

Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-02
Status	FINAL

Meeting of the Academic Board to be held on **Wednesday 11 December 2024** at 14.00, Great Hall, Strand Campus.

Agenda

1	Welcome, apologies and notices	Verbal	Chair
2	Approval of agenda	AB-24-12-11-02	Chair
3	Unanimous Consent Agenda including:	AB-24-12-11-03	Chair
3.1	Minutes of the Previous Meeting (to approve)	AB-24-12-11-03.1	
3.2	Actions Log (to note)	AB-24-12-11-03.2	
4	Matters arising from the minutes		Chair
4.1	4.1 Portfolio Simplification Update: Faculty of Arts & Humanities	AB-24-12-11-04.1	VP (Education and Student Experience)/
STRATEGIC DISCUSSION			
5.1	Student Futures II (to discuss)	AB-24-12-11-05.1	VP (Education and Student Experience)/ SVP Operations
5.2	Online and Hybrid Education Delivery (to discuss)	Verbal	VP (Education and Student Experience)
REGULAR BUSINESS ITEMS			
6	Report of the Vice-Chancellor & President		
6.1	Summary Report on Key Issues (to note)	AB-24-12-11-06.1	Chair
6.2	EDI Update on current activity and plans	AB-24-12-11-06.2	
7	KCLSU Officers' Report (to note)	AB-24-12-11-07	KCLSU President
8	Reports of Committees		
8.1	Report of the Academic Board Operations Committee	AB-24-12-11-08.1	Chair, ABOC
	(i) Academic Board membership (to approve)		
	(ii) Impact of BAF on Academic Board Forward Plan	Annex 1	
	(iii) Academic Board elections update	Annex 2	
	<i>See Consent Agenda for all items from ABOC</i>		
8.2	Report of the College Education Committee	AB-24-12-11-08.2	Chair, CEC
	(i) A whole university approach to mid-module evaluation: Update on progress and proposed options for implementation (to approve)	Annex 1	
	<i>See Consent Agenda for all remaining items from CEC</i>		
8.3	Report of the College Research Committee	AB-24-12-11-08.3	Chair, CRC

See Consent Agenda for all items from CRC

9 The Dean

9.1 Report of The Dean (to note)

AB-24-12-11-09.1 Dean

9.2 To elect Associates of King's College (to approve)

AB-24-12-11-09.2 Dean

Item on Consent Agenda

10 Report from Council

AB-24-12-11-10 Council Member

11 Any Other Business

Dr Sinéad Critchley, University Secretary and Director of Assurance
December 2024

Academic Board

Meeting date 11 December 2024

Paper reference AB-24-12-11-03

Status Final



Unanimous Consent Agenda

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

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

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

Item	Title	Paper	Action
3.1	Minutes of October 2024 meeting	AB-24-12-11-03.1	Approve
3.2	Actions Log	AB-24-12-11-03.2	Note
Report of the Academic Board Operations Committee		AB-24-12-11-08.1	
8.1			Approve
	(ii) Rolling Calendar of Academic Board Business		Note
	(iii) Academic Board Elections Update		Note
Report of the College Education Committee (CEC)		AB-24-12-11-08.2	
8.2	(i) NSS Improvement Strategy		<i>All to note</i>
	(ii) Dialogue and Disagreeing Well at King's		
	(iii) Office for Students (OfS): Condition of Registration E.6 to regulate harassment and sexual misconduct in English HE		
	(iv) King's International Foundation programme pathway		
	(v) King's Education Awards	Annex 2	
Report of the College Research Committee (CRC)		AB-24-12-11-08.3	
8.3	(i) Institute for Population Health		
	(ii) Institute for Human and Synthetic Minds		
	(iii) RMID Forward Look		
	(iv) HR Excellence in research Award		
	(v) REF Planning Update		
	(vi) CRC Matters Arising		
Report of the Dean		AB-24-12-11-09.2	
9.2	To elect Associates of King's College		Approve

Dr Sinéad Critchley
University Secretary & Director of Assurance
December 2024

The redacted minutes will be available separately.

Academic Board**Meeting date** 11 December 2024**Paper reference** AB-24-12-11-03.2**Status** Final

Actions Log

Action required

- For approval
- For discussion
- To note

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

Meeting	Minute	Topic	Action	Owner	Deadline (and any Revisions)	Notes	Progress
30 October 2024	5.1	Board Assurance Framework	Further reflection needed on the five BAF items against Academic Board and the language used before a further paper be presented to a future meeting of the Board for further improvement.	University Secretary & Director of Assurance	March 2025		In progress
30 October 2024	5.2	Student Experience	The next meeting would receive a report on Student Futures 2 on ambitions for this academic year. The meeting noted that the aim of Student Futures II was to address marking, timetabling and assessment and progression, which would provide greater assurance to Academic Board.	SVP (Operations)	December 2024		On 11 December agenda
26 June 2024	8	Financial Health of the HE sector	Difference between King's research income and research expenditure – Academic Board to receive a more detailed paper	VP Research & Innovation	March 2025		In progress
6 March 2024	11	AOB: Module Evaluation Process	The Module Evaluation Process was due for review this year and would be brought to the Academic Board through the College Education Committee.	College Education Committee	September 2025 implementation.	Education Executive discussed and agreed that current practices around module evaluation needs to be changed and that some proposals will be put forward to a later meeting, with a Task and Finish Group to then be established to consider survey design, ready for September 2025 implementation.	In progress

Meeting	Minute	Topic	Action	Owner	Deadline (<i>and any Revisions</i>)	Notes	Progress
8 March 2023	5	Research Strategy	Report on progress made in connection with research culture.	VP Research & Innovation	April 2025 (previously Autumn term 2024)	June 2024 meeting received an update on the CRC report.	In progress
2 November 2022	5.1	The Future of Online Education at King's	That Academic Board would discuss the mix of online and campus provision.	ABOC	2023		Strategic Discussion on 11 December 2024 agenda

Academic Board**Meeting date** 11 December 2024**Paper reference** AB-24-12-11-04.1**Status** Final**Access** Members and senior executives**FOI release** Subject to Redaction**FOI exemption** Not be released due to personal data/commercial interests



Portfolio Simplification Update: Faculty of Arts and Humanities

Action required

- For approval
 For discussion
 To note

Motion: Academic Board is asked to approve recommendations put forward by Chair's Action taken on behalf of the Curriculum Commission to revise a recommendation previously made by the Curriculum Commission relating to the Department of Languages, Literatures and Culture.

Paper Explanation for Members

Why is this paper being presented?	The Faculty of Arts and Humanities sought Chair's Action of Curriculum Commission to revise the implementation of their portfolio simplification outcomes relating to a dissertation module in the Department of Languages, Literatures and Culture. Academic Board are now being asked for their approval of these changes, as per previous practice.
What are the key points/issues?	[REDACTED]
What is required from members?	Approval of these recommendations

Paper History

Action Taken [noted/recommended/discussed/approved]	By [Committee name]	Date of Meeting
Approval via Chair's Action	Curriculum Committee	Email: 17 th October 2024

Paper Submitted by:

Professor Adam Fagan, Vice-President Education and Student Success

[Redacted text block]

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[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-05.1
Status	FINAL
Access	Members and senior executives

Student Futures Phase 2 and Continuous Improvement

Action required

- For approval
- To recommend for approval
- For discussion
- To note

Motion: That the Academic Board notes the University’s work through the Students and Education Directorate and Student Futures programme to address student and staff pain points in how we operate.

Paper Explanation for Members

Why is this paper being presented?	To provide the Academic Board with an update on activities underway to address operational challenges that impact the student and staff experience.
What are the key points/issues?	<ol style="list-style-type: none"> 1) Students and staff tell us that many of our core systems, processes and operational capabilities need urgent improvement to deliver a high-quality educational experience at the scale we are now working at. Specifically, the awarding of marks and degrees and provision of timetables have not consistently been issued on a timely, or accurate basis, due to manual processes, data quality issues, and different ways of working. These issues are being addressed through work underway in the Students and Education Directorate and the next phase of Student Futures. 2) Student Futures: <ol style="list-style-type: none"> a) Overview: The Student Futures Programme is a multi-year transformation initiative focusing on three core aims: improving core student processes and systems, enhancing the student experience (King's Experience), and defining our distinctive offer (King’s Edge). Phase 2 (August 2024– July 2026), supported by a £12m investment, seeks to address persistent operational pain points and deliver long-term improvements through collaboration across academics, professional services, and students. b) Current Progress: Since August 2024, 11 projects have been initiated, targeting critical areas such as operational timetabling improvements, mark processing, and progression and awards. The programme is regularly engaging faculties and students through programme and project boards and on project teams (e.g. Quality Assurance Managers) to design solutions and agree implementation

	<p>approaches, with positive feedback on key initiatives like Progression & Award and Curriculum Management. With regards to the three specific areas raised at the last Academic Board, the Programme and SED are focusing on:</p> <ul style="list-style-type: none"> c) Timetabling: Ongoing Operational improvements are reducing clashes and optimising schedules, though structural challenges such as space limitations and growing student numbers remain. d) Mark Processing: The Direct Mark Entry Project is streamlining mark submission, reducing errors, and enabling faster, more accurate processing by Assessment Period 2 2025. e) Progression & Award: Automation of progression and award calculations and streamlined workflows will reduce manual errors and save staff time by Assessment Period 2 2025. <p>3) Future Focus: Continue to support the roll-out of Transforming Assessment for Students at King’s (TASK), scoping Personal Tutor Dashboard as part of Single View of Students, and King’s Edge. These will position the University for continued success, with improvements expected to enhance NSS results and staff/student experiences in the coming years.</p>
<p>What is required from members?</p>	<p>To note.</p>

Paper History

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

Annex A | Snapshot of Student Futures Phase 2 the major projects

Paper Submitted by:

Adam Fagan
Senior Vice President Education and Student Success

Darren Wallis
Executive Director, Education and Students

Jessica Weeraratne
Transformation Programme Director (Student Futures)

Student Futures Phase 2 and Continuous Improvement

Context & Background

- 1) At its meeting of 30 October 2024, Academic Board expressed interest in receiving an update on Student Futures and how current operational challenges in education support were being addressed. This was to complement the immediate actions being taken to support the NSS Action Plan for the 2025 cohort.
- 2) Addressing operational challenges requires a combination of continuous improvement work and strategic change initiatives. Under continuous improvement, recent areas of focus include operational improvements to the timetable, admissions processes, enrolment and onboarding, visa support and wellbeing support. Current priorities within the Students and Education Directorate (SED) include data management, disability support, conduct and appeals processes, Support for Study and extending out the success of enquiry management through Dynamics to more services. But the University recognises that to tackle these issues we need a whole-of-University approach, bringing Faculty, Professional services, and students together to provide sustainable solution. This is why Student Futures was established.

Student Futures Overview

- 3) Student Futures is the University's multi-year transformation programme that aims to make a step change improvement in the experience of students and staff, by bringing together staff and students from across the University to design and deliver change focused on:
 - a) **Aim 1: Improving our core student processes and systems;**
 - b) **Aim 2: King's Experience**, helping us understand our students better so that we can provide a more tailored and bespoke experience; and
 - c) **Aim 3: King's Edge**, creating our distinctive offer to secure our student pipeline and support students to succeed after graduation.
- 4) In July 2024, Council approved the **Phase 2: Improve Essentials Business Plan** and an investment of £12million over 2024-2026. This Phase continues our work to strengthen the core foundations across the three aims and tackle persistent pain points that emerge in student and staff feedback. Student Futures II was developed in consultation with our Academic, Professional Services, and Student communities. More specifically, for each aim we will:
 - a) **Aim 1:** focus on ensuring students get the right timetable, marks and awards on time by streamlining and automating key processes and creating a single source of truth for key information. Given the importance of timetabling, mark processing, and progression and award processes, extra detail is given below about how this will be achieved.
 - b) **Aim 2:** focus on improving students' experience of assessment and feedback by building students' confidence that they are not overburdened by the quantity and timing of assessments and have more opportunity to provide and receive real-time feedback, alongside better use of student data to provide in-year improvements.
 - c) **Aim 3:** focus on defining our distinctive offer, accelerating our extra-curricular activities and making improvements to how we recruit and convert students.

Student Futures Phase 2: Current Status

- 6) Since August 2024, Student Futures has begun to deliver 11 projects of the agreed projects, put in place greater faculty representation in how decisions are made, and regularly attending sessions in faculties

and directorates to raise awareness of the programme, what will be delivered and by when.

[Redacted]

- 7) **Stakeholder Engagement:** In Phase 2 we are working closely with faculties and students to help shape and deliver the improvement to address some of the most pressing pain points. This has been through collaborative workshops, being members of either the project team, or project and programme boards, and engagement with the fortnightly Student Futures Bulletin. Feedback has been positive, particularly for initiatives like the Progression & Award and Curriculum Management projects.

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[Redacted]

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[Redacted]

[Redacted]

Mark Processing

- 12) The **Direct Mark Entry Project** is working to streamline and simplify the way marks are managed, reducing double- (or multiple-) handling of marks and improving the accuracy and efficiency of the process.

[Redacted]

[Redacted]

- 13) For academic and professional services staff in Faculty, this means fewer disruptions during critical periods like the end of term, where resolving errors or reconciling marks across systems has historically been time-consuming and stressful. The new system will include features such as real-time validation, which alerts staff to potential inconsistencies immediately, helping to correct issues at the point of entry, and improving the experience and efficiency of Assessment Sub Boards.
- 14) Ultimately, Direct Mark Entry will enhance the overall student and staff experience by ensuring marks are published on time with minimal errors.

[Redacted]

Progression & Award

- 15) The Progression & Award Project has been transforming how Assessment Sub Boards manage student progression and award decisions since the Pilot in 2022, introducing a more streamlined and automated system.

[Redacted]

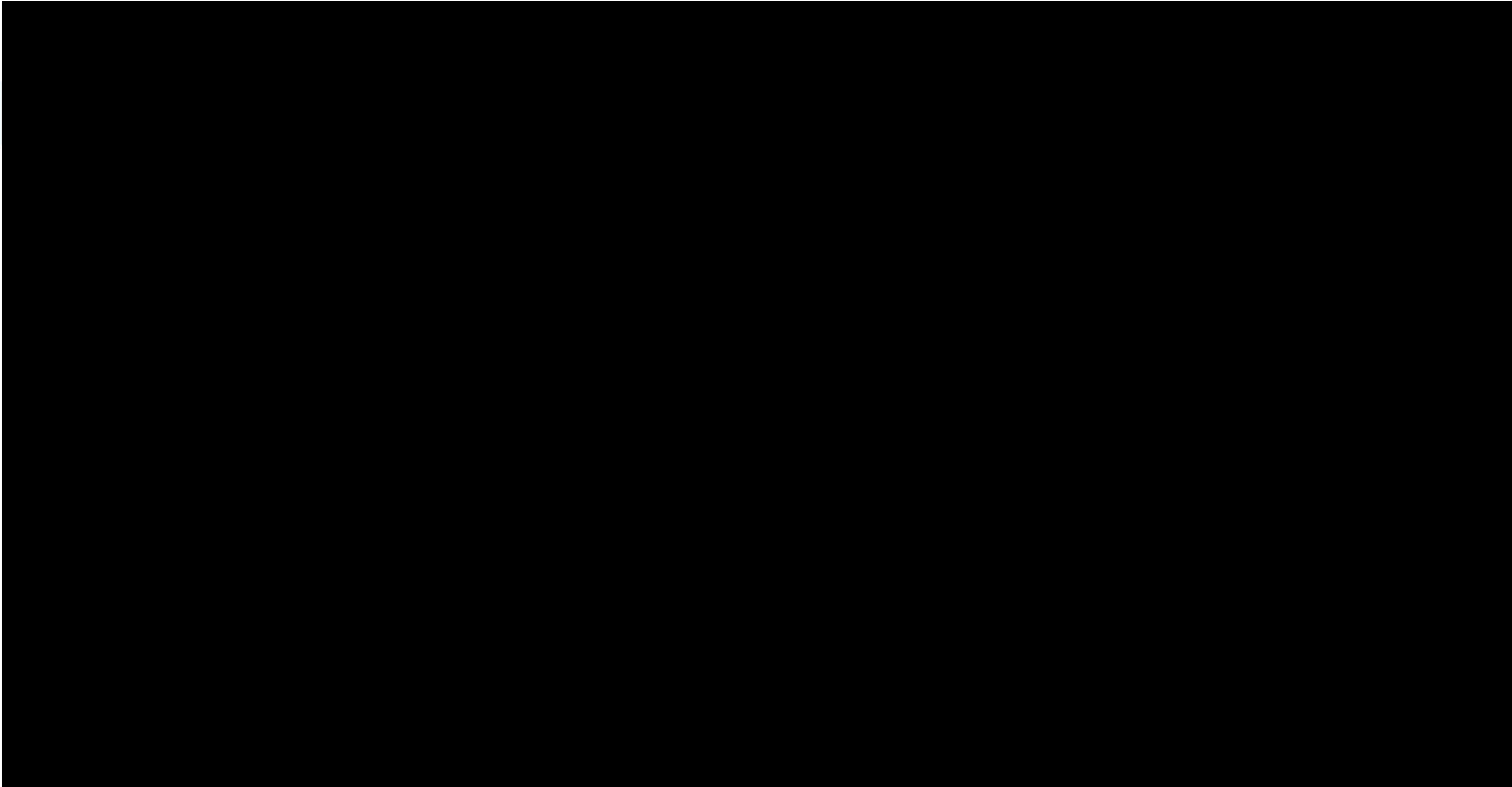
- 16) For academic staff, this will mean less time spent resolving administrative issues, such as recalculating results or addressing inconsistencies in how progression or award rules are applied as per the Regulations and Programme Specifications. The system will provide clear, standardised workflows (and an audit) for confirming progression decisions, reducing the risk of errors and ensuring compliance with our internal regulations and any external requirements.
- 17) These changes will improve the overall experience for both staff and students by ensuring progression and awards are finalised promptly, with fewer delays or disputes. We anticipate that students and staff will benefit from timely communication of their results, enhancing satisfaction and reducing stress, while staff can focus more on teaching, mentorship, and academic activities.

