Submission to the Teaching Excellence Framework 2017
Students are at the very heart of King’s College London, and the first priority of King’s Strategic Vision 2029 is Educate to Inspire and Improve.

For almost 200 years King’s has been at the cutting edge of research-enhanced teaching, educating our students to become critical thinkers and to lead and change the world.

King’s is proud to be home to some of the best educators, researchers and students in the UK and fully supports the aim of enhancing the educational experience of students.

Our application to the Teaching Excellence Framework reflects King’s commitment to the recognition, reward and improvement of teaching quality. Although there are some problems with the TEF, King’s believes that participation in the assessment is necessary in order to make improvements to the framework.

We understand the concerns of KCL Students’ Union about the link between the TEF and tuition fees and respect their decision not to participate in the creation of King’s TEF application. Both the university and the Students’ Union plan to continue working closely together to ensure high levels of student engagement and satisfaction, particularly in terms of BME attainment, mental health and wellbeing, and developing curricula that are reflective of our diverse student body.

Our provider submission is not about Gold, Silver or Bronze, but demonstrating the real ways our students benefit from enrolling in a diverse, civically-minded, and interdisciplinary university. Looking forward to 2029, King’s will continue our journey of excellence and provide an outstanding education experience for all its students.

President and Principal’s introduction

Professor Ed Byrne President and Principal
What is the TEF?
The Teaching Excellence Framework (TEF) is a new government initiative designed to recognise, reward and improve teaching excellence in Higher Education providers across the UK. Institutions will be awarded Gold, Silver or Bronze ratings for their teaching quality across the whole institution. The TEF has generated much controversy across the sector, partly because it is linked to an increase in tuition fees, and as such it was the subject of discussion at a Governing Council meeting earlier this year. The decision taken by Council was for King’s to participate in TEF in order to help shape its future development, which we are in the process of doing.

How is the TEF assessed?
There are three assessment criteria in the TEF:

- Teaching quality
- Learning environment
- Student outcomes and learning gain

Universities are assessed against these criteria through six core metrics and a 15 page Provider Submission. The metrics are based on scores from the National Student Survey (NSS), non-continuation rates, and information from the Destination of Leavers from Higher Education (DLHE) survey. Institutions also submit a 15 page Provider Submission, which must demonstrate the impact and effectiveness of teaching initiatives across the university. Read King’s Provider Submission here.

Who will assess King’s submission?
Each institution’s TEF submission is looked at by Assessors and TEF Panel members (appointed by the Department of Education). The assessment process is in three stages:

1. Provider applications are allocated to Assessors, who assess it independently. Each application will be read by at least two academic assessors and student assessor, of which one will be a Panel member.
2. Panel members and Assessors will join together for a week to assess TEF applications. The individual three Assessors will jointly seek to agree to a rating of Bronze, Silver or Gold, or identify the case as borderline. Groups of nine will then consider applications and make recommendations to the TEF panel.
3. The TEF Panel will collectively make the final decision of a TEF rating of Bronze, Silver or Gold and provide an accompanying statement for each application.

King’s will find out its official TEF rating by the end of May 2017.

While we await the panels’ assessment of the King’s submission, we have time to consider what the likely impact might be on the sector and on our institution. Certainly the process of engaging with TEF has enabled us to feel pride in many aspects of our education provision, which we detail in this submission. As the TEF continues to develop, we hope it will help focus our attention and energy on further improving the education experience for students, articulating better what is distinctive and valuable about education at King’s.

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King’s College London has been, for nearly 200 years, dedicated to the service of society through world-leading education and research.

Our mission is to make the world a better place, and we are committed to an education that inspires students from all backgrounds and improves society. King’s has met and/or exceeded all of its enrolment targets for student diversity, and provides outstanding outcomes for its students, particularly in relation to retention and progression to highly skilled employment and further study. King’s is ranked 21st in the world in the QS World University Rankings. This Provider Submission will detail further evidence of the excellent learning environment, the high level of teaching quality and excellent student outcomes. Our graduates are among the most highly sought after in the world.

There is a high level of support for excellence in education at King’s: both the Provost for Health and the Provost for Arts and Sciences (a National Teaching Fellow winner) are held accountable for delivering an excellent student experience by the Governing Council, who are assisted by a third, but independent, Senior Vice President for Quality, Strategy and Innovation. Each Provost has direct line accountability for four Faculties, each managed by an Executive Team, led by a Dean with a Vice Dean of Education. The Vice President and Vice Principal for Education leads the development and delivery of the Education Strategy, working closely with the Vice Deans of Education. Academic assurance is provided to Council through a vibrant Academic Board, chaired by the President and Principal.

Our students are proud of the outstanding environment at King’s. The Students’ Union submission to our recent QAA Higher Education Review stated: ‘From the research we carried out during this process one thing is evident: students at King’s College London have a hugely positive experience of being part of a world class institution with such a global reputation’. Student engagement is at the heart of teaching and enhancing the student experience at King’s. However, this Provider Submission has been written without direct input from the KCL Student Union (KCLSU), and we have published a joint statement regarding this on the King’s website. The Union chose not to participate in light of the link between TEF outcomes and fee increases but, as this Submission makes clear, there is deep partnership with the students throughout everything we do, including very positive support and help from the KCLSU. In the absence of student input, we have consulted members of our Alumni Network on the development of this Provider Submission, particularly focusing on recent graduates.

This Submission has been prepared by a TEF Project Board (which includes Faculty representation) and a TEF Steering Group, and has been discussed by the College Education Committee and endorsed by Academic Board and College Council. We have decided to participate in this Year 2 Trial in the hope that what we view to be currently unsatisfactory metrics should be reviewed and improved for the future. In particular we would want the weighting of the Provider Submission increased, and believe that the weighting and choice of TEF metrics should in future take more account of the particular circumstances of large-scale providers in London and other major cities which may have significant impact on NSS scores for reasons unrelated to teaching quality.
We wholeheartedly endorse TEF’s ambition to enhance teaching quality, and we look forward to helping develop the use of learning gain (in which we have national expertise through our involvement in the HEFCE learning gain pilot projects) and other metrics in future iterations.

