
Academic Board

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|------------------------|----------------|
| Meeting date | 9 April 2025 |
| Paper reference | AB-25-04-09-02 |
| Status | FINAL |

Meeting of the Academic Board to be held on **Wednesday 9 April 2025** at 14.00, Great Hall, Strand Campus.

Agenda

| | | | |
|------------------------|---|------------------|--|
| 1 | Welcome, apologies and notices | Verbal | Chair |
| 2 | Approval of agenda | AB-25-04-09-02 | Chair |
| 3 | Unanimous Consent Agenda including: | AB-25-04-09-03 | Chair |
| 3.1 | Minutes of the Previous Meeting (to approve) | AB-25-04-09-03.1 | |
| 3.2 | Actions Log (to note) | AB-25-04-09-03.2 | |
| 4 | Matters arising from the minutes | | |
| STRATEGIC DISCUSSION | | | |
| 5 | Generative AI and Academic Integrity (to discuss) | Verbal | VP (Education and Student Experience) |
| REGULAR BUSINESS ITEMS | | | |
| 6 | Report of the Vice-Chancellor & President Summary Report on Key Issues (to note) | AB-25-04-09-06 | Chair |
| 7 | KCLSU Officers' Report (to note) | AB-25-04-09-07 | KCLSU |
| 8 | Reports of Committees | | |
| 8.1 | Report of the Academic Board Operations Committee (under Chair's Action) <ul style="list-style-type: none"> Spring Election Voting (to discuss) | AB-25-04-09-8.1 | VP (Education and Student Experience)/ University Secretary |
| 8.2 | Report of the College Education Committee <ul style="list-style-type: none"> Academic Calendar (to approve) <i>See Consent Agenda for remaining items from CEC</i> | AB-25-04-09-8.2 | Chair, CEC |
| 9 | The Dean | | |
| 9.1 | Report of The Dean (to note) | AB-25-04-09-9.1 | Dean |
| 9.2 | To elect Associates of King's College (to approve) <i>Item on Consent Agenda</i> | AB-25-04-09-9.2 | |
| 10 | Any Other Business | | |

Dr Sinéad Critchley, University Secretary and Director of Assurance
April 2025

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|------------------------|----------------|
| Academic Board | |
| Meeting date | 9 April 2025 |
| Paper reference | AB-25-04-09-03 |
| 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 so informing the Secretary or Chair at any time up until the motion is put.

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

| Item | Title | Paper | Action |
|--|--|------------------|---|
| 3.1 | Minutes of March 2025 meeting | AB-25-04-09-03.1 | Approve |
| 3.2 | Actions Log | AB-25-04-09-03.2 | Note |
| Report of the College Education Committee (CEC) | | AB-25-04-09-8.2 | |
| 8.2 | (i) Revised King's Digital Calendar for 2025-26 (ii) Module and Course Feedback and Evaluation Working Group – interim update (iii) Student Futures: TASK update (iv) Periodic Programme Review Deferral Requests (v) Strategic Education Practice and Scholarship College Teaching Fund 2023/24: Outcomes, outputs and impacts (vi) Reports of Committees: PDASC approvals for the following: <ul style="list-style-type: none"> Programme reapprovals following periodic reviews Programme Post-Launch review for MSc Law and Professional Practice | Annex 2 | Approve Note Note Note Note Note |
| Report of the Dean | | | |
| 9.2 | Election of Associates of King's College London | AB-24-06-29-9.2 | Approve |

Academic Board

Meeting date 9 April 2025

Paper reference AB-25-04-09-03.2

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 |
|---------------------------------|--------|---|--|--|---|---|----------------------|
| 17 March 2024 AB-04-24/25 | 7 | KCLSU Officers' Report | To discuss AI and academic misconduct in greater detail | VP Education & Student Success | April 2025 | | In progress |
| 17 March 2024 AB-03-24/25 | 6 | Report of the Vice-Chancellor & President | To identify a date to bring the draft Strategy 2030 to Academic Board | Chair | - | | In progress |
| 11 December 2024 AB-02-24/25 | 8.2 | Report of the College Education Committee | Academic Board to receive an update on the activities of the working group established to progress option 3 regarding mid-module surveys. | VP Education & Student Success | March 2025 | | Closed |
| 30 October 2024 AB-01-24/25 | 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 | July 2025 March 2025 | Under discussion through Council and its committees | In progress via ABOC |
| 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 |
| 8 March 2023 | 5 | Research Strategy | Report on progress made in connection with research culture. | VP Research & Innovation | July 2025 April 2025 (previously Autumn term 2024) | AB to receive presentation June 2024 meeting received an update on the CRC report. | In progress |

King's College Academic Board

Meeting date

Paper reference AB-25-04-09-06

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 and NSS |
| What is required from members? | To note |

Paper Submitted by:

Vice-Chancellor & President

Vice-Chancellor's Report

Section A - Current topics

Admissions Update:

UG:

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

[Redacted]

PGT:

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

[Redacted]

NSS Campaign update

After nine weeks of this year's campaign, the **NSS 2025 response rate has reached 67%**. This is the same at this stage in 2024 when King's achieved its highest response rate on record and the highest in the Russell Group, and demonstrates the continued success of our long-term approach to improving engagement with the survey.

As well as reaching the 50% threshold in the shortest time period on record, the latest response rate is also **20% ahead of the response rate at this stage in 2022**, highlighting the impact of our **three-year strategy** to drive higher NSS participation and secure responses much earlier in the campaign.

What's Driving This Success?

Our strong progress is the result of a combination of key initiatives, including:

Strategic leadership – a designated role which designs and delivers the institutional campaign and works with faculty and non-faculty teams on local plans and promotions.

A year-long communications campaign – Ensuring students understand how their feedback directly shapes and enhances their university experience. A **'Your Feedback in Action'** email series was opened over 12,000 times and read by over 3,000 final year students.

A refined promotions and incentive strategy – prominent physical and digital marketing, a team of Student Survey Ambassadors deliver physical promotional activity across all our campuses, and taking a more nuanced approach to motivating participation through desirable incentives.

Enhanced faculty coordination, collaboration and engagement – Strengthening collaboration to deliver personalized, authentic messaging from programme leaders.

Harnessing data to demonstrate what works – close monitoring of response rate data to understand and share what techniques work in driving response rates up.

Shitij Kapur, Vice-Chancellor & President
April 2025

Academic Board

| | |
|------------------------|----------------|
| Meeting date | 9 April 2025 |
| Paper reference | AB-25-04-09-07 |
| Status | Final version |
| Access | Members |

KCLSU Update

Action required [tick ONE box]

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

Paper Explanation for Members

| | |
|---|---|
| Why is this paper being presented? | Report of King's College London Students' Union (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"> • KCLSU held a Company Members Meeting in February 2025 in relation to new Articles of Association. • A Members Meeting on 11 March 2025 saw overwhelming student support for ethical investment, with 89.37% voting in favour. • KCLSU 2025 Elections received the second highest ever student turnout. KCLSU details the winners and some initial trends in manifestos. |
| What is required from members? | <p>To note the wide-ranging work of KCLSU and its elected student officers in enhancing student life and representing key student concerns.</p> <p>To consider how you or colleagues might support the student-led shuttle bus campaign to connect King's Campuses</p> |

Paper History

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

Paper Submitted by:

Julia Kosowska (VP Education Health) and Sheeba Naaz (VP Postgraduate); King's College London Students' Union

1. Officer Action Updates

1.1 Overview

On Thursday, 13th of February, KCLSU hosted the [Company Member's Meeting](#), inviting all student members to attend and hear about the proposed changes to KCLSU's [Articles of Association](#). All officers helped promote this opportunity to students and the meeting was chaired by the Vice President Postgraduate, Sheeba Naaz.

