportunities that have been advertised, but it is not possible to capture this data without a volunteering platform.

Since the last College Service Committee meeting:

As we prepare to welcome our new and returning students in September, we are bringing #CTS to a close. While #CTS as a response to COVID-19 will end, the incredible ways that our students, staff and alumni serve society will continue.

If you would like to find out more about Service at King's, please visit the Service webpages. If you have a story to share or a query about volunteering, please contact service@kcl.ac.uk. If you would like to find out more about how we work with and support our local communities in London, please visit the London webpages. If you have a query related to our work in London, please contact london@kcl.ac.uk

COVID-19 has emphasised the centrality of Service to King's

The Chair discussed how Service has enabled King's to make a significant and innovative contribution to society, both through and beyond its education and research offerings. The Service ethos determined King's quick

response to COVID-19, with students and staff developing inspirational ways of contributing to the fight against the pandemic.

The number of Service stories has significantly increased over the past two months and the stories that are posted via the main King's channels often receive the most likes and shares. In April, the Times Higher Impact Rankings result was the second highest performing Twitter post from the main King's account, receiving 231 likes and 123 shares. The top performing post was about King's researchers identifying a rapid COVID-19 testing method and received 265 likes and 132 retweets. This story was the highest performing on the King's Facebook page, receiving over 1,000 likes. The second highest performing Facebook post received 443 likes. In May, the story on how former King's students raised over £13,000 to help save London's iconic Globe Theatre was the top performing Twitter post, receiving 161 likes and 49 shares. The story on King's being recognised for promoting Good Health and Wellbeing in the Times Higher Impact Rankings was the highest performing Facebook post in May, receiving 241 likes. This response demonstrates how passionate our community is about Service.

Apprenticeship Levy

King's is an Apprenticeship Levy paying employer. Each month, King's pays money into the levy. Monies from the Apprenticeship Levy can only be spent on apprenticeship learning with a registered provider and cannot cover any of the employment costs. Each month 0.5% of the salary bill is added into a digital account to spend on apprenticeship learning, therefore King's current annual contribution to the levy is just under £1.9m. After two years, if it has not been spent, any money remaining in the account is handed over to HMRC.

King's levy pot is over two years old and so each month, monies are being given straight across to HMRC. King's current annual spend from the levy is only £135k, therefore a small proportion of the £1.9m total. There are currently c.33 colleagues undertaking apprenticeships, but a full audit needs to be completed to see how many have completed their training and who are yet to complete. When the longer-term strategy for apprenticeships at King's has been developed, there will be clear criteria for how colleagues can utilise the scheme.

There is an opportunity to 'transfer' or 'gift' a percentage of the unspent apprenticeship levy funds to other organisations that can support and arrange apprenticeships, up to a maximum of 25%. Therefore, King's has the potential to gift £475k.

Approval has been given to use this gifting opportunity to support and advance King's Strategic Vision 2029, specifically the Service and the London priorities. The £475k will therefore be split between King's London (working with Southwark, Lambeth and Westminster) and King's Cornwall, where relationships with the local area and the council and community groups have been strengthened in recent months. Based on an average cost for apprenticeships of between £6-8k, this gives King's the opportunity to support between 30-40 apprentices in each location which will make a significant difference to the respective local communities.

The broader approach to apprenticeship training and staff development opportunities at King's is being led by Lorraine Kelly, Director of Organisation Development, and more information will be disseminated to faculties in due course.

Update on King's Cornwall

King's decided to scope a national partnership in Cornwall after an assessment of opportunities across the UK. After a consultation process with local voluntary and community groups, Cornwall Council and residents, four themes were identified that captured the needs of the area: Education and Attainment; Health and Wellbeing; Creating Connections and Young People in the Community. Although a King's Service Centre colleague continues to spot opportunities for collaboration at a small scale, we will not be writing a business case for investment in programmatic activity at this stage due to covid-19 and competing financial pressures. However, the Apprenticeship Levy provides an opportunity to make a positive difference.

Welcome to King's Service Hub

There will be an 'In Service to Society' themed online hub on 15th September as a part of the Welcome to King's programme for students. This will showcase Service-related activity, highlight the ethos of Service to new students and give them the opportunity to sign up to projects or initiatives that benefit our external communities.

Racism and Equality at King's

The Chair acknowledged the difficult few weeks that preceded the Service Committee in relation to the death of George Floyd and the Black Lives Matter movement and how the period provided a time for reflection. The Service team recognises that they have a role to play given the aims of the Service strategy and have tried to evaluate the impact of Service activities to ensure diversity and inclusion, conducting Equality Impact Assessments on the strategy itself as well as new policies and projects. The Chair explained that the Service team would welcome any feedback from the Service Committee on Service at King's and their approach.

KEF Survey

Louise Gough (Director, Strategy & Planning (Service) raised the Public and Community Engagement Survey in preparation for KEF and asked that Committee members share it widely. She explained that it is a self-assessment, so it gives the opportunity for staff to assess King's activity and raise awareness of projects and important work being done.

2. #ContinuingToServe Stories
We wanted to share the stories that were collated and celebrated as part of #ContinuingTo Serve with Academic Board. This is an amazing demonstration of our student, staff and alumni contributions to COVID-19 so far. These stories were published between March-August 2020.