We understand that the TEF assessment process will ensure that neither the NSS, nor the metrics overall, will be given undue weight against this Provider Submission. However, there are a few issues with the metrics that we feel need to be addressed.

Firstly, the ‘London effect’ in the NSS scores is a long-standing, well-known issue, and while there are many positive aspects to being in London which we will outline, there is also a noticeable dampening effect on various metrics for London universities, including some NSS scores. London is one of the world’s most dynamic and connected cities, and King’s exploits its location at the heart of London to benefit the student experience in many ways which we will detail below. Yet London also presents a challenging and expensive environment for student life, and the connection between these challenges and NSS scores is clear when, for example, (as has happened once again at the time of writing) a major London tube strike severely disrupts the examination period, resulting in high levels of student stress about assessment that will undoubtedly be reflected in future NSS scores.

Secondly, we would propose that the calculations of flags against the benchmarks should be revised in future iterations of the TEF to enable metrics which reach very high absolute levels to obtain positive flags (eg our part-time ‘Employment’ metric is 100%, but does not receive a positive flag as it is not significantly above the benchmark). King’s also has very low non-continuation rates (4.6% FT) which we are trying to improve whilst recognising there will inevitably be a certain level of non-continuation for reasons unrelated to teaching quality. We are also aware that our metrics have made substantial contributions to the setting of the benchmarks in some cases, which make it difficult to increase our scores significantly above them.

Finally, a substantial proportion of our student population is not reflected in any of the metrics. A number of data sets relate only to domiciled, full-time undergraduate students. We have more than 9,300 international students from some 150 countries making up over 35% of the total student body. The 2015-16 International Student Barometer results provide evidence of high levels of satisfaction (92% of respondents were satisfied with their overall experience; and 88% were satisfied with their learning experience). It therefore matters that the data sets used to calculate the core metrics do not adequately capture the experiences and outcomes of either international or post-graduate students, which means that the majority of our student population is not adequately represented in the core metrics (which are based on only 13,566 out of a total student population of 28,730).

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Teaching quality

**TQ1:** Teaching provides effective challenge and encourages student engagement

**TQ2:** Recognition and reward for teaching

**TQ3:** Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills

**TQ4:** Assessment and feedback are used in supporting students’ development, progression and attainment
**TQ1: Teaching provides effective challenge and encourages student engagement**

We are committed to providing a high quality teaching environment that fully engages and stretches students, enabling them to become independent learners and critical thinkers. King’s NSS score for the ‘teaching is intellectually stimulating’ is, at 88%, 3% above the sector average. Part of the reason our teaching is so engaging and stimulating is because of our excellent learning environment and world-leading research, which are further expanded upon in TQ 2 & 3, and LE 1 & 2.

We are proud that our education provision in the Health Schools is delivered in partnerships with prestigious NHS Trusts, such as Guy’s and St Thomas’, King’s College Hospital and South London and Maudsley NHS Foundation Trusts. We have over 2,200 medical students, 1,000 dental students, and over 2,000 nursing and midwifery students. While these are King’s students, they often identify strongly with the hospitals in which they are placed. Therefore much of their education is provided and funded directly by the NHS. An example is in Medicine, where the students are university-based in their first 2 years, but spend the final 3 years almost exclusively in NHS settings, with Tariff money paid directly to NHS providers. This involves placement at 26 NHS Trusts and over 350 General Practices. The complexities of education delivery in this context are substantial, and although we aim to provide the best educational experience we can, we have less direct control of teaching and resourcing than is the case with conventional undergraduate education. Our NSS scores reflect the national trend for lower satisfaction in the medical schools, and we are embarking on a project with the HEA to better understand this trend.

We have a long-standing commitment to engage with students as partners in their learning. Student engagement is fostered across all Faculties through Staff Student Liaison Committees and student-led forums (including an Arts and Humanities Student Experience Forum; Law Forum; Florence Nightingale Faculty of Nursing and Midwifery (FNPFM) Student Council, Dental Institute Student Council; Institute of Psychiatry, Psychology and Neuroscience (IoPPN) Student-led Forum; Medical Students’ Association; Biosciences Students Association and a Natural and Mathematical Sciences Student Forum).

King’s has been at the forefront of developing student engagement metrics, working with students to design and pilot the UK Engagement Survey.

A College-wide Student Voice working group was established in 2009, and a Student Voice strategy was adopted in 2013, in order to further enhance the ways in which students collaborate with us in shaping their experiences. These initiatives have developed into a Student Experience working group, co-chaired by students, which will from 2017 become a committee that sits alongside the College Education Committee reporting directly to Academic Board. The Students’ Union trains student representatives in how to engage effectively with programme teams (in 2015-16 approximately 350 student representatives were trained).

Since 2013, we have collaborated with KCLSU in the Student Opportunity Fund through which we invite undergraduates to bid for up to £1,000 for projects to enhance their education. We 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. We elaborate on more student opportunities in the Learning Environment section below.

We are committed to gathering student feedback and responding appropriately to it. To this end, King’s implemented in 2015-16 a standardised module evaluation scheme across the College which collects data on teaching quality in every module. We are continuing to develop the processes we employ to ensure we take appropriate action in response to feedback and communicate this effectively to students.

Teaching quality is consistently evaluated and enhanced through engagement with the 70+ PSRB’s which accredit a wide range of programmes across King’s. These include the Institute of Physics, The Royal Society of Chemistry and the British Psychological Society.

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Our flagship programme of education enhancement initiatives, Changing Classrooms, was established in 2014-15 by the King’s Learning Institute which is helping deliver a number of student engagement projects. There have been nearly 60 education enhancement projects undertaken through Changing Classrooms across all Faculties since 2014, and which have involved students in various ways, ranging from ‘Learning Lunch’ seminar series and one-day conferences on discipline-specific pedagogies, to innovative pedagogic research projects.

On the basis of our reputation as a world-class institution based in the centre of London, King’s has developed strong links with some of the most influential public and private institutions and people in the world. These links provide students with unique opportunities in the form of keynote speeches, lecturers, conferences, and internships. Our Honorary Fellows contribute to undergraduate life in a variety of ways, and include distinguished people such as Archbishop Desmond Tutu and Anita Brookner.