An additional [Members' Meeting](#) was held on the 11th of March for KCLSU members to discuss the motion "King's College London Divestment from Unethical Investments", in line with KCLSU's remit to facilitate educational discussion and debate for the advancement of education. The meeting was held in-person at Waterloo Campus and was open to all students to attend. Following the meeting, an online vote was held for students to decide if the Motion should become a Corporate Conclusion of KCLSU Student Members. KCLSU received 1750 valid votes, meeting the quorum of 254, and the motion passed with a majority of 89.37% votes in favour on 13th March 2025. KCLSU would like to thank the students who attended, shaped the debate, and exercised their right to vote.

1.2 Highlights of Key Areas of Engagement and Developing Priorities

Sheeba Naaz is collaborating with King's Academy to develop a toolkit for tutors to avoid scheduling conflicts with major religious and cultural festivals. To ensure student voices are central to this work, Sheeba is developing surveys and collecting video testimonies to gather feedback on the current curriculum and its inclusivity.

Julia Kosowska has attended the latest Circle U seminar to develop collaboration and share insights with eight other European universities. She has attended a Module and Course Feedback working group meetings and worked with academic staff members to develop an appropriate guidance for Grace Periods.

Haneen Farid has been advocating for a corporate conclusion on arms investment and successfully pushed for the first KAAS review in a decade, ensuring student representation. In the upcoming months, she plans to approach the Governance and Nominations Committee to advocate for student representation on the Finance Committee and Investment Sub-Committee, discussing the university's financial transparency with the CFO.

Virajit Singh has supported the kick-off of [The London Varsity Series 2025](#), which continues the legacy of friendly rivalry between King's College London and University College London in one of London's largest student sporting competitions. He delivered a speech at the vigil for Aalia Mahomed.

2. Building Collective Power for Educational and Social Change

2.1 New Shuttle Bus Campaign

The "**Connecting Campus: See it, Shuttle it, Sorted!**" campaign has been approved by KCLSU Officers and will receive specialized community-organizing support from the KCLSU Student Voice Team. This initiative aims to establish a free or low-cost shuttle bus service linking King's College London's four main campuses. The campaign was inspired by the experiences of IOPPN representatives, who felt isolated and disconnected while studying at Denmark Hill. Additional motivations include high transportation costs in a cost-of-living crisis and safety concerns, especially during evening commutes. A KCLSU-led event will be

held in May to engage with Denmark Hill students and gauge campaign interest. Academic Board members who can assist with support or avenues for funding are encouraged to contact representation@kclsu.org.

3. Equipping Students to Lead

3.1 Elections 2025

As part of KCLSU’s Community Leader engagement, staff held 17 one-to-one coaching sessions across January and February, to equip and encourage targeted students to put themselves forward for Officer and Trustee positions. Additionally, one in four students who applied for these leadership roles in 2025 belonged to KCLSU’s current cohort of academic representatives which reflects positively on their experiences with the Union.

The KCLSU Elections for the 2025/26 academic year demonstrated an exceptional level of student democratic participation, with 6,157 students casting their votes—the second-highest turnout in KCLSU’s history.

Elected Officers for 25/26:

- **President:** Baiyu Liu
- **Vice President Education (Health):** Hasnain Jafer
- **Vice President Education (Arts and Sciences):** Maryam Jamil
- **Vice President Welfare and Community:** Fatima Hire
- **Vice President Activities and Development:** Dulcie Wainwright-Pilton
- **Vice President Postgraduate:** Sheeba Naaz

Incoming Officers will officially begin their roles from **August 1st, 2025**. KCLSU’s month long officer induction training will begin this July and introductions with relevant KCL teams will be held from August onwards. KCLSU advises KCL colleagues against contacting new officers directly and instead welcomes any introductory meeting requests emailed to representation@kclsu.org instead to ensure that incoming Officers are appropriately supported.

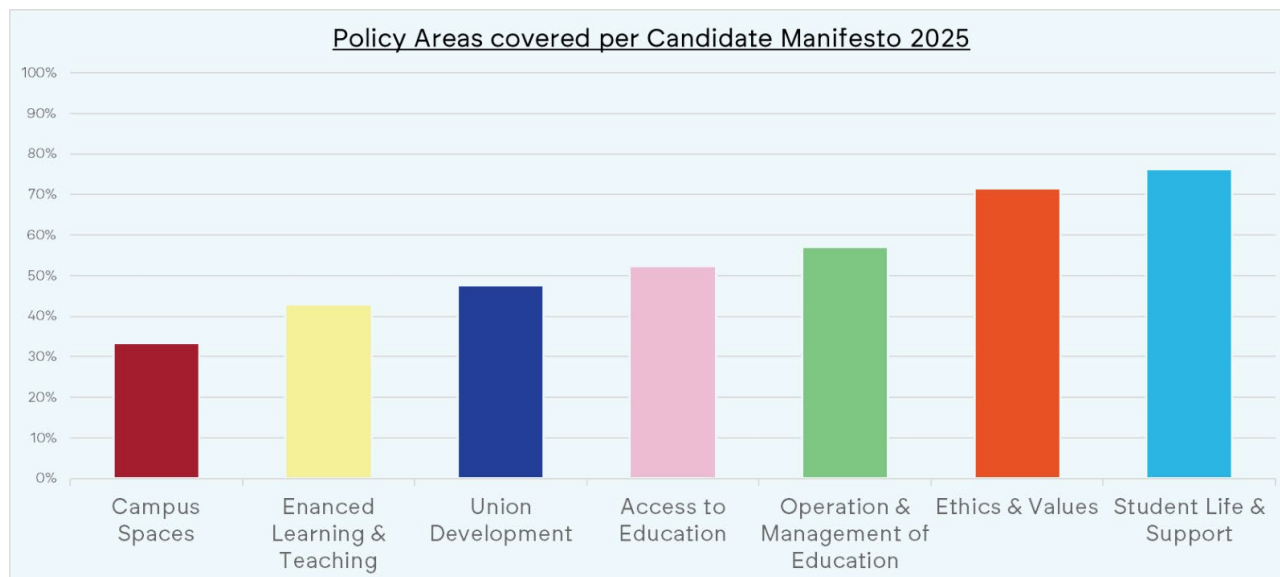
3.1. (a) Headline Election Statistics 2025

| | |
|--|---------------|
| Number of elections | 2,682 |
| Number of elected places | 1,447 |
| Total submitted nominations | 2,863 |
| Individual Voters | 6,157 |
| Total votes cast across all elections | 61,065 |

3.2 Officer Candidates Manifesto Trends

This year, the number of students who put themselves forward for KCLSU Officer positions increased from 17 in 2024 to 21 nominees in total. Each nominee attends a two-hour briefing to learn about the Officer roles and writes a manifesto that sets out what they aim to achieve. These pledges are a useful barometer of student priorities and sentiments, as they represent issues deemed important enough to campaign on publicly to gain student votes.