King's Research and Clinical Response
- King's opened a COVID-19 diagnostics centre to relieve pressure on NHS testing sites. It is staffed by a team of over 120 volunteers, made up of PhD students, postdoctoral researchers, research assistants and academics, and was made possible through King's Together funding. BBC London covered the story.
- Staff from the School of Biomedical Engineering & Imaging Sciences have been producing up to 200 bottles per day of hand sanitiser, making the School's supply of alcohol available for others. The hand gel will be distributed to MRI scanners, staff, community services workers and GSTT.
- A new trial to prevent organ failure in COVID-19 patients is being led by clinicians and scientists from FoLSM and the University of Cambridge. The trial will test whether re-purposing existing drugs which target the body's own immune response can prevent people suffering severe organ failure. This is part of the coordinated national approach by the UK Government to support the early phase development of potential new treatments for COVID-19.
- The King's Kongo Partnership (Part of King's Global Health Partnerships) and health partners in DR Congo delivered training on preparing for COVID-19 to doctors, nurses & hospital managers at the Hôpital Général de Référence in Lukula. They also delivered PPE & vital supplies to health centres. See the pictures
- Researchers from King's have joined a multidisciplinary team that has developed a low-cost COVID-19 testing lab inside a shipping container that can process up to 2,400 tests per day. The portable lab can be deployed anywhere in the world and processes results in just 5 hours, with the help of liquid-handling robots. The collaboration is led by Dr Davide Danovi from the School of Basic & Medical Biosciences
- Levels of the pollutant nitrogen dioxide (NO_2) have reduced significantly during lockdown, research from King's has found. The average hourly concentration of NO_2 decreased by 21.5% across London due to lower road traffic.
- Professor Clare Brant, Co-Director, Centre for Life-Writing Research, Arts & Humanities Research Institute, shared five tips for life writing from home and finding inspiration during lockdown.
- Alumnus and GP Daniel Grace (Medicine, 2012) is supporting the response to the COVID-19 outbreak in rural Zambia through his role as Medical Director of The Virtual Doctors, which provides medical advice via a smartphone app.

- King's Global Health Partnerships are working alongside health workers in Somaliland, the Democratic Republic of Congo and Sierra Leone to help support their response to the COVID-19 outbreak. By working closely with long-term partners, hospitals and governments, KGHP are strengthening the capability of their African partners to respond and save lives.
- Researchers from the School of Immunology & Microbial Sciences have compared antibody tests and found that affordable, quick and easy-to-use disposable antibody tests can reliably detect antibodies against novel coronavirus in hospitals and in the community.
- Researchers from King's Business School have published a paper urgently calling for a new deal for the UK's two million health and care employees, building on the widespread public recognition and value of their role during the pandemic.
- In light of the local lockdown in Leicester, data modelling from the King's COVID Symptom Study app has identified other potential COVID hotspots in the UK. It is hoped that data from the app which suggests that Dudley, Wolverhampton and other areas in the Midlands could be heading in the same direction will prevent future lockdowns by allowing for greater monitoring and focused testing.
- Researchers from the School of Cancer & Pharmaceutical Sciences have received funding from the Global Challenges Research Fund to create a global taskforce to investigate the impact of COVID-19 on cancer treatment.
- King's Global Health Partnerships are working in Somaliland to support health workers at the country's main COVID-19 referral hospital in Hargeisa through training, protective equipment, housing and psychosocial support, as well as online sessions to connect health workers in Somaliland and the UK. Training materials have been co-designed by staff at Hargeisa Group Hospital and volunteers working in the NHS who have experience of managing COVID-19 patients. Read the update.
- Alumna Dr Elizabeth Khadija Tissingh (Medicine, 2008) is working with King's Global Health Partnerships to support healthcare colleagues in the Democratic Republic of the Congo in fighting the COVID-19 pandemic. Elizabeth, an orthopaedic surgeon, says: 'I have never really considered 'service' as being something optional or something separate from the rest of life. Life is at its best when it is lived and shared with others; giving to others - in whatever form you choose - is part of what it means to be human.'
- New research from King's is the first to monitor the long-term antibody response in patients who have had COVID-19. Dr Katie Doores from the School of Immunology & Microbial Sciences found that levels of antibodies that can fight the virus peaked three weeks after the onset of symptoms and then declined.
- Research based on the King's COVID Symptom Tracking App suggests that skin rashes and 'COVID fingers and toes' should be considered key symptoms of COVID-19, and can occur without other symptoms.
- As face coverings become compulsory in shops, Dr Caitjan Gainty, Lecturer in the History of Science, Technology and Medicine, co-wrote an article on how Londoners adopted face masks during the Blitz, and what this means for comparisons between the pandemic and Second World War 'Blitz spirit'
- Analysis of data from the COVID Symptom Study app, led by researchers from King's, is improving our understanding of the disease. The latest data reveals that there are six distinct 'types' of COVID-19, each distinguished by a particular cluster of symptoms.
- King's neuroscientists are collaborating to work out why 60% of COVID-19 patients lose their sense of smell or taste. A team from IoPPN are working with researchers from leading US universities on a project investigating the possible cellular and genetic mechanisms behind the loss of smell in COVID-19 patients.
- Laura Hucks, Director of King's Global Health Partnerships, reflects on how KGHP has worked with partners in four African countries to support the response to COVID-19. She writes, *'These are partnerships which bring mutual benefit. The COVID-19 pandemic has brought this into stark relief – those who volunteered during the 2014 Ebola outbreak took valuable learning into the early days of the NHS response in March and April. Our UK volunteers are not saviours – their experience is rooted in collaboration, learning and development. As Emma Bailey, our Clinical Lead in Sierra Leone rightly said: "It's about listening, as much as it is about doing".'*
- An antibody testing study from King's is improving our understanding of COVID-19. It found that one in five people in London and the South East who have been infected with coronavirus didn't show any symptoms
- Dr Claire Wilson from the (IoPPN) is leading the UK arm of an international study to better understand how COVID-19 impacts the mental health of pregnant women and new mothers.

- A team of researchers, led by Dr Rachel Loopstra from the School of Life Course Sciences, along with colleagues at the University of Sheffield, have been awarded a ESRC grant to explore the handling of increased food insecurity in the UK during the COVID-19 pandemic. The proportion of the UK population facing food insecurity is thought to have quadrupled during the pandemic.
- The Department of Health & Social Care has announced a £2 million grant to support ongoing data collection by the ZOE COVID-19 Symptom Study app. App data will be analysed by King's and used to help track infections across the UK.
- Harris Makatsoris, Professor of Sustainable Manufacturing Systems, has been awarded the President's Special Award for Pandemic Service by the Royal Academy of Engineering, in recognition of his work which has contributed to scaling up production of COVID-19 vaccine substances discovered by fellow scientists. Watch Professor Makatsoris' Spotlight on COVID interview to find out more about his research.