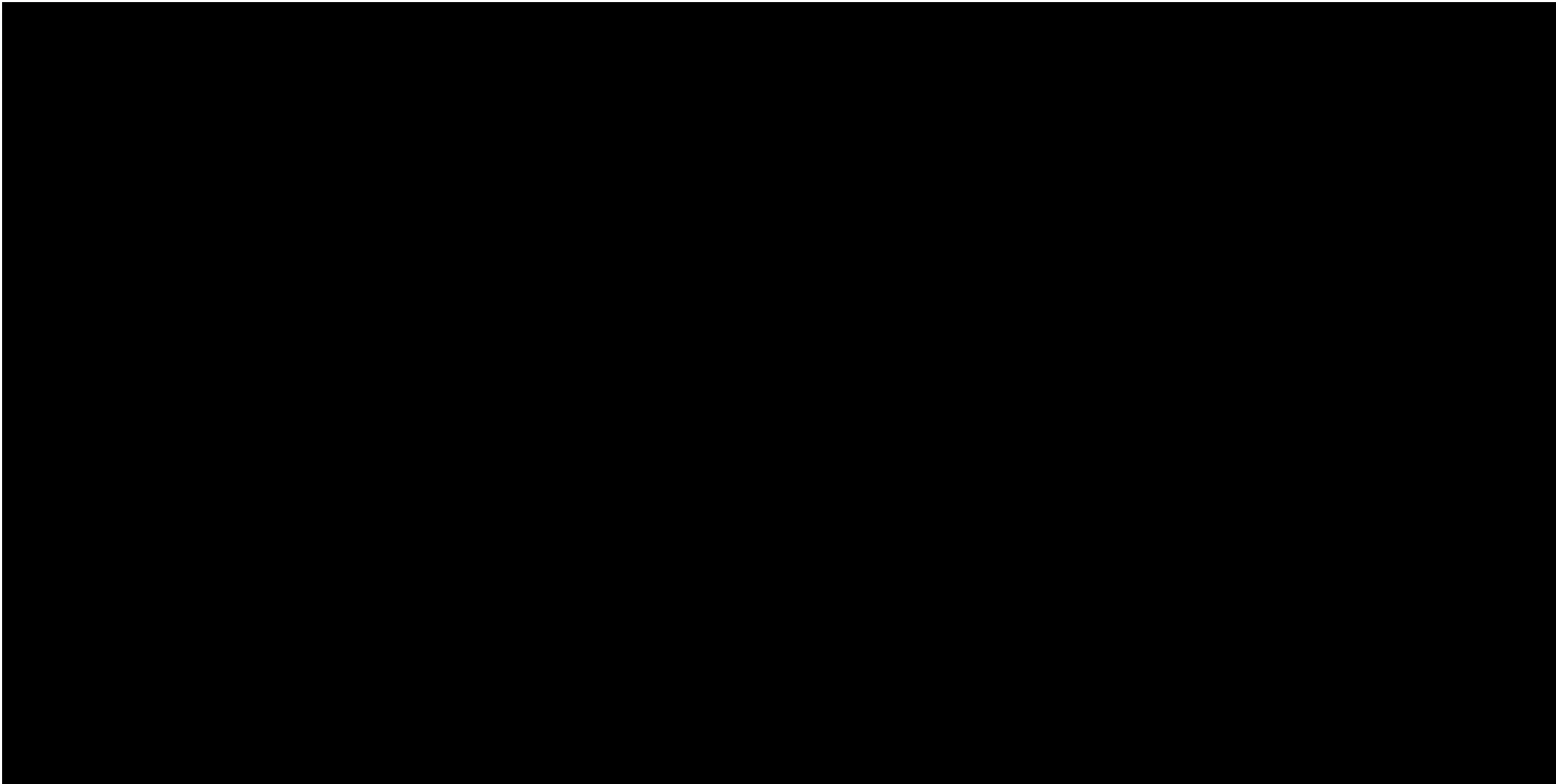
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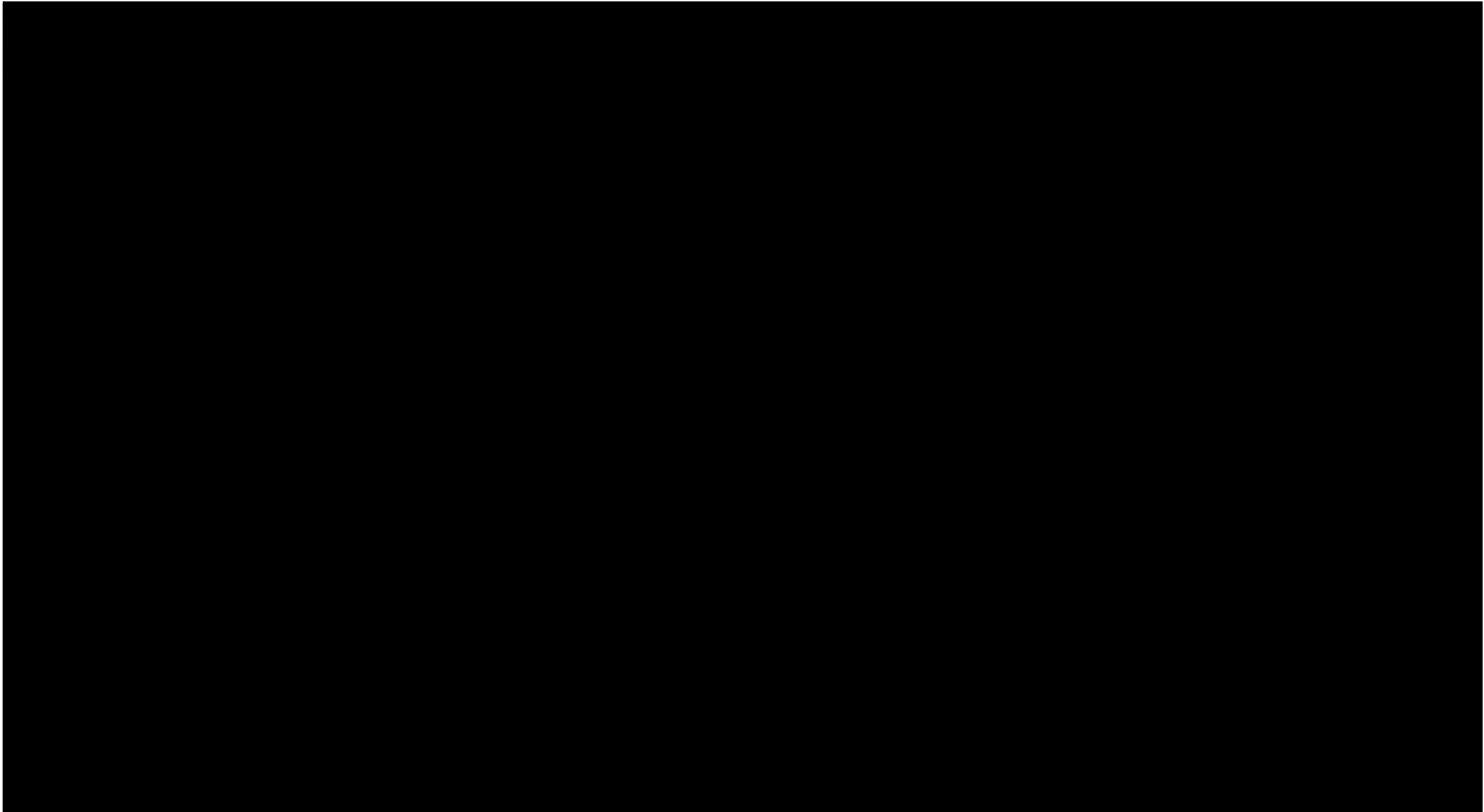


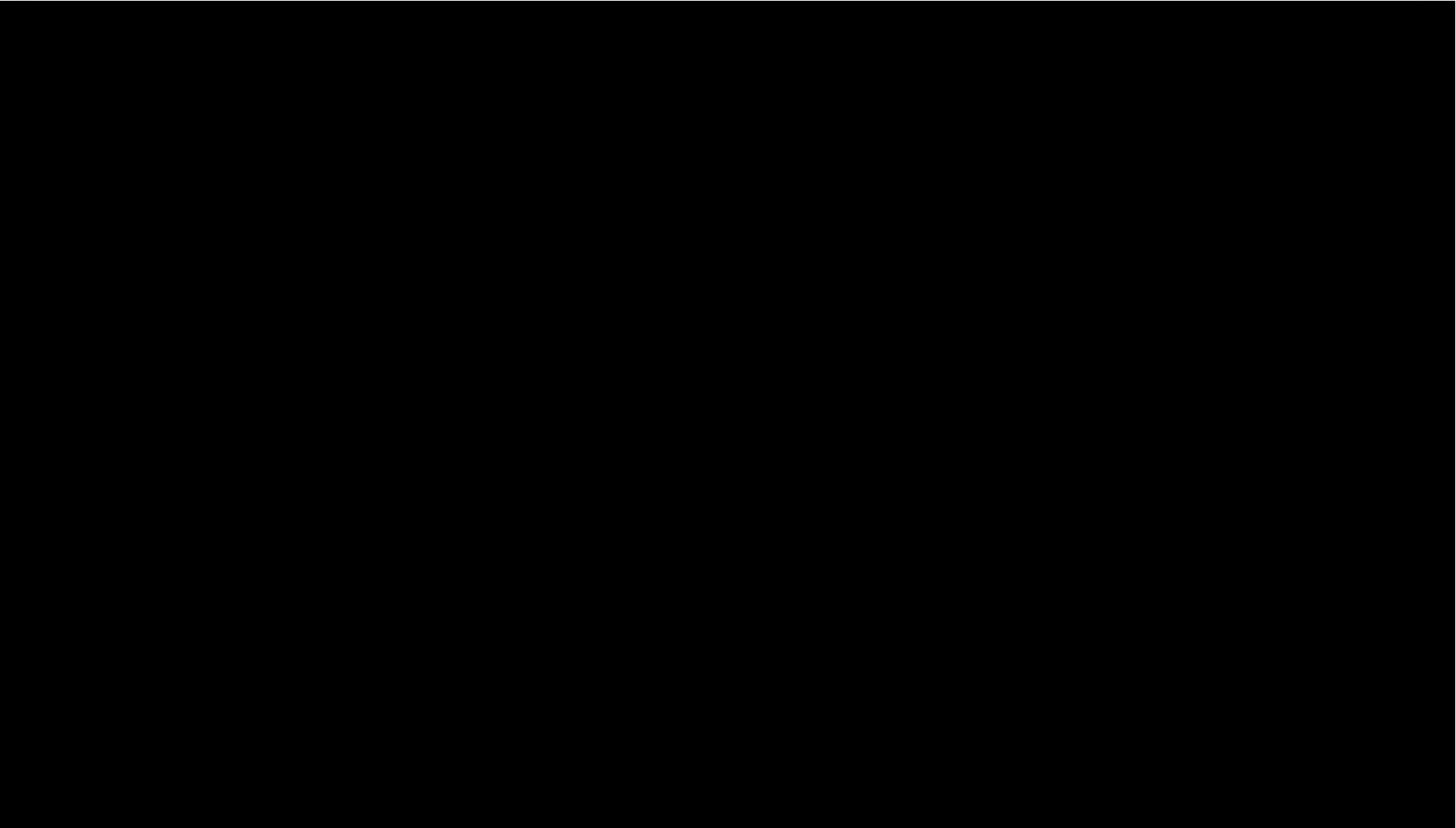
Conclusion

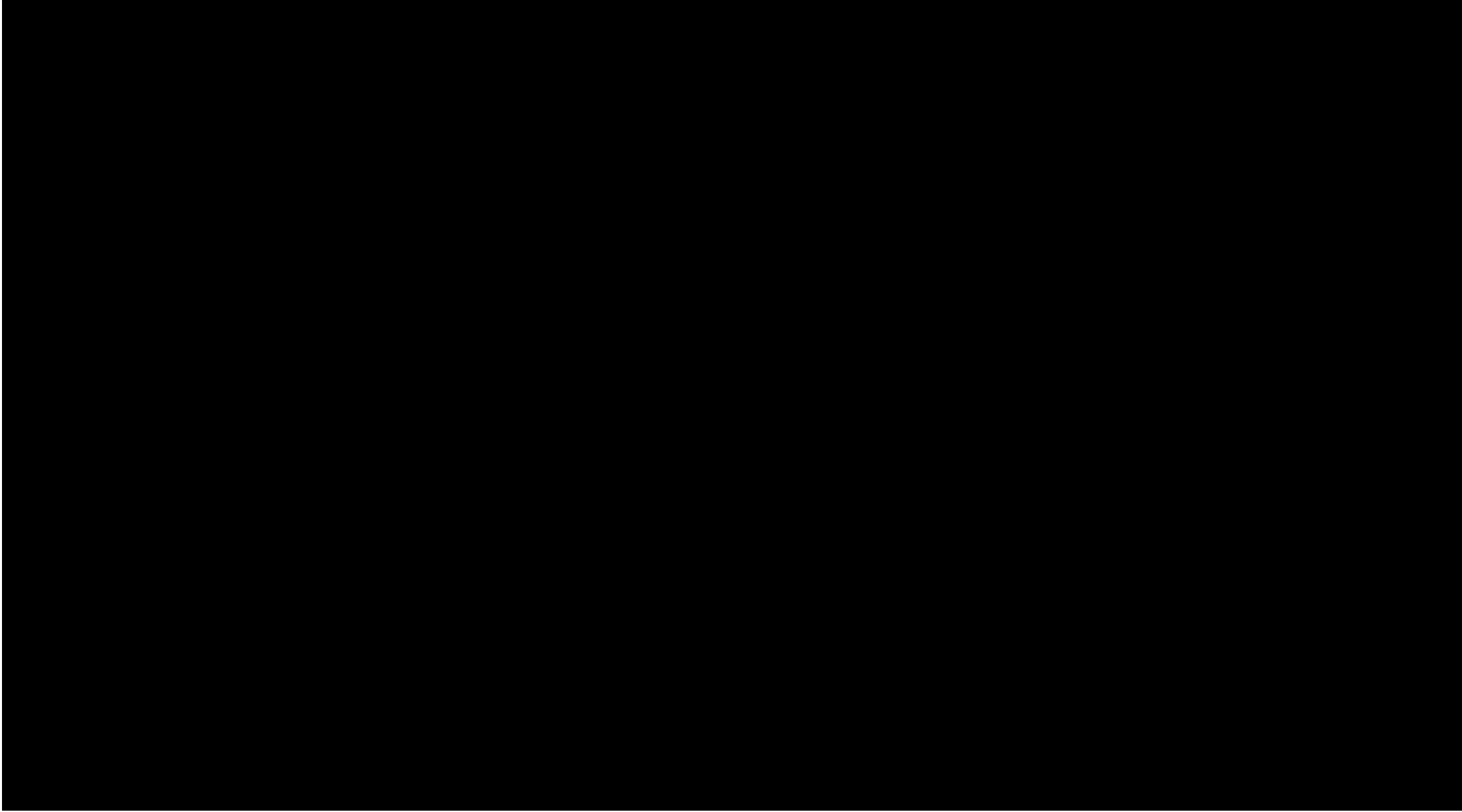
- 19) The **Student Futures Programme** continues to make strides in transforming the student experience at KCL. With continued progress, the intended benefits—ranging from enhanced operational efficiency to improved NSS outcomes—are within reach. In support of this improvement journey, SED is reviewing processes and policies with faculties and other partners to ensure they are fit for purpose to deliver and successfully iterate the new initiatives as part of a longer-term continuous improvement plan.