KCLSU analyses the percentage of candidate manifestos that include any of the six broad areas of student-life defined in KCLSU’s vision for change: [the Union Agenda](#). Where a candidate’s manifesto pledge looks to build on the Union’s services instead, this is grouped as ‘Union Development’.



The student manifestos of 2025 overwhelmingly reflected anxieties around a sense of change. A 15% increase in candidate interest in ‘Campus Spaces’ was observed, likely influenced by the perceived loss of informal study spaces. Additionally, 33% of manifestos addressed concerns about artificial intelligence under ‘Enhanced Teaching and Learning’, a topic that was absent from previous year’s manifestos.

However, some concerns have remained since 2024. Just over half of students expressed concerns about the cost-of-living crisis, which aligns with data from a Save the Student! [report](#) indicating that 59% of students have struggled to pay rent. Analysis found that 76% of manifestos focused on ‘Student Life and Support’, especially concerning counselling and mental health. Additionally, 57% of candidates were concerned with the ‘Operation and Management of Education’, with assessment and feedback being the main theme, which is consistent with National Student Survey (NSS) data. The KCLSU Student Voice team will collaborate with the newly elected officers during the induction month to refine their top three priorities and share their visions for change with the University.

3.3 Awards Season: Volunteer Showcase

In 2024, KCLSU expanded the celebratory offering from a single flagship KCLSU Awards Night in May to an Awards Season. Awards Season events are smaller scale celebration events that are focussed on specific groups of community leaders. This year, these Awards Season events include the Volunteer Showcase, the Rep Awards and the Student Media Awards.

The Volunteer Showcase took place in February to celebrate Volunteer Leads: the student leaders who design and deliver student-led volunteering or widening participation projects that serve the local community. The showcase saw 8 students present their Volunteer Projects to demonstrate their impact; presentations included:

- **Womxn in STEM:** Led outreach initiative in London, delivering talks and workshops to support young womxn in STEM careers.

- Boundless Compassion Charity Support: Hosted Ansar Youth Project, connecting 20 disadvantaged youths with KCL students and professionals. Raised £700 for Link Age Southwark through collaborations.
- African and Caribbean Medical Society: Supported young Black students in medical field applications with workshops, mock interviews, and personalized mentorship.
- KCL Taekwondo: Enabled 16 young people to access free professional Taekwondo coaching, funded competition entries, and provided mentorship.



| | |
|------------------------|---|
| Academic Board | |
| Meeting date | 9 April 2025 |
| Paper reference | AB-25-04-09-8.1 |
| Status | Final |
| FOI exemption | None, subject to redaction for commercial interest or personal data |

Report of the Academic Board Operations Committee

| Contents | Meeting at which considered | Main or Consent agenda [for THIS agenda] | Academic Board action | Reserved item? |
|---------------------|-----------------------------|--|-----------------------|----------------|
| 1. Spring elections | - | Main | Discuss | No |

To discuss

1. Spring elections (Main agenda)

Background:

At the time of reviewing the balance of its membership, Academic Board agreed, in some Faculties, there would be a minimum number of Senior or Junior staff. However, it was not determined how the remaining seats above that threshold would be allocated where options were available.

Elections need to be held in the Spring term for seats on Academic Board available from 1 August 2025. Nominations will be invited in May, which will allow for voting in early June. The schedule follows the pattern established for previous elections.

This paper is submitted under Academic Board Operations Committee Chair's Action, in recognition of the impact of delaying the election cycle until after the July meeting of Academic Board.

Academic Board is asked to:

- discuss the proposed election principles to determine the balance of membership from within the Faculties
- to note the proposed election timetable
- delegate responsibility for agreeing the final process and the timeline to the Academic Board Operations Committee

Annex 1 – paper outlining principles and vacancies

Annex 2 – current membership

Annex 3 – 2025/26 membership with vacancies

Annex 4 – election timetable

Academic Board Spring Elections

Background

At its meeting in June 2024, Academic Board agreed to change to the balance of its membership from the Faculties whilst retaining the overall number of 45 elected members of academic staff, noting that existing members would serve out their term resulting in the membership being slightly larger until this was concluded.

The balance of membership is set out below.

| Faculty | Total | Leadership | Senior | Junior |
|--|-------|------------|--------|--------|
| Arts & Humanities | 4 | 1 | 2 | 1 |
| Dentistry, Oral & Craniofacial Sciences | 4 | 1 | 2 | 1 |
| Dickson Poon School of Law | 3 | 1 | 1 | 1 |
| King's Business School | 4 | 1 | 2 | 1 |
| Life Sciences & Medicine | 7 | 1 | 2 or 3 | 3 or 4 |
| Natural, Mathematical & Engineering Sciences | 5 | 1 | 1 or 2 | 2 or 3 |
| Nursing Midwifery & Palliative Care | 4 | 1 | 1 | 2 |
| Institute of Psychiatry, Psychology & Neuroscience | 6 | 1 | 2 or 3 | 2 or 3 |
| Social Science & Public Policy | 5 | 1 | 1 or 2 | 2 or 3 |
| King's Education (CIEL) | 3 | 1 | 1 | 1 |
| Total Elected Members | 45 | | | |

Academic Board also agreed to adopt the definitions of Leadership, Senior and Junior academics as used by Council:

- Leadership – includes Heads of Department and equivalent Tier 2/Tier 3 leadership roles
- Senior - includes roles with the following Post Profile: Professor; Reader; Senior Lecturer; Professorial, Principal and Senior Research Fellow (G8 and above).
- Junior - includes roles with the following Post Profile: Lecturer; Research Fellow and equivalent (G6, G7).

It was noted Academic Board would carry a larger membership for several years as no member would be asked to end their term of office early. In 2024/25 there are a total of 49 elected academics. In 2025/26 there will be 47 elected academics, which reduces to 46 in 2026/27, and the total of 45 will be achieved in 2027/28 as the final member of research staff steps down.

The current list of all elected members is provided at Annex 2. It highlights the members which come to the end of their current term in the Academic Year 2024/2025. All of those reaching the end of their first term are eligible to stand again unless they hold a role in a category in which there is no current vacancy.

Election principles

Academic Board did not agree how the balance of membership within the Faculties would be decided when multiple seats were available across the Senior and Junior roles.

It is proposed that where there is an option as to how the seats will be filled, as is currently the case in the Faculty of Life Sciences & Medicine and the Faculty of Institute of Psychiatry, Psychology & Neuroscience, if the number of nominations to the seats exactly matches either of the options presented, the nominees will accede to the seat without an election.

Where the number of nominations received for one of the categories of seats matches the number available, but the number of nominations for the other category of seat exceeds the balancing number, an election will be held where the number of nominations exceeds the number of vacancies. To illustrate, for the Faculty of Life Sciences & Medicine, if one nomination was received from a member of staff in a Senior role but four were received from members of staff in a Junior role, an election would only be held for the two seats available to staff in a Junior role.

Where the number of nominations received for both categories of seats exceeds the number of vacancies, a first past the post system is proposed. To illustrate, for the Faculty of Institute of Psychiatry, Psychology & Neuroscience there is the option of either three seats in a Senior role and one seat in a Junior role or two seats in a Senior role and two seats in a Junior role. If four nominations were received from members of staff in Senior roles and four nominations from staff in Junior roles, the seats would be allocated on the basis of the highest number of votes received.