Mental Health/Wellbeing
- Stephen Anurag Prathipati (MSc Public Policy & Management, King's Business School) has co-founded an online forum to support the wellbeing of fellow international students, providing them with a place to share concerns and talk to others in a similar situation. To help him set up this online platform, Stephen drew on civic leadership skills and experience he has developed at King's, including participation in this year's King's Civic Challenge and the 48hr Start-Up Bootcamp at the Entrepreneurship Institute.
- 140 staff and students based all over the world took part in the Great King's Virtual Run . £720 was raised to support Guys and St Thomas's Charity and Evelina London Children's Hospital, which takes the total raised by the King's Sport community during the pandemic to over £3000.
- Science Gallery London Mediator Merle shares craft activities that she has been enjoying and reflects on how they could improve wellbeing, as part of a series considering the themes of the Gallery's previous exhibition, ON EDGE: Living in an Age of Anxiety.
- The Chaplaincy and Choir of King's College London continue to present 'A Moment of Calm', every weekday evening from 5 – 5.10pm.
- Oli Austen, a senior technical officer in the Faculty of Life Sciences & Medicine, and the founder of the King's Community Garden, has been sharing gardening advice with students and colleagues on Teams, encouraging them to boost their wellbeing by connecting with nature during lockdown.
- In the context of the current public health crisis, during 2020-21 King's Health Faculties students will benefit from a structured forum to reflect on the emotional element of working in healthcare. The Centre for Team-Based Practice & Learning in Health Care will work with academic colleagues in the Faculties to pilot Schwartz Rounds for students.

Service in the Community
- King's partners with Into University, a charity that supports under-represented young people get to university. With King's support, IU are continuing to support over 100 primary and secondary aged students in Lambeth with learning and mentoring via telephone, to try and ensure that vulnerable students don't fall behind their peers during this educational gap. One parent said, "I am so grateful that IntoUniversity is here to offer us support even when schools have shut. It makes an enormous difference to our lives and has helped to maintain a routine for my child."
- Widening Participation's RomBelong programme is continuing to support Gypsy, Roma and Traveller students to continue their education from home. Partnering with charity The Traveller Movement, RomBelong are offering bespoke 1-2-1 tuition over the phone or online, addressing the digital divide by using whatever technology students can access. Chrissie Browne, a final year Nutrition and Dietetics student and co-founder of RomBelong, explains how the programme has been adapted during the pandemic.
- Lambeth Council Leader Jack Hopkins reflected on his time as a King's Civic Challenge judge, and Lambeth's relationship with King's, in the introduction to a report on the Council's response to COVID-19. Jack called the Civic Challenge final, "a wonderful afternoon of celebration, partnership and investment in our neighbourhoods". Read more here.
- King's Residences colleagues at Stamford Street Apartments have been putting together welfare boxes for NHS staff with items like hand cream, snacks and thank-you notes. See their pictures on Twitter.

- King's Widening Participation team are continuing to support parents in our local boroughs and across the UK by quickly adapting their programmes to take place online. Groups including Parent Power and its new Latinx branch, Empoderando Padres, are meeting more regularly online, with tech support for those unfamiliar with new digital platforms.
- The King's community marked International Nurses Day and the 200th birthday of Florence Nightingale with an online celebration. Anne Marie Rafferty, Deputy Director, NIHR Health & Social Care Workforce Research Unit and Caitjan Gainty, Lecturer in the History of Science, Technology and Medicine, reflected on Nightingale's legacy in this article. Nightingale's image was also projected onto Guy's Hospital, St Thomas' Hospital and the House of Parliament to mark the bicentenary.
- IoPPN, South London and Maudsley (SLAM) NHS Foundation Trust and Maudsley Charity have worked together to create a series of films to help families struggling under the pandemic. 'Families Under Pressure' is a series of eight animations offering parenting tips featuring the voices of well-known parents, Olivia Colman, Rob Brydon, Holly Willoughby, Danny Dyer, Sharon Horgan, Dame Jessica Ennis-Hill, Romesh Ranganathan and Shappi Khorsandi.
- King's students have been volunteering to source and deliver PPE to key workers. Trishala Lakhani, a final year dentistry student, sourced unused PPE items from closed dental practices and raised £500 to purchase further equipment for care homes. After her placement was disrupted due to Covid-19, third-year medical student Inbar Aberman has been volunteering with Medical Supply Drive UK to match donated PPE with requests from across the country.
- Teams from across King's are ensuring that frontline NHS staff have access to refreshments and downtime spaces between shifts so that they can continue to care for those in need.
- Final year medical students Safya Saleem and Hani Sheikh recently saved a man's life whilst walking home from a placement shift at Tunbridge Wells Hospital.
- A collaborative project between the King's Legal Clinic and the Zacchaeus 2000 Trust has been shortlisted for the Law Works and Attorney General's Student Pro Bono Awards. Six King's Law students worked with the anti-poverty charity to provide advice and representation to vulnerable clients appealing decisions about their welfare benefits.
- From driving ambulances to sewing scrubs, King's staff have used their time and talents to support the NHS in their communities. Read the story here.
- Politics, Philosophy & Economics student Meg Zeenat Wamithi wrote about her work to support young people's mental health before and during the pandemic. Her initiative, My Mind Matters Too, is part of the Entrepreneurship Institute's #Kings20 Accelerator programme. Read the interview.
- IoPPN, South London and Maudsley NHS Foundation Trust and Maudsley Charity have produced four more short animations to support families under pressure, with tips on how to support children and young people with emotional symptoms based on research by King's and SLaM experts.
- LifeLines, which connects patients in intensive care with their loved ones via tablet, was featured in The Guardian, BBC Radio 5 Live, the Evening Standard and the Metro. LifeLines is an initiative from Professor Louise Rose, Professor of Critical Care Nursing, and Dr Joel Meyer, a critical care consultant at Guy's and St Thomas'.
- Alumni from the Shakespeare Studies MA, jointly taught with The Globe, have raised over £13000 for the iconic London theatre by holding a 48-hour readathon of 16 Shakespeare plays, joined by volunteers from across the world.
- Alumna Ghonche Alavi (MA Public Policy, 2015 and ex-member of staff at the Policy Institute) and her Sufi community are living out the Sufi ethos of 'service' by distributing PPE to key workers.
- The Mayor of London, Sadiq Khan, has sent a personal message of thanks to all staff at King's Health Partners. Watch his video.
- King's Service Centre in Cornwall celebrated its fifth anniversary. In addition to ensuring King's students and staff can work remotely, the team at King's Service Centre are also continuing to support their local communities by setting up www.continuingtoservecornwall.com, an online directory of small business still delivering goods and services. Read more
- The Department of History has created a set of online learning resources to support prospective History students studying at home. These self-guided learning materials introduce topics taught in Department, based on the undergraduate curriculum but adapted for pre-university learners.