The university’s cultural strategy leverages the potential of London’s museums, theatres and other cultural organisations in the student experience. Dedicated cultural teams broker and deliver internships and other opportunities for students as part of creative collaborations, events and exhibitions that contribute to skills development and employability, while helping students locate their learning in real world environments. We have also engaged in teaching collaborations with, amongst others, the British Museum, British Library, the Globe Theatre, the Royal Archives and the Tate Modern.

For example, innovative arts-based learning programmes are now running in all four of our health schools: Dentistry, Medicine, Nursing & Midwifery, and the IoPPN. In 2015-16, a collaboration between King’s and the Crafts Council piloted a unique residency model with a specific focus on education, allowing students in Anatomy, Natural & Mathematical Sciences, and Nursing & Midwifery to engage with craft makers in order to develop their haptic and communication skills, professional self-reflection, and confidence in taking a creative and experimental approach to their studies.

King’s students lead on institutional enhancements through King’s Student Internships, researching the student experience and proposing student-led improvements. Projects have included: the BME attainment gap; co-curricular design and award schemes; student-led timetabling; assessment and feedback; diversifying the curriculum; and priorities for supporting students with disabilities. Student-led recommendations have led to new support posts; new policies on students’ access to Estates and libraries; the revision of reading lists; the development of study skills centres, and the design of surveys, evaluation and feedback.

Our Honorary Fellows contribute to undergraduate life in a variety of ways, and include distinguished people such as Archbishop Desmond Tutu and Anita Brookner.

TQ2: Recognition and reward for teaching

King’s has an excellent reputation for its provision of academic development opportunities, largely driven by the King’s Learning Institute (KLI). The KLI is well-regarded nationally as an established academic development unit and takes a leading role in advancing higher education research and knowledge on issues of national importance for the student experience such as learning gain, differential outcomes and student engagement. The KLI also promotes the recognition of teaching within King’s through a variety of schemes. The Teaching Recognition at King’s programme (TRaK), is accredited to award Fellowships at all four of the Higher Education Academy’s categories (Associate to Principal Fellow). There has been an increased uptake of HEA Accredited Teaching Recognition at King’s by almost 100% in 2015-16 alone, and a commitment made by a number of members of the Senior Leadership Team to apply for Principal Fellowship.
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Using the HESA definition of teaching qualifications, King’s sits above the Russell Group average in the percentage of its staff with teaching qualifications as defined by HESA, and 2015-16 saw a 10% increase in the number of such staff. The Postgraduate Certificate in Academic Practice (PGCAP) is now a compulsory probationary requirement for new academic staff. A small number of participants continue on to MA level. In 2016-17, there were nearly 200 participants registered on the PGCAP/MA, and 255 on the MA in Clinical Education (MACE) is a highly successful teacher training programme for those in the clinical professions. The PGCAP and Postgraduate Certificate in Clinical Education (stage 1 of the MACE) are accredited by the HEA. The PG Certificate in Clinical Education is also accredited by the Association of Medical Educators, and successful completion of either the PGCAP or PG Certificate in Clinical Education leads to Fellowship of the HEA.

The KLI also supports the training of Graduate Teaching Assistants and other PhD students who teach through a one-day workshop called Preparing to Teach. Our provision expanded to enable the numbers of participants to double in recent years, and there were approximately 450 attendees in 2014-15. Increasingly, KLI is collaborating with departments to offer bespoke Preparing to Teach workshops. KLI collects feedback after all Preparing to Teach workshops, and the vast majority of participants state that the workshop meets their learning needs and is relevant to them.

King’s is committed to research-led teaching, and all academic staff, including those on research contracts and in senior leadership positions are required to teach. For example, the Principal Ed Byrne teaches through the Principal’s Leadership programme.

Approximately 80% of King’s staff were returned in the last REF. Whilst this appears lower than other research intensive universities it reflects the fact that a significant proportion of our academic staff are principally engaged in education albeit within a research intensive environment.

That research and teaching are equally valued at King’s is also demonstrated through the establishment in 2013 of an education-led route through to professorial level in the promotions scheme for academic staff. In 2015-16 approximately 10% of applicants applied through the education route (10 of the 14 applicants were successful).

We have been running student-led Teaching Excellence Awards since 2002, with 4 award categories (Sustained Excellence, Student Support, Student Experience, and Innovation in Teaching). The number of categories will be expanded from 2016. Over 1,502 nominations were received in 2015-16, there were 40 winners across all of the Faculties, and one overall winner was selected for a King’s Award. We were inspired by the following student comment on the nomination form when we selected Paul Cook as our 2016 King’s Award winner: ‘He helped me to rekindle my belief in myself and in my abilities at a time when I felt like all hope was lost. Without his whole-hearted support and belief in me, I doubt that I would have finished this project on time. In short, he is both an exceptional lecturer and an extremely kind and supportive mentor.’

KLI has been running a well-established Annual Excellence in Teaching conference for 10 years, which provides an opportunity to encourage practitioner research, and allows staff to share best practice and engage with international speakers. Since 2013, we have averaged around 200 participants each year (mostly staff from across the College). Alongside this, individual faculties run education-focussed events. For example the School of Medical Education has held an annual Medical Education conference for the last two years at which good practice is shared and teaching excellence and innovation are recognised. This is open to all University and NHS clinical teachers.

The development of the new King’s Academy of Educators has received widespread support and engagement, with a launch in 2016 and applications opened for Fellowship by the beginning of the coming academic year. In addition, in the last three years, King’s has secured three National Teaching Fellows, who have been acting as mentors to new applicants, as well as contributing to initiatives such as the Excellence in Teaching conference to ensure dissemination of best practice.
**TQ3:** Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills.

The college’s 2016 QAA Higher Education Review (HER) identified a number of areas of good practice in achieving high standards in education at King’s, such as ‘the capitalisation, by King’s, on its world-renowned strengths, which provides opportunities for students at all levels to participate in a research culture’.