Academic Board is asked to discuss the above principles where there are multiple seats available across both Senior and Junior roles and to delegate responsibility for agreeing the final process and the timeline to the Academic Board Operations Committee.

Vacancies – Academic seats

There are currently **20** known vacancies on the Academic Board for elected academic staff member seats (available from 1 August 2025):

- Faculty of Dentistry, Oral & Craniofacial Sciences – **one seat in a Junior role**
- King's Business School – **two seats – one for a Leadership role and one in a Senior role**
- Faculty of Life Sciences & Medicine – **four seats – one for a Leadership role and EITHER one in a Senior role and two in a Junior role OR two in a Senior role and one in a Junior role**
- Faculty of Natural, Mathematical and Engineering Sciences – **one seat in a Junior role**
- Faculty of Nursing, Midwifery & Palliative Care – **two seats, one in a Senior role and one in a Junior role**
- Faculty of Institute of Psychiatry, Psychology & Neuroscience – **four seats - EITHER three in a Senior role and one in a Junior role OR two in a Senior role and two in a Junior role**
- Faculty of Social Science and Public Policy – **three seats – one for a Leadership role, two in a Junior role**
- CIEL – **three seats, one for a Leadership role, one in a Senior role and one in a Junior role**

Vacancies – Professional Services seats

There are **two** vacancies in the seats held by Professional Services staff, one in the category of research support staff and one in the category of service support staff.

Vacancies – Students

All **nine** seats held by students are vacant, with elections to be run by KCLSU.

| AB-25-04-09-8.1 Annex 2 2024-25 membership | | | | End of term of office | First term | Second term |
|---|---|------------|-------------------------------|--------------------------|------------|-------------|
| Elected academic staff | Arts and Humanities | Leadership | Dr Virginia Crisp | 31.07.26 | X | |
| | | | Dr Laura Gibson | 31.07.26 | X | |
| | | | Dr Alice Hazard | 31.07.27 | X | |
| | | | Dr Zeena Feldman | 31.07.25 | X | |
| | | | Dr Timothy Huzar | 31.07.27 | X | |
| | Dentistry, Oral & Craniofacial Sciences | Leadership | Professor Kirsty Hill | 31.07.27 | X | |
| | | | Dr David Moyes | 31.07.26 | X | |
| | | | Dr Mads Bergholt | 31.07.27 | X | |
| | | | Professor Richard Cook | 31.07.25 | X | |
| | Dickson Poon School of Law | Leadership | Professor Catharine MacMillan | 31.07.27 | X | |
| | | | Professor Ewan McGaughey | 31.07.26 | | X |
| | | | Dr Elin Weston | 31.07.26 | X | |
| | | | Professor Ann Mumford | 31.07.25 | X | |
| | King's Business School | Leadership | Professor Gulcin Ozkan | 31.07.25 | X | |
| | | | Dr Simona Grassi | 31.07.27 | X | |
| | | | Dr Christopher Hazlehurst | 31.07.27 | X | |
| | | | Dr Andrew McFaull | 31.07.25 | X | |
| | Life Sciences & Medicine | Leadership | Professor Susan Brain | 31.07.25 | X | |
| | | | Professor Pete Zammit | 31.07.27 | X | |
| | | | Professor Claire Wells | 31.07.25 | X | |
| | | | Dr Baljinder Mankoo | 31.07.25 | | X |
| | | | Dr Anna Battaglia | 31.07.25 | X | |
| | | | Dr Marina Cecelja | 31.07.27 | X | |
| | | | Dr Timothy Pullen | 31.07.27 | X | |
| | Natural, Mathematical and Engineering Sciences | Leadership | Professor Chris Lorenz | 31.07.27 | X | |
| | | | Professor Gerard Watts | 31.07.26 | X | |
| | | | Professor David Richards | 31.07.26 | X | |

| | | | | | | |
|-------------------------------------|--|------------|--------------------------|----------|---|---|
| | | | Dr Andre Cobb | 31.07.25 | X | |
| | | | Dr Stefanos Leonardos | 31.07.27 | X | |
| | Nursing, Midwifery & Palliative Care | Leadership | Dr Lorraine Robinson | 31.07.26 | X | |
| | | | Mrs Irene Zeller | 31.07.26 | | X |
| | | | Dr Jocelyn Cornish | 31.07.25 | X | |
| | | | Dr Wladzia Czuber-Dochan | 31.07.25 | X | |
| | | | | | | |
| | Institute of Psychiatry, Psychology & Neuroscience | Leadership | Professor Sarah Byford | 31.07.26 | X | |
| | | | Dr Eamonn Walsh | 31.07.25 | | X |
| | | | Dr Eleanor Dommett | 31.07.25 | X | |
| | | | Dr Rina Dutta | 31.07.25 | X | |
| | | | Dr Yannis Paloyelis | 31.07.25 | | X |
| | | | Dr Anastasia Vikhanova | 31.07.27 | X | |
| | Social Science and Public Policy | Leadership | Professor Jelke Boesten | 31.07.25 | X | |
| | | | Dr Hillary Briffa | 31.07.27 | | X |
| | | | Dr Sunil Mitra Kumar | 31.07.27 | | X |
| | | | Dr Tim Benbow | 31.07.25 | X | |
| | | | Dr Kiran Phull | 31.07.25 | X | |
| CIEL | Head of Department or equivalent Elected staff Elected staff | | | | | |
| | | | Sarah Shirley | 31.07.25 | X | |
| | | | Suzie Coates | 31.07.25 | X | |
| | | | Dr Michael Elliott | 31.07.25 | X | |
| Elected professional services staff | Education support Research support Service Support | | | | | |
| | | | Johnny De Silva | 31.07.27 | X | |
| | | | Dr Natasha Awais-Dean | 31.07.25 | X | |
| | | | Akic Lwaldeng | 31.07.25 | X | |
| Research staff | Arts and Sciences Faculties Health Faculties | | | | | |
| | | | Dr Aleida Mendes Borges | 31.07.27 | X | |
| | | | Dr Joanna Davies | 31.07.26 | X | |