- During Volunteers Week, we have been thanking our community of volunteers across King's for the contribution that they have made during COVID-19. Read a selection of stories here.
- Katherine Horsham, Operations Officer at the King's Entrepreneurship Institute, volunteers with St Mungo's to support homeless people who have been rehoused in hotels at this difficult time.
- Stephanie Lambeth, a student services officer, has continued to speak to an isolated older person through her voluntary role as a telephone befriender with the charity Silver Line.
- Charlotte Knierim is a second-year international student at King's who is studying a joint degree in English Law and German Law. She started mentoring Dominique, a local Year 6 student, through King's partnership with IntoUniversity, and has continued mentoring online during the pandemic.
- David Martinelli (Hispanic Studies with Mathematics, 1991) spoke to the Alumni team about why it is important to him to give back to the King's community and why he volunteers as a mentor, saying, 'King's shaped my skills and dreams. I'm a great believer in paying it forward.' Read here
- Alfio Puglisi, a PhD student in the Department of Political Economy, has raised over €2,000 for a hospital in his home city of Catania, Sicily, by auctioning artworks through the 'Art Saves Lives' project. Dr Giovanni Annino, the General Administrative Director of Garibaldi Hospital, said the '"Art saves lives" project is the meeting between medicine that heals the body and art that heals the soul.'
- Academics in The Dickson Poon School of Law have been called upon for expert comment and analysis on the implications of COVID-19 for law and society, including state aid, environmental law, human rights, unemployment, and inequality. Read their roundup article to find out more.
- The Widening Participation team successfully delivered their first online academic taster day for over 100 K+ students. The students actively engaged in the sessions, with the History and Politics stream reaching 100 comments in just 30 minutes.
- In collaboration with the charity Life Lines, King's Health Partners has enabled more than 25,000 virtual hospital visits for families whose loved ones are in ICUs across the country by delivering over 1,000 tablets to 174 NHS organisations, spanning from Cornwall to the Orkney Islands.
- As we come to the end of Pride Month 2020, read this feature on how King's celebrates and supports Pride and our LGBTQ+ community through research, community work and a range of events. These events include Virtual Pride, which will take place this evening at 18:00 BST.
- Three ventures from the Entrepreneurship Institute's King's20 Accelerator have secured funding from InnovateUK in response to the COVID-19 pandemic. They include Vivisco, a medtech start-up harnessing the power or light-activated compounds, Musemio, an app that supports children to access art, culture, and history with the help of virtual reality technology, and AI-driven learning platform OBRIZUM®.
- Yucong, a student at King's Business School recently arranged a donation of PPE for frontline staff across King's Health Partners. 'I was back at my family home in China, but I wanted to help the King's community, especially the staff at the hospitals', Yucong said.
- Tricia Rusling, a member of the Musculoskeletal Expert Patient Group, part of the Department of Inflammation Biology, raised over £11000 for St Christopher's Hospice by taking part in the 2.6 Challenge at home whilst shielding. Tricia shared her story as part of #KingsReflectingTogether.
- Dr Thomas Smith, Head of Aerospace Medicine Research at King's and Honorary Consultant Anaesthetist at Guy's & St Thomas' NHS Foundation Trust (GSTT), is one of many clinical academics who was released from their responsibilities at King's to support the NHS frontline response to the pandemic at its most critical time. Read this feature to find out more about Dr Smith's experience.
- KCLSU Volunteer of the Month, Medical student Talhah, set up a food bank branch in his local area of Walsall, as well as leading a campaign to donate care-packages to local community nurses - read his story here.
- King's students have teamed together with other students across the UK to develop an initiative aimed at supporting NHS staff. The National Health Supporters directory matches students with healthcare workers in their area to provide free additional assistance in areas such as childcare, grocery shopping, pet sitting and providing administrative assistance at local GP practices.
- Over the last three months, One Million Meals, co-founded by alumnus and current staff member Momin Saqib, have delivered healthy meals from local restaurants to key workers across the UK. As the initiative comes to a close, their team of volunteers has delivered over 100,000 meals to 47 hospitals, as well as trusts and food banks