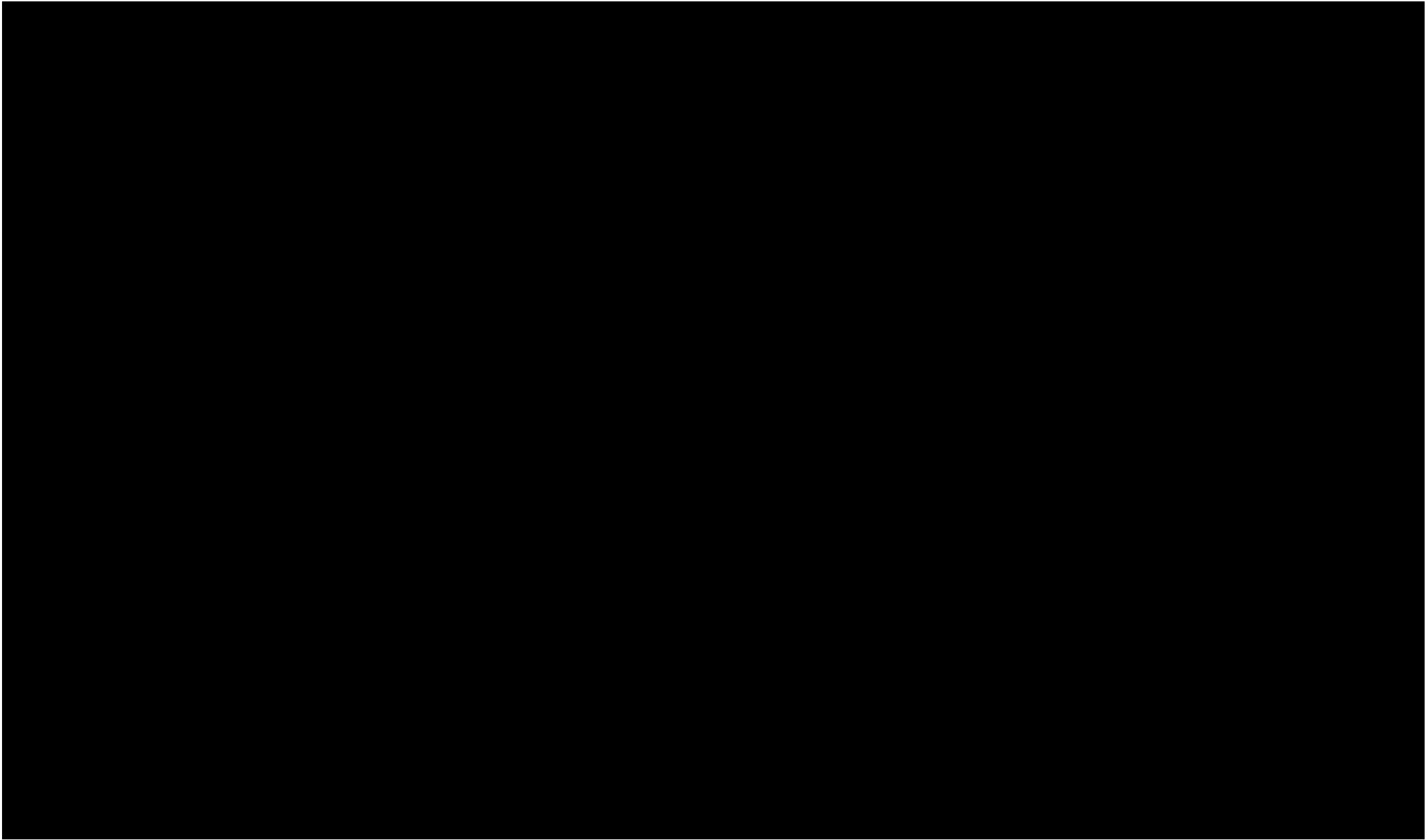














Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-06.1
Status	Final
Access	Members

Vice-Chancellor's Report

Action required

- For approval
- For discussion
- To note

Paper Explanation for Members

Why is this paper being presented?	Report from Vice-Chancellor & President highlighting current issues and events and developments since the last meeting of Council.
What are the key points/issues?	Admissions; Welcome success; International School for Government; [REDACTED] [REDACTED] Student Futures II
What is required from members?	To note

Paper Submitted by:

Shitij Kapur
Vice-Chancellor & President
December 2024

Vice-Chancellor's Report

Section A - Current topics

Admissions update

a) Student Numbers

Undergraduate:

- Actual enrolments have come in very close to the predicted intake. [REDACTED]

[REDACTED]

Postgraduate:

- Actual enrolments for the new PGT students are slightly better than the predicted intake.

[REDACTED]

- 2023/24 saw a record intake for PGR courses at King's.

Welcome to King's success

This year's Welcome to King's adopted a dynamic two-week model, blending online resources with vibrant on-campus activities to equip and engage our new students from day one. In the first week, students accessed essential information online, setting a strong foundation. During the second week, they were welcomed and inducted in person across campuses, with over 16,000 attending 188 King's-organized activities, 250 campus tours, and 850 faculty-led induction events. This success was made possible through the collaborative efforts of staff from multiple areas across King's, working together to deliver a seamless and welcoming experience.

Processes ran efficiently and effectively, with suitable flexibility for students arriving late for example where they experienced visa issues. Student satisfaction with the Welcome to King's experience reached 4.18 out of 5, and 88% of students found the Welcome Hubs engaging and relevant, both these figures are a notable improvement on last year.

Government Budget 30 October 2024

King's will be liable for higher employer national insurance contribution rates from April 2025, and this is likely to add £4m to costs in financial year 2024-25 and £13m (and inflated with salary costs) in future full years.

There had been rumours that there would be a sizeable reduction in university research funding. However, the spending allocations announced would suggest that this has been protected and there will be a modest (inflation) increase in 2025-26.

There were no spending announcements related to the teaching funding of UK students or any change in the maintenance funds available to UK students in the 30 October budget. However, the Secretary of State for Education subsequently made a parliamentary statement on 4 November, increasing the maximum cap on UK undergraduate tuition fees and the available maintenance loan

to students by 3.1%. The increase in the tuition fee cap from £9,250 to £9,535 is the first since 2017/18. The announcement was accompanied by expectations that universities will work to improve access and reduce attainment gaps for under-represented students - aims which King's certainly shares. The announcement was stated to be a single year increase (i.e. with no guarantee of further linkage to inflation) although we would hope that there will be further announcements in the Spring 2025 spending reviews on student tuition fees and grants and maintenance support for students. The uplift in the maximum tuition fee cap would apply to all full time UK undergraduate students in English universities from September 2025.

International School for Government

I have approved a change of name for the International School for Government, at the request of SSPP, to School for Government. This is in the context of the main client being the UK Civil Service and a potential tendering process early next year for a National School for Government, the bidding for which is a priority for the Policy Institute. The renaming will form part of a broad programme of repositioning including promoting new programmes and creating an alumni network across Government.

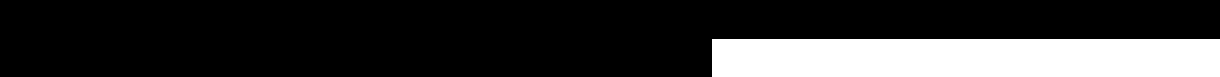
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Student Futures II (SFII)

In July 2024, Council approved the Phase 2: Improve Essentials Business Plan and the investment [Redacted] over 2024-2026. Following Council's approval in July 2024, Student Futures has made significant progress to set-up the programme delivery team and infrastructure required to deliver a programme of this size and complexity. The first Assurance Committee meeting took place on 31 October, faculty and student voice representation has increased across each layer of governance, and monthly reports have commenced to the University Executive. Over 18 sessions with faculties, directorates, student sabbatical officers is raising awareness and buy-in for the programme. Eight business cases have been developed with seven being approved by the Programme Board, allowing project delivery to accelerate. The next quarter is focused on the development of the remaining business cases (for example, Timetabling, and enhancements to Student Acquisition and

Conversion), delivery of live projects, and ensuring our community remains supportive and engaged in the change programme.



Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-06.2
Status	Final

EDI Update on current activity and plans

Action required

- For approval
- To recommend for approval
- For discussion
- To note

Paper Explanation for Members

Why is this paper being presented?	To provide an update on current EDI activity and plans
What are the key points/issues?	Development Programmes, Staff Wellbeing, Disability Inclusion, Race Equality, Gender Equality, Bullying and harassment
What is required from members?	For Discussion and Information

Paper History

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

Paper Submitted by:

Lorraine Kelly
Director, Culture & Talent

Harjeet Moore
Deputy Director Inclusion, Belonging and Wellbeing
20 November 2024

Equality, Diversity & Inclusion Update

Introduction

Our people are key to King's success. Strategy 2026 sets out our ambition to create a greater sense of belonging within and across our staff community. Equality, Diversity & Inclusion (EDI) is a central tenet of King's Strategy, which commits to fostering a thriving staff community. Our priorities include diversifying our workforce, delivering bespoke inclusion activities and engagement opportunities. As well as embedding inclusion and belonging into our Organisational strategy. King's makes use of external expertise to provide a framework for progressing our goals, such as Athena Swan, the Race Equality Charter, Stonewall, Business Disability Forum, and Working Families.

Our staff community networks continue to flourish, comprising our: Gender Equality Network (Elevate), Race Equality Network (REN), Parents & Carers' Network (NEST), LGBTQ+ Network (Proudly King's), and Disability Network (Access King's).

We are proud of the progress we have made and remain committed to investing in the future of all staff so we can thrive personally and professionally, while being respected, valued, and challenged to be our best. This report outlines some of our recent and ongoing projects.

Development Programmes

King's is committed to empowering staff to build their chosen careers, both at King's and beyond, and across the range of job families and specialisms.

Into Academia Ethnic Minority Mentoring: We launched a brand-new mentoring scheme for Black, Asian and minority ethnic undergraduate students who are considering a career in academia. We had 74 student participants, each of whom was matched with an academic or researcher from King's.

Senior Women Leadership Development Programme: Advance HE's Senior Women's Leadership Development Programme is designed specifically for women in senior positions in HE to help them take the next step up or extend their role, profile and impact. **2023 pilot:** four staff members (2 x PS / 2 x Academic), **2024 cohort:** four staff members (2 x PS / 2 x Academic).

Aurora: Aurora is for women, up to senior lecturer level or the professional services equivalent. **2023/4 cohort:** 72 (five receiving EDI funding). **2024/2025 cohort:** 78 delegates.

B-Mentor: this is a cross-institutional scheme run by UCL. It is open to academic, research and professional services staff. Mentees must be from a Black, Asian and Minority Ethnic background, whilst mentors can be from any ethnic background. **2023 cohort:** King's had 36 participants: four academic mentors, nine academic mentees, eight PS mentors and 15 PS mentees. We are in the process of recruiting for the **2024 cohort.**

Stellar HE: this scheme is a targeted leadership development programme to support Black, Asian and Minority Ethnic academics, researchers and Professional Services staff. **2024 cohort:** 18 delegates, **2025 cohort:** 24 delegates.

Disrupting racism. Originally developed by Estates & Facilities, Disrupting Racism is a training programme that combines live sessions and self-directed study. Any member of King's staff can register, and delivery begins in January.

New: Leadership Plus: We are currently participating in a leadership programme for parents. As part of the nine-month programme, participants will have a senior leader mentor, expert career development support, group coaching, a supportive cross-sector network of peers and practical tools to overcome work/life hurdles. **2024 pilot:** two delegates (1 x PS / 1 x Academic). **2025 cohort:** TBC

EDI training sessions available on skills forge

We implemented new training sessions following a gap analysis to foster a stronger culture of belonging. The analysis identified areas where additional support could enhance inclusivity and connectedness across the team. By addressing these gaps, the training aims to equip everyone with the tools and awareness needed to create an environment where all individuals feel valued, respected, and empowered to contribute fully. Please see below:

Preventing Bullying & Harassment Training for Line Managers	Staff executing Equality Impact Assessments	EDI committee and network training
Tackling Microaggression	Senior Leaders Equality Impact Assessments	Supporting Mental Health at Work (staff and managers sessions)
Trans and Gender Identity in the Workplace (staff and managers sessions)	Unconscious Bias	Supporting employees through the menopause
Creating a neuro-inclusive workplace	Psychological Safety and the Importance of Allyship	

Staff Wellbeing

To support the development of a thriving King’s staff community and as part of King’s commitment to embedding a whole-university approach to mental health and wellbeing (as part of the University Mental Health Charter Programme), we are spearheading several key initiatives to create a culture of wellbeing and belonging.

Staff Wellbeing Network: This network will serve as a vital platform for supporting and raising awareness of the significance of wellbeing at King's, while also promoting a culture of interconnectedness and mutual support among staff members, as well as an opportunity to share best practice.

Mental Health First Aiders: We are implementing a network of Mental Health First Aiders, complete with role profiles, resources, and escalation processes. This will include creating role profiles, resources, escalation processes.

Wellbeing hub: A new intersectional wellbeing SharePoint hub has been launched containing key evidence-based health and wellbeing information to inform staff, including topics such as mental health, menopause, menstruation, men’s health, women’s health and more.

Wellbeing Festival: In early 2024, we hosted our annual Staff Wellbeing Festival, a two-week celebration comprising a diverse array of online and in-person events dedicated to fostering holistic wellness. Over 70 tailored experiences, spanning mental, physical, and financial health, among other domains of wellbeing, were offered, with more than 600 staff members actively participating.

Wellbeing events: In response to valuable feedback from staff members, we've transitioned towards a year-long approach, epitomised by our new Inclusion & Awareness Calendar. This intersectional initiative is designed to cultivate a thriving staff community by aligning wellbeing events with various awareness days and campaigns, such as Mental Health Awareness Week and Men’s Health Month (Movember). To promote these initiatives, new dedicated staff wellbeing event pages have been established. To enhance cohesion and intersectionality, numerous events are collaboratively delivered in partnership with our Staff Community Networks, fostering a unified and inclusive approach to wellbeing initiatives.

EAP: From 1 January 2024 we have launched a new Employee Assistance Programme for all staff, this is provided by Vita Health.

OH: From 1 January 2024 Occupational health services for staff and students are now provided by Optima Health.

Staff Mental Health Training & Guidance Team

We are proud to present the Staff Mental Health Training & Guidance Team, a new initiative aimed at fostering a culture of support, wellbeing, and inclusion for all staff members at King's College London. This team is available to every staff member, regardless of their role, ensuring that everyone has access to the support, resources, and training needed to manage mental health challenges and enhance wellbeing. Highlights of what the team offers:

1:1 Consultations: Staff can book confidential sessions to receive advice on mental health challenges they encounter, whether related to their role and interactions with students and staff or managing their own wellbeing. These sessions provide personalized guidance on university resources and referral processes, ensuring staff feel supported in every aspect of their role. <https://bit.ly/kclstaffguidance>

THRIVE - A Central Hub for Staff Resources: Discover [Thrive](#), a dedicated SharePoint, empowers staff with access to essential tools, quick guides, to know in a click who to contact for what, and what avenue of support is the most appropriate. Thrive also provides direct access to services and policies, ensuring that staff can easily find the information they need, saving time and confusion. Video Tutorials of only minutes of duration, and simplified flowcharts are coming soon to this platform as well. Thrive is a collaboration with the Digital Innovation for Student Success Team in SED.