| AB-25-04-09-8.1 Annex 3 2025-26 membership | | Category | Name | End of term of office | First term | Second term |
|---|--|--------------------------|-------------------------------|-----------------------|------------|-------------|
| Elected academic staff | Arts and Humanities (4) | Leadership | Dr Virginia Crisp | 31.07.26 | X | |
| | | Senior | Dr Laura Gibson | 31.07.26 | X | |
| | | | Dr Alice Hazard | 31.07.27 | X | |
| | | Junior | Dr Timothy Huzar | 31.07.27 | X | |
| | Dentistry, Oral & Craniofacial Sciences (4) | Leadership | Professor Kirsty Hill | 31.07.27 | X | |
| | | Senior | Dr David Moyes | 31.07.26 | X | |
| | | | Dr Mads Bergholt | 31.07.27 | X | |
| | | Junior | | | | |
| | Dickson Poon School of Law (3) | Leadership | Professor Catharine MacMillan | 31.07.27 | X | |
| | | Senior | Professor Ewan McGaughey | 31.07.26 | | X |
| | | Junior | Dr Elin Weston (senior) | 31.07.26 | X | |
| | King's Business School (4) | Leadership | | | | |
| | | Senior | Dr Simona Grassi | 31.07.27 | X | |
| | | | | | | |
| | | Junior | Dr Christopher Hazlehurst | 31.07.27 | X | |
| | Life Sciences & Medicine - 7 total | Leadership | | | | |
| | | Senior (2 or 3) | Professor Pete Zammit | 31.07.27 | X | |
| | | | | | | |
| | | Junior (3 or 4) | Dr Marina Cecelja | 31.07.27 | X | |
| | | | Dr Timothy Pullen | 31.07.27 | X | |
| | | | | | | |
| | Natural, Mathematical and Engineering Sciences - 5 total | Leadership | Professor Chris Lorenz | 31.07.27 | X | |
| | | Senior (1 or 2) | Professor Gerard Watts | 31.07.26 | X | |
| | | Professor David Richards | 31.07.26 | X | | |
| Junior (2 or 3) | | Dr Stefanos Leonardos | 31.07.27 | X | | |
| | | | | | | |

| | | | | | | |
|-------------------------------------|--|-------------------------|------------------------|----------|---|---|
| | Nursing, Midwifery & Palliative Care (4) | Leadership | Dr Lorraine Robinson | 31.07.26 | X | |
| | | Senior | | | | |
| | | Junior | Mrs Irene Zeller | 31.07.26 | | X |
| | | | | | | |
| | Institute of Psychiatry, Psychology & Neuroscience - 6 total | Leadership | Professor Sarah Byford | 31.07.26 | X | |
| | | Senior (2 or 3) | | | | |
| | | | | | | |
| | | Junior (2 or 3) | Dr Anastasia Vikhanova | 31.07.27 | X | |
| | | | | | | |
| | | | | | | |
| | Social Science and Public Policy - 5 total | Leadership | | | | |
| | | Senior (1 or 2) | Dr Hillary Briffa | 31.07.27 | | X |
| | | Dr Sunil Mitra Kumar | 31.07.27 | | X | |
| Junior (2 or 3) | | | | | | |
| | | | | | | |
| CIEL | Head of Department or equivalent | | | | | |
| | Elected staff | | | | | |
| | Elected staff | | | | | |
| Elected professional services staff | Education support | | | | | |
| | Research support | Johnny De Silva | 31.07.27 | X | | |
| | Service Support | | | | | |
| Research staff | Arts and Sciences Faculties | | | | | |
| | Health Faculties | Dr Aleida Mendes Borges | 31.07.27 | X | | |
| | | Dr Joanna Davies | 31.07.26 | X | | |

| | | |
|----------------------------|-----------------------------|--|
| Early notice | April | <ul style="list-style-type: none"> Academic Board 9 April meeting – note upcoming vacancies and the AB elections process /Council elections process note/info on what Council membership entails King’s Essentials feature trailing the elections – Academic Board membership info (Prep forms/contact people data & IT/ obtain HoD lists from Executive Deans etc) |
| Nominations (two weeks) | 21 May Monday | NOMINATIONS OPEN <ul style="list-style-type: none"> King’s Essentials with nominations and voting process and FAQs Nomination call sent to all eligible staff Academic Board and UE members asked to encourage colleagues to stand Executive Deans/Faculty Directors of Operations (DOPs)/Associate Director (research) requested to promote |
| | 28 May | Reminder email Reminder to DOPs etc |
| | 4 June Wednesday | NOMINATIONS CLOSE Nominations close at 5pm Candidates who stood unopposed informed of their success |
| Voting (two weeks) | 6 June Friday | BALLOT GOES OUT <ul style="list-style-type: none"> Email with the private link to vote sent to all eligible voters Academic Board and UE members asked to promote the election King’s Essentials Exec Deans/DOPs/etc asked to promote |
| | 11 June | Reminder King’s Essentials (and eligible voters) Reminder to DOPs etc |
| | 20 June Friday | BALLOT COUNT Voting closes at 5pm |
| | 23 June Monday | <ul style="list-style-type: none"> Vote results communicated to candidates (invited to 2 July Academic Board as observers) Coin toss held if required Coin toss outcome communicated to the tied candidates |
| Result Coms | 25 June Wednesday | RESULTS RATIFIED <ul style="list-style-type: none"> Vote results EMAILED to Academic Board |
| | 30 June | Academic Board appointments and Vote results posted on intranet news |
| | 2 July Wednesday | Academic Board meeting |
| Term starts | 1 August | MEMBERSHIP BEGINS |

Academic Board
Meeting date 9 April 2025

Paper reference AB-25-04-09-8.2

Status Final

FOI exemption None, subject to redaction for commercial interest or personal data

Report of the College Education Committee

| Contents | Meeting at which considered | Main or Consent agenda [for THIS agenda] | Academic Board action | Reserved item? |
|---|-----------------------------|--|-----------------------|----------------|
| 1. Academic Calendar | 9 April 2025 | Main | Approve | No |
| 2. Revised King's Digital Calendar for 2025-26 | 9 April 2025 | Consent | Approve | No |
| 3. Module and Course Feedback and Evaluation Working Group – interim update | 9 April 2025 | Consent | Note | No |
| 4. Student Futures: TASK update | 9 April 2025 | Consent | Note | No |
| 5. Periodic Programme Review Deferral Requests | 9 April 2025 | Consent | Note | No |
| 6. Strategic Education Practice and Scholarship College Teaching Fund 2023/24: Outcomes, outputs and impacts | 9 April 2025 | Consent | Note | No |
| 7. Reports of Committees: PDASC approvals for the following: <ul style="list-style-type: none"> • Programme reapprovals following periodic reviews • Programme Post-Launch review for MSc Law and Professional Practice | 9 April 2025 | Consent | Note | No |

For approval

1. Academic Calendar (Main agenda)

Motion: To approve for the revised Academic Calendar from 2026/27 [see annex 1]

Background: College Education Committee (CEC) commissioned a working group to be established in 2022/23 to review the long-term structure of the academic calendar. After discussions and consultations with faculties, students, the Vice-Chancellors Management Meeting, and University Executive, the final proposal is now being submitted to Academic Board for approval. University Executive has recommended approval of extending Assessment

Period 1 to two weeks, and reducing Assessment Period 2 to four weeks, with no other changes to the structure of the calendar being proposed at this time.

Regulated professional programmes, and pre-UG programmes, will continue to operate distinctive calendars as required.

In discussion at CEC it was noted that this will be the first incremental change to the calendar, with further consideration required as to how progression boards can be accommodated in Assessment Period 1, moving toward a symmetrical semester system. It was noted that the step-change approach would allow the appropriate provision to be put in place to accommodate the changes in a setting of planned student growth, including the extracurricular activities associated with King's Edge.

It was also noted that:

- Significant changes to the calendar have taken place throughout the Higher Education sector, with the objective being spreading the assessment load over the year through a semester system. It is recommended that the changes are introduced from 2026/27.
- Spreading the assessment load across the year may offset the demand for mitigating circumstances and can be compared across AP1 and AP2 once the changes are implemented. It was agreed that any changes that result in less students in AP3 will be beneficial.