One of the guiding principles of the 2013-16 Education Strategy has been a commitment to research-enriched teaching. King’s endeavours to make its outstanding research a tangible benefit for all students through a range of opportunities, such as advanced undergraduate projects in research laboratories, capstone dissertations at undergraduate level, research methods training and student collaborations with staff on research projects. The latter include research ‘circuses’ where students select and work with academics to produce a reflective diary; site visits in which students conduct research and generate their own audio-visual material; student attendance at selected departmental research seminars, followed by reflective sessions with a tutor; research seminars delivered by leading academics to undergraduate students; and summer laboratory placements in Medical and Biomedical sciences.

Undergraduate students have had their research published and awarded prizes: for example, Jibran Khan’s Liberal Arts dissertation won the 2015 Carl Menger Essay Prize from the Society for the Development of Austrian Economics.

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 to improve patient care.

Within KHP our students engage with research pathways that lead from fundamental scientific discovery through to clinical trials and health services research. The MBBS programme team have articulated their vision for student research engagement as an integral part of their mission to educate critical scientific thinkers who are safe and effective professional practitioners and future clinical leaders.

King’s academics are able to enhance their knowledge of curriculum development through KLI’s professional development programmes. The Curriculum Design and Development module is a core module on the PGCAP, running three times per year with about 25 participants each semester; and we also offer central CPD provision on Curriculum Design, Student Engagement, Assessment and Feedback and Internationalising the Curriculum.

Evidence that our programmes are carefully designed comes from, amongst other sources, reports from the 70+ PSRB’s that accredit King’s programmes. For example, in 2016 the British Psychological Society’s accreditation of the new BSc in Psychology noted ‘there is clear enthusiasm and engagement of the Programme Director and members of the programme team in delivering the programme, along with their vision for its development. The students have been particularly impressed with the quality of teaching and the content has been inspiring.’

The student voice is central to programme design and enhancement. Students have collaborated on reports to improve the student experience. In a recent project on Assessment and Feedback, students made recommendations on such issues as communicating feedback, turnaround times, assessment methods, curriculum diversity and module feedback. Follow-up actions have included guidance for module evaluation, inclusive reading list workshops and increased assessment tailoring for students.

Our staff’s expertise in education in their disciplines is evidenced through contributions to high-level subject benchmarking exercises. For example, staff from King’s have helped write twelve of the QAA subject benchmarks, and/or chaired benchmark panels.
We receive a consistent message that standards are equivalent to or higher than other Russell Group universities in external examiners’ reports for undergraduate programmes (and we are pleased with our 100% return rate for external examiner reports). For example, an external examiner report in Arts and Humanities noted: ‘the student work that I saw demonstrated excellent academic standards in English at KCL. Some of the best work was already equivalent to Masters standards at other institutions’.

Many of our staff are engaged with external, professional bodies in relation to teaching. As examples, Dr Barry Quinn was awarded the Oral B Inter-Professional Educator Award in November 2016, and Professor Arthur Burns was the Vice-President for Education of the Royal Historical Society, working with DfE, BIS and AQA, OCR, WJEC and EDEXCEL (the schools examining boards).

We offer students personalized learning opportunities through module choice across subject areas, collaborative provision, interprofessional opportunities, intercalated programmes, study abroad opportunities and placements/internships. Many of our students are supported in their engagement with critical thinking and independent learning through interdisciplinary degree programmes such as Liberal Arts, Politics, Philosophy and Economics (PPE), Politics, Philosophy and Law (PPL) and Global Health and Social Medicine. Additionally, in the new MBBS curriculum developed by the School of Medicine, all year 1 students undertake a block of philosophy teaching in which they examine how philosophical principles enable them to communicate concepts such as probability and uncertainty to patients. The new MBBS curriculum also offers students access to a wide range of Modern Foreign language tuition.

Evidence that students appreciate the opportunities for personalised learning came through in comments on the 2016 NSS, such as ‘I have especially liked the freedom we were given with module choices... as a result I have been able to pick subjects specifically tailored towards my interests, giving me the skills needed to pursue my chosen career’. Furthermore, the General Medical Council Review of MBBS in 2011-12 stated: ‘We were impressed by the breadth and variety of the Student Selected Components (SSC) available to medical students’. In the new medical curriculum, we are continuing to offer extensive choice to students through SSCs, scholarly projects, career tasters and clinical electives.

The impact of our teaching, which stretches our students, can be demonstrated by their success. For example, Tim Owen Jones, an adult nursing alumnus, was named ‘Student of the Year’ by the College of Medicine, an independent health charity. Tim has been on the College of Medicine’s Student Strategy Group since 2015 and represented them at a number of events. He was also a student representative at the launch of the Social Prescribing march at the House of Commons. In another example, Midwifery student Siobhan Pearson was shortlisted for the JOHNSON’S® Student Midwife Award. Cathy Warwick, Chief Executive of the Royal College of Midwives, said: ‘Just to be shortlisted is a great achievement and I congratulate Siobhan on getting this far.’
TQ4: Assessment and feedback are used in supporting students’ development, progression and attainment

In response to the NSS scores for Assessment and Feedback, we have made this an area of particular focus throughout the institution in recent years. We are confident that we are making improvements to the assessment experiences of students, but the NSS scores reflect the historical situation rather than the current situation. For example, our results on the Postgraduate Taught Experience Survey – where the majority of respondents have only been in attendance for the 2015-16 academic year – have risen 2.5% in this domain over the past year alone. The NSS scores inevitably reflect a longer cohort memory.

We aim to ensure all students receive feedback on their work in a timely manner. College policy is a four-week turnaround time for summative feedback to students, from time of submission. In a number of Faculties opportunities for students to gain formative feedback are extensive. External examiners’ reports often note the high quality of feedback, and their comments regarding feedback and consistency indicate that this is an area that continues to improve. For example, the external examiners from the School of Bioscience Education within the Faculty of Life Science and Medicine and the English Language Centre have commended ‘improved annotation of scripts’ and ‘rigorous and consistent marking’.

In another example an external examiner in Arts and Humanities wrote ‘the quality of markers’ feedback to students is uniformly excellent, and in many cases exemplary’, while an external examiner in MBBS noted ‘the ‘hot’ feedback form for qualitative feedback to all the candidates, on all the stations in an Objective Structured Clinical Examination (with allocated time to allow this to occur) is a particularly positive innovation’.