Bespoke Training Programs: Thoughtfully designed and inclusive training sessions—both in-person and online—are tailored to equip staff with the knowledge and skills to support themselves and their teams. We're amplifying our offer of Mental Health trainings to give more options for different levels of needs and applications of skills. You can see the current offering on our [Training section on Thrive](#).

Reflective Group Spaces: Recognizing the value of peer support, the team is offering dedicated reflective practice spaces. These safe, confidential sessions enable staff to discuss their professional experiences, share challenges, and reflect on their roles in a non-judgmental environment.

Disability Inclusion

Over the last year we have reviewed and updated the Disability Inclusion Action Plan alongside colleagues in SED. This exercise has brought together staff facing actions, student facing actions and cross-cutting challenges into one comprehensive plan. This has enabled better collaboration between EDI and SED, as well as other key directorates such as E&F and IT as we look at physical and digital accessibility. The Disability Inclusion Steering Group's terms of reference and membership have been reviewed and updated to ensure the Group has the right representation and terms to lead this work. Following the departure of Richard Trembath, we have also appointed our next Senior Sponsor for Disability Inclusion. Graham Lord is taking on this responsibility and will chair the Steering Group going forward. Within the EDI team we have further increased resource to develop staff disability inclusion through the appointment of a Staff Disability Support Advisor. This will enable us to provide a more formal advice service to staff and line managers on all matters relating to disability and reasonable adjustments. The Advisor will also deliver training to increase line manager capability and staff awareness of disability and neurodiversity.

Individual Adjustments Plan scheme: The Individual Adjustments Planner (IAP) was piloted from January to July 2024, in eight different departments across six faculties and directorates. During the pilot period 33 IAPs were created, providing those staff with a living record of their personalised adjustments and support. An evaluation of the pilot has been completed, and feedback showed the IAP had a positive impact, providing a clearer framework for accessing adjustments. To improve the user experience and automate as much of the process as possible we are developing an IAP digital application. This will enable us to hold the data securely, track IAPs and ensure adjustments are set up in a timely manner and it will also allow us to collect key data on types of adjustments, location and costs. We are working towards launching the scheme to all staff in January 2025.

Disability Inclusion training: 2024 saw the launch of a new Introduction to Disability Inclusion e-learning course on WorkRite. This was written in collaboration with the Students & Education Directorate and provides staff with

a foundation in disability and neurodiversity in education and the workplace. The course has been completed by 926 members of staff so far. We are also now delivering session focused on creating a neuro-inclusive workplace bookable via SkillsForge and new courses will also be available to book next year covering disability awareness, managing disabled staff and disability discrimination.

Race Equality Maturity Model

We continue to progress our race equality work through our [Race Equality Action Plan](#) (REAP). In order to embed this work into our business as usual, we are supporting faculties and directorates to use the Race Equality Maturity Model. The maturity model is a framework for assessing King's progress in this area, as well as identifying priority areas of work. It has been used in the Faculty of Life Sciences and Medicine, Arts and Humanities and the Students and Education Directorate.

Gender Equality

We continue to progress our commitment to Gender Equality and have adopted the Athena SWAN self-assessment framework to help us understand and develop gender equality (including trans equality) across the institution. We continue to grow our talent pool through Auroa leadership programme for women. We recognise that flexible working can support our people both their professional and personal lives. All staff regardless of length of service may ask to work flexibly, and we are committed to agreeing to requests if they meet the needs and objectives of both the individual and the University.

Pay Gaps

Over the last year both our gender and ethnicity pay gaps have decreased. The University is committed to achieving balanced representation for different groups of people at all levels and is proud of the work being done to develop a culture of inclusion and belonging across King's. We are mindful of the systemic barriers which can affect us as a community and will continue to develop this much needed change. Implementing our gender and race inclusion action plans continues. Inclusive best practice will be embedded within our leadership and management activity and pay equity across new and existing roles will continue to be monitored.

Parents and Carers

We have launched coaching sessions for parents and carers. This will assist parents and carers as they navigate both family responsibilities and professional aspirations. Alongside this we have created parents and carers toolkits to support staff and managers.

LGBTQ+ Inclusion

King's is committed to providing an outstanding staff and student experience, underpinned by inclusivity, equity, diversity, and opportunity for everyone – regardless of sexual orientation, gender identity or trans identity/history. We continue to build our LGBTQ+ Toolkit, providing resources to support our people and to provide guidance to line managers an example such as our Trans Inclusion Toolkit. This includes personal tutors supporting trans students and line managers supporting trans staff. The toolkit is regularly updated. We have recently recruited an EDI Advisor (LGBTQ+) specialist to continue to build strength and focus in this area.

Religion and Belief

The Chaplaincy provides pastoral support to staff and students of all faiths and none. The Chaplaincy team includes Chaplains from Christian, Muslim, Jewish, Buddhist, Sikh and Hindu faith traditions.

King's Religion & Belief policy outlines how we support staff and students to practice their faith, as well as our commitment to tackling harassment based on religion or belief. We have also developed a religion and belief toolkit to provide further education and guidance. We are currently planning antisemitism and anti-islamophobia training, which will be available to all staff.

Bullying and harassment

King's is committed to protecting the dignity of all our staff in their work and interactions with others. This includes providing a working and learning environment that is free from bullying, harassment, sexual misconduct and hate crime. The 2023 Staff Survey showed that 11% of staff have experienced bullying or harassment and 18% have witnessed bullying and harassment.

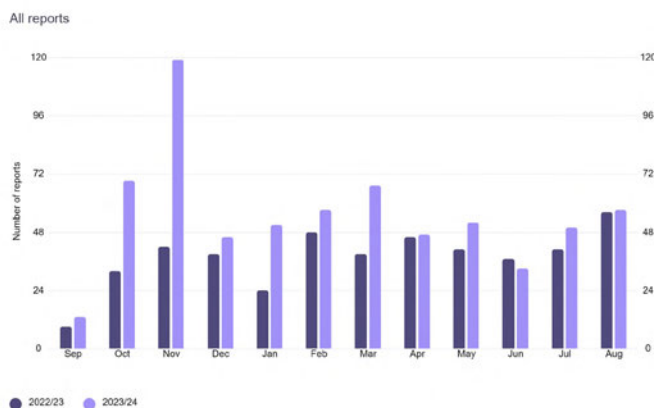
Preventing and addressing bullying and harassment is a key part of the institutional action plan in response to the Staff Survey and our ambitions to build a thriving staff community and enable student success.

Significant work has already taken place in this area in the last twelve months, including:

- New training for line managers on how to tackle bullying and harassment
- Increased communications to raise awareness of Report + Support
- Changes to our processes for [how we manage anonymous disclosures](#) via Report + Support
- Additional investment in roles under Thriving Staff Community
- Revision to the Non-Academic Misconduct Policy and Student Complaints Policy
- Redrafting the [King's Community Charter](#).

The University launched its new reporting tool, [Report + Support](#), in September 2022. In 2022/23, King's received 456 reports - 210 named and 246 anonymous. King's received 661 reports (386 named and 275 anonymous) for the 2023/24 academic year, significantly exceeding the 456 submitted in 2022/23. Analysis of said reports was shared with Faculties and Directorates in October to inform local EDI and Staff Survey action planning.

The significant number of reports received in October and November can be attributed both to reports at the start of the attacks and civilian deaths in Israel/Gaza and the response to the 'Anti-Bullying Week' comms campaign that ran mid-November. The sustained number of increased reports per month and over the year suggests that knowledge of Report + Support has grown in our staff and student communities, and that they are increasingly confident to use it as a tool to access support.



New Condition of Registration from the Office for Students (OfS)

The OfS has published the outcome of their consultation on regulating harassment and sexual misconduct in HE, including a new condition (E.6.) of registration which will come into force on **1 August 2025**. An action plan has been developed and will be overseen by the Anti-Bullying & Harassment Oversight Group, which is co-Chaired by Joy Whyte, Strategic Director, Education & Students and Lorraine Kelly, Director of Culture & Talent, and reports into the Safeguarding Oversight Group and University Executive. After implementation of the action plan, oversight of compliance will move to the College Education Committee and be incorporated into the annual report on compliance of OfS conditions of registration.

All of this work is key to King's success and will support our continued effort to build a Thriving Staff Community, that all at Kings can contribute to and feel proud of.

Academic Board

Meeting date 11 December 2024

Paper reference AB-24-12-11-07

Status Final

KCLSU Officers' Report

Action required

- For approval
 To recommend for approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	Report of KCLSU from the officer team covering developments to officer priorities and wider KCLSU strategic objectives.
What are the key points/issues?	<ul style="list-style-type: none"> • Updates on progress and actions from the KCLSU Officer Team. • KCLSU Strategic Updates: Building collective power for educational and social change, equipping students to lead and building communities for all. • The launch of KCLSU's 'The Union Agenda' and how we envision our members using this work to frame conversations with KCL.
What is required from members?	The Officers welcome Academic Board colleagues to reach out if they can provide additional context or collaboration to help further their vision for change at King's. King's colleagues are also invited to get in touch with the relevant KCLSU staff teams to follow up or enhance collaboration regarding the staff-led activities outlined in this paper.

Paper History

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

Paper Submitted by:

VP Education Health and VP Postgraduate; Student Officers; King's College London Students' Union

Officer Action Updates

1.1 Overview

The Officer Team shared a response with the student body regarding the 3.1% increase in the cap on undergraduate home tuition fees and maintenance loans that was [announced by the UK Government](#) on the 4th of November. They welcomed the increase in maintenance loans and outlined their appreciation of Professor Shitij Kapur's work with Universities UK to campaign for further financial security for the Higher Education Sector. The Officers directed students to KCLSU's newly launched [Financial Guide for Studying at King's](#), which provides students with a live resource to help alleviate the pressures of the cost-of-living crisis.

On Friday 22nd of November, the KCLSU Officer team will attend their first Accountability Panel (AP). 7 students have been recruited via interview to sit on the AP, which meets five times a year. AP student panelists receive a report from officers that outlines their progress towards their priorities, the meetings they have attended as representatives, and their student engagement. During the Panel, Officers field questions from panelists who have the powers to make the following recommendations: **approve** an officer's work, **motivate** them to progress further in an area of work, **investigate** their work progress, or as a last resort, recommend a **vote of no confidence** to our Trustee board.

We will share the outcomes of the AP with our student members and within future KCLSU reports to KCL.

The officers have also launched a new initiative Chai and Chats – 1-2-1 drop ins with students where the officers will listen to the student problems/issues and try to provide them with every possible support. The first Chai and Chat session will be held on 28 November 2024 led by Sheeba Naaz and Haneen Farid (HF).

1.2 Highlights of Key Areas of Engagement and Developing Priorities

Sheeba Naaz (VP Postgraduate) has developed the framework for working on her three key priorities of Diversification of Curricula, Festival Friendly Timetables and Career Guidance. She has sought help from key stakeholders who can help her in achieving her goals. The Students and Education Directorate (SED) has been immensely helpful in guiding her to relevant colleagues. One of the successes has been the invitation to the Inclusive Education Steering Group by Amy Kellehar which can be helpful to her for initiating meaningful deliberation about diversifying curricula. Darren Wallis also extended an invitation to all the Sabbatical Officers for the Townhall Meetings to share the Union Agenda with faculties. Sheeba along with Julia will also represent KCLSU at the Russell Group Student Union (RGSU) residential, scheduled for January in Belfast. She recently represented KCLSU along with Julia and Virajit, at the London Students Partnership (LSP) at Westminster University. LSP is an initiative to bring London based SU's together to work on the issues specific to students studying in London. High cost of living was identified as a pressing issue for all London based students.

Julia Kosowska (VP Education – Health) attended the two-day Circle U conference held at King's. Here, she learned more about the benefits of alliances and collaboration between European Universities. Julia also took an active part in the very first meeting of the newly formed London Students' Partnership (LSP), which given its strong focus on the Cost-of-Living will help Julia progress with her objective to advocate for more provisions for King's students to alleviate their financial struggles. Julia also represented students' views during the reverse interview opportunity given to selected candidates for the role of Senior Vice President Operations where she emphasized the importance of listening to student's voice to improve students' satisfaction and low NSS scores in Organization & Management category. Along with Sheeba, Julia will represent students at the Russell Group Students Union (RGSU) residential in Belfast. Julia is very keen to share the Students' Union Agenda with a wider

professional and academic community at King's and will start doing that by presenting the SU Agenda to colleagues at the SED Town Hall meeting.

Virajit Singh (VP Activities and Development) will represent KCLSU's sports societies at the British Universities & Colleges Sport (BUCS) conference.

Haneen Farid (VP Welfare & Community) has launched a campaign under the Student Life and Support area of The Union Agenda: *Halls for All*. She will meet with students at the end of November to facilitate the sharing of student experiences of living in residences, and in other accommodation across London, during the current cost-of-living crisis.

Madeeha Saher has stepped down from her position as the 2024-25 Vice President for Education (Arts & Sciences). Madeeha made this decision to focus on an opportunity to pursue a new chapter in her academic journey, and her last day in her role at KCLSU was Friday, 8 November 2024. KCLSU and the Officer Team are sorry to see Madeeha leave but wish her all the best in her studies and future career.

There are no plans to seek to elect a replacement for this post for this academic year. KCLSU will work with the remaining Officers to ensure committee responsibilities are appropriately re-allocated. Colleagues can read the full announcement on the KCLSU website [here](#).

2. Building Collective Power for Educational and Social Change

2.1 Launch of The Union Agenda

On the 11th of November, KCLSU officially launched [The Union Agenda](#) (UA) across digital channels and around campus spaces. The full document, introduced by The Officer Team, has been shared online for all students and staff to read.

As part of this launch, KCLSU has made efforts to showcase how the UA may be used by KCLSU's members to frame and support their conversations with KCL staff. For example, the UA could aid student campaigners to put issues or ideas into a wider context, either across King's faculties or at a national level. The UA may also prompt students to seek out further resources and information that the UA references, such as the OFS' B conditions, which may enable academic representatives to make supported quality judgements about their educational experiences in their Student-Staff Liaison Committees.

To gauge the reception of the launch of the Union Agenda, The Student Voice Team consulted current Academic Representatives to share their thoughts. Representatives rated the likelihood of using the UA from one to five (1: not very likely – 5: very likely); 84 respondents gave an average rating of 3.95, indicating that the UA has been received as a useful tool for their role. The survey received overwhelmingly positive qualitative responses when Reps were asked if the UA related to issues that they have heard from students so far. One Academic Rep stated, 'Absolutely! [...] the agenda creates a solid groundwork for meaningful and positive change.' Another rep claimed that 'by connecting student feedback to the agenda, I can amplify [student] voices while leveraging broader efforts to tackle these shared challenges effectively'.

KCLSU would like to invite colleagues to reflect on how the students that they consult with can contribute to and utilize our long-term vision for change.

3. Developing Communities for All

3.1 Black History Month

Black History Month (BHM) is celebrated every October at KCLSU. This year, KCLSU's 2024 Black History Month programme successfully celebrated the theme *Reclaiming Narratives*, providing a meaningful platform to highlight and amplify Black heritage and culture. With 10 student-led events and 4 staff-led initiatives, the programme strengthened community connections and student-led inclusiveness.

Key achievements included a significant increase in attendance at student events compared to 2023; from 198 attendees to 423 attendees respectively. Notable events included KCL Tennis Society's 'Celebrating achievements on and off the court' BHM panel, the British Sign Language Society's guest talk on 'Intersections: Black and Deaf', and the History Society's Black History Walking Tour around Regents Canal. Staff-led activities, including a Globe Theatre trip, a hair-braiding workshop, and a *Blind Date with a Book* pop-up hosted at every campus at KCLSU, were attended by an additional 125 students. The feedback was overwhelmingly positive, as 94.8% of students agreed that engaging in BHM events made them feel part of a supporting and accepting community.



BLIND DATE WITH A BOOK

3.2 Disability History Month and Trans Awareness Week

Disability History Month (DHM) and Trans Awareness Week (TAW) were hosted again this year by KCLSU. Impact figures will be shared in a future KCLSU report.

For DHM, KCLSU has worked closely with the student-led campaign group [Adjust KCL](#). The KCLSU Quiet Room is back by popular demand and is hosted on the ground floor at Bush House Southeast Wing (Activity Room A). For the entire DHM, students can freely access this room to relax with sensory comforts including soft lighting, fidget tools and bean bags.