2. Revised King's Digital Calendar for 2025/26 (Consent agenda)

Motion: To recommend approval for the revised King's Digital Calendar for 2025/26, which had previously been approved by Academic Board at its meeting on 30th October 2024 [see annex 2]

Background: Following the proposal to change the university's academic calendar from 2026/27, King's Digital are requesting a revision to their calendar for 2025/26 (as the previous calendar was based on the proposal that isn't yet being implemented). CEC approved this request via the unanimous consent agenda.

For discussion

There is nothing for discussion.

For note

3. Module and Course Feedback and Evaluation Working Group (Consent agenda)

An update was provided on the discussions being had on future processes for module evaluations, and CEC approved the proposed recommendations and direction of travel. In deliberations it was noted:

- The proposals have had extensive engagement and there is support in introducing early module check-ins, and the introduction of student module representative roles to support feedback collection and response.
- There is a move back to retaining end of module evaluation, but with a shortened question bank. The survey will move to being confidential (rather than current practice of anonymous), and remove individual teacher evaluations in response to research around demographic bias.
- The benefit of mid-module evaluation for PGT students was recognized.

4. Student Futures: TASK update (Consent agenda)

An update was provided on TASK project, specifically noting that an additional workstream will ensure conversations around AI in education and assessment are captured.

5. Periodic Programme Review Deferral Requests (Consent agenda)

The committee approved, via its unanimous consent agenda, the following programme review deferral requests:

- BSc Accounting and Finance
- LLM

6. Strategic Education Practice and Scholarship College Teaching Fund 2023/24: Outcomes, outputs and impacts (Consent agenda)

The committee received, via unanimous consent agenda, a report on outcomes from the 2023/24 round of College Teaching Fund projects. The report highlighted key outcomes, outputs and impacts generated by project activity in 2023-24, particularly the enhancement of:

- student learning and student experience
- a broad range of educational initiatives aligned with Faculty education priorities
- professional development for staff and students through skills development, scholarship and leadership opportunities.

7. Reports of Committees: PDASC approvals for the following:

- Programme reapprovals following periodic reviews
- Post-Launch Programme Review for MSc Law and Professional Practice

The committee received, via unanimous consent agenda, a report from the recent Programme Development and Approval Sub-Committee, which CEC approved the following:

- Re-approval for a further 6-years for the succeeding programmes, following a Periodic Programme Review:

| Programme | Re-Approval period |
|---|--------------------|
| PGDip Bar Practice | 5 years |
| MSc Construction Law and Dispute Resolution | 6 years |
| MSc International Marketing and MSc in Digital Marketing | 6 years |
| MSc International Management | 6 years |
| King's International Foundation (KIF), Extended King's International Foundation (EKIF) programme, and the Pre-sessional programme | 6 years |
| PG Cert in Academic Practice in Higher Professional Education in the Defence Studies Department | 6 years |
| MSc Affective Disorders | 6 years |
| MSc Child & Adolescent Mental Health | 6 years |
| MSc Mental Health Studies | 6 years |

| Programme | Re-Approval period |
|---|---------------------------|
| PG Dip Cognitive Behavioural Therapies for Psychosis | 6 years |
| PG Cert Introduction to Cognitive Behavioural Therapies for Psychosis | 6 years |
| PGCert Therapy Skills in CBT for Psychosis | 6 years |
| PGCert in Theory into Practice in CBT for Psychosis | 6 years |
| PG Dip CYP-MH Therapies | 6 years |
| PG Dip Education Mental Health Practice | 6 years |
| PG Dip CYP-MH Child Wellbeing Practice | 6 years |
| PG Cert CYP-MH Supervision | 6 years |
| PG Cert Leadership in CYP-MH services | 6 years |
| PG Dip in Cognitive Behavioural Therapies | 6 years |
| Operative Dentistry PGDip | 1 year |
| Postgraduate Certificate in Dental Cone Beam CT Radiological Interpretation | 1 year |

- Approval of the recommendation for the MSc Law and Professional Practice to continue to run following a Post Launch Programme Review. The programme will now fall into the schedule for Periodic Programme Review.

| | |
|------------------------|-------------------------------|
| Academic Board | |
| Meeting date | 9 April 2025 |
| Paper reference | AB-25-04-09-8.2 |
| Status | Final |
| Access | Members and senior executives |

Academic Calendar proposal

Action required [tick ONE box]

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

Motion: To approve the change to the Academic Calendar from 2026/27.

Paper Explanation for Members

| | |
|--|---|
| <p>Why is this paper being presented?</p> | <p>College Education Committee commissioned a working group to be established in 2022/23 to review the long-term structure of the academic calendar. After discussions and consultation with faculties, students, the Vice-Chancellors Management Meeting, and University Executive the final proposal is now being submitted to College Education Committee and Academic Board for approval. University Executive has recommended approval of extending Assessment Period 1 to two weeks and reducing Assessment Period 2 to four weeks, with no other changes being proposed at this time.</p> <p>Regulated professional programmes will continue to operate distinctive calendars as required.</p> |
| <p>What are the key points/issues?</p> | <ul style="list-style-type: none"> • There are several factors that have been considered when considering proposals for change, including the University’s strategy to grow student numbers, pressures on staff and students on the existing assessment arrangements, continuing poor results of NSS and PTES, and external regulatory compliance such as Office for Students, Student Loans Company, and UKVI. Value for Money, and making full use of the academic year, are further important considerations. • The proposal is to extend Assessment Period 1 to two weeks, reduce Assessment Period 2 to four weeks, keeping the overall dates of the existing academic calendar the same, with no changes to teaching blocks or the holiday periods already in place. • Consultations on the proposal were undertaken during 2023/24 and part of 2024/25, with both faculties (via meetings with Deans/Vice Deans of Education and Faculty Education Committees) and students. • The Vice Chancellor’s Management Meeting and University Executive have considered the proposal and recommended for approval , noting though that this should be phase 1 of a change to the calendar and more thought should be given for future years in how the calendar |

| | |
|---------------------------------------|---|
| | <p>could be changed to accommodate progression boards in Assessment Period 1 (and any impact this may have on start of semester 2).</p> <ul style="list-style-type: none"> • An Equality Impact Analysis of the proposal has been completed, and current feedback has been included in an appendix to this report. |
| What is required from members? | To approve the recommendations. |

Paper History

| Action Taken [noted/recommended/discussed/approved] | By [Committee name] | Date of Meeting |
|--|-------------------------------------|-----------------|
| Discussed initial proposal | College Education Committee | 24 May 2023 |
| Discussed update to working group | College Education Committee | 3 July 2024 |
| Approved proposal of change to Assessment Period 1 | Vice Chancellors Management Meeting | 9 December 2024 |
| Approved proposal of change to Assessment Period 1 | University Executive | 9 January 2025 |
| Approved all recommendations | College Education Committee | 12 March 2025 |

Paper Submitted by:

Lynne Barker, on behalf of the Academic Calendar Working Group, Associate Director (Academic Regulations, Quality and Standards).

Darren Wallis, Executive Director Education and Students.

