Education Strategy 2013-16

Introduction

King’s College London is both student-centred and research-led. Teaching and Research are the two mainstays of our university, of equal importance to our mission. Our ambition is that the calibre of our research and teaching should be among the very best in the world. Our students’ achievements are fundamental to helping us reach our aspirations.

We have a deeply rooted commitment to the advancement of knowledge, learning and understanding in the service of society. We draw upon these traditions and ideals, understanding society in a global context, and bring a modern approach to equipping our students for an active contribution to the world beyond university. In collectively setting out our education strategy we are also explaining to our future students why King’s should be their first choice of university destination, and outlining the stretching and stimulating education they can expect during their time with us.

Our students

According to the 2013-14 headcount, King’s currently has 25,849 students (by headcount), of whom 15,230 are Undergraduates, 7,786 are Postgraduate Taught (PGT) Students and 2,833 are Postgraduate Researchers (PGR). A comparatively large proportion of our students (41%) are postgraduates; in the last two years we have seen a small decline in PGT FTEs but some increase in PGRs (16.4%). We also welcome annually around 809 Study Abroad students for shorter periods of study. Our student population is 61% female.

Our student body is richly international, with 34% coming to study here from outside the UK, from 157 different countries of origin. 28% of our undergraduates, 40% of our PGTs and 47% of our PGRs come from outside the UK. These proportions, while much higher than 10 years ago, are nevertheless lower than many of our Russell Group competitors. Although we have, at present, no explicit strategy for European engagement, a significant and, in the last three years, growing proportion of our students come from EU countries (43% of our non-UK undergraduates and 37% of our non-UK PGTs). France, Italy and Germany are among our largest markets for students.

Our UK students reflect the diversity of our London location and of the UK more broadly: 45.7% of our UK undergraduates and 31.9% of our UK PGTs are from Black and Minority Ethnic (BME) backgrounds, making us significantly more diverse than most of the Russell Group. Many of our UK students come from the London area, and approximately 25% continue to reside at home during their first year, partly by choice but also partly due to the current shortage of accommodation. Our Capital Plan includes a significant improvement in the quantity and quality of our accommodation offer in the next few years. Our students are exceptionally well qualified. Of the 2013-14 intake, 83% entered with AAB or equivalent, and we have maintained and even slightly increased our intake quality during the last two years even while overall numbers of A and A* grades at A Level have held steady or slightly reduced in some subjects. Around 14.4% of our undergraduates go on to postgraduate study (PGT or PGR), placing King’s fifteenth in the Russell Group, and of these, 43% remain at King’s.¹ We are taking steps to increase the uptake of Masters programmes (and four year MScis) among our students, and in particular to encourage more of our students to stay with us: through alumni bursaries and through a rapidly increasing number of four year programmes in the physical and life sciences. Many of our Masters students choose

¹ UK & EU graduates as recorded in the HESA national dataset for the 2011-12 Graduate Destinations Survey.
professional, career-enhancing programmes, and 62% are in the 25+ age group, many returning to education from careers. Approximately 8% of our PGT population continue to higher level research programmes (placing King’s eleventh in the Russell Group, with the highest progression rate being 18.6%). Of this number, approximately two thirds (65%) remain at King’s. Our PGRs, in turn, achieve sector-leading completion rates (86.8%) and report high levels of satisfaction (81% in the most Recent Postgraduate Research Experience Survey).

Our students achieve very good employment outcomes, as measured by the Destination of Leavers of Higher Education annual survey (DLHE). According to the most recent survey (2011-12), 94% of UK domiciled first degree graduates were in employment or further study six months after graduation, a figure which places us fourth in the Russell Group. Of these, 72% were in “graduate level” work2 or further study at postgraduate or professional level, placing King’s within the top six institutions in the three main UK league tables in terms of employability3. There is significant variation in outcomes by subject, which we will address through the new Employability and Careers Strategy (see below). Outcomes for UK domiciled PGTs are similarly strong with 88% of those eligible for work recorded as being in graduate level work or further study at postgraduate or professional level. Outcomes for international (non-EU) undergraduate and postgraduate students are somewhat lower, as would be expected, and this is also something we will address as part of the new strategy. Outcomes for PGRs are more difficult to assess nationally: the DLHE survey indicates that 44% of the 2011-12 graduate cohort were in academic positions4 six months after completing their PhDs, although, as throughout the UK, this does not always translate into permanent academic employment.

We have a well qualified, diverse, international and ambitious student body, and our challenge now is to provide them with an outstanding, modernised and exciting education. They need an environment to which they feel they genuinely belong and in which they are nurtured as individuals. Declining overall satisfaction scores on the National Student Survey (NSS) of undergraduates (86% in 2010, 84% in 2011, 82% in 2012 and 81% in 2013), though differently distributed across our departments, point to weaknesses in our educational delivery, particularly in areas such as assessment and feedback and in basic organisational systems. In 2013, 68% of our undergraduates completed the survey (n=2375). We have embarked, this academic year, on a major, rigorous and detailed process of “Action Planning” to address these weaknesses which will bear fruit over the next two years.

The Postgraduate Taught Experience Survey points to stronger and more consistent educational delivery in masters programmes. Of the 3676 PGT students (51.9%) who completed the 2013 survey, 86.7% reported overall satisfaction with their teaching (compared to the average for participating Russell Group (RG) universities of 86.2% and 87.5% reported overall satisfaction (RG average 88.7%). We have identified, however, a number of under-performing programmes whose programme leads have established action plans to bring standards of delivery and management up to the level of the very best of our courses.