KCLSU collaborated with the LGBT+ Network to host events with the aims to educate the community and celebrate trans stories during Trans Awareness Week from the 13th to the 19th of November. The VP Education-Health (Julia) and The VP Activities and Development (Virajit) attended the Trans Day of Remembrance Vigil held by the College Chaplaincy on the 15th of November to show solidarity with the trans community at King's. Their attendance and Julia's active participation in the Vigil were greatly appreciated by the trans community.

4. Equipping Students to Lead

4.1 Academic Rep Training 24-25

KCLSU hosted [Rep Fest](#) 2024 this year on the 30th and 31st of October, with a further catch-up session on the 7th of November. Despite the impact of train strikes, KCLSU trained over 400 Academic Representatives across three days. KCLSU would like to thank the Student Experience/Engagement teams who helped to share our training and encouraged students to attend.

Academic Representatives who could not attend received a comprehensive [handbook](#) and the option to be registered as trained if they completed a detailed reflection on the contents of the handbook and their role responsibilities. In total, 457 representatives have been trained so far.



4.2 November Volunteer Awards Winners

Group of the Month: KCL Tennis

November's winners were [KCL Tennis](#): King's largest sports club that continues to grow from strength to strength. A standout achievement was their first-ever Black History Month Networking and Panel event, which brought together over 100 attendees, including students, alumni, professional athletes and industry professionals.

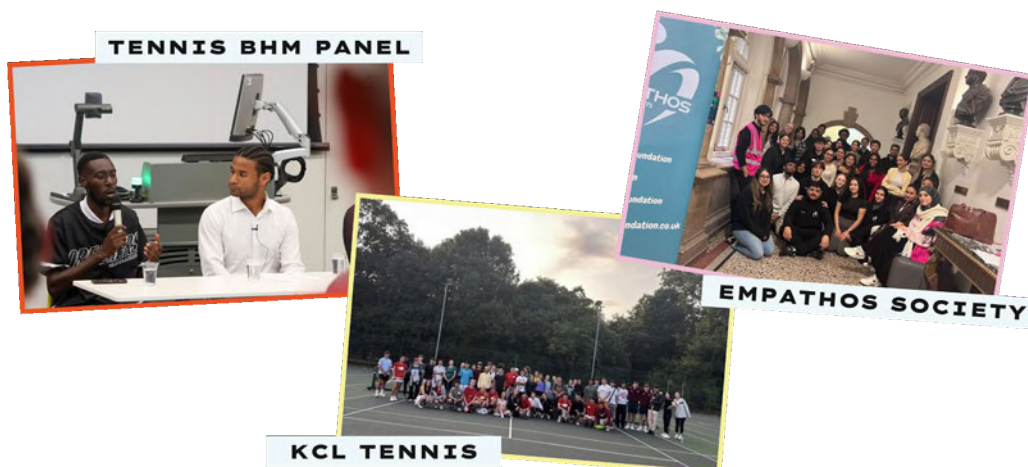
Volunteer of the Month: David Nana

Winner David Nana was the event lead for KCL's tennis BHM Networking and Panel event described above. He dedicated over 130 volunteer hours to organise the event and secured £700 in funding grants. Nominations attested to his leadership, dedication and vision that ensured the event's extraordinary success.

Project of the Month: *Insight to Healthcare Programme.*

[Empathos Society](#) were the winners for November's project of the month. The society welcomed over 200 aspiring healthcare students for a full day of engaging workshops and lectures led by 25 dedicated volunteers. By breaking down barriers for students from underprivileged backgrounds, the Insight to Healthcare Programme sought to empower a new generation of healthcare professionals.

KCL colleagues who work with student volunteers, such as Academic Representatives, are welcome to [submit nominations](#) for students who have shown a demonstrable impact on student life at King's for our December award.



Academic Board

Meeting date 11 December 2024

Paper reference AB-24-12-11-08.1

Status Final



Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board membership approval	14 Nov 2024	Consent	Approval	No
2. Rolling Calendar of Academic Board Business [Annex 1]	14 Nov 2024	Consent	Note	No
3. Academic Board Elections Update [Annex 2]	14 Nov 2024	Consent	Note	No

To Approve (on the Unanimous Consent Agenda)

1. Rolling Calendar of Academic Board Business (Annex 1)

Motion: That the term 'junior' staff is replaced with 'early career' staff for members of Governance Committees (note this includes AEP, E&R and Research staff contracts at G7). That Academic Board staff membership should continue until the end of the current academic year, should a member of staff be promoted or otherwise change their employment status during their tenure.

Background

Members are requested to inform the Secretariat at the earliest opportunity about any change in circumstance that could impact their membership of the Academic Board. Elected staff members of the Academic Board are elected for a three-year membership. Early career staff candidates were encouraged to consider if they would be able to serve most of this term (ideally, no less than two of three years). In the event of promotion during their tenure on the Academic Board, ABOC considered that for continuity, membership should continue until the end of the academic year and that elections would be held ahead of the next academic year for new members.

To Note (on the Unanimous Consent Agenda)

2. Rolling Calendar of Academic Board Business (Annex 1)

The Committee discussed the Academic Board forward plan and proposals for upcoming agendas in light of the discussion held at the previous meeting of the Board about a Board Assurance Framework (BAF) and its implications for the Academic Board. The strategic discussion items proposed for the remainder of the academic year are at Annex 1.

The Committee would consider the BAF and areas of assurance focus at its next meeting.

3. Academic Board Elections (Annex 2)

The Committee received an update report on recent Academic Board and Academic Board Operations Committee elections. Both the Academic Board and the Academic Board Operations Committee were now operating with full membership.

The most recent Academic Board elections had been for ring-fenced seats for early career staff, following review and approval of faculty representation at the 26 June meeting of the Academic Board. The total

number of 45 elected academic staff was maintained, which had previously included two staff on research-only contracts. Until current terms had been seen out (31 July 2027 for some of the current members), Academic Board membership would temporarily be larger.

Annex 1 – Rolling Calendar of Academic Board Business

Annex 2 – Academic Board Elections Update

Academic Board Business Plan

Strategic discussion

A strategic discussion on Education will be held at the first strategic discussion meeting (December) and on Research at the second strategic discussion meeting (March) each year.

Strategies

The Board will continue to monitor the implementation of the following strategies:

- Strategy 2026 (through reports from CEC)
- International Strategy
- Widening Participation Strategy
- Student Mental Health & Wellbeing Strategy & Action Plan (through reports from CEC)

And receive reports as appropriate from its standing committees¹ including on:

- Assessment and Feedback Review 2024/2025 (through reports from CEC)
- Lifelong Learning Entitlement (through reports from CEC)
- Online professional education
- Student Futures (*Previously Student Success Transformation Programme*)
- Professional Statutory and Regulatory Body (PSRB) Updates
- Teaching Excellence Framework (TEF) related matters (*next exercise expected to be 2026/2027*)
- Research Excellence Framework (REF)

The following policies are due to be reviewed in 2024/2025 and are due to come to Academic Board for approval:

- *Integrated Masters Policy*
- *Personal Tutor Code of Practice*
- *Programme Closure and Suspension Policy*
- *Complaints Policy*
- *Non-Academic Misconduct Policy*
- *Module Evaluation Policy*
- *Timetabling Policy (this one may go on into 2025/26)*
- *Suite of Admissions Policies to be reviewed for potential consolidation (Admissions Policy, Admissions Interview Policy, Applicant Misconduct Policy Statement, Applicant Complaints Policy, Fee Status Assessment Policy, Criminal Records Disclosure Policy)*

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

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

Periodic updates from the Equality, Diversity & Inclusion Team.

The Board will continue to receive its regular reports from the President & Principal, KCLSU, Council and the College Dean, and the regular reports from its committees.

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

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year, usually in the same time frame.

Date	Item	Action	Responsible	Next Steps
30 October 2024	NSS, PTES & Student Experience	Strategic discussion	VP E&SE Governance	
	BAF and AB-Council working	Strategic discussion	University Secretary	
	Revised Emergency Regulations	Approve	CEC	
	<i>OfS Conditions of Registration</i>	Approve	CEC	Council approval
	<i>Chief External Examiner overview report</i>	<i>Approve</i>	CEC	
	<i>Regular items approved by CEC</i>	<i>Approve & Note</i>	CEC	<i>Update as necessary</i>
	<i>Research Integrity Annual Statement</i>	<i>Note</i>	CRC	Council approval
	Research Publications Policy	Approve	CRC	
<i>Researcher Concordat Action Plan: 2024</i>	<i>Approve</i>	CRC		
11 Dec 2024 (Strategic focus)	Campus based, online and hybrid education delivery	Strategic discussion	ED (SED) VP E&SE	
	Student Futures II and the ambitions for this academic year	Note	SVP (Operations)	
	EDI Update on current activity and plans	Discuss	EDI	
	Portfolio Simplification Update -A&H			
	<i>King's Education Awards</i>	Note	CEC	
	<i>Regular items approved by CEC</i>	<i>Approve & Note</i>	CEC	<i>Update as necessary</i>
5 March 2025	Research and Generative AI	Strategic discussion	VP (R&I)	
	<i>Annual Report on Student Misconduct, Appeals & Complaints</i>	Note	CEC	
	<i>Annual Report of Examinations & Assessment</i>	Note	CEC	
	<i>External Examiner Reports 22/23 – overview of UG programmes</i>	Approve	CEC	
	<i>Regular items approved by CEC</i>	<i>Approve & Note</i>	CEC	<i>Update as necessary</i>
9 April 2025	Research performance and research culture	Strategic discussion	VP (R&I)	
	<i>Regular items approved by CEC</i>	<i>Approve & Note</i>	CEC	<i>Update as necessary</i>
2 July 2025	Thriving staff community	Strategic discussion	CPO/VP People & Talent	
	Access & Participation Plan Annual report	Discuss		
	<i>Student Terms & Conditions 2024-25</i>	<i>Approve</i>	ED (S&E)	<i>Publish</i>
	<i>Assessment Boards UG and PGT Awards Data</i>	<i>Note</i>	CEC	
	<i>Academic Regulations 2024-25</i>	<i>Approve</i>	CEC	
	<i>Degree Outcome Statement update 2024-25</i>	<i>Approve</i>	CEC	
	<i>External King's validation regs: RADA and ICCA</i>	<i>Approve</i>	CEC	
	<i>External Examiners Report (PGT)</i>	<i>Approve</i>	CEC	

	<i>EDI update</i>	<i>Discuss</i>	<i>EDI</i>	
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Academic Board Elections Update – October 2024

ABOC - Nominations received October 2024 for new student and staff vacancies on ABOC:

Constituency	#Seats	No. received	New Academic Board Operations Committee members	Results
Elected student member of the Academic Board	1	1	Mr Jonathon DiPietro (DPSoL)	<i>Unopposed - Acclaimed</i>
Elected staff member of the Academic Board	2	2	Dr Christopher Hazlehurst (KBS) Dr Eamonn Walsh (IoPPN)	<i>Unopposed - Acclaimed</i>

Membership is for a three-year term, or as long as the individual's appointment to Academic Board lasts, whichever is the shorter, noting that the three years would continue in the event that an individual was re-elected to the Board

Academic Board Early Career Staff Seats - Nominations received October 2024 for new early career staff vacancies on the Academic Board:

Constituency	#Seats	No. received	New Academic Board members (commencing a three-year term ending 31 July 2024)	Results
FoDOCS – HoD	1	1	Professor Kirsty Hill	Professor Kirsty Hill <i>(Unopposed - Acclaimed)</i>
FoLSM – academic staff	2	10	Dr Marina Cecelja Dr Xinyi (Beibei) Du-Hapur Dr Cinzia Imberti Dr Vidarshi Karunaratne Dr Hataf Khan Dr Daniel Leightley Dr Joaquim Nunes Vieira Dr Timothy Pullen Dr Colette Ridehalgh Dr Mark Russell	Dr Marina Cecelja Dr Timothy Pullen <i>(Election)</i>
NMES academic staff	1	3	Dr Ryan Donnelly Dr Stefanos Leonardos Dr Alex Taylor	Dr Stefanos Leonardos <i>(Election)</i>
IoPPN – academic staff	1	3	Dr David Howard Dr Mathilde Israel Dr Anastasia Vikhanova	Dr Anastasia Vikhanova <i>(Election)</i>

Academic Board Staff Seats - Nominations received May 2024 for upcoming vacancies on the Academic Board:

Constituency	#Seats	No. received	New Academic Board members (commencing a three-year term on 1 August 2024)	Results
A&H – academic staff	2	3	Dr Alice Hazard Dr Timothy Huzar	Elected
FoDOCS – academic staff	1	2	Dr Mads Bergholt	<i>Unopposed – Acclaimed</i>
FoDOCS – HoD	1	0	Professor Kirsty Hill	<i>Unopposed – Acclaimed</i>
Law – HoD	1	1	Professor Catharine MacMillan	<i>Unopposed – Acclaimed</i>
KBS – academic staff	2	4	Dr Simona Grassi PhD Dr Christopher Hazlehurst	Elected
FoLSM – academic staff	1	6	Professor Pete Zammit	Elected
NMES – HoD	1	1	Professor Chris Lorenz	<i>Unopposed – Acclaimed</i>
SSPP – academic staff	2	15	Dr Hillary Briffa Dr Sunil Mitra Kumar	Elected
Research – A&S	1	1	Dr Aleida Mendes Borges	<i>Unopposed – Acclaimed y</i>
Professional Staff, Education Support	1	6	Mr Johnny De Silva	Elected

Academic Board
Meeting date 11 December 2024

Paper reference AB-24-12-11-08.2

Status Final

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. A whole university approach to mid-module evaluation: Update on progress and proposed options for implementation	13 November 2024	Main	Approve	No
2. NSS Improvement Strategy	13 November 2024	Consent	Note	No
3. Dialogue and Disagreeing Well at King's	13 November 2024	Consent	Note	No
4. Office for Students (OfS): Condition of Registration E.6 to regulate harassment and sexual misconduct in English HE	13 November 2024	Consent	Note	No
5. King's International Foundation programme pathway	13 November 2024	Consent	Note	No
6. King's Education Awards	13 November 2024	Consent	Note	No

For approval

1. A whole university approach to mid-module evaluation: Update on progress and proposed options for implementation (Main agenda)

Motion: That Academic Board approve the recommendation from College Education Committee for a Working Group to be established to take forward option 3: the introduction of mid-module evaluation, with semester/programme evaluation [see **Annex 1**]

Background: At the April meeting of Education Executive, a paper on the potential for a university-wide approach to the incorporation of mid-module feedback practices into the current module evaluation process was discussed. The paper drew from research undertaken across the sector, focus groups with academic and professional staff from across the sector and King's, and the King's student 100. At the meeting it was agreed that the status quo needs to change and there was support for mid-module feedback practice. Education Executive agreed that a subsequent paper including two to three proposals for implementation would be submitted for consideration after which a working group would be formed to consider the details of survey design, questions, and revisions to the existing policy for implementation in September 2025. This proposal has now been discussed by Education

Executive and College Education Committee, who favour option 3 (see Annex 1), and is being submitted to Academic Board for their view.

For note

2. NSS Improvement Strategy (Consent agenda)

The Vice-Chancellor attended the meeting to discuss the NSS improvement strategy for 2025.

[Redacted content]

3. Dialogue and Disagreeing Well at King’s (Consent agenda)

A summary report was presented, along with recommendations of staff development requirements, following King’s Dialogue workshops.

[Redacted content]

- [Redacted]
- [Redacted]
- [Redacted]

4. Office for Students (OfS): Condition of Registration E.6 to regulate harassment and sexual misconduct in English HE (Consent agenda)

A summary was provided on the new OfS Condition of Registration which comes into force on 1 August 2025, and the work the University is doing in preparation. [Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

5. King’s International Foundation programme pathway (Consent agenda)

The Director of Education, King’s Foundation, provided an overview of the King’s Foundation Programme (IFP). It was noted that the main aim of the project is to widen out the progression opportunities for Foundation students, allowing students more choice in their combination of optional modules to enable a greater choice of UG programmes they can progress on to. There are 920 students on the programme this year, with 75+ nationalities represented.

6. King’s Education Awards (Consent agenda)

An overview of King’s Education Awards (KEA) 2023-24 and outlines plans for KEA 2025-26 was noted on the consent agenda.