In 2013 King’s launched a College-wide Assessment and Feedback project: this has included, amongst other initiatives, programme-level mapping of assessment landscapes; extensive assessment resources now available on dedicated KEATS pages (the King’s E-learning and ‘Teaching Services VLE); and rolling out the use of marking rubrics across Faculties. Some Faculties have developed their own assessment projects, such as the Assessment and Feedback Steering Committee established in the Faculty of Nursing and Midwifery which provides a forum to review and implement enhanced policies and practices. The forum includes academic, student and professional services representation.

The College Assessment and Standards Committee (CASC) has been undertaking a review of subject specific marking criteria across King’s, which has led to the requirement for subject specific marking criteria being made available to students. Information about assessment and feedback has been uniformly added to all student handbooks. CASC also established two working groups with students as a direct response to their concerns, which generated positive changes to students’ experiences of assessment, with new guidance developed for students and staff on plagiarism, and ‘Fit-to-Sit’ being incorporated into a mitigating circumstances policy.

We offer a College-wide opportunity for students to be provided with alternative forms of re-assessment which further enhances the personalized learning opportunities for students. All students have access to the markers’ comments on their exam scripts. For example, in the School of Law, Feedback Clinic Days are offered for examination feedback: students can book in to see their module leader who addresses areas of concern or misunderstanding, which prepares students for the following year.
Learning environment

**LE1:** Physical and digital resources effectively aid students’ learning

**LE2:** Environment is enriched by student exposure to and involvement in provision at forefront of scholarship, research and/or professional practice

**LE3:** Students’ academic experiences are tailored to the individual, maximising rates of retention, attainment and progression
LE1: Physical and digital resources effectively aid students’ learning

At King’s we are very proud of the outstanding physical resources that we offer to our students in the heart of London across all five campuses. The investments that we have made and continue to make in both our physical and digital infrastructures are substantial. Student representation on project boards and paid student internships have ensured student engagement in the design and implementation of improvements.

We have built a high quality, technology-rich Learning Centre space in Somerset House, which is used to support Widening Participation (WP) activities and brings WP students directly into the heart of King’s. There are a wide range of high-quality study spaces and teaching environments across the campuses that include wet and dry labs, simulation centres, computer labs, moot court rooms. Feedback from the 2014 NSS suggested that students needed dedicated additional space on the Denmark Hill campus for clinical skills practice and simulation; this has led to a £1.3m investment in clinical skills provision at that campus, and a new clinical skills laboratory that opened in March 2016. Furthermore, we are undertaking the development of a £20m Clinical Research Facility in Denmark Hill along with King’s Health Partners and the Wellcome Trust. The student experience will also be greatly enhanced by the addition of Bush House to our Strand campus, as we have acquired a 50-year lease on this 23,500m$^2$ iconic site; and students were at the heart of designing the new learning and social spaces within this building.

We appreciate how important the virtual learning environment is for students. We have made an investment in IT infrastructure (up to £20m over the last three years and a further £60m planned over the next three years), and adopted policies and procedures that support our accessibility aims. It is compulsory for all module leaders to make use of the virtual learning environment (the King’s E-learning and Teaching Service or KEATS), and they are supported in developing resources for shaping student learning by the Centre for Technology Enhanced Learning. We rolled out Lecture Capture on a college-wide basis from 2015-16, through which large lectures are video recorded by default and made available to students through KEATS.

During just the first week of implementation we recorded around 70% of the number of total recordings undertaken during the previous year, prior to the policy being put in place. We recorded over 40,000 lectures in 2015-16. In addition, an ambitious College-wide TEL Transformation Strategy is being implemented from 2016-17, with over £5m in funding and including the appointment of a senior academic from the IoPPN as TEL Transformation Champion.

Our students are fortunate to have some of the best library support in the country, and this is reflected in the relevant NSS scores which are above the sector benchmark. The library provision is award-winning, with a Customer Service Excellence Award (in April 2014 and retained each year since); and students also have access to other University of London and Senate House libraries. In response to feedback from students, opening hours have been extended and standardised. This includes improved weekend and vacation access and 24/7 access through most of the academic year. There are over 1,350 student PCs across the institution. Libraries also loan laptops to students in a highly popular scheme, and there are over 200 laptops located at the main sites.

The College Education Committee agreed in 2013 that reading lists would be available via MyReadingLists for all taught modules where reading lists are appropriate. Academic departments are responsible for populating the lists, supported by Library Services and Technology Enhanced Learning colleagues. Since 2013, there has been a four-fold increase in the number of lists available online (from 432 to 1,646, an increase of 381%). Library Services have been making more resources available digitally, and there has been a 6-fold increase in the number of interactive sessions where students have engaged with a MyReadingList (from 15,343 interactive sessions in 2013 to 95,744 interactive sessions, an increase of 624%).

We are undertaking the development of a £20m Clinical Research Facility in Denmark Hill along with King’s Health Partners and the Wellcome Trust.
We have pioneered the use of the physical environment to celebrate student achievement and inspire students. For example, the Open Doors Project celebrates the many and great contributions our BME students are making to university life, by featuring photographs on door panels around the King’s campuses, highlighting and recognizing the achievements of those featured in order to inspire staff and students. The Open Doors website gives further details of the achievements of those featured.

**LE2: Environment is enriched by student exposure to and involvement in provision at forefront of scholarship, research and/or professional practice**

In the 2014 Research Excellence Framework outcomes, King’s was ranked 7th in research quality, 6th in research power and 4th in research impact. King’s has six departments in the top five for their discipline, and King’s was deemed the ‘biggest winner’ in REF 2014 by the Times Higher.

Evidence of the benefit of our research for students can be seen, for example, in the 2016 British Psychological Society accreditation of the new BSc, which said ‘staff members at the IoPPN are engaged in world leading research projects which feeds into the teaching, as well as providing opportunities for student research projects. In addition, the students also value the insight they gain into an array of current research throughout the IoPPN presented by senior academics as part of the Inspiring Research module.

Students benefit from engagement with those at the forefront of their professional practice. For example, our accredited four year Pharmacy degree allows our students to interact with pharmacists from across King’s Health Partners, who deliver many aspects of the course, ranging from specialist lectures through to the facilitation of small group workshops and supervision of students on placements.