Strategy framework

This strategy replaces the previous College Teaching, Learning and Assessment Strategy adopted in 2011, and it aligns with the Strategic Plan, 2006-16. It is underpinned by our Student Charter, adopted in 2012:

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2 Whether a job is considered to be at ‘graduate level’ is determined the Standard Occupational Classification assigned to the role within the SOC (DLHE) 2010 classification system.
4 Academic roles in this context were identified as being research or teaching roles within an academic institution or non-university academic research. The classification is approximate and not standardised.
It gathers together and seeks to give an overall College framework for a number of sub-strategies which we have recently developed: the Student Voice Strategy (adopted in 2013), the Graduate School and PGR Strategy (presented to the Academic Board in February 2014), the Widening Participation and Fair Access Strategy (for approval in 2014), the Equality Objectives and Action Plan, the Library Strategic Plan, the Employability Strategy (awaiting final approval), and the Technology Enhancement Learning Strategy (in development). A new International Strategy is being developed by the new VP (International) following her arrival in March 2014.

This Strategy has informed and amplifies the education section of the Arts and Sciences Strategy which was approved by the College Council on 11 March 2014:

It also arises from the new educational thinking that has taken place as a result of the impending merger of the Schools of Medicine and Biomedical Sciences, and the expanded educational remit of the Institute of Psychiatry, Psychology and Neuroscience (IoPPN), as well as new strategic educational planning within the Dental Institute and the Florence Nightingale School of Nursing and Midwifery (FNSNM). The Dental Institute, the FNSNM, the IoPPN and the Faculty of Life Sciences and Medicine have all recently drafted strategies within the framework set out below, but adapted to their regulated subject environments.

**Consultation**

The Strategy has emerged from extensive discussions with staff and student representatives, including discussion at the Chairman’s Committee strategy day (May 2013), College Committee (June 2013), Academic Board (February 2014), College Education Committee (July 2013 – February 2014) and open discussions at Faculty Education Committees and at departmental away days. Consultation with the Arts and Sciences departments and centres took place in the context of the Arts and Sciences Strategy development, and included a number of away days, drop-in sessions with students, focus groups and a Principal’s Forum discussion. The Strategy is informed by a number of key research documents, including the KCLSU Education Annual Report 2012-13; the King’s Experience Interns’ Research Report (incorporating findings from 10 student focus groups), 2013; and the extensive qualitative student comments in the most recent NSS, PTES and PRES. The Strategy was presented for discussion at the KCLSU Council on 27 February 2014. The final revision of the Strategy has occurred after further consultation with all Schools in Spring 2014.

**Key principles and goals**

The guiding principles of this strategy are:

Innovative and interactive approaches to teaching, transforming the ways in which we technology, lecture capture, reconfigured spaces and more rapid routes for feedback

Research-enriched teaching: new and explicit ways of articulating the opportunities afforded to students by our research, including Undergraduate Research Fellowships scheme

New opportunities to study in intensive, as well as extensive ways, including optional summer schools for credit and a “King’s Questions” summer term programme for first year undergraduates
Interdisciplinary breadth within curricula, via generic entry points to some degrees, and via “open College” modules available across faculty boundaries

Student Opportunities: a major emphasis upon students leading the enhancement of their own education, using small grants and some central support to create a dynamic environment for educational innovation

A bold approach to technology enhanced learning, embracing the benefits of MOOCs for aspects of on-campus learning, creating a suite of 15 credit, open online modules in every faculty, and using Virtual Learning Environments to open up our educational content to all students.

Personalised learning: greatly strengthened individual engagement with students

King’s as a gateway to London, and, through London, to the world; London as the location and object of our study and service

A rich, co-curricular offer of activities and awards, allowing students to stretch and differentiate themselves

A developing agenda for student enterprise and entrepreneurship

A systematic review of assessment regimes within programmes, promoting staged assessment for improved student learning, and reducing the summative assessment burden in favour of more flexible and formative forms of assessment

The whole College as a doctoral training centre

Enhanced provision, alongside curricula, for academic skills, including language learning and mathematical skills

Renewed emphasis on diversity and inclusion, from widening participation and fair access to support for student retention and success when studying at King’s

A new strategy for student employability, with higher targets for student uptake of work experience opportunities, delivered by the Careers and Employability Centre, in partnership with Faculties, alumni and students

Enabling conditions and basic reforms

Our educational ambitions will be underpinned by the adoption of a number of key principles and reforms. Our key principle is that all academic staff should teach across all levels of study, in a context in which excellent teaching is supported and valued. All faculties require transparent workload models to ensure that teaching is equitably and efficiently distributed.

We will undertake portfolio reviews across all our faculties to ensure that we have the optimum balance between UG/PGT/PGR cohorts, and that we have the right mix of academically led, market-informed programmes. We will also firm up current principles for minimum module size, to ensure that teaching effort is more evenly distributed.

In order to create flexibility within the teaching timetable, we will harmonise our academic year for our non-clinical programmes, ensuring a coherent approach to inductions, reading weeks and exam periods. We will keep the length of the teaching day (currently 9.00-6.00) under review.

In order to create the conditions for greater breadth and flexibility in our taught curricula, we will undertake a major review of our UG and PGT credit architecture.
We are undertaking a major review of the MBBS curriculum, with KHP partners and with external stakeholders.

We will create internal mechanisms to incentivise and remunerate faculties who take additional students into their modules.

**Actions:** portfolio reviews; harmonised timetable; credit framework review; internal incentive mechanisms for cross-faculty teaching; review of MBBS curriculum.

## Curriculum delivery

We will need to become more flexible and agile in the delivery of our curricula. 43% of our PGT students study part-time, and we need to become even more attuned to their study patterns and needs. This will include the development of a greater variety of study pathways, more joint and dual degrees, more four year integrated masters degrees, and more blended, online and block delivery mechanisms.

*Intensive kinds of teaching delivery* can be both academically stimulating and community-building for students. We will develop new kinds of block delivery, not only for postgraduates, but also for undergraduates building it into degrees in a number of ways: via intensive study periods, Summer Schools, and group projects. We have established mechanisms for accrediting Summer Schools within degree programmes, as well as financial support for students who need this, and we will encourage departments an option for students.

We will explore the creation of an intensive summer-term, cross-disciplinary study opportunity for first year undergraduates (*King’s Questions*), offering them a unique experience to work with fellow students across faculty boundaries.