A whole university approach to mid-module evaluation: Update on progress and proposed options for implementation

1. Background

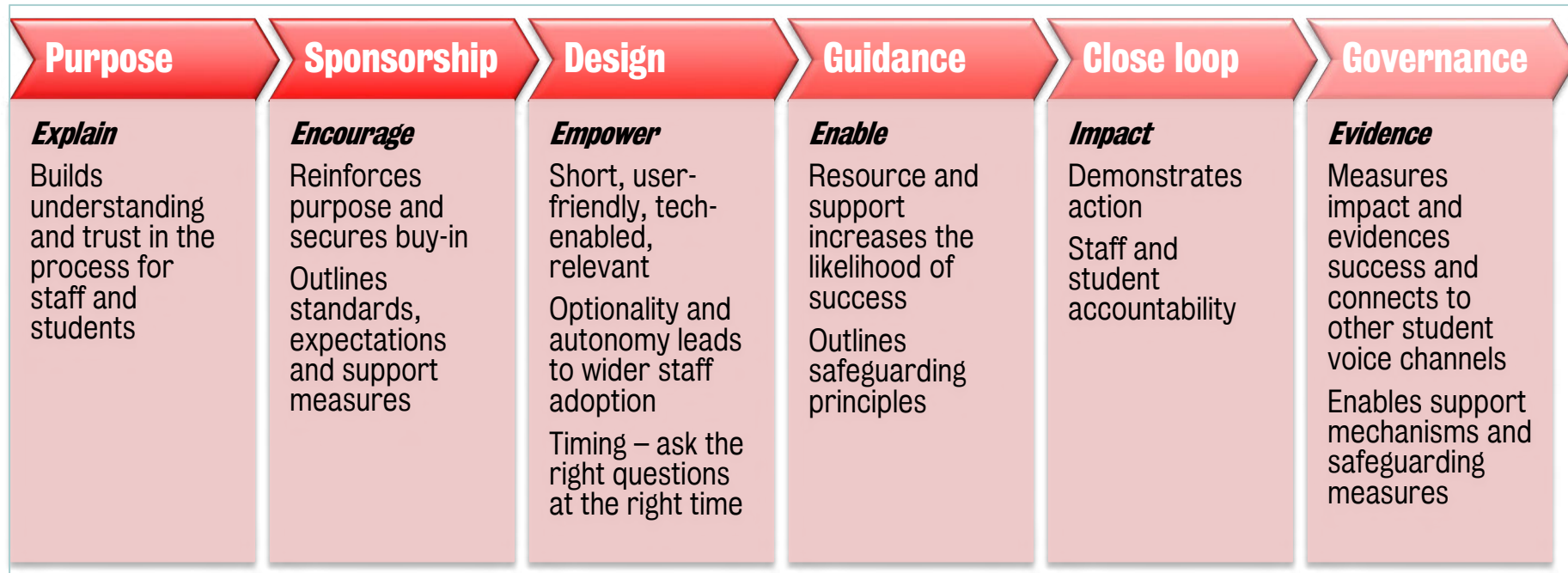
1.1 At the April meeting of the Education Executive, a paper on the potential for a university-wide approach to the incorporation of mid-module feedback practices into the current module evaluation process was discussed. The paper drew from research undertaken across the sector, focus groups with academic and professional staff from across the sector and King's, and the King's student 100. At the meeting it was agreed that the status quo needs to change and there was support for mid-module feedback practice. The Executive agreed that a subsequent paper including two to three proposals for implementation would be submitted to the Executive for consideration after which a working group would be formed to consider the details of survey design, questions, and revisions to the existing policy for implementation in September 2025.

1.2 Since the meeting, we have:

- Collected data from the Executive members on preferences for survey design, timing, method and reporting, as well as impact on and need for change to the existing process [appendix 1].
- Conducted a King's 100 micro-placement with a group of five students who took part in the original King's 100 workshop, to co-design what students consider an optimal module evaluation process which incorporates mid-module feedback activity [appendix 2].
- Received NSS 2024 data for a department in A&H which introduced mid-module feedback in the last academic year. The courses in this department have seen a significant increase in NSS metrics [appendix 2].

1.3 The summary of this work is presented below, preceded by the three resulting options for a revised module evaluation process for the Executive to consider. Subject to that discussion, the Executive is asked to agree the formation of a working group which will develop the chosen option for implementation from September 2025.

Focus group findings – the following principles for effective practice were identified through our research



Proposed purpose: The purpose of the university **module feedback and evaluation process** is to establish a comprehensive and inclusive platform for capturing and amplifying the student voice, ensuring that their feedback actively shapes the educational experience. This process is designed to establish a dialogue with students from an early stage, address immediate issues that may impact the teaching and learning environment, fostering timely interventions that enhance the overall quality of the module. By clarifying areas of strength and opportunities for improvement, the feedback and evaluation process supports both students and staff in identifying actionable steps to enhance the learning experience and environment. Moreover, the evaluation serves as a vital tool for reflective practice, informing and guiding future module delivery to ensure it meets the evolving needs of the academic community. Through collaboration and continuous improvement, the module feedback and evaluation process aims to create an optimal educational experience that benefits all stakeholders.

2. Options for implementation

2.1 Based on what has been learned through research, staff consultation and student co-creation, a series of options for implementation are outlined below. A prominent feature of our research and co-creation exercise with students was better collaboration and open dialogue with students. As a result, a **Student Module Representative** role is proposed to support the facilitation of each option. This role could be established through self-nomination within the class or be through pre-existing course representatives (or a combination of the two).

2.2 Each option incorporates a combination of some of these methods:

- a. **An early check-in – staff driven**, a light touch initial temperature check which assesses how students are accessing and navigating the module information and requirements, confirms expectations, and facilitates a dialogue between staff and students. Identifies Student Module Representative.
 - **Delivery method:** informal, verbally in class or via light touch resource e.g. Mentimeter, KEATS forum, structured using a pre-made checklist.
 - **Student Module Representative:** identified through week 1/2 check-in as key liaison between module leader/team and class.
 - **Incentive:** students and staff can address issues early, establish dialogue early.
- b. **A mid-point check - staff and student driven**, more informed data collection point based on more experience students have of module and staff have of students. Opportunity for staff to ask questions.
 - **Delivery method:** semi-formal/formal, use of MS Forms, or hand-written equivalent which enables staff to collate data, or Evasys.
 - **Student Module Representative:** helps promote activity e.g. distribution of paper materials or sharing of link to electronic form in student groups, attends office hour to discuss student feedback.
 - **Incentive:** students and staff can shape the learning experience in real time.

2.3 Individual options contain:

- c. **End of module evaluation – student driven**, an opportunity for students to evaluate their experience. Staff receive important performance data.
 - **Delivery method:** formal and electronic e.g. Evasys
 - **Student Module Representative:** helps promote evaluation and generate higher response rate,
 - **Incentive:** Potential to reward representatives if response rate is above a certain threshold, option to withhold module results unless students complete to ensure high response rate.
- d. **Course evaluation – student driven**, an opportunity to evaluate overall experience of the course in that year of study (option to include or exclude final year on account of NSS).
 - **Delivery method:** formal, electronic e.g. Evasys
 - **Student Module/Course Representative:** help promote evaluation and generate higher response rate,
 - **Incentive:** Potential to reward representatives if response rate is above a certain threshold, option to withhold module results unless students complete to ensure high response rate.

2.4 Options

Single/double semester	Option 1	Option 2	Option 3
Week 1/2 only <i>(method)</i>	Module check-in <i>(verbal/Menti/KEATS forum)</i>	Module check-in <i>(verbal/Menti/KEATS forum)</i>	Module check-in <i>(verbal/Menti/KEATS forum)</i>
	Identification of Student Module Representative – briefed on how to support module feedback mechanisms		
Week 4-5/13-14 or most reasonable mid-point <i>(method)</i>	Mid-module feedback <i>(choice from a set of paper/electronic options)</i>	Mid-module feedback <i>(choice from a set of paper/electronic options)</i>	Mid-module feedback <i>(through Evasys)</i>
Week 9-10/19-20 <i>(method)</i>	Short end of module evaluation <i>(current practice but revised and reduced question set)</i>	Short end of module evaluation + net promoter score <i>(current practice but revised and reduced question set, including NPS)</i>	N/A
Week 10/20 <i>(method)</i>	None	None	End of semester/programme level year survey <i>(through Evasys – options to answer questions about modules as well as programme)</i>
Benefits	Additional feedback, shorter end of module process	Publishable NPS for students	Consistent data through Evasys, gain programme data prior to NSS, more emphasis on PTES data
Risks	Time intensive	Staff unease with NPS	Work intensive, loss of end of module evaluation metric, PTES data becomes

2.5 Each option adopts a **‘pulse’ approach** which establishes the student voice early and collects feedback at multiple, distinct points in the learning experience, building awareness of and trust in feedback channels and support mechanisms and emphasising the role of the student in the teaching and learning experience.

5. Options in practice – example questions which could be asked through each option at each stage.

Week 1-2 – early check- in, informal

Options 1,2,3 – <i>emphasis on verbal discussion but with option for Mentimeter/KEATS Forum</i>			
Are module aims and outcomes clear?	Can you access KEATS?	Are there any initial questions or concerns about the module?	Promote Office Hour times Identify Module Representative
Are the marking criteria and assessment components clear?	Can you access lecture capture?		
Do students understand requirements?	Can you access reading materials?		

Week 4-5 or 13-14 – mid-module feedback, semi-formal to formal

Options 1 and 2 <i>Choice of paper-based or electronic format e.g. MS Forms then select from question bank below</i>		Option 3 <i>Use of Evasys and choice of question bank below</i>		
1. I am actively engaging with the content of this module (strongly agree-disagree)				
2. What is working well and should be continued?	2. What do you like best about the module?	2. What should we do more of (start)?	2. When have you felt most engaged/disengaged from your learning in this module?	2. I am confident I can succeed on this module
3. Is there anything you would like to see improved within the module?	3. If there was one thing you could change about this module, what would it be?	3. What should we do less of (stop)?	3. What action that anyone has taken have you felt most helpful in this module?	3. I feel connected to other students and teaching staff on this module
4. What is exciting you?	4. Is there an area where you would need more guidance/support to enhance your learning?	4. What should we continue doing?	4. What has been most puzzling or confusing in this module?	4. I believe I am contributing to and engaging effectively with this module
5. What is challenging you?				

				5. I understand how my learning will be assessed
Option for module staff to add their own question(s)				
Is there anything else you would like to say?				

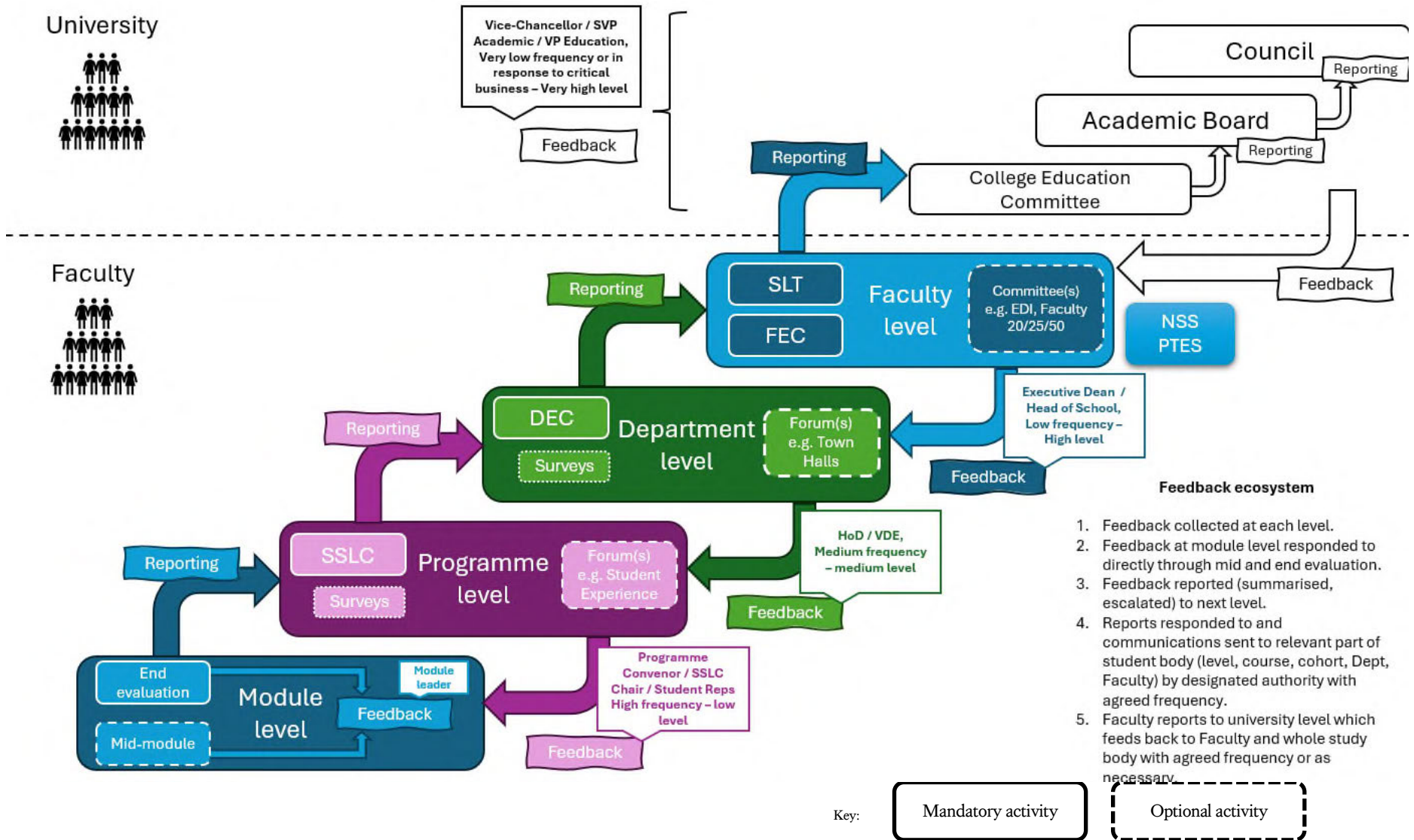
Week 9-10 or 19-20 – final evaluation, formal

Option 1 Shortened module evaluation	Option 2 Shortened module evaluation with Net Promoter Score	Option 3 Course Evaluation
<i>Use of Evasys for all options</i>		
1. How effective were the teaching methods and materials? 2. How well has the module met the learning aims and outcomes? 3. What have you enjoyed about the module? 4. What could be improved about the module? 5. I feel part of a community on this module 6. Overall, how satisfied are you with the module?	1. How effective were the teaching methods and materials? 2. How well has the module met the learning aims and outcomes? 3. What have you enjoyed about the module? 4. What could be improved about the module? 5. I feel part of a community on this module 6. Overall, how satisfied are you with the module? 7. Based on your experience, how likely are you to recommend this module to a student?	Example End of Year Course Survey.docx Alternatively, the survey could adopt the same questions as NSS or a combination of.

In all options, the questions are just suggestions at this stage. Final questions would be formally agreed by the working group.

6. Requirements - *for implementation to be successful, the following is needed:*
- **Purpose:** in-module and end of module/course feedback mechanisms will be well communicated to and understood by all stakeholders e.g. module teams, student reps, students, PS support staff (through a combination of faculty of university level communications).
 - **Sponsorship:** institutional and Faculty/Department level sponsors will be identified and responsible for the effective implementation, delivery and reporting of practice. Staff sponsors will emphasise the value of student feedback and encourage (but not mandate) its use in staff reward and recognition processes. Student sponsors e.g. representatives and/or module liaisons will be identified and used to facilitate effective feedback practice and emphasise student roles and responsibilities.
 - **Design:** a central team will have responsibility for designing question sets with the option for Faculty to staff to tailor as appropriate. Application to different learning experiences e.g. lab, clinical placements will be determined in design process. Faculty will determine when to deliver feedback activity within a set of recommended parameters, but each activity must take place within class time, with the option for those not in attendance to provide feedback asynchronously.
 - **Guidance:** a central team will design toolkits for effective implementation and response. Faculty Professional Services staff will be responsible for supporting local delivery, with support from central personnel. This includes guidance for students which outlines the expectations around feedback and any agreed safeguarding and misconduct protocols e.g. any feedback which is deemed to break the student code of conduct/not adhere to the King's Community Charter will be reported and investigated.
 - **Closing the loop:** Module curriculums will be designed with time built in for effective feedback collection, collation and response. Mechanisms and recommendations for closing the feedback loop will be designed by a central team and adopted by Faculty. Expectations and timelines for closing the loop will be clearly communicated to students.
 - **Governance:** mechanisms for reporting both within Faculty and outside will be established to measure engagement, progress and impact (see diagram below). Redaction of feedback will be carried out by central teams where possible, accepting that some approaches e.g. paper-based, are unsuitable for redaction. Data will be made confidential where possible to facilitate better analysis and agreed safeguarding measures.