The unique Associateship of King’s College London (AKC), a non-degree, interdisciplinary programme established in 1833, currently has over 2,000 participants. The programme enables students to further develop enquiring minds through the opportunity to think about fundamental questions of theology, philosophy, religion and ethics in a contemporary context alongside their main degree studies.

King’s has fostered over 200 partnerships and innovative collaborations with leading universities and institutions across the globe (University of California, San Francisco; University of Hong Kong; Jawaharlal Nehru University; National University of Singapore among others). As one example, through a partnership with Peking University, King’s was invited to send a group of students to participate in the Beijing Forum in November 2016. The Beijing Forum is a high-level international academic conference in humanity and social sciences founded in 2004. A Student Panel was incorporated for the first time in the 2016 Beijing Forum with the aim of elevating and broadening international vision of young people, and facilitate cooperation, development and exchanges of university students worldwide. King’s students were honoured to participate in the inaugural Student Panel and contributed to discussions on ‘Global Governance in an Era of Change – a Youth Perspective’.

Through Study Abroad, 1,272 KCL students availed themselves of the opportunity in 2015-16 to go abroad for part of their study; our International Strategy 2015-20 has a goal of mobility for all students.
There are 30 exchange schemes linked to specific departments, another 19 exchange summer opportunities, and 29 non-exchange schemes which are open to all students. To ensure finance is not a barrier, there are Study Abroad schemes targeted for our Widening Participation cohorts: the Global Experience (Kuala Lumpur) and Broadening Horizons Awards.

We run a highly successful King’s Undergraduate Research Fellowship (KURF) scheme, which enables students to apply to work with a member of academic staff on a research project over the summer. Nearly 150 students took part in 2015-16, and 98% of them agreed that they were a better researcher after their KURF experience. Some KURF participants are named authors on publications, and other students have continued working as research assistants for academics.

We foster a spirit of enterprise in all sectors, 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 and Innovation Directorate, the Cultural Institute, Careers, the KCLSU, the KCL Business Club, and the Commercialisation Institute.

The King’s Policy Institute’s Policy Idol competition is hugely popular, with hundreds of students entering each year to address the question: ‘Could you change the world in 3 minutes?’ Last year’s winners include projects by students on decriminalising cannabis use, eradicating rape as a weapon of war, mitigating child labour in the West African cocoa industry and getting supermarkets to take responsibility for food waste.

We offer placement opportunities on 48 of our undergraduate programmes. In addition, the King’s Internships Programme brokers paid internships in SMEs across London and the South East, as well as advertising more formal internships offered by larger organisations. In 2015-16, 154 internships were directly brokered through King’s Internships (this was an increase from 86 in 2014-15), alongside the advertisement of 23,509 opportunities through JobOnline. Of the 154 interns placed, 55% were offered extended employment with their host on completion of the internship.

LE3: Students’ academic experiences are tailored to the individual, maximising rates of retention, attainment and progression

We have had a College-wide personal tutor system in place since 2014, led by a College Senior Tutor and an active network of faculty and department Senior Tutors, underpinned by a recently revised Code of Practice. A three-year ‘Enhancing Personal Tutoring’ Strategy is entering its final phase in 2017; this strategy has initiated the development of new resources and training opportunities for tutors, including an online Personal Tutor Portal, role induction workshops, ‘refresher’ briefings, counsellor-facilitated reflective sessions, and mental health training events for tutors. The strategy has had a very positive impact on personal tutor engagement, seeing a 234% increase in attendance at training and very positive evaluation of the new resources.

We run welcome and induction sessions for 10 days before the first week of teaching in September each year, including bespoke sessions for international students. Many of these sessions are repeated at other entry points during the year. The English Language Centre provides support for international students to develop and strengthen the English language skills necessary for successful transition to academic study at King’s. The last British Council inspection rated the ELC as one of the best in the UK (Centre of Excellence 2014). The King’s Community Ambassadors Scheme is aiding transition to HE: second and third year students make telephone calls to first years to ask how they have found their time so far and to direct them to support services that are available if they require them.

Of the 154 interns placed, 55% were offered extended employment with their host on completion of the internship.
The flagship Extended Medical Degree Programme (EMDP) is now in its 16th year, and uses a contextualised admissions process to make medical education available to students from educational disadvantaged backgrounds (90% from BME backgrounds). It splits the first two years of the conventional medical degree across three years, with additional academic and pastoral support programmes. Similarly, the Enhanced Support Dentistry Programme provides opportunities for talented students from diverse backgrounds in Greater London to pursue a career in dentistry. Students receive additional academic support whilst following the standard five-year Dentistry BDS programme.

We are continuing with ongoing research on continuation rates across the institution. Faculties are supported to develop bespoke initiatives to improve continuation rates, and we are putting into place a student engagement monitoring plan which will enable us to identify points at which students might be at risk of non-continuation. We have been piloting a highly innovative Behavioural Insights project run by WP, the King’s Policy Institute and the Behavioural Insights Team at the Cabinet Office to examine whether behavioural insights can be used to improve the outcomes of non-traditional students.

An Inclusive Education Network was established in 2015–16 to promote inclusive learning and teaching; this has included a survey of staff needs, the development of an inclusive education resources portal and dashboard, and bespoke and centralised CPD for staff from 2016. We have over 150 members of this growing Network across the College and have a series of planned activities and development opportunities. The Faculty of Arts and Humanities, after a very successful pilot in the Liberal Arts degree programme, will be rolling out Unconscious Bias training for all first year students.