We will find new ways to incorporate *disciplinary breadth* into our curricula. We will continue to develop or expand new, cross-disciplinary degrees (Liberal Arts, PPE, Natural Sciences) and will explore the feasibility of more degrees with *generic entry points* in which students choose to specialise after a broad first year. We will develop an attractive and challenging “open College” suite of modules, at UG and PGT level, with administrative support, open to all for incorporating into degrees. Some of these will be online or blended modules (see Technology in Learning below).

We will continue to articulate and share *our philosophy of teaching in relation to small group and large group teaching*. Smaller groups and seminars are essential for students to find their voice, exchange ideas and develop their critical thinking. In 2013-14 we significantly increased the numbers of small group teaching sessions. Within the constraints of our estate, we will set, over the medium term, a target maximum size for groups/seminars. As a first step, we will ensure that all students are taught for at least some of their programme in small group settings. We will also establish and monitor minimum module sizes, to ensure the viability of our programmes.

We are unlikely, in the medium term, to be able to move away from large lectures for the delivery of key curriculum components. We will focus, therefore, on extracting the greatest educational value from lectures, “flipping”, diversifying and restructuring the lecture format. We will a) move towards a position where all large lectures are captured and uploaded to the VLE by default b) a larger proportion of lecture content is made available to students in advance of lectures, leaving time for discussion, exercises, quizzes and other activities, supported where possible by mobile technology. We will support this process through the planned investment in AV and related technology and through a staff support project, led by the King’s Learning Institute.
In the current financial context, it is more important than ever that we articulate to our taught students and increase the intensity of our research-enriched teaching. We will ensure that our students, starting from their first undergraduate year, have access to the teaching of our permanent staff researchers, and that we make visible to them the benefits and excitement of encountering academics who are creating new knowledge, discoveries, practices and ideas. More than this, we will develop a distinctive King’s approach to research-enriched teaching whereby the students themselves engage actively with research, as practitioners and experimenters, and/or as reflective commentators on the implications and impact of research.

We have a large number of innovative examples of this in the College in both UG and PGT programmes: these include research ‘circuses’ where students select and work with academics to produce a reflective diary; site visits in which students research and generate their own audio-visual material; where students attend selected departmental research seminars, followed by reflective sessions with a tutor; the new undergraduate research fellowship scheme; ‘research’ seminars delivered by leading academics to undergraduate students; summer laboratory placements in Medicine and Biomedical sciences; and the Global Health “hackathon”. Supported by case studies, strategies for innovative assessment and an ideas bank from the King’s Learning Institute, we will invite all Faculties to articulate the ways in which they will enhance the ways in which their students can engage actively with their research.

In the Health Schools, King’s partnership within an Academic Health Sciences Centre, King’s Health Partners (KHP) offers enormous opportunities for the integration of clinical education with research and improved patient care. Within KHP our students engage with research pathways that lead from fundamental scientific discovery through to clinical trials and health services research. This year, the Faculty of Life Sciences and Medicine, the Dental Institute, the FNSNM, the Department of Pharmacy and the IoPPN have articulated their vision for student research engagement as an integral part of their mission to educate safe and effective professional practitioners and future clinical leaders.

With funding from alumni, we have established, from 2014, an Undergraduate Research Fellowship Scheme, which will resource up to 70 students a year to undertake a laboratory or library project or research assistantship working with an academic staff member within or outside their department.

**Actions:** develop a range of block delivery options for undergraduates; scope and establish a ‘King’s Questions’ summer term; cross-disciplinary opportunity for first years; develop and articulate research-enriched education for all taught students; extend undergraduate research fellowship scheme.

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**London is our campus**

The vibrant and historically rich London locations of our campuses give our students exceptional opportunities to access the institutional and commercial life of one of the world’s greatest cities. A King’s education provides a gateway to the vibrancy of London as a city and as a global nexus. We already have a huge array of partnerships with public services, businesses, cultural organisations and Higher Education Institutions within our city, and we have undertaken a mapping of these. The King’s Cultural Institute plays a central role in brokering, developing and scaling up partnerships with museums, theatres and other cultural organisations. It also leverages internships and other opportunities for students as part of creative collaborations, events and exhibitions. Our new Science Gallery will benefit students, providing space for innovative thinking at the interface of
science, health and the arts at the heart of our Guy’s campus. We cannot encapsulate our ‘metropolitan’ strategy in a short document, but key directions of travel will be:

More London partnerships for academic delivery: building on teaching collaborations, such as those with the Globe Theatre, Tate Modern, the British Library and the British Museum.

Modules and study opportunities that explicitly take aspects of the city as their subject matter, and take students out into multiple metropolitan locations.

The King’s London Diploma: we are developing, with leadership from the Department of Geography, a new co-curricular award which will enable students to engage with London through the lens of their discipline, and to present a portfolio of work for a co-curricular award.

Education for Sustainable cities: working with the new Head of Sustainability, we will seek to engage with the emerging national framework for Education for Sustainable development. We will explore ways of bringing together our research strengths in environmental science and urban public health to create a distinctive student offering: [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ESD-guidance-consultation.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ESD-guidance-consultation.pdf)

**Actions**: further develop a `metropolitan strategy’ for London partnerships; make London the focus of some of our modules; implement the King’s London Diploma; explore a new strand of Education for Sustainable Cities.

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**Student-led enhancement of their education**

The Student Voice Strategy which was adopted by the College and the KCLSU in 2013 and has been implemented by the Director of Student Services from 2013-14 embeds student representation at every level of College educational governance and ensures that students play an active role in evaluating and enhancing their education. The KCLSU are currently preparing a new strategy which underlines their role in the Student Voice strategy and which also articulates their vision for students as change agents within the Union and the College.