- Alumnus and former member of the Choir of King's College London, Tom Noon, was part of a virtual choral evensong service with choristers from cathedrals around the UK to raise money for the Cathedral Choirs' Emergency Fund.
- K+ summer schools transitioned online. During the first week, participants were set a creative challenge to send in a self-portrait or make something K+ themed at home. See the entries on Twitter.
- Alumnus Majd Zghyer (MA Political Economy, 2017) works for the Palestinian International Cooperation Agency as a Programme Officer. During the pandemic, he has pivoted his work from private sector engagement to working on a public awareness campaign to keep his community safe. Read more about how he is responding to the pandemic in his professional capacity.
- Dr Sridhar Venkatapuram, Acting Deputy Director of King's Global Health Institute, has been making sure that people's rights and interests are protected in local and global responses to COVID-19 by working with bodies like the Greater London Authority and the EU.
- While Year 12 students cannot visit campus in person, free Widening Participation summer schools took place online this year, supporting underrepresented students on their journey to university. This year's programme included guidance sessions on applying to university in a time of COVID-19, as well as tutorials and lectures with King's academics.
- Gavin Beattie, Associate Director (Research & Impact) for King's Libraries & Collections, has volunteered with Samaritans for nearly twenty years and has continued to act as listening volunteer throughout the pandemic. Read more about his experience in this article.

Arts & Culture
- King's Cultural Community has launched King's Reflecting Together, supported by the Centre for Life Writing Research based in the Arts and Humanities Research Institute (AHRI). The project invites people across King's to contribute personal creative reflections of these extraordinary times via instagram using #KingsReflectingTogether and @culturalkings. It's planned to develop the archive into a physical exhibition for campus re-opening.
- All King's staff are invited to sign up for online cookery classes to support the charity Migrateful. AHRI is supporting places for up to 60 staff across four cookery classes on Thursday evenings in May. Places usually cost £20 per person and whilst these costs will be covered by AHRI, participants can also donate money themselves if they wish.
- King's Food has partnered with King's Sport and ResiLife to host a weekly live cooking session as part of Move Your Mind, King's Sport's online programme. On one week's menu was meatballs with baked rice and garlic tomatoes.
- Alumnus Chiara Caiazzo *(Comparative Literature, 2019)* shared how the traditional 'o panáro' (bread basket), is helping communities in her home city of Naples. The panáro is a basket which Neapolitans traditionally used to share food with relatives without leaving the house, by lowering the basket down to the street. The tradition has been revived during lockdown as people used baskets to share food and other essentials with passers-by, so that nobody felt abandoned. Chiara says, "I hope this story will inspire people to do the same…we must not forget our sense of community, and the importance to think about what we can do to help those in need."
- Science Gallery London Mediators have been using time away from the Gallery to reflect on the topical themes of a previous exhibition, ON EDGE: Living in an Age of Anxiety. They share how they are adapting and coping with anxiety at this time.
- The Department of English has launched The Plague Lit Podcast, a three-part podcast series on the literature of pandemics in COVID-19 times. Dr Michael Collins (Senior Lecturer in 20th Century American Literature and Culture), hopes that the podcast will build a 'sense of community and could generate new research and teaching opportunities.'
- Fundraising & Supporter Development have produced a film which captures some of the ground-breaking initiatives developed by King's in response to COVID-19, thanks to the generous support of our global community of alumni, friends and donors.
- Saran Green, Public and Patient Coordinator in the Faculty of Life Sciences and Medicine submitted this poem to #KingsReflectingTogether which ends - 'from room to room/from Zoom to Zoom/going nowhere/ fast….this too shall pass.'

- Pankaj Chandak, a Research Fellow in the School of Immunology & Microbial Sciences at King's and a Transplant Surgeon at Guy's and Evelina Children's Hospital, founded Harmonies of Hope Children's Choir for children awaiting kidney transplants and their siblings. The choir have recorded a virtual performance dedicated to those who have lost their lives to COVID-19, including the father of one of Evelina's youngest members. Watch their performance of 'This is Me'.
- The King's Jazz Society has produced an uplifting virtual performance bringing together more than 80 performers from around the world.
- King's staff, students, alumni and expert patients have shared their personal reflections of life during the pandemic as part of King's Reflecting Together, one of the #ContinuingToServe initiatives. Submitted reflections will be shared on the King's cultural community social media channels and online gallery until the end of August. Once campuses are fully reopened, a selection of creative pieces will be displayed across university sites. Read more about the project and the reflections.

KCLSU President's Report

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

Academic Board receives a report from the KCLSU President at each meeting. KCLSU officers are students who have the opportunity and platform to enact changes, which they felt was needed after their own experiences as students. Objectives are identified based upon their experiences but also the constantly changing needs of students. The officers who sit on the Academic Board, as outlined below, have a mainly academic based portfolio which is provided in the summary below but a more in depth view into priorties is available in **Annex 1.**

President – Salma Hussain (SHH)

VP Education (Arts and Sciences) – Vatsav Soni (VS)

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

KCLSU President's Report

The academic experience is an envolving entity, which has led to evolution in the priorties of the KCLSU sabbatical officers to ensure that objectives are in line with the needs of students. The unique challenge of the covid-19 pandemic further strengthens the need of the student voice to be heard and recognised. This had led to the development of identification of key strategic areas to be worked upon over the course of this academic year, a summary of which is listed below and an expansion in **Annex 1**.

Key Areas of Strategic Focus:

Assessment and Feeback: Small but effective changes in the administration of assessments would improve the student understanding and subsequent scoring. These changes include early access to past papers, precise marking rubrics and models answers which, combined, will allow the student to achieve the highest mark possible. Moreover, by facilitating cross-year group interactions, peer support can help students to understand what is required of them.

Student Representation: As the largest stakeholders in universities, the student voice and perspective should be considered in every decision made. Student representation should not be tokenistic but should be an avenue to explore new ideas and lead to an improvement in both teaching and research. This representation should be at all levels of governance so that policy changes can account for the needs of our diverse student body.

Upskilling students: Students pay for a university education however the university experience is much more than that. Students should be able to leave university with both a world class education but also the ability to find a suitable career; employability prospects may be improved through developing key transferable skills such as financial literacy. Furthemore, career development opportunities and the ability to meet employers, are particularly important for postgraduate students. Improving these areas are key to produce graduates who are able to effectively transition into the workplace.