Academic Calendar proposal

1. Executive Summary

- 1.1 The current King's Academic Calendar model is characterised by imbalance in its assessment periods. Combined with known inefficiencies in the marking and results processes, there is a notable impact on the experience and satisfaction of students and on their wellbeing and progression. There are also pressures and impacts for academic and professional services staff.
- 1.2 An extensive review of the Academic Calendar has taken place, with input from faculties and students and drawing on recent developments in other universities. A central proposition was developed to extend Assessment Period 1 (AP1) from one week to two weeks. A number of options (six) were then developed for extending AP1 by adjusting the amount of time for teaching, adjusting the length of other assessment periods and adjusting 'start' and 'end' of year dates. These are captured in Appendix 4 and the recommendation is to approve Option 1, which entails a rebalancing between Assessment Periods 1 and 2 – from the current 5 days/ 25 days to 10 days / 20 days. This is an incremental change but is intended to bring benefits:
- A more even distribution of assessment reduces pressure on students and enables more consistent feedback, positively impacting progression and satisfaction.
 - Scheduled activity after the Easter break enhances the student experience and perceptions of value for money.
 - Pressure on academic and professional services staff through concentrated and high-volume assessment periods is reduced.
 - In combination with other change initiatives under Student Futures, process inefficiencies around marks and results should be significantly reduced, improving the student and staff experience.
 - There will be enhanced compliance with requirements from external agencies, such as UKVI and Student Loans Company (SLC), and with the expectations of the government and the regulator.

2. Background

- 2.1 At its meeting of 23 March 2022, the College Education Committee (CEC) approved the establishment of a working group to review the long-term content of the Academic Calendar. This was initially procedurally motivated ([CEC-21-22-71](#)), to prepare for the existing calendar only going up to 2027/28, but also to ensure it encompassed all levels of provision. Updates have been provided to CEC in May 2023 ([CEC-22-23-97](#)), and in July 2024 ([CEC-24-07-03-18.1](#)). As its work has progressed, however, its remit was refocused to consider how the calendar can enhance the student experience and support the mitigation of known pain points for staff and students. Over the period of review, there has also been significant movement in the sector, with many peer institutions either changing their calendar or with projects underway to do the same.
- 2.2 Within its deliberations and considerations, the working group took account of:

- Sustained growth in student numbers and the impact on current assessment loads and assessment periods¹ (AP), with further student number growth now projected through to 2030.
- Clear evidence of pressures on students, staff and processes during assessment periods. This has roll-forward implications for student enrolment and progression and for processes such as mitigating circumstances.
- Continuing poor results in the NSS and PTES, specifically regarding Assessment and Feedback (see illustrative comments in Appendix 1).
- Compliance with external regulatory requirements, such as the Office for Students regulatory objective of students receiving value for money, and UKVI immigration regulations and Student Loans Company regulations.
- In the same vein, ensuring that students have planned activities across the full academic year.
- The initiation of the Transforming Assessment for Students at King's (TASK) programme [[CEC-24-05-22-12](#)].
- The continuing large number of requests by students for mitigating circumstances (ca. 35,000 in 2023/24).
- The revised Undergraduate Progression and Award regulations that were introduced in 2022/23, with slight revision from 2023/24, where students are offered a replacement assessment at the earliest opportunity and will not normally be expected to carry deferrals beyond the end of AP1 ([regulation 5.24](#)).

2.3 As part of the deliberations of the working group, consideration was given to practice elsewhere in the sector (see Appendix 2). Significant reviews and changes to the calendar have taken place at Birmingham, Newcastle, Exeter, Bristol, Sheffield, York and elsewhere, many with an objective of spreading the assessment load over the year and applied through a semester or 'teaching block' system. Increasingly, peers are looking to provide for a fuller post-Easter experience, with skills, opportunities and employability all featured as well as academic content.

3. Proposals

3.1 The core proposal is to re-balance the academic year so that there is a more even distribution of effort required from students. Extending Assessment Period 1 (AP1) in January will support the parallel work being undertaken through the Transforming Assessment for Students at King's (TASK) programme, which is focused on revising assessment strategies at programme level. The current calendar arrangement contributes to well-known operational pressures that are experienced around marking and results, with late results release and mark inaccuracies not uncommon. This negatively impacts both the staff and student experience and is a key contributor to depressed student satisfaction ratings. The Student Futures Programme is addressing some of the system and process factors involved here, but it will not be sufficient alone. While the working group are not proposing at this stage to introduce progression boards as standard after AP1, following discussions at University Executive it is felt that this should be revisited as an option subsequent to this change, TASK and Student Futures current objectives all being delivered. There is also a compliance dimension to be considered, particularly in respect of students on sponsored visas, but also the

¹ In 2019/20 there were 27,231 sittings in AP1, with 37,962 sittings in AP1 in 2023/24; and for AP2 2019/20 there were 66,678 sittings vs 69,655 sittings in 2023/24. Thus, there is an imbalance in the concentration of sittings between the two assessment periods

conditions required by other bodies, including funding agencies. See section 4 for more information. An Equality Impact Analysis on this proposal can be found in Appendix 3.

3.2 The working group also made further proposals:

3.2.1 The principles of an academic calendar to follow are:

- To provide transparency of the core learning and teaching elements for all King's College London learners including key dates, activities and deadlines.
- To be inclusive of all learners studying across all modes of study and therefore provide the following, separate, academic Calendars:
 - Pre-undergraduate (King's Foundations)
 - Undergraduate
 - Postgraduate Taught
 - Postgraduate Research (see section 8)
 - Specific and discrete calendars for certain PSRB programmes, such as Medicine, Dentistry, and Nursing, Midwifery and Palliative Care would continue.
 - Kings Online (see section 7).
- Students will be clearly sign-posted as to which calendar relates to their programme of study, and students on those Professional Body/King's Foundation programmes will be directed to their programme webpages for the dates specific to them.
- To provide a robust and high-quality learner journey for all students and one that demonstrably represents a Value for Money experience.
- To ensure compliance with external regulators.
- To provide a robust framework that will be utilised to aid effective planning of core learning and teaching activities across the organisation for both Academic and Professional Services staff.

3.2.2 The core elements of the Undergraduate academic calendar for programmes² should include:

- 30 weeks of education are compulsory (as per previously agreed calendar), following a 2-semester model (thus reflecting 12 weeks of teaching/learning activities [including reading and revision weeks]), plus 2 weeks assessment in AP1 and 4 weeks in AP2).
- 1 week for on-campus Welcome Week, with 1-week online activity prior to the on-campus activity.
- Teaching (2 x 12-week semesters - including 1-week for reading week and 1 week for revision)
- 3 Assessment periods: 2 weeks/4 weeks/2 weeks.
- 2 Reading weeks
- Christmas and Easter vacations (each of 3 weeks duration)
- A gap of 9 weeks between Assessment period 2 (AP2) and 3 (AP3) i.e., from end of AP2 to AP3
- A gap of 4 weeks between the end of Assessment Period 3 and the start of enrolment for the next academic year
- There are PSRB programmes that will be exempt from this structure, due to their PSRB requirements. These exemptions relate to health programmes such as MB BS, BDS, and NMPC programmes.

² PSRB programmes are exempt from this.