We will make the active involvement of students in the enhancement of their own education a signature feature of King’s taught degrees. Students need to be able to integrate their formal learning with the learning they gain from societies, volunteering, team sport and other activities in which they take part. In 2013-14, we piloted with the KCLSU a ‘student opportunity’ fund in which we invited undergraduates to bid for up to £1000 for projects to enhance their education. We were overwhelmed by the response, and have allocated grants to students from a wide range of departments to give papers at subject conferences, to develop online journals and ‘thinktanks’, to undertake pro-bono work that puts their learning into action, and to take part in advanced training over the summer. Further funding from Alumni has allowed us to double the size of the funding this year.

We will maintain and seek to increase significantly the Student Opportunity approach to educational enhancement through a termly competition, judged by the Student Opportunities and Skills Subcommittee (with KCLSU membership), and supported by the KLI. We will use this competition as a flagship to develop a wider ethos in which students are active partners in their own educational delivery. We will develop prizes, celebration events, and module components which harness the energy and educational enterprise of our students.
**Actions:** further embed the Student Voice Strategy; engagement process with students to articulate a College approach to student-led educational enhancement; fundraising for expanded Student Opportunity Fund; create prizes and celebration events.

**Technology in learning and teaching**

King’s will take full advantage of the opportunities afforded by new technologies in teaching learning and assessment, and we will use more sophisticated analytics to gain insight into student learning patterns. Face-to-face learning will continue to be central to a high quality university education, but it will be enriched by a huge variety of virtual resources, interactions and experiences. We need to accept the omnipresence of handheld devices in the classroom and find new ways to harness the digital competences of our students in our teaching. Our students will be our partners for change.

Training and CPD in the use of technology in teaching is provided by the Centre for Technology Enhanced Learning (CTEL). CTEL will work flexibly alongside academic staff to maximise the benefits of technology in teaching delivery and to ensure the diffusion of innovative ideas and practices.

Technology-enhanced learning is supported by our two Virtual Learning Environments, KEATS and the Virtual Campus, along with a newer KHP VLE. The new VLE Strategy Group will agree a roadmap for the convergence and efficient management of VLEs at King’s. In order to promote curiosity and broader module choice, we will review the architecture of KEATS to ensure that all teaching materials are visible to all students.

King’s has made good progress in moving many of its basic teaching materials and processes into the online environment. We will ensure, over the next two years, that Library-interfaced reading lists, online submission, online marking and feedback, and automated module evaluation become standard practice in all faculties. We will continue to create resources (such as videoed OSCEs, interactive maps, and podcasts), and to promote interactive student learning through discussion fora, Facebook module groups, the use of gaming scenarios, “hacks”, research trails, and wikis.

**Online assessment:** We have recently scoped new options for online assessment, and will centrally develop and support: an objective testing client; an e-portfolio; and an assessment dashboard with both staff and student interfaces. We will also explore summative e-examinations and using student-owned devices to enhance on and off campus interactions and assessment.

All students, and especially students with disabilities or those for whom English is a second language, benefit from the opportunity to be able to see lectures again. As part of a major AV renewal project, we will ensure that Lecture Capture is available in all lecture theatres. All large lectures will be captured and automatically uploaded to the VLE.

**Bringing Massive Open Online Courses [MOOCS] into our curricula and our curricula into MOOCS:**

King’s is an early adopter of Massive Open Online Courses, through its participation in the FutureLearn platform [https://www.futurelearn.com/partners/kings-college-london](https://www.futurelearn.com/partners/kings-college-london) which hosts three of our MOOCs (“Understanding Drugs and Addiction”, “Causes of War” and “Medicines Adherence”). In addition to sharing some of the best of our research and teaching with the wider public, we will use our experience with MOOCS to enhance our on-campus educational delivery. We may incorporate our own MOOCS and, where appropriate, some external, high quality MOOCS into curricula –for example by asking our students to complete a particular online course in advance of a module. We recognise that most of our students are likely to access learning after they graduate through online environments, and that we should therefore give them
an early introduction to this kind of self-paced, peer-networked learning by creating a suite of our own online modules. CTEL will support all Faculties in developing a suite of 15 credit, online modules that can be widely shared across disciplines. These modules (informally known as “KOOCs”) will collectively form a rich educational resource and will be open to students across King’s. The Centre for Technology Enhanced Learning will develop an agile, “hothousing” support model to accelerate this process.

**Actions:** VLE roadmap; open up and “re-skin” KEATS; agile support model from CTEL; default lecture capture of all lectures; develop 15 credit open online modules (‘KOOCs’).

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**An international education**

Internationalisation encompasses all aspects of student life at King’s, from the composition of our student body, to the way we teach in the international laboratory or classroom, and to the contents of our curricula.

In the last three years, our student population has become more international at all levels of study, and we have seen particularly strong growth in the numbers of undergraduate EU students (with French nationals now making up the single biggest cohort of non-UK undergraduate students). At the same time, the expectations of our UK students that their education will include an international experience have increased.

**Outward and inward mobility:** Russell Group comparator data tell us that we have seen relatively modest growth in incoming and outgoing numbers of students on Erasmus exchanges, but that we compare favourably in terms of the percentage growth and overall numbers of students going out from King’s to study or take up internships abroad. We have also seen very strong growth in our intake of Study Abroad students.

We will diversify and extend our routes to international study and our international routes to King’s, through summer schools abroad, joint and dual degrees, and new articulation arrangements. We will develop a broader, more flexible suite of study and work abroad opportunities within an expanding family of international partner universities, and will continue to set stretching targets in areas of outward and inward mobility. We will take full advantage of the new opportunities under Erasmus+. We will complete the current review of support arrangements for outwardly mobile students. The College Assessment Board will ensure that, where appropriate, marks as well as credits can be transferred from trusted partner universities abroad.

Both EU and Overseas undergraduate students reported lower levels of overall satisfaction in the 2013 NSS than their UK counterparts. Elsewhere in the sector, overseas students are usually more satisfied than UK students. As part of our NSS Action planning, we will pay particular attention to the concerns and needs of our non-UK students. We will review additional feedback mechanisms, including possible re-entry into the International Student Barometer annual survey. We will provide additional training for staff in gaining the most value from the international classroom.