Inclusion: The King's community is diverse and has corresponding diverse needs. Inclusion needs to be considered in both governance and within our spaces by including those from marginalised communities. Governance is a key area where student voice can champion inclusion, by increasing student representation at all levels, the needs of individual students can be considered and accounted for.

Covid-19: All of the strategic areas of importance are affected by the current coronavirus pandemic. This pandemic has lead to large changes to every student's life and officers need to be mindful of how these changes can affect the academic experience. Including and considering all voices in decision making and policy changes is key to ensure that impact of the pandemic on student experience is mitigated as far as possible.

The projects listed are for:

President – Salma Hussain (SHH)   VP Education (Arts and Sciences) – Vatsav Soni (VS)

VP Education (Health) – Aless Gibson (AG)   VP Postgraduate – Heena Ramchandani (HR)

Priority	Officer	Importance Level	Method/Rationale	Outcome and Impact
Financial Literacy	SHH	High	71% of students worry about making ends meet and 81% have money worried caused by the pandemic, according to the 2020 Student Money Survey, commissioned by "Save the Student". Furthermore, a 2016 conducted by Richardson et al found that, in a national cohort of students, greater financial difficulties is predictive of greater depression, anxiety, alcohol dependence and global decrease in mental health over time. Therefore, lack of financial education can affect all facets of the student, particularly the academic, experience. Financial education can come through different workstreams, by working by a number of departments throughout King's from the Students & Education Money & Advice Team to Widening Participation, KCLSU and KCL can provide a robust financial education to all students.	By partnering with key stakeholders throughout the university, an increased financial education provision would improve the whole student experience. The following are just a limited selection of how the student experience would be improved as a result of financial education implementation 1. Improved mental health and wellbeing of students: Data shows that the inability of students to budget leads to a global mental health decrease, therefore providing students with these skills allows an increase in wellbeing. 2. Careers and employability: Students with financial knowledge are more employable and will transition better to the workplace 3. Academic study: Enabling students to be able to budget better, decreases the need for part time formal work and therefore are able to spend greater time on their studies.

Formalised Peer Support Schemes	SHH	Medium	Transition to university life is daunting. Students need to be properly supported throughout this transition and one method is through utilising students who have already faced these challenges and have succeeded. In the School of Biosciences, there is a formalised Peer Assisted Learning (PAL) Scheme which conducts small group workshops for all undergraduate year groups to develop different skills. These skills are ones which are required by university study, but are not necessarily taught formally, including study skills but also how to present effectively by students who are accomplished in these areas. After serving two years as PAL President in the School of Biosciences, I saw a remarkable changes and improvements in students who attend these workshops. Furthermore, these workshops allow an improvement in community and wellbeing. These workshops facilitate the formation of cross and intra year friendship but also a sense of community within the faculty and school the students belong to.	These schemes would allow an increase in student attainment, by equipping students with the skills that they need to succeed academically and socially. The sense of community fostered through these workshops is invaluable and supports student wellbeing especially in being able to point students to parts of King's which they may be unaware of. The ideal outcome of this priority, this year, would be to implement a Peer Assisted Learning Scheme in a Faculty other than Life Sciences and Medicine.
Mitigating the effect of covid-19 on student experience	SHH	High	Covid-19 has an undeniable, large impact on the student experience. The move to blended learning, combined with the constant tuition fees, is leading to dissatisfaction with the student experience. There have been a number of changes to the academic experience ranging from a change to the academic day to assessment formats. These changes are challenging to a cohort of students who are already experiencing an abnormal university year; therefore, it is integral that the needs of students are championed.	The impact and outcome of this objective will be the culmination of efforts of all officers this year. The reactive nature of this objective leads to a need to respond to any and all actions needed to mitigate the effects of covid-19 therefore cannot be simplified into a tangible outcome. However, an example of a successful outcome would be the protection of Wednesday afternoons in semester two, after a consultation with the Students and Education Directorate.

Assessment and Feedback	VS	High	The College's existing approach to assessment design and delivery does not promptly educate to students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability understand the assessment design. In an 'Assessment for Learning' program the latter cannot adequately be justified as a learning outcome. Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions; 1. Early access to Past Papers across all modules and where applicable access to past questions answers/answering guidelines. 2. Access to legible and precise marking schemes that enable students to understand what constitutes a 1st class mark or what constitutes a 2:1 or 2:2 mark. 3. Provide access to model answers that enable students to apply and understand the marking schemes. This has the added benefit of showing students what a 1st class or a 2:1 or 2:2 answer looks like.	By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can to do improve their academic performance. Specific Outcomes and Impacts; 1. Early access to Past Papers: This allows for students to map how their academic content ties in with the assessment structures and design for their modules. a. Access to Past Question's answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision process. Additionally, students aren't stifled by questions whose answers they do not know. 2. Marking Schemes and Model Answers; Students are aware of the general characteristics and dos and don'ts for each marking bracket. Additionally, students are also able to understand how they can best approach different assessment structures.

Late Submission Cap	VS	High	The universities existing policy on late submission specifies that assessments submitted after the set deadline results in the student's mark being capped at the pass mark (40% UG, 50% PG). Students have long expressed frustration for this needlessly strict policy. With digital assessments being the standard practice this year it is now more crucial than ever to address these concerns. To this end, I intend on working with the Late Submission Working Group under ASSC to bring about a policy change that is in line with the assessment for learning approach.	Increased student satisfaction as by implementing this one policy change the assessment design is made less rigid and more appealing to students. An added benefit of this could be seen in student engagement with assessments, making the deadline less rigid and stringent for students could also result in fewer MCF submissions however this would require more analysis to confirm the same. Furthermore, from an assessment for learning perspective through this policy change we emphasises to students what the true learning outcome is. That is to say, now students are rightly assessed on their ability to apply the academic content they learn as opposed to their ability to meet deadlines.
University Governance and Transparency	VS	Medium	The existing governance structure at the university stems at the College Council which subsequently delegates decision making to several committees. Simultaneously decision making is also delegated to individual faculties. In all these different committees' students are usually only represented by their KCLSU Student Officers. More often than not the Student Representatives are outnumbered by their Academic and Professional Service peers at the university. While their increased membership at these committees is rather obvious and understandable there is a need to increase student representation to amplify the student voice and ensure that university governance is an inclusive two-way discussion.	The key outcome/impact is that students find that the college is an inclusive community where students and academics actively engage in decision making.