Student Feedback Ecosystem



Appendix One: Summary of findings

Summary of staff data collection - key findings



1. **Purpose of Mid-Module Feedback:**
 - Strong support for mid-module feedback.
 - Benefits: support teaching and learning, timely adjustments, staff input into design, constructive ongoing feedback.
2. **Concerns and Suggestions:**
 - Need for flexibility and faculty autonomy in delivery.
 - Impact on end of module evaluation process.
 - Staff workload, managing student expectations.
3. **Design Elements:**
 - Preference for a fixed set of questions with faculty/department-specific additions. The “Start, Stop. Continue” method is well-regarded.
 - Preference for a mixed economy of approaches (paper, electronic, Evasys).
 - In-class completion a necessity, as is flexibility around timing.
 - Emphasis on anonymity, confidentiality, and redaction of inappropriate feedback where possible.
4. **Reporting:**
 - Openness to sharing data with students, faculty, and wider governance.
5. **Name given to process**
 - Consensus for 'mid-module feedback', but concern about student confusion if multiple terms are adopted and communicated e.g. potential for confusion with assessment feedback
6. **End of Module Evaluations:**
 - Retain, but adapt to shorter format. [Net promoter score](#) (i.e. ‘would you recommend this module’) also popular option.
 - Support for replacing with overall programme level survey.
7. **Additional Considerations:**
 - Need for clear contact points, toolkits, and guidance on responding to feedback.
 - Inclusion in PDRs optional but encouraged.
 - Uncertainty on retaining teacher evaluations.

Appendix two: Summary of King's 100 Micro-Placement – co-creating the process with students

Initial/Ongoing Module Feedback:

- **Time:** Week 1-2 check-in, creates culture for ongoing dialogue throughout the module
- **Purpose:** Gather first impressions, address initial uncertainty, accessibility, concerns.
- **Format:** Verbal, but option for MS Form, Mentimeter/ KEATS Forum.
- **Questions:** Open or via checklist. Allows staff to check operational factors e.g. awareness of module aims, access to materials, VLE, lecture capture access/quality, clarity of assessment components and marking criteria, awareness of office hours, requirements of students.

Mid-Module Feedback:

- **Time:** Approx. reading week or relative mid-point where students have had sufficient experience and staff have adequate time to respond and implement any adjustments.
- **Purpose:** Assess progress of teaching and learning so far, identify what staff *and students* can adjust to benefit experience and increase chances of success
- **Format:** Paper, MS Form or equivalent, Evasys
- **Questions:** A mix of King's standard and module specific questions which allow staff to check on pace, understanding, suitability of resources, support, assessment preparation, and for suggestions for remainder of module.

End-Module Feedback:

- **Time:** Last week of the module to two weeks post-module
- **Format:** Evasys
- **Questions:** Reduced set of King's standard questions, plus consideration of how well the module helps students meet programme-specific and personal learning objectives.

Additional Considerations:

- **Sponsorship:** Emphasised by module leaders and senior academic staff
- **Student Encouragement:** Highlighting past improvements/adjustments and sending regular reminders.
- **Student Representative:** identify/nominate student representatives who work with module leader from early stage to encourage feedback, engagement but also student accountability and responsibility in making change. Facilitate through office hours/email.
- **Closing the Loop:** Staff respond in a timely fashion to each feedback point, communicate verbally but supplement with short summaries of outcomes and adjustments for staff and students to make.
- **Governance:** Specific committees where scores/feedback shared, and actions agreed. Actions and Evasys data published to students.
- **Safeguarding:** Ensuring responses are anonymised, implementing a clear code of conduct for feedback, and initially reviewing feedback to filter out harmful comments.

Guidance for Providing Feedback:

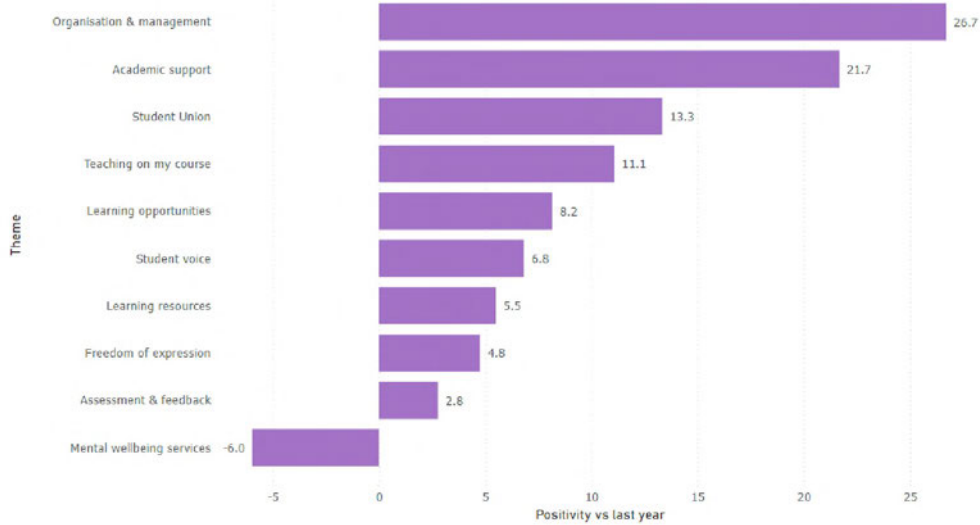
- **For Students:** Be specific, actionable, and constructive in feedback.
- **For Staff:** Maintain an open mindset, listen actively, and reflect on the feedback.

NSS 2024 Results – Department of Theology and Religious Studies

BA Religion, Philosophy & Ethics

Positivity vs last year by Faculty & Department and theme/question (drill down)

Fac:Department ● A&H:Theology & Religious Studies



BA Religion, Politics and Society

Positivity vs last year

The two programmes above introduced mid-module feedback using the Start, Stop, Continue method in 2023-24. The programmes have seen significant improvements in most core categories. This improvement can't be attributed to mid-module feedback alone but has ostensibly contributed to this improvement. Overall Student Voice improved 9% in the Department in 2024.

Appendix 3: Examples from other HEI's

The focus groups conducted allowed for an in-depth data collection exercise into the practices of other HEI's in the mid-module processes currently implemented which have informed our approach:

Example 1

Have successfully run 'a mid-term pulse survey' for 3 years which was designed to be '5 quick questions and two long questions' including:

- What's going well, what's not going well?/Do you know [insert focused subject]?

This is done at overall course level – not the module level and thus run centrally. Closing the loop includes the results being discussed by the module and course leads within that program which has resulted in a response rate of 60%.

Example 2

Due to concerns about survey fatigue simple tools such as Mentimeter were used to ask very simple questions:

- What's working well on your module? What could work go better?

They were kept concise to two or three questions. They were deliberately presented as *module enhancement* instead of evaluation and trying to see it as a point of discussion and getting students involved to lead into a second phase of co-creation with students.

Example 3

Modules in this institution are eight weeks long, so mid-module is seen as too soon. Instead, they had adapted to using a Padlet and created some questions on that under the broad theme of 'what matters most'.

So students feed into the Padlet after each class and are co-leads and witness the impact of using voice to inform change culminating in a clear thread emerging where they feel that they can update feedback at critical times when it matters most by the end of the module.

Example 4

There are standardised questionnaires for each semester based on module, and the mid-module approach is now completely informal and directed by teaching staff according to module content and the purpose of the survey. This is so all questions are tailored to courses from Level 4 (foundations) to Level 7, as the previous set questions did not address this.

Example 5

They have retained the end of module survey in which the staff can add their extra questions to, which has proven to be useful, and allows the staff to focus on the areas they want the feedback on in the mid-module survey itself. To avoid survey fatigue there are no reminders going into student's inboxes about completion. However, for the end module survey it is longer with 5 set questions and the option of 5 added questions by teaching staff.

Appendix 4: Example question sets from students who took part in the King's student 100 micro-placement

Group 1 – proposed a 3-step method

Step 1 – initial temperature check by week 2

- What are your initial impressions of the module content and structure?
- Are there any specific concerns or issues you have encountered so far?
- Do you have any suggestions for immediate improvements?

Step 2 – mid-module feedback by week 6 (or the equivalent of the middle/second half of the module)

- How do you feel about the pace and depth of the module content?
- Are the teaching methods and materials effective for your learning?
- What improvements would you suggest for the remainder of the module?

Step 3 – end of module evaluation which would be longer and include open questions and multiple-choice questions such as:

1. Overall, how satisfied are you with the module?
2. How effective were the teaching methods and materials?
3. What were the strengths and weaknesses of the module?
4. Do you have any suggestions for future iterations of the module?

Group 2 – proposed a two-step method

Step 1 – mid-module evaluation during reading week through the current online system of Evasys with both standard questions and some specific questions from lecturers to provide autonomy for staff too.

Questions on lectures, tutorials and seminars, and assessment:

- Lectures: questions on teaching pace; teaching format (e.g., staff presenting materials throughout vs staff ask students engaging questions while presenting); availability of resources/support (e.g., staff monitoring the KEATS forum during work hours)
- For seminars: do you think the seminars provide you a safe environment to share your ideas? Do you think you are fully engaged in the seminars?
- For assessments: any additional support the staff can provide you to better prepare for the assessment?

Ending with any qualitative open-end questions that are deemed appropriate.

Step 2 – the end-of-module feedback survey in the last week of the module to up to 2 weeks after the end of module (before grades are released). Would retain the King's Online evaluation system (Evasys).

There would be standardised King's questions and then the option for lecturers to include their own questions too for autonomy. Questions would include:

- How well does the module help you meet the *programme-specific* learning objective? E.g., for Psychology, how does the module develop your ability to evaluate the credibility of evidence?
- How well does the module help you meet *your own* learning objective?

This group also included the addition of an incentive e.g. telling students that the feedback will be discussed in a meeting where all teaching staff of the programme will gather together. The feedback can would be used to improve teaching quality across modules, including the subsequent modules that students will be taking (unless they are graduating) and student representation would be at the meetings to ensure co-creation and feedback discussions.

King's Education Awards 2023-24

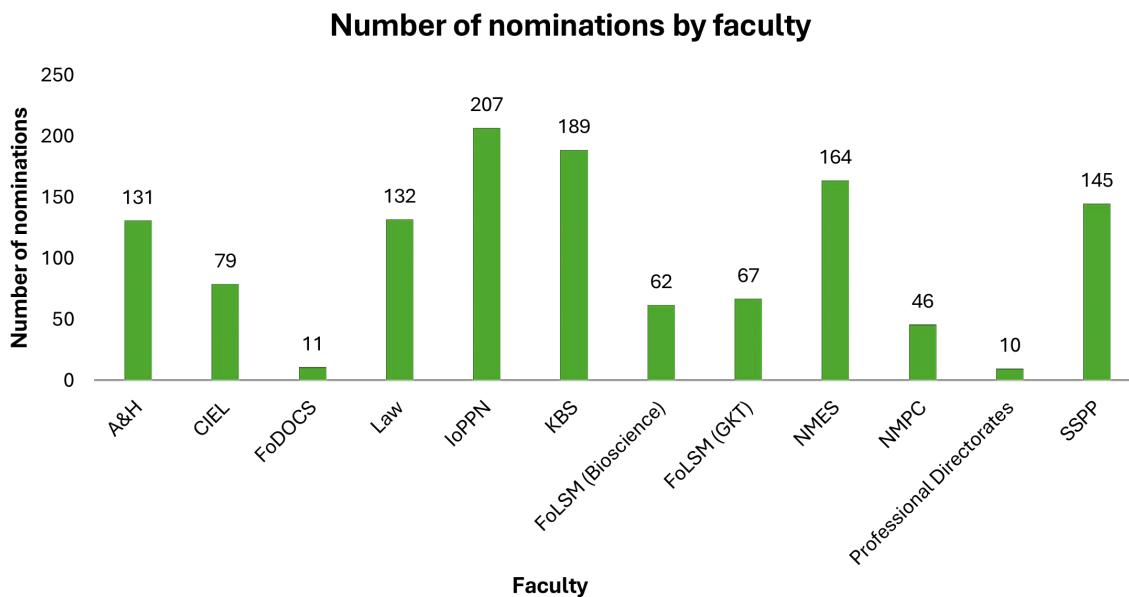
1 Overview

- 1.1 The King's Education Awards (KEA) are a chance for King's students to nominate members of staff who have made a real difference to their King's experience. For the 2023-24 academic year, King's Academy received 1,243 nominations.
- 1.2 From the total nominations, faculty panels shortlisted one nominee per category for a student judging panel to select winners from. The student judging panel selected one winner in each of the six categories. These winners were presented with their awards by Professor Adam Fagan at the sold-out reception in June.

2 2023-24 Winners

Category	Winner(s)	Faculty/ Directorate
Sustained Excellence This award recognises the contribution of an individual over time which has led to a sustained positive impact on the learning and teaching community, or overall student experience at King's.	Francisco Rodriguez-Fortuno	Natural, Mathematical, & Engineering Sciences
Innovation in Teaching This award recognises the contribution of an individual who has taken on new, innovative approaches to designing effective learning environments, delivering creative and inspirational teaching.	Aleksandra Pomiecko	Arts & Humanities
Inclusive Education This award recognises the contribution of an individual who shows commitment and dedication to widening participation by creating a diverse and inclusive environment, through curriculum content and design, teaching practice, and/or supporting students and colleagues.	Jadbinderpal Seehra	Dentistry, Oral & Craniofacial Sciences
Excellent Feedback This award recognises the contribution of an individual who consistently applies feedback practices that are integral to supporting student development and learning.	Raquel Fernández-Sánchez	Arts & Humanities
Student Support This award recognises the contribution of an individual who frequently goes the extra mile to support students in and outside of the classroom.	Holly Phillips	Dentistry, Oral & Craniofacial Sciences
Expanding Opportunities This award recognises the contribution of an individual who supports students in engaging in ways to connect their academic experience to broader initiatives such as service, internships, employability skills, or through involvement in improving the curriculum.	Wei Liu	Natural, Mathematical, & Engineering Sciences

3 2023-24 Nominations



4 Enhancements for 2025-26 onwards

- 4.1 The King's Education Awards, after running for 13 years, no longer fully meets the needs of the College, as highlighted by recent faculty and staff feedback.
- 4.2 With around 9,000 staff, the current awards process falls short in capturing and recognising the breadth of excellence and innovation among educators and professional services.
- 4.3 King's Academy will form a working group with key personnel across the University and KCLSU to streamline and restructure the awards to better reflect the contributions of staff. King's Academy will contact KCLSU to start the discussion.
- 4.4 The new structure of the award will be implemented for the 2025-26 academic year.

5 KEA 2024-25 Timeline

November 2024

- Marketing toolkits shared with faculties and other University-wide key stakeholders, as part of Phase II marketing push.

December 2024

- Colleagues across King's run continuous promotion of KEA as part of Phase II
- Prepare Phase III marketing campaign for launch in February which has a specific focus on 'last chance to nominate'
- Develop faculty guidance document on shortlisting and outline support available from King's Academy during the process.

January 2025

- Plan logistics for Student Judging Panel.
- Coordinate production of assets for 2025-26 campaign, ready for April launch.
- Begin category review process.

February 2025

- Share faculty guidance document alongside Phase III marketing materials.
- Colleagues across King's run continuous promotion of KEA as part of Phase III
- King's Academy launch call for Student Judging Panel participation.

March 2025

- King's Academy touchpoint with colleagues who are running continuous promotion of KEA as part of Phase III to offer support/ guidance during final leg of 2024-25 campaign.
- Development of nominee communications plan for April – June.