**Languages for all:** We have a long-standing commitment to modern foreign language learning. This is an important graduate skill of relevance to all disciplines and appreciated by employers, and it also makes a valuable contribution to inter-cultural understanding in a global context. The Modern Language Centre offers credit-bearing languages within degrees to around 1200 students a year, and many also access languages through subsidised evening classes. A number of courses are available online, including courses in Language and Communication Skills available to all students via KEATS.
To further promote language learning and progression, from 2014/15 the Modern Language Centre (MLC) will revise its language programme so that every stage of language proficiency will be catered for at each credit level and year of study.

The MLC will continue to develop its programme of educational innovation in online language learning. We will also play an active role in the national Routes into Languages consortium, which promotes access to language degrees.

Our new VP (International) is undertaking a broad consultation about a new international strategy for the College, which will encompass all aspects of international education, for final approval by December, 2014.

The overarching goals and aspirations will be as follows:

- King’s curriculum will develop to include more global perspectives and international options
- We will extend the range and number of our international partnerships
- Student intake will continue to become more international, particularly from target countries
- Numbers of student exchanges will increase, including Study Abroad
- Non-UK student satisfaction (as measured by NSS, PRES, and PTES) will improve

**Actions:** new international Strategy in development by the Vice-Principal (International)

**Personal tutorial support**

Our College *Guide to Being a Personal Tutor*, formally adopted in 2012, sets out the framework within which all students can expect to be known and academically supported as individuals by a named personal tutor and/or clinical advisor or clinical mentor.


We will endeavour to make individual support a consistent reality for all taught students. All academic staff will publicise two separate office hours per week in which they will be available for consultation. The Dean of Medical Education will ensure that undergraduate Medicine (MBBS) students, in particular, have access to enhanced personal support during their clinical years.

From March 2014, the new College Senior Tutor will lead a revival of personal tutoring, liaising with a network of departmental Senior Tutors, creating new online resources and sources of advice for personal tutors, and auditing personal tutoring practice. The Senior Tutor will provide individual consultations for both students and staff in cases where early intervention can resolve issues that might otherwise result in complaints, appeals or termination of registration. The Director of the Graduate School plays a similar role for PGRs.

We will strengthen training for Personal Tutors through the KLI’s PGCAP and CPD programmes, as well as through departmental peer academic mentoring.

**Actions:** make personalised learning support a consistent offering for all students; College Senior Tutor to lead Senior Tutor network, and create new resources for tutors; promote and quality assure the operation of personal tutoring.
Supporting student academic skills

Academic skills are those skills which help students to become more effective and independent learners. Key skills such as communication, academic writing, problem solving, language learning, team working, information management and data analysis are delivered within curricula and are also supplemented by a skills offering across the College. Skills provision is overseen by the new Student Opportunities and Skills Committee, a subcommittee of the College Education Committee. Generic skills for PGRs are delivered through the Graduate School’s Researcher Development Programme, and through our collaboration with graduate schools within the ‘Bloomsbury Group’.

In 2013-14, the Director of Library and Employability Services carried out an audit of academic skills provision at King’s, and identified an extensive provision - delivered by the Library, the English Language Centre (ELC), the Modern Language Centre, the Disability Service, the Graduate School, Careers and others – but also some gaps.

We have established a drop-in Maths Support Centre in the Maughan Library with funding and support from the national sigma network. We will also consolidate and signpost our skills offering through a single portal and an annual brochure. Within the Library, ELC, MLC and the Graduate School we will further develop online skills packages.

Recognising that some students from less advantaged backgrounds need additional skills support, particularly in making the transition to university-level study, we have committed to deploying some of our OFFA expenditure to help students bridge ‘skills gaps’.

**Action:** publicise the new Maths and Statistics skills support offering; consolidate and signpost existing skills support. Develop further online skills offerings.

Assessment and feedback

Our undergraduate and postgraduate taught students are particularly dissatisfied with our approach to assessment and feedback. We have made some progress in terms of adhering to our rule that all assessments must be returned to students within four weeks of submission, but we need a fundamental reappraisal of the ways we assess, articulate assessment criteria and give feedback on performance to our students. We also need further integration of assessment into the virtual learning environment.

Under the leadership of the Director of CTEL, we are conducting a number of root-and-branch “assessment audits and reviews” in the Law School, Management, English, Nursing and Midwifery and the IoPPN. As part of these assessment reviews, departments:

- Undertake a systematic mapping of the assessment journey which students undergo in particular programmes
- Review assessment at the *programme level*, rather than the module level, in order to understand how assessments may bunch together, test similar skills and content, and/or test students in too limited a variety of ways
- Ensure that assessments are calibrated in ways that permit students to apply the lessons from one assessment to their next
- Evaluate the balance between formative and summative assessment, and, where appropriate reduce the burden of summative assessment on students, in order to release student and staff time for formative learning
Consider new kinds of synoptic assessment, above and beyond the modules, in order to encourage students to integrate their learning.

We will share widely the findings of this pilot project. Departments will be supported in carrying out a similar assessment mapping exercise, to review the modes and timings of assessments to ensure that they promote student learning, and, in many cases, to reduce the assessment burden in favour of more considered, flexible regime of “assessment for learning”.

We have undertaken a mapping exercise of all online assessment with the College with a review to scoping options for investment in formative and some summative technology-assisted assessment packages.

Through the College Assessment Board and the College Education Committee, we have started to consider how far conventional UK degree classifications (1sts, 2.1s etc) adequately incentivise and capture student achievement. A number of RG universities are likely to move to a Grade Point Average system, using a system of letter grades with a numerical multiplier. We are liaising closely with the National GPA Advisory Group, and, when the Group reports on its 2013-14 pilot, will consider adopting a GPA for our classified degrees, alongside our new, enhanced transcript, the Higher Education Achievement Report (www.heacademy.ac.uk/gpa).

**Actions:** extend assessment review process to all programmes; agree options for a step change and investment in technology-assisted assessment, Major College consultation about moving to GPA.