Student Representation	AG	High	Review existing student representation structures in place for value add & outcome measures Consult with faculties, staff, students and Academic Associations about their priorities and how we could achieve them collaboratively. Rework existing structures/create new spaces for conversation alongside students and staff, monitor impact and evaluate with a view to fine-tune. Consider existing successful methods of student engagement at King's (King's 100, KBS20, SSPP25) as springboard for new conversation and co-creation platforms as identified as a priority in King's Education Strategy 2017-2022.	Students feel they are heard and valued by the university and their faculty/department. Staff and students alike feel more positive about the academic delivery and pastoral support in place. Satisfaction is greater. New innovative ways of teaching, learning, supporting and empowering students are created. Student engagement, interaction, mental health and wellbeing, sense of community, awareness of KCL and Faculty are all boosted. Staff receive less complaints and are able to work more in tandem with the student population and vice versa.
Accessibility & Inclusivity in Governance	AG	Medium	Ensure through all policies, conversations and decision-making, that King's have the concerns, values, beliefs and wishes of all students at heart, which includes but is not limited to: • Students with disabilities, including hidden disabilities, chronic health conditions and mental health conditions • Students of different ethnic backgrounds, with a specific focus where possible/appropriate to black students • Students who identify as LGBTQIA+ and/or of non-binary gender identities • Students from a range of socio-economic backgrounds • Students who have caring responsibilities • Students who have left the local authority care system. Recognising a lack of knowledge of the experiences of a number of these identity groups, championing the inclusion of student voice directly at every step possible.	King's Community is an inclusive, welcoming, celebrated community where people's identities and individual circumstances are not discriminated against. All students are able and feel empowered to achieve their academic, personal and social potential during their time at university.

Community for all four campuses	AG	Medium	From an academic perspective, working with relevant Faculty to bolster a sense of community, particularly in these isolating times we find ourselves in. Configure new ways of working, recognising the VP Education Health role has been vacant for a number of months, to share ideas, resource and time to creating a welcoming environment for students new and returning.	Students of Denmark Hill campus in particular feel part of the student body, value their connection both to King's and KCLSU, and are able to make the most of their (sometimes limited) time at King's College London.
Focus on Careers & Employability	HR	High	Consult with the senior members of the careers department and communicate on how to provide a more inclusive service for PGT students. Conduct a survey around mid-November to gain an insight of PG student opinions and their expectations of the service.	PGT students in particular will feel more supported in their career choices. Introduction of career education seminars will provide further knowledge for students to pursue their prospective careers. The results of the survey will help me and the careers department to plan events accordingly to cater for the needs of the students
Social Interests & Engagement	HR	High	Postgraduate students are usually disengaged with the university and the union, therefore I want to increase this by encouraging social interaction between PG students. This would improve the mental health and wellbeing of these students as they will feel like more of a part of the King's community. Planning inter-departmental/ inter-university networking opportunities for students to gain an opportunity to connect with students from different courses and universities.	Increasing interaction between students will help students feel a sense of community and belonging. This will also help focus on the "isolated" campuses I,e. Denmark Hill which hosts mainly PG students and therefore improve their mental health and wellbeing. Inter-university networking opportunities to build relationships and connections between students from different universities.
Financial Feasibility	HR	Medium	The large financial investment of a university education is a burden on many students. In order to improve accessibility, there should be a third instalment of tuition fees for self-funded students, whether they are classed as Home/EU or International. This would be able to improve financial viability of paying tuition fees and be particularly impactful for those of disadvantaged socio-economic background.	Students will be able to pay in 3 instalments which levies some financial burden of paying in 2 instalments.

Evidence Mentioned by SHH:

Richardson, T., Elliott, P., Roberts, R., & Jansen, M. (2016). A Longitudinal Study of Financial Difficulties and Mental Health in a National Sample of British Undergraduate Students. *Community Mental Health Journal, 53*(3), 344-352. doi:10.1007/s10597-016-0052-0

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Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Acting Dean's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

This paper provides an update on areas within the remit of the Dean's Office, particularly in relation to:

      1) updates to the progress of this year's AKC Programme; and

      2) events within the Chaplaincy.

This paper has been produced by the Dean's Office. Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all members are asked to send comments to the Acting Dean in regard to the ongoing community and network building across the College in the current Covid-19 situation.

Report from the Acting Dean

1. **AKC**

   a. As the start of term gets closer, plans to deliver the AKC entirely online for at least semester are well in hand. This will be via the AKC area on KEATS, with the weekly lectures released at 12noon each Monday (starting from 5 October), with the exception of Reading Week (the week of 2 November), and being available for two weeks. The method of assessment via online quizzes and optional additional essays will continue – fortunately we had last year to deal with any necessary tweaks, so the AKC team have something of a head-start in dealing with remote assessment!

   b. As mentioned in previous reports, the lectures this semester will have the overall theme of "The Life of the Mind: What Is Mental Health?" drawing on research expertise across the College (from Arts & Humanities to the Faculty of Medicine and the IoPPN), as well as from a number of external contributors. Full details are available at https://www.kcl.ac.uk/aboutkings/principal/dean/akc/akc-handbook/teaching/generalakc.

   c. Do remember that staff are also encouraged to enrol for the AKC, so Board members are asked to flag this up with their Faculties/Departments/Directorates as appropriate. Those staff who are interested in enrolling should email akc@kcl.ac.uk with their full name and date of birth, so that a student record can be created and access to KEATS provided as necessary.

   d. However, if people just want to hear particular lectures, they don't have to enrol – all of this year's lectures will be made available as podcasts on both Soundcloud (https://soundcloud.com/user-598262501) and Apple podcasts (https://podcasts.apple.com/gb/podcast/akc-podcast/id1483047577). The lectures from both modules last year (2019/20) are already available to listen to.