Over the last two years the Student Opportunities and Skills Committee has overseen the distribution of over £120,000 of funding via the Student Opportunities Fund to over 230 students or groups of students. The impact that it has had includes: a national undergraduate conference on trauma which addressed an unmet need within the medical curriculum; King’s Politics Society produced a journal Dialogue covering contemporary political topics; an undergraduate Neuroscience student organised the King’s Neuroscience Society conference with over 130 attendees; an International Relations undergraduate student participated in the 2015 Mediterranean Model UN conference; an undergraduate student studying International Relations attended the Brussels Forum; and a student on the medical degree programme attended the Society of Cardiothoracic Surgery Conference as a lead author to present his research.
Student outcomes and learning gain

**S01:** Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment

**S02:** Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives

**S03:** Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes
S01: Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment

We are committed to ensuring that our graduates are prepared for work in highly rewarding and graduate-level occupations which will enable them to provide service to society. King’s has the highest benchmarks of the Russell Group institutions for graduate employment and further study. We have achieved or exceeded these benchmarks: for part-time undergraduate student employment we have achieved 100%, and for full-time graduates in employment or further study the latest DLHE results put us over our benchmark at 96.1%, which places King’s at the top of the Russell Group. We have also met our benchmark of 83% in highly skilled employment and further study, which is a significant achievement placing us at our benchmark and fifth in the Russell Group. It is also clear that our graduates are exceptionally well prepared to continue to further study: in 2016, 20.7% of our graduates continued to postgraduate level (again, above the Russell Group average). We also have the lowest unemployment percentage (1.6%) across the Russell Group.

Beyond the DLHE data, the 2016 Global Employability Ranking, published by the Times Higher and based on surveys of employers, also places King’s in the top 10 of UK universities at number 6, and at number 23 in the world. Our unemployment level (1.6% in 2015) is the lowest reported amongst the Russell Group.

Some of the programmes in our Health Schools are particularly outstanding in relation to student employment outcomes.

For example, in order for our Pharmacy graduates to become registered pharmacists they must pass an examination run by the General Pharmaceutical Council. In 2015-16, King’s graduates had a 100% pass rate. Our MBBS graduates are similarly prepared: nearly all of our MBBS graduates (96%) applied for the UK Foundation Programme which ranks graduates nationally based on performance. Our medical school is the only one in the UK to have students score a perfect 50 on the Situational Judgement Test component of the Foundation Programme ranking process.

The QAA Higher Education Review in 2016 commended as good practice ‘The provision of a range of co-curricular and other opportunities contributing to students’ life skills and employability, which are strategically planned, widely available and well-regarded.’ Some of these co-curricular opportunities have already been mentioned in this document and more details are provided below.
SO2: Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives.

We ensure that our programmes are designed to equip students with the skills and knowledge they need for employment. As well as the teaching, learning and assessment methods, our programme approval process requires evidence of how a programme will provide practical and transferable skills.

In 2016 King’s created an innovative Division of Academic Quality and Employability Services within the Students and Education Directorate, and established a new position of Director of Academic Quality and Employability Services, to ensure the embedding of employability across the curriculum. We offer a wide range of opportunities for students to enhance their employability skills throughout the formal and extra curriculum. Our Careers Service in 2015-16 hosted 301 unique employers on campus, across 300+ careers events, with a combined attendance of 13,201 participants. A survey of 189 participating employers indicated that 96% had met a student they hoped would apply for employment with them. In addition, in 2015-16, the careers service held 2,971 individual appointments with students, ranging from 20-minute CV checks to one-hour career guidance and practice interview sessions, with 88% of participating students saying the sessions had helped them decide on their next career steps.

In terms of further extra-curricular, employability-related provision, the King’s Leadership and Professional Skills Award (KLPISA) is an opportunity for students to learn professional and leadership skills, meet employers and increase their employability. Successful achievement of the award is included in students’ Higher Education Achievement Record. In 2015-16, 164 students achieved the award, and 95% of these participants said their confidence in using the relevant employability skills had increased as a result. About 23% of these participants were from a WP background and they performed better overall than their non-WP counterparts (53% of WP participants gained the Gold level compared with 43% of non-WP participants). In 2016-17, 350 students will be taking part.

The King’s Experience Awards have enhanced King’s co-curricular offering, enabling students to gain valuable skills outside the formal curriculum, and are open to all undergraduates and postgraduates. The awards comprise a means of recognising existing co-curricular learning. King’s Experience became operational in 2013-14, offering the King’s Experience Global Award, the King’s Experience London Award, and the King’s Experience Interdisciplinary Award. The King’s Experience Enterprise Award was launched in January 2015, and the Principal’s Global Leadership Award, focused on leadership development, in 2015-16.

In 2013-14, we had 320 students taking part; a number which rose to 749 students in 2015-16.

The Global Internship Programme provides internship places for students in Shanghai, Mumbai and Washington DC. In 2015-16, we received 625 applications, provided one-to-one consultation with a member of the careers team focusing on international employability for 458 of these applicants, and successfully filled the 30 internship places. Of the 27 participants, 14 were in receipt of a King’s Living Bursary (and therefore considered to be from WP backgrounds). These 14 students were funded £39,241 collectively to enable them to participate in the programme.

We have over 260 student-led societies and activity groups, over 50 fundraising and volunteering groups, and KCLSU hosts award-winning media outlets.
King’s has a very vibrant offering of student-led, extra-curricular activities that provide students with further opportunities to enhance their knowledge and skills. We have over 260 student-led societies and activity groups, over 50 fundraising and volunteering groups, and KCLSU hosts award-winning media outlets.

As part of our ‘in service to society’ mission, students organize and participate in an impressive range of volunteering opportunities, through which they gain valuable life and employability skills (as well as showing a commitment to our ethos of making the world a better place).

One example is the KCL Student Action for Refugees (STAR) initiative, which is student-run and aims to raise awareness of refugee issues and promotes the integration of refugees and asylum seekers into society. In November 2016, students as part of this initiative attended Parliament to talk about access to higher education for refugees and asylum seekers. Another example is the KCL Pro Bono Society, which runs voluntary projects including the Human Rights Project, publishes a student-run ‘Human Writes’ journal, and provides volunteers for the Refugee Council.

The King’s Entrepreneurship initiative is incubating 20 student start-up companies this year (Kings20 accelerator), 70% have a BME student as the leader, half have already won investment, and 5 have been nominated or won national awards. Support includes mentoring, leadership training, funding, investment networks, back-office solutions and accommodation in the iconic Bush House. In addition, 4,000 students have engaged with entrepreneurship events in 2015-16.

The impact can be evidenced through student feedback, such as this quote from a student with a startup on the King’s20 Accelerator programme: ‘These events are particularly important. That’s where it began for us. I came to an Entrepreneurship Institute event without much of an idea but then gained a brilliant overview of the Startup world’.