**Widening participation, fair access and promoting equalities**

We will continue to ensure that all prospective students, whatever their background, have fair access to study at King’s, guided by our Fair Admissions policies, employing contextual data in application decisions, promoting access to King’s through non-standard qualification routes, and monitoring our student intake against criteria of social inclusivity. We will extend our extended degree and “variable offer” schemes to ensure that the opportunity of a King’s education is open to a larger pool of talent. More than this, we will actively engage with disadvantaged young people within and beyond our locality to raise aspiration, not only to King’s, but to a university education more generally.

Our new Widening Participation Strategy underpins our OFFA Access Agreement from 2014 and our approach to outreach, financial support for students and to measures for student retention and success. Its key themes are:

- A lifecycle approach to WP, featuring targeted interventions at pre-16, post-16, and for less advantaged students, from first year to final career destinations. Supporting students from arrival to graduation through targeted bursaries (rather than fee waivers), and through new retention measures such as maths, statistics and academic writing skills support, new peer mentoring schemes, and financial support for internships and study abroad

- A London focus, working collaboratively with schools, FE Colleges, medical and dental practices, HEIs, social enterprises and other organisations in our area

- A new focus on mature and part-time learners, including those applying with Access to HE diplomas

- Developing further King’s particular strengths in promoting access to the professions, including Medicine, Dentistry, Law, Pharmacy, Teaching and Nursing and Midwifery

12/19
Promoting access to postgraduate education, as we learn from our participation in the national HEFCE-funded project

Involving and developing King’s students (including PGRs) as mentors, teachers and ambassadors for educational aspiration

Using our Maths School, and our strengths in STEM educational training, to promote aspiration to STEM degrees.

Pioneer the use of space in WP, using the refurbished Learning Centre (in the basement of Somerset House, East Wing) as a means of bringing non-traditional groups into the heart of King’s

Improving the quality and rigour of our evaluation activities, with expert input from the Department of Education and Professional Studies, so that we really understand what works

In addition to addressing issues relating to socio-economic disadvantage, King’s will promote diversity and inclusion for all types of students. Working with our Equality and Diversity Unit, Faculties will implement the Equality Objectives and Action Plan 2012-16 (http://www.kcl.ac.uk/college/policyzone/assets/files/governance_and_legal/EqualityObjectivesActionPlan_updatedMay2012.pdf). Admissions, retention, progression, attainment and career outcomes for students will be monitored through the Diversity and Inclusion Steering Group, chaired by the VP (Research) and through the Widening Participating Strategy Group, chaired by the Director of External Relations.

In the first instance, we will focus on two particular priorities: the lower levels of satisfaction with their academic experience which students with a declared Disability reported through the NSS and PTES; and the gap in attainment between British BME and non-BME British students in UG and PGT degree classifications. A joint College/KCLSU project is scoping options for supporting students to narrow this attainment gap. We will initiate a project to better understand and address the academic support issues raised by our disabled students.

Secondly, we will raise awareness and promote the best sector practice for “inclusive curricula”. We will ensure, for example, that the texts we teach, the case studies we adduce, and the role models we point to, reflect the diversity of the UK and of our student population in terms of gender, race, age, disability, sexuality and faith.

Actions: implement WP and Fair Access Strategy; refurbish the Learning Centre; complete BME student attainment project; initiate projects a review of support disabled student learning and inclusive curricula in the light of national funding changes.

Employability

Employers’ groups such as the Association of Graduate Recruiters tell us that their members value above all: an ability to work with others; problem solving capability; a ‘can-do’, adaptive, delivery focused approach to work; and a global mindset, understanding the forces at work in the world. These are all attributes which we seek to foster in our students.

Our new employability strategy creates a College framework in which the career development of students is seen as an integral part of their time at King’s. Our goals are to:

Remain one of the very best UK universities for graduate level employment, while addressing areas of lower performance within the College
Enhance the reputation of King’s as an institution where employer engagement, professional development and career opportunities are more readily available and of higher impact for students than our competitors

Continue to embed employability-related skills into our curricula and into our co-curricular offering

Undertake a coordinated and ambitious expansion of UK and international internship opportunities (either paid or embedded within degrees for credit)

Create stronger focal points for SME engagement

Set strategic objectives and targets around international employer engagement, working with Study Abroad and Internships and Student Advice and International Student Support

Expand student-alumni connections through mentoring and a new “career-connect” platform

Offer better support for more bespoke PGT career development

Pioneer a significant new strand of Student-led career development, including fundraising for a new Career Development Fund to support student societies putting on employer events and activities

Triangulate information about students’ entry qualifications, socio-economic background and employment outcomes, so we gain a better understanding of the career “value added” for different groups of students at King’s

The strategy defines a new partnership between Careers and departments, including the academic role of Careers Liaison Tutor; sets KPIs informed by metrics of graduate employability at the programme level relative to comparable Russell Group programmes; integrates these targets into the College Planning Round; identifies routes for student feedback via optional NSS questions about career support and PTES career questions; suggests mechanisms for equalising opportunities such as internships and study abroad for WP student cohorts and for tracking their outcomes by cross-referencing DHLE and WP data.

**Actions:** implement Employability Strategy, including careers liaison tutors; set KPIs for departmental/faculty employability; seek sponsorship for Student Career Development Fund; set up alumni/student “Career Connect” platform.

Student innovation and enterprise

We will foster a spirit of enterprise in all of our students. This will entail supporting entrepreneurship in the context of business and social entrepreneurship, but will also encompass a broader idea of “enterprise” education, fostering an imaginative and self-starting approach to one’s future.

There are already a significant number of enterprise-related activities at King’s: Lion's Den, Cultural Challenge, Enterprise Connect, IdeaBox, and most recently our partnership with UnLtd which makes awards to students who are seeking to start social enterprises. These are run by the Innovation and Enterprise Office within the Research Management Directorate, the Cultural Institute, Careers, the KCLSU, the KCL Business Club, and the Commercialisation Institute. The Department of Management is developing a new Centre for Enterprise and Innovation, which will
play a role for student enterprise across the College, and we are seeking to establish an Innovation Hub to include new incubator space for enterprise workshops, activities and start-ups.