April 2025

- 1 April: Update the nomination form, intranet and website to remove all reference to academic year 2024 nominations and inform students nominations from 1 April 2025 – 31 March 2026 would be considered for 2026 awards.
- King's Academy separate 2024-25 nomination data by faculty, screening for any breaches in terms and conditions and issue full nomination data to each faculty. Each faculty has until the end of May to return their shortlist.
- Produce digital nomination certificates and share these with nominees, informing them of the shortlisting timeline and extending a link to register for the 2025 Reception and 2025 mug.
- Send key stakeholders 'save the date' for KEA 2025 awards ceremony.
- Mid-April: Close call for Student Judging Panel participation

May 2025

- Finalise details for Student Judging Panel.
- Collate RSVPs to the awards ceremony and work with King's Venues Events Team to prepare for the Awards Ceremony in June 2025.
- Order commemorative mugs.
- Obtain faculty shortlists.
- Hold Student Judging Panel.
- Announce winners to faculty stakeholders and the winners, confirming their attendance to the awards ceremony.
- Order winners' awards.

June 2025

- Contact Principal's office to obtain signatures on winners' certificates.
- Hold the awards ceremony.

October 2025

- Launch Phase I of marketing cycle to encourage summer nominations for 2026.

Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-08.3
Status	FINAL

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Institute for Population Health	13 November	Consent	Note	No
2. Institute for Human and Synthetic Minds	13 November	Consent	Note	No
3. HR Excellence in Research Award	13 November	Consent	Note	No
4. REF Planning Update	13 November	Consent	Note	No
5. RMID Forward Look	13 November	Consent	Note	No
6. Matters Arising	13 November	Consent	Note	No

For note

1. Institute for Population Health

The Director, King's Population Health Institute, presented slides outlining the remit of the new institute, and what challenges it hopes to address and tackle.

The Institute is dedicated to tackling health inequalities through new models of precise and personalised health, including use of new digital technologies and AI. The Institute strategy recognises the need to develop our connections and ways of working, and aims to develop a learning health system and a local living population health laboratory, working closely with King's Health Partners, the NHS South East London Integrated Care Board and other local organisations. In parallel the Institute will be building on national and international research connections and widening links with industry partners working on digital and AI innovation. The Institute is hoping to attract funding from both foundations and conventional grant funders such as the NIHR and UKRI.

The Director highlighted that in London, average healthy life expectancy can be 20 years less than in other cities, and that this should be seen as an issue for economic development as well as for health and quality of life. He noted that discussions about the growing burden on the NHS from chronic ill health often viewed treatment and prevention as separate challenges, but in practice the NHS needs to address both in parallel, urgently, and often with the same resources, and the Institute's approaches reflect this.

2. Institute for Human and Synthetic Minds

The Director, King's Institute for Human and Synthetic Minds, presented slides outlining the remit of the new Institute, and the themes it will explore.

The Institute will take an interdisciplinary approach, integrating neuroscience, clinical medicine, physics, engineering, humanities, and arts to explore human and artificial intelligence and creativity in new and innovative ways. The research it nurtures will have the potential to inform many different areas including: new computer systems to deliver better forms or artificial intelligence; better ways of designing AI to interact with and empower

human minds; insights into neurodiversity and mental health; and public and cultural responses to synthetic intelligence.

Recognising the wide span of research topics and disciplines involved, each with long separate histories, the Institute's programmes will include time and support to help develop shared languages, and new visualisations that can support exchanges of ideas. It will also work on convening new groups; seeding multidisciplinary projects; forging partnerships to translate research findings into real-world applications, including novel technologies that could be translatable and applied in clinical settings. Committee members were asked to: encourage staff with an interest in the brain or mind to engage with the institute; consider appoint staff with interdisciplinary interest; and support the exchange of research project and students across faculties.

3. HR Excellence in Research Award

The Associate Director (Research Staff Development) presented a paper on the HR Excellence in Research (HREiR) Award, an external accreditation to recognize implementation of the principles in the Concordat to support the Career Development of Researchers. Maintaining the award requires significant work, but as it is not clear what benefits the college derives from holding it, the committee were asked whether the college should continue or discontinue their association.

As a signatory to the Concordat, the college is required to have an ongoing action plan that is visible to the sector and internally, but it is not compulsory to also have this accredited in the HREiR scheme. To date, King's has been submitting reports and action plans for the HREiR award as well as producing an action plan that is approved by College Council. Maintaining the external award requires significant work to meet their specific requirements, with the next renewal due in July 2025. In light of this, the committee were asked whether the college should: a) drop the external process and retain the internal process with a robust action plan and performance measures; or b) continue with the external award as well. The Centre for Research Development would recommend the first option.

A significant number of Russell Group universities have let their award lapse because the volume of work was not justified by the benefits. Though there has been suggestion that some funders might require the accreditation, this remains speculative and if this was the case we would have enough advance notice to reactivate the award in order to comply. For the REF the Concordat will be important but probably not the additional accreditation. King's plans would benefit from external perspectives, new ideas, and challenges but this could be achieved less formally and covered in reporting to Council, with less staff time needed.



4. REF Planning Update

The Director, REF, KEF & Research Impact presented a paper featuring 2 documents: a high-level timetable detailing the steps the college will take to prepare its REF submission; a high level plan detailing all workstreams that will be launched or progressed in the next year.

The Director, REF, KEF & Research Impact provided key updates: the REF oversight group met for the first time on 2 October; a paper outlining the college's proposed REF strategy will be presented to VMM and CAPSULE for approval; King's are developing a bias in research assessment training course in partnership with Kenton Lewis, an independent education and training consultancy, the course will be launched in April; Higher Education Statistics Agency (HESA) data has now been submitted for this year; Research England have announced that recruitment for sub and main panels will be launched in December.

5. RMID Forward Look

The Director, RMID outlined her initial impressions of how the RMID is functioning, highlighting areas of strength, but also those that could benefit from further development. It was suggested that relationships between Professional Services working within the RMID and those based in the faculties could be made more bi-directional, though acknowledged that different faculties have different needs.

The Committee were asked for their thoughts on their experiences when they joined King's and what areas they felt the RMID should focus on more going forward. Members suggested the following: support for research contracts, especially reflecting the increased complexity and diversity of funding sources; improving relationships with NHS Trusts to help streamline contract negotiation; improving recovery of research costs; considering the applications and impacts of AI; considering how the college can maximise its online resources; further development of research infrastructure; progressing open research; provision of training to help staff better navigate internal and external research systems; provision of inductions for new starters.

6. Matters Arising

Data Science, AI and Strategy (DSAIS) Update

At the DSAIS workshop in July, it was suggested that the next King's Together call should actively welcome proposals relating to data science and AI. The deadline for the autumn call was 24 October, 41 proposals were submitted, 22 of which were related to data science and AI, a fourfold uplift on the previous round.

Security Sensitive Research Activities Policy

The Research Governance and Integrity Office presented a revised policy, committee members were asked to note the changes and highlight them for staff within their faculties.

The policy was first implemented in June 2023 but the UK government has since narrowed the scope of research areas covered. The revisions reflect this, and combined with feedback from the Security Sensitive Research Expert Advisory Panel reduce ambiguity and signposts other King's policies and processes in related areas.

IIKEB (Impact, Innovations and Knowledge Exchange Board)

CRC noted the Knowledge Exchange Framework (KEF) 4 Results.

PRSS (Postgraduate Research Students Subcommittee)

CRC noted the content of the Careers and Employability Annual Report and the Doctoral Environment and Development Annual Report.

CRCC (College Research Culture Committee)

King's will host their first Research Culture symposium on 8 January. The aims of the event are to: explore, amplify and share best practice across the sector; openly share and explore King's approaches, successes and learnings since the inception of the Research Culture team, highlighting the work of all those involved across the college; connect people across the sector around shared priorities and challenges. A full programme has been published, it features a keynote speech given by the Executive Chair of Research England, and talks given by senior individuals from The British Academy, Wellcome, UK Research Integrity Office (UKRIO), and UK Reproducibility Network (UKRN), amongst others.

Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-09.1
Status	Final

Report from the Dean

Action required

- For approval
- To recommend for approval
- For discussion
- To note

Paper Explanation for Members

Why is this paper being presented?	This paper provides an update on areas within the remit of the Dean's Office, including updates to the progress of this year's AKC programme, events within the Chaplaincy, and the activities of the Chapel Choir.
What are the key points/issues?	
What is required from members?	Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and given the ongoing conflict in the Middle East, all Board members are asked to remind their colleagues and peers of the options for support available to both students and staff (including, but not limited to, the Chaplaincy)

Paper History

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

Paper Submitted by:

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

Report from the Dean

1. Dean's Office

- a) I am pleased to report that the event on 5 November which I mentioned last time, a conversation between two peace activists, one Israeli and one Palestinian, was well attended and well received. There were a good number of informed and respectful questions, and a number of people stayed afterwards to continue the discussion. I am very grateful to the colleagues in various areas across King's who worked hard to ensure that all went as smoothly as possible.
- b) This Report will be submitted immediately on my return from a visit to Auschwitz-Birkenau, organised by the [European Jewish Association](#) for those working in higher education. The visit itself is preceded by a symposium considering why Europe is still not free of antisemitism, 80 years after the liberation of Auschwitz, and exploring the role that universities have to play. I will be able to give more information about the visit at the Board meeting, if required.
- c) I know I am not alone in feeling that this semester has been busy and exhausting, and I am sure that many, if not most of us, are looking forward to the upcoming break. I hope that everyone has a wonderful holiday when it comes, with time to rest and recharge amidst festive commitments, and I wish all those celebrating religious festivals a blessed and peaceful time.

2. AKC (Associate of King's College)

- a) To celebrate a decade of the AKC being open to King's Alumni as a distance learning programme, an article has been published in the November *Intouch Magazine* which explores seven of the thought-provoking questions asked by the AKC in the last 10 years. You can read the article [here](#).
- b) As part of this term's lecture series on [Why War? Living with Peace and Violence](#), we held an AKC Conversation on Anti-Semitism and Conflict on 13 November, attended by King's students and staff. The conversation was moderated by Dr Ben Gidley from the [Birkbeck Institute for the Study of Antisemitism](#) and our speakers were Professor David Feldman, Director of the Birkbeck Institute for the Study of Antisemitism, and Dr Lindsay Simmonds, Fellow of the London School of Jewish Studies. The video and podcast of this Conversation will be available shortly.
- c) Enrolment 2024/25: As of mid-November, just over 4,500 members of King's are enrolled on the AKC in this academic year. This is the second highest enrolment rate in the history of the AKC (the highest was in 2021/22 during the Covid-19 pandemic). The total number of enrolments includes 116 members of staff and 97 Alumni.
- d) As always, all staff and students can catch up on AKC lectures [via the podcast](#), or by emailing akc@kcl.ac.uk for access to the lecture videos.

3. Chaplaincy

- a) We are continuing to expand and develop our Wednesday lunchtime services in the Strand Chapel. This term we have once again marked Latinx Heritage Month, Black History Month, and Inter-Faith Week, which have all been well-received.
- b) Within Christianity, November is often observed as a season of Remembrance. In addition to the All Souls' service on Tuesday 5 November (which included an opportunity in the service for the reading out of the names of loved ones who have died, as provided by staff and students from across King's), and the King's Remembrance Ceremony at the Guy's Memorial Arch on Monday 11 November, we also once again marked Trans Day of Remembrance with an evening vigil in the Strand Chapel on Friday 15 November. As in the past, it was really good to be working with Proudly King's and the

KCLSU LGBT+ Network, and we were glad to welcome members of the UCL Trans Network as well.

- c) Our annual Chaplaincy weekend away has just happened, held at the Wychcroft Resource & Retreat Centre in the Surrey countryside, and again we had a good mix of staff and students. This was an opportunity for many students to be out of London for the first time since they arrived at King's, which was much appreciated!
- d) At the time of writing, we're dealing with preparations for our Advent and Christmas Carol services – although by the time of the Board meeting most of these will have happened. If you're reading this in advance, you may still have time to book free tickets for the Advent Carol Services in the Strand Chapel on [Wednesday 4 December](#) or [Thursday 5 December](#) at 5.30pm (all tickets for Friday 6 December are already booked), or to make a note to join us for the Christmas Carol service at the Strand on [Tuesday 10 December at 5.30pm](#). If you missed any of those, you are very welcome to join us for Carols by Candlelight in the Guy's Chapel on [Thursday 12 December at 5.30pm](#).
- e) We are once again working on various activities for students after the end of term, especially for those who may be far from home at a time when everyone around them is celebrating with family. We hope to offer brunch with board games across the campuses in the week of 18 December, and details of these and other events (possibly including winter walks) will be on [our website](#) when confirmed.

4. Chapel Choir

- a) By the time of the meeting, the Choir's latest CD will be available (released on Friday 29 November). This is '[Nativity](#)', a recording of Christmas music by [Edward Nesbit](#), Senior Lecturer in Composition in the Department of Music. Many of the Choir's [past recordings](#) are also available.
- b) After the busyness of the Advent and Christmas carol services (see above), the Choir will have one further commitment before they can enjoy the break – a concert at [St Mary's Church, Hay-on-Wye](#), on Saturday 14 December. Hay-on-Wye is best known for its annual literary festival, but Hay Music has now been developing an acclaimed music programme for over a decade, and we are very glad to be part of this.

Ellen Clark-King
Dean of King's College London
November 2024

Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-09.2
Status	Final
Access	Members and senior executives
FOI Release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 personal information

Election of Associates of King's College London

Action required

- For approval
 For discussion
 To note

Motion: That the staff and students listed be elected as Associates of King's College London

Paper Explanation for Members

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

Paper Submitted by:

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

Election of Associates of King's College

[REDACTED]

[REDACTED]

[REDACTED]

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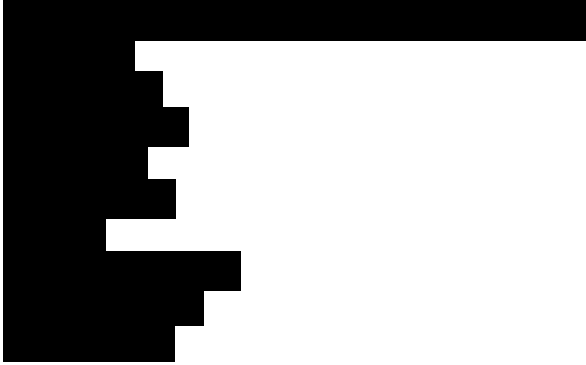
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Academic Board	
Meeting date	11 December 2024
Paper reference	AB-24-12-11-10
Status	Final



Report from Council

Action required

- For approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meeting of Council held on 18 November 2024. Council receives reports from the Vice-Chancellor and from the KCLSU President at each meeting, as does the Academic Board. Summaries of these reports, are therefore not included.
What is required from members?	One of the elected members on Council will present the report.

Paper History

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

Paper Submitted by:

Dr Sinéad Critchley, University Secretary & Director of Assurance

Report from Council – meeting of 18 November 2024

Council received, discussed and/or approved the following non-reserved items:

- Council welcomed King’s Business School and IoPPN guests to the meeting, to hear about AI at King’s, and the PAIR Framework and its pilot and implementation at King’s.
- Financial Statements 2023-24 and Auditors Management Letter. The motion for approval was granted.
- External Audit Report & Letter of Management Representation. The motion for approval was granted.
- Five-year Financial Forecast to Office for Students. This year’s submission and motion for approval was granted.
- King’s Endowment Fund Ethical Investment Policy. The motion for approval was granted.
- Bush House South West Wing Outline Business Case – The OBC was discussed with the motion for approval granted.
- The Investment Subcommittee Annual Report was presented by the Vice President (Finance) & Chief Financial Officer, for information.
- Management Accounts for Month 2, 2023-24, presented by the Vice President (Finance) & Chief Financial Officer.
- Other reports approved or noted from the Finance Committee included the Execution of Deeds Policy (approved), Student Recruitment 2024/2025, Procurement Annual report and Student Futures II Update.
- Council approved the following items from the Audit, Risk & Compliance Committee: the Annual Statement regarding the Prevent Duty; the Annual Research Integrity Statement; the Annual College Safeguarding report; and noted the Internal Assurance and the Compliance Assurance updates.
- Assurance Report on the OfS Conditions of Registration 2022-23 (recommended by the Academic Board). The motion was approved.
- Research Concordat Action Plan. The report required by UUK with respect to adherence to the Research Concordat. The motion was approved.
- Council noted the summary of discussions from the Staff & Culture Strategy Committee (SCSC) on the draft HR Strategy for a thriving staff community.

Council’s next meeting is scheduled for **20 January 2025**