The 2016 QAA Higher Education Review report recognised and praised our commitment to ensuring our students reach their goals: ‘Leveraging its location in central London to benefit student employability is an important strand of the institution’s Employability Strategy... Students speak very highly of the curricular and co-curricular opportunities available to enhance their life skills and employability.’
**S03:** Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes.

King’s is very proud of its diverse student cohort, and we have worked hard to ensure that our intake is diverse. The QAA, in the 2016 Higher Education Review, commended as ‘good practice’ the ‘comprehensive approach to, and engagement of students and staff in, initiatives which widen access’.

Through the highly successful K+ Widening Participation programme, we receive around 1,000 applications each year from school students, and enrol 280 to become K+ members. 77% of participants are from ACORN category 5 (‘hard pressed households’) and 97% are first generation students. 80% of the most recent cohort of students who completed the scheme enrolled at university and half of those are studying at a Russell Group institutions, including King’s. Our careers consultants deliver careers and employability-specific workshops as part of the K+ programme. We continue to make excellent progress with the 2017 target for K+ already achieved (355 students enrolled at King’s College London in 2014-15), and K+ was the runner up for a Guardian Higher Education Award.

In 2014-15 the number of students from ethnic groups defined as non-white at King’s increased to 41%, ensuring King’s has the most diverse student population in the Russell Group. We have seen a substantial increase (72.4% to 74.9%) in numbers of full-time first-degree entrants on HEFCE-funded programmes from state schools. We exceeded our 2016-17 benchmark for students from low-participation neighbourhoods (from Polar 1 and 2 neighbourhoods 3.7% to 5.2%, against a 4% target). In addition, in 2014-15, we exceeded our target for students from NS-SEC classes 4, 5, 6 & 7 with the percentage climbing to 26.2% - over 4% above our 2016-17 benchmark.

The Personal Tutor Portal includes resources devoted to inclusive practice, and a ‘Knowing our Students’ section profiles different groups within the student body, providing personal tutors with relevant attainment data and identifying any specific support available for that group.

We recognize that, along with other HEIs, we have a Black and Minority Ethnic (BME) student attainment gap. In order to address this we established a BME Student Success Project, based on research with BME students, which set Faculty KPIs in 2015-16. We have subsequently reduced the attainment gap from 8% to 4%.

Looking ahead, we are in the process of making national contributions to the development of employability learning gain metrics, which are already shaping our own practice in tailoring support for students. We are currently collaborating with two HEFCE-funded learning gain pilot projects, one with the University of London’s Careers Group on Career Readiness, where the data have been used by career advisors to target support. The other project is led by the University of Warwick and is providing King’s with comparative data about students’ learning gain across disciplines, as well as data from two further strands on international experience and mobility, and career adaptabilities. We are in a strong position to help develop the use of learning gain nationally in relation to employability.

Embarking upon the Pharmacy course at King’s College has been nothing short of life changing for me... I have made lifelong friends at university. King’s College has given me far more than I can ever repay them.

*Student comment*
As we hope is clear from the above, the King’s community is diverse, vibrant and proudly imbued with an ethos of service.

As we look forward to celebrating our 200 year anniversary in 2029, our newly launched King’s Strategic Vision 2029 sets out our continuing ambitions to make the world a better place.

Our core foundations are articulated in Vision 2029 as ‘proud heritage, contemporary outlook; of London, for the world; interdisciplinary by nature; and academia into action’. We hope that the above sections have offered an insight into the work we do with our students in maintaining these foundations whilst ensuring our students are partners in achieving our goal of delivering a world-class student experience underpinned by teaching excellence. At the same time, we recognize that university offers so much more than an education to those who embark on their learning journeys with us, and to that end we would like to finish with the words of a student, whose comment made in the 2016 NSS encapsulates what we aim to achieve for our students:

‘Embarking upon the Pharmacy course at King’s College has been nothing short of life changing for me... I have made lifelong friends at university. King’s College has given me far more than I can ever repay them.’

What is King’s doing now?
In 2017, King’s launched its Vision 2029 and is now developing the new Education Strategy that underpins it: Educate to Inspire and Improve. This strategy is being created through wide-ranging collaborations, forums and workshops, with staff and students throughout King’s.

How can I get involved?
Both staff and students can join together to improve teaching at members of King’s Academy of Educators. The academy provides opportunities for all members and promotes the exchange of ideas, teaching excellence, and creativity. It also establishes a supportive community, strengthening connections across faculties, departments and services. It offers guidance to individuals, ranging from project support to personal career development, and provides direction and leadership for education at King’s.

Members have access to a fantastic bank of shared resources and teaching aids, a variety of workshops and talks - all inspired by the academy’s themes; Leadership, Innovation, Citizenship and Scholarship. Core activities include:

• Interactive workshops on teaching excellence and practice
• Inspiring talks from internal and external guest speakers
• Discussion forums, online and working lunches
• Social events and networking opportunities
• Academic and professional resources, journals, and reports.

Membership will open in May 2017.

Excellence in Teaching Conference
On 23rd June 2017, King’s will hold its annual Excellence in Teaching conference. This year’s conference will focus on one of the priorities of King’s newly launched Strategic Vision 2029, King’s as a civic university at the heart of London. We’ll be looking at how education at King’s can influence and benefit from civic programmes including collaborations with local institutions, businesses and communities, making the most of its location in London. Come along and participate in Masterclasses presented by the various Faculties of King’s College London, Interactive discussion sessions, Lightning Talks, and Networking opportunities.

TRaK
If you teach and work towards enhancing the student learning experience at King’s, you may want to take the Teaching Recognition of King’s programme. At the end of the programme, you will be able to apply for Higher Education Academy Fellowship, an internationally recognised badge of professional success. There are four levels of fellowship to apply for: Associate Fellow, Fellow, Senior Fellow, and Principal Fellow. TRaK is open to different levels of staff at King’s, whether you are an early career researcher, a library and information services staff, a learning technologist or an experience academic member of staff involved in strategic planning and teaching. The key requirement is that you should be contributing to teaching and learning.

Find more information here:
kcl.ac.uk/study/learningteaching/kli/TRaK
Contact
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