We will consolidate and accelerate these activities through the strategic oversight of the new College Innovation Committee (chaired by the VP Research), by creating a single point of information for students, by capturing undergraduate student achievement in this area in the Higher Education Achievement Report, and by scoping the possibility of a centre for Student Enterprise and Leadership.

**Actions:** create a single point of information for enterprise education; recognise enterprise success in student transcripts; explore the creation of an Innovation Hub and Centre for Student Enterprise and Leadership; fundraise to support student enterprise start-up capital and infrastructure.

**Postgraduate taught students**

PGTs make up 26% of our current student body, and are included in all aspects of the strategy as it relates to taught students. We recognise, however, that they have particular aspirations and needs. Of the current 7,786 PGT students, 3,358 or 43% are part-time, 62% are over 25 and count as mature entrants, and a growing proportion (40%) are from overseas. Our part-time students will particularly benefit from flexible, well planned delivery and the forthcoming personalised timetables for PGTs. Many students are ‘career developers’ and ‘career changers’, and will gain from the enhanced support outlined and employer linkages for PGT and for international students in the Employability Strategy. We have also stated in the Graduate School Strategy that we will explore the possibility of a Higher Education Achievement Report for PGTs. For students choosing programmes for less overtly vocational reasons, we will consider creating a parallel career-development and skills co-curricular strand to add value to their degrees.

We are participating in a national, HEFCE scheme, for which we secured £0.5m to widen access to postgraduate education. We will use the findings of this pilot to consider how best to support – financially and through other means such as summer schools and mentoring by fellow postgraduate students – students into postgraduate education.

**Actions:** explore a co-curricular, career-development offering for some PGT programmes, extend internships and employer linkages, pilot a HEAR for PGTs.

**Communications, active dialogue and feedback from students**

The College is developing a communications policy aimed at moving away from email bombardment of students, to more concentrated and prioritised kinds of communications. The student ezine, the King’s Messenger is opened by around 8000 of our students, and we will continue to develop this as a vehicle for communication. In addition, many departments now have consolidated, weekly emails.

The Director of Student Services, supported by a group of student interns, has undertaken a review of all student communication channels, and asked how students wish to be communicated with. We will now develop a shared policy with our students, using appropriate channels (email, twitter, apps, facebook groups, texts etc) for different topics or areas.

Following a College directive from the Principal that staff should respond to student emails within three working days, we will set College expectations for mutual staff/student professionalism and
courtesy in electronic communication. We will also seek to enhance the digital professionalism of our students through a new online training module, developed by the Centre for Technology Enhanced Learning.

Feedback from students is vital in ensuring that the College is fully responsive to their aspirations and concerns. We will move beyond the one-directional approaches of “you said, we did” and of the KCLSU’s “Rant Week”, to a productive and continuous dialogue with students about their educational experience. In addition to the NSS, PTES, PRES, we will seek feedback and dialogue through:

The King’s Student Survey of all non-finalist Undergraduates (from 2014)

A common College approach to Module Evaluation, using a standard scale, a bank of common questions and an agreed process for evaluating findings (project in progress)

The Student Voice strategy, embedding student representatives in all departments and professional service areas, and capturing feedback from staff-student liaison committees

Recognising and engaging with student representative bodies such as the Medical Students’ Association and the Nightingale Council, and subject societies

**Actions:** new King’s Student Survey; implement a consistent approach to module evaluation; agree protocols for staff/student emails; Student Services and Internal Communications to develop a College strategy for student communications

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**Spaces for learning**

Our estate is fundamental to giving our students an exceptional education and a strong sense of belonging at King’s. We have an ambitious capital plan, over the coming years, to provide high quality learning facilities, student commons, innovation and incubator space, and a larger and better stock of student residential accommodation. Student-centred design has been at the heart of our capital plan, and is informed by active consultation with student user groups. Modernised, comprehensive network coverage and AV is factored into all our planning.

As we develop and refurbish learning spaces, we will give priority to areas which will support new, enabling kinds of learning, including: informal, welcoming learning spaces to promote staff-student interaction and student collaboration; high quality simulation and dissection facilities for clinical programmes; technology rich environments that integrate handheld devices; individual workspaces for PGRs; experimental teaching space with moveable furniture that promotes performance and movement in learning.

We will use the Learning Centre in the basement of Somerset House East Wing as a flexible learning space, to promote experimental uses of space in teaching.

We will extend the current ‘informal learning spaces’ project to create a sense of ‘home’ and belonging in all departments.

We will upgrade the College network, greatly enhance wifi coverage and overhaul AV to support effective learning in all teaching spaces.

**Actions:** encompassed within the Capital Plan and within the Learning and Teaching Space Board plan.
A vibrant set of co-curricular opportunities

Starting with the Associateship of King’s College (AKC) in 1833, King’s has a long tradition of non-degree awards and opportunities, including subsidised language evening classes (taken up by over 3500 students a year) in the Modern Language Centre. Through the King’s Experience Project (based in the KLI), we have greatly augmented the opportunities for students to take non-degree awards and courses including the Global Award and the London Award, as well as the Leadership Award (co-delivered by KCLSU and Careers) and the King’s Professional Skills Programme. King’s Summer Schools are also open to our fully enrolled students. From 2013, these opportunities were captured in a new Co-Curricular Prospectus http://www.kcl.ac.uk/study/learningteaching/kep/Downloads/Co-curricularProspectus.pdf

Recognising that co-curricular opportunities allow students to develop new skills, forge new networks and differentiate themselves, we will:

- continue to encourage students and staff to enrol on the AKC programme (which provides the opportunity to think about fundamental questions of theology, philosophy, religion and ethics in a contemporary context alongside students’ main degree studies)
- create new awards including a London Diploma (promoting multiple kinds of student engagements with London as a geographical, cultural and political site – see above)
- develop the alumni-funded Undergraduate Research Fellowship Scheme (launched in Spring 2014) which offers bursaries to work on a summer research project with academic staff
- capture undergraduate student attainment in this area on the student Higher Education Achievement Report (which will be issued to the 2015-16 graduating cohort)
- consolidate the management of a number of these awards within a single King’s Skills and Opportunities unit

Actions: promote and formally recognise a growing suite of co-curricular awards; consolidate the management of these awards (other than the AKC) within a single unit

Supporting and rewarding excellent teaching

We will train and support academic staff in their teaching, from initial training through the Postgraduate Certificate in Academic Practice (now mandatory for all staff new to teaching) through to an enhanced CPD offering. We will further review the PGCAP to ensure that it is more practically based within specific disciplines and that workloads are appropriate for staff. Recognising the distinctiveness of clinical educational practice, we will continue to extend the successful MA in Clinical Practice across King’s Health Partners.

We will involve academic peers more extensively in the delivery of teaching training. We will create a new partnership delivery model between faculties and the KLI in this area. In addition to increasing the numbers of King’s staff with teaching qualifications, we will also find targeted, practical and flexible ways to support academic staff on the ground with everyday challenges, such as coping with large groups in sub-optimal teaching spaces. We will create more opportunities for staff to share teaching practice and ideas, through informal networks, lunch events and online exchange.

Teaching excellence is embedded in our promotion criteria for academic staff. We will complete the development of an “education-led” strand within our promotions procedures (rather than
introducing separate “teaching only” career route), from lecturer to Professor, for staff who specialise in the delivery and management of major areas of teaching. We will establish metrics and criteria (such as more standardised module evaluation data, internal peer assessment mechanisms, and output measures) that will assist academic staff in verifying teaching excellence.

Honorary King’s staff and other non-King’s employees make an enormous contribution to teaching in the College, bringing a wealth of expertise and insight. We will finalise harmonised criteria for honorary titles for staff who contribute to teaching at the College.

We will design a revitalised Peer Review scheme in which developmental peer review of teaching materials and teaching practice becomes the norm in all departments.

The Dean of Bioscience Education is establishing a Teaching Academy in life sciences, affiliated to the King’s Learning Institute, which will host teaching development activities and offer fellowships to teaching-excellent academics. We will evaluate the results of this pilot with a view to rolling this model across the College.

We will review and increase numbers of Faculty-based and College-level teaching prizes and awards, and will nurture and support future National Teaching Fellows.

**Actions:** revised promotion criteria for permanent and honorary staff; new partnership between central teaching training and faculties; new Peer Review scheme; explore local Teaching Academies within faculties.

### Postgraduate researchers

King’s has over 2800 PGRs who play a vital role in the intellectual life of our academic community, and we will give them the best possible support as researchers, students and as teaching assistants. Our PGRs report generally high satisfaction levels in the PRES survey, and have outstanding PhD submission rates. In order to ensure that we maintain this quality of delivery, we have reviewed our intake targets and scholarships portfolio to achieve a phased reduction in numbers in Social Science and Public Policy and Arts and Humanities, and a phased increase in numbers in Natural and Mathematical Sciences and the Health Schools.

We have also very significantly increased the capacity of the “Preparing to Teach” programme, run by the KLI, to ensure that all PGRs who teach are appropriately trained. We will develop further guidelines to ensure that PGRs receive consistent teaching support within departments.

In 2013, following success in a number of RCUK doctoral training centre competitions, we proposed a new Graduate School Strategy. Key principles and actions are:

- We should build upon the success of our doctoral training centres to ensure that all PGRs have access to an extensive doctoral training programme within, and in some cases, beyond King’s
- We will establish new external Advisory Board for the Graduate School
- An ongoing review of our scholarship expenditure across the College as a whole, promoting better alignment between our scholarship spend and our research strategy. Better recognition for PGR achievement, including PhD prizes
- Dedicated careers and skills development support that recognises that the PhD qualifies students for a diverse range of both academic and non-academic careers
Implementation, evaluation and KPIs

Once agreed, we will set out an implementation timetable for each of the actions highlighted in the text boxes below.

Once we have agreed the goals of this strategy, we will establish a number of KPIs, phased over the strategy’s three academic years, with clear ownership at targets and lines of accountability. All KPIs will be specified at institutional and departmental level. The KPIs will be:

1. National Student Survey (NSS) scores in teaching, assessment and feedback, organisation and management, personal support, academic support and overall satisfaction at institutional and departmental level
2. Postgraduate Taught Experience Survey (PTES) scores in teaching, assessment and feedback and overall satisfaction
3. Postgraduate Research Experience Survey (PRES) scores in supervision and overall satisfaction
4. Destinations of Leavers of Higher Education (DLHE) Employment Performance Indicator (EPI) measure and Graduate Prospects measures, overall and by discipline, relative to the comparable subject areas in the Russell Group
5. Undergraduate Retention and Completion measures
6. PhD submission rates and qualification rates
7. Increased percentages of BME undergraduates gaining 1st or 2.1s

We will also collate qualitative feedback from students not only about ‘satisfaction’ but about learning gains. We will also examine other measures of educational reputation, including the views of prospective international students and parents, and those of alumni (for example, Foundation doctors) when they reflect on what they learned at King’s.

From 2013-14, we are piloting a new Quinquennial Review which, with the help of external reviewers, examines a department’s teaching, research and administration in an integrated way. The new review method will replace previous programme reviews, and will allow us to benchmark curricula and teaching delivery against comparable programmes nationally and internationally. It will also allow us to explore in a more strategic manner the ways in which teaching can be better integrated with a department’s research strengths and staff expertise.

Progress against the goals of the Strategy will be formally reviewed each term by the College Education Committee, and by Faculty Education Committees, and periodically reviewed by the Principal’s Central Team, Academic Board and the College Council.

Professor Karen O’Brien
Vice-Principal (Education)

Approved by the College Council 24 June 2014.