2. **Chaplaincy**

   a) In terms of Chaplaincy activity, we continue to be holding most of our activities online, and we have been particularly involved in Welcome Fortnight. I personally was very pleasantly surprised at the number of people who joined in the 'Introduction to Mindfulness' sessions on Teams (over 100 logged in for the first session), and we also engaged with people in various informal online drop-in sessions, as well as 'tasters' of prayers in different styles.

   b) We have a fairly busy programme of regular times of prayer set up already (see https://www.kcl.ac.uk/aboutkings/principal/dean/chaplaincy/prayeratkings/prayer-at-kings – there will also be a time for Jewish prayer and reflection to add to this list once the details are finalised), as well as various other events (see https://www.kcl.ac.uk/aboutkings/principal/dean/chaplaincy/events%20&%20special%20services/events-&-special-services). As always with all Chaplaincy events, all are welcome – please contact us for links and connections as appropriate.

   c) We are also working closely with colleagues in Estates & Facilities, and Audio-Visual Services, to be able to have some services in the Strand Chapel (we are not planning to restart services in the Guy's Chapel before January), and we are very grateful for all the hard work and resources which are going into this. We will be livestreaming the Opening of Year Service on Wednesday 30 September at 1.10pm, which will be a very much reduced version of what usually happens, and then we intend to stream Choral Evensong each Tuesday evening at 5.30pm from 6 October onwards (except in Reading Week). Links to these will be publicised in due course.

d) We are also working closely with those co-ordinating the return to campus process, and although the Chaplaincy rooms on the various campuses will not be open for people to pop in and out as usual, from the start of term (Monday 28 September) there will be a Chaplain available on most sites at various times during the week for one-to-one meetings (although these will have to be booked in advance).

e) The process of reopening the Muslim Prayer Rooms is proving a bit more complicated, though, so at the time of writing it looks unlikely that these will be open by the start of term. We hope to have access to the MPRs at Guy's, Waterloo and the Strand before too long, though (the MPR at Denmark Hill, in the IoPPN Main Building, will have to remain closed for the time being, as it has been assessed as being too small for more than one person to use at a time, and it is not easy to monitor this in the current circumstances).

f) When in comes to the Chapel Choir, needless to say this is a challenging time for choral singing, but we have worked hard to adapt, in order that we are still able to assert ourselves within - and to some extent even to define - the new (predominantly online) spaces where things are happening. We have taken advice and completed the necessary risk assessments for 'Covid-secure' singing to continue in the Chapel, with a much smaller choir, all in line with Government and College guidelines/regulations. With AVSU we have established a live streaming and video recording capacity. In addition to the weekly Choral Evensong service mentioned above, we also aim to continue with occasional one-off services, such as the Requiem for All Soulstide (November), and the Advent Carols service (start of December), and will liaise with the various offices in the College to ensure that they continue to reach all those (staff, students, alumni) who would previously have attended in person.

g) We are expanding our online offerings, similar to the daily Moments of Calm that ran online last academic year. We are also working with outside partners for whom we would normally provide in-person music, to create online services for them (such as Christian Aid, and the Guy's and St. Thomas' NHS Palliative Care Unit). Many of these commitments are about using music as an agent of healing at a time of suffering, and so it feels doubly important now to do our utmost for these. We are one of five 'select' choirs (and the only university choir) taking part in a major online performance of Handel's 'Messiah' in early December, organised by the London Handel Festival, which is very exciting.

h) In terms of the student development aspect of the Choir, we are using this time to focus on aspects of choral singing for which we normally lack time amid our regular commitments, such as sight-singing techniques and vocal development. The aim is for the choral scholars to emerge from this period among the top-skilled choral singers coming out of any university in the UK. We are also using the time to prepare for two major recording projects. Since it won't be possible actually to do these until it is safe to relax the current conditions, the aim is to be fully prepared in advance of that time, in order that we can act nimbly to get these recordings made when (eventually) allowed to do so.

Finally, I would like to say many thanks to all who have offered me support and encouragement during the last two years or so while I have been Acting Dean. I have valued engaging with Academic Board, and this particular aspect of the College's processes, but I am now very glad to say that this will be my last meeting in this capacity! As you know, the Revd Dr Ellen Clark-King joins us as Dean from 1 December, and we are very much looking forward to welcoming her and to seeing what the future holds with her heading up our team.

Tim Ditchfield
College Chaplain & Acting Dean
23 September 2020

Academic Board

Meeting date	7 October 2020
Paper reference	AB-20-10-07-10.2
Status	Final
Access	Restricted to Academic Board members only
FOI release	Restricted due to Data Protection Act requirements
FOI exemption	s.40

Election of Associates of King's College

Action required

The Academic Board is asked to **elect** as Associates of King's College those students and staff listed.

Executive summary

The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.

The AKC is the original award of the College and was first used in 1833. The course is unique to King's College London, and is the only course open to students from every department. King's has had a lively and intelligent religious tradition from its foundation. The AKC reflects this with a series of open, academic lectures. It provides an opportunity to think about fundamental questions of theology, philosophy and ethics in a contemporary context. The Royal Charter states 'the objectives of the College shall be to advance education and promote research for the public benefit. In so doing the College shall have regard both to its Anglican tradition as well as of its members' backgrounds and beliefs, in its education and research mission'. The AKC is the primary way of fulfilling this.

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.

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