3.2.3 The core elements of the academic calendar for PGT programmes contains:

- 42 weeks of education are compulsory; following a term model.
- 1 week for on-campus Welcome Week, with 1-week online activity prior to the on-campus activity.
- Teaching (2 x 12-week blocks plus 1x 10 week block³ - including 1 week for reading week and 1 week for revision)
- 3 Assessment periods: 2 weeks/4 weeks/2 weeks, for taught modules. The dissertation will be handed in at the end of the programme (as current practice).
- Christmas and Easter vacations (each of 3 weeks duration)
- A gap of 9 weeks between Assessment period 2 and 3.
- A gap of 4 weeks between the end of Assessment Period 3 and the start of enrolment for the next academic year

3.2.4 For Pre-undergraduate programmes, and programmes which require a 'long' delivery model as per PSRB requirements, (classified by the working group as "non-standard programmes"), they will utilise a Term model, with dates determined based on their programme requirements. These PSRB programme exemptions relate to health programmes such as MB BS, BDS, and nursing programmes. Wherever possible, such programmes will hold their assessments within the established and published Assessment Periods.

3.2.5 For King's Digital programmes they will utilise a term model, with 12 weeks of teaching, learning and assessment blocks (10 weeks teaching and learning activities, 2 weeks assessment). This will bring King's Digital programmes in line, as far as possible, with the taught academic calendars [see section 8].

3.2.6 To the greatest extent possible (subject to external body requirements), all models will share a common window for assessment and key processes will be aligned at particular points in the year via an operations calendar, that is approved annually by College Education Committee, ahead of the new academic year.

3.2.7 Assessment Period 3 (AP3) remains as per current practice. Whilst the working group considered whether the timings could be shifted to enable student assessment timetables to be published earlier, it was concluded that this was not possible as any shift to Assessment Period 3 would impact on the start of year dates, particularly for those students who appeal an assessment decision. It is anticipated that by extending Assessment Period 1 this would rebalance Assessment Period 2 and have a positive impact on Assessment Period 3 (reducing the assessment load currently found in that period).

3.2.8 Reading weeks should remain as per the current structure (for pedagogic reasons), held in week 6 of teaching with programme teams determining whether they incorporate the reading week into their programme or not. If a reading week is held, then students would still have targeted activity to

³ Depending on the academic year this may change slightly but 42 weeks will still remain

complete as part of their self-directed learning (see section 7 for the deliberations of the working group/feedback received from faculties on when reading weeks should be held).

- 3.2.9 Once the academic calendar(s) have been approved by College Education Committee and Academic Board, any adjustments to them should be discouraged, and exemptions should not be requested. Where there is deemed a compelling reason for a proposed, change approval must be sought from College Education Committee and Academic Board. Whoever proposes the change should consult the Academic Regulations, Quality and Standards team in the first instance.

4. Extending Assessment Period 1

4.1 In deliberating the extension of Assessment Period 1 (AP1), the working group noted the drivers being:

- The imbalance in the current assessment periods, with predominance of year-end assessments in AP2 and knock-on consequences for AP3 (5 days for AP1 vs 25 days AP2). Approximately one-third of in-person exams are scheduled in a single week in January.
- Student timelines for appeals and progression. In 2023/24 there were 14,303 entries at AP3 compared to 5,718 in 2019/20, placing pressure on student progression and their ability to make an effective start to the subsequent academic year. If assessments were distributed more evenly across the year, then students may not seek to defer assessments to AP3 so often.
- To encourage programmes to spread their assessments more evenly over the year to achieve a more equal distribution of learning and assessment load for students throughout the academic year (complementary to one of the key objectives of TASK).
- Significant growth in the number of examinations being taken in AP1, meaning a week is insufficient practically to appropriately schedule all requirements. All those carrying modules from the previous year should ideally complete in AP1.
- A greater spread of the assessment load across the year may offset some of the demand for mitigating circumstances – currently ca. 35,000 submissions annually.
- To protect the summer period for staff research and maintain an extended Easter break, supporting conference participation and work-life balance.
- To create an improved operational workflow which is more manageable, and provides an enhanced service to students, addressing some of the challenges highlighted through the NSS feedback. By extending AP1 to spread assessment across the year this will help to make AP2 more manageable, complementary to the changes to process being taken forward through Student Futures.
- To provide a balanced spread of hours of learning across the semesters i.e. ensuring a 15-credit module (150 notional hours of learning and assessment) are spread appropriately across a semester.

4.2 While consulting with Deans/Vice-Deans of Education, Faculty Education Committees and students, a series of options was put forward to how we could structure the academic year. The working group acknowledges that the proposal to extend AP1 to two weeks will have an impact on timings for semester 2 (noting that the existing calendar already has teaching and learning activity after the Easter period for some years due to when Easter falls), and therefore a number of options were put forward to accommodate the extension of AP1 from one to two weeks (Appendix 4).

4.3 An additional model was discussed by the working group, which was to bring forward all the dates from Welcome onwards, thus resulting in Semester 1 (including AP1) finishing by December, and Semester 2 commencing early January. The working group, however, were not supportive of this model due to the operational implications this would have, particularly relating to timetabling activities, student recruitment (including securing visas for international students) and student appeal cases. A very small

number of institutions examine before Christmas. Due to the significant and wide-ranging implications – and risk - this option was not developed further.

Student engagement after the Easter break

4.4 A concern that has been articulated in relation to the proposed change is that students may not engage with teaching after Easter. Where departments have predominantly coursework assessment regimes, students typically work on assignments over Easter and submit soon afterwards; in the new model, their submission would be slightly later, i.e. after all formal teaching has concluded. Additionally, many departments report students (especially Masters students) returning to their home country at Easter and working on their projects/ dissertations from that point remotely (assuming no requirement for in-person examination). More broadly, a stated concern is that students would not engage with content (of between 1 and 3 weeks) after the break.

4.5 The working group considered these concerns but noted there are compliance and experiential considerations here. If international students are returning home and working on their dissertations/projects remotely, this is technically possible - and in some cases may be desirable (to undertake fieldwork for example). But it has consequences. The University needs to demonstrate to UKVI that engagement is maintained and recorded (at least every 30 days); report where that is not the case; report any limited time absence so there is no issue at border control on attempted re-entry; and advise students of the implications for their eligibility for a post-study work visa (i.e. they become less eligible the longer the time out of country). If we do not report on this with any consistency, then we are creating a UKVI compliance risk, and while these may be resolvable operational matters, it is recommended that the University's formal position should be to not encourage this practice routinely.

4.6 Similar considerations relate to the conditions of Student Loan Company loans and those of sponsoring bodies, which require full-year attendance. Students themselves often raise the point that they pay fees for the full year but only have teaching until the end of March. From an accommodation point of view, undergraduates are contracted by King's through to the end of June and postgraduates until September, so we expect them to be in London, but not necessarily on campus. There is a need to reinforce an expectation of post-Easter attendance and engagement. Formal teaching is one mechanism, but we could also be emphasising feedback and office hours (for example where students have been preparing for their assignments over Easter) and also building in more King's Edge-type activities during this period. In time, that might create opportunities for immersive, experiential learning that is credit-bearing and part of the curriculum, which some peer institutions are beginning to pilot.

4.7 As the visual in Appendix 2 highlights, many institutions have teaching after the Easter break, and this covers all types of discipline and assessment regimes. As with King's, a key driver has been to achieve a better spread of assessments across the year. These institutions do not report additional student engagement challenges and indeed some of them perform comparatively well in the NSS. There will of necessity be a need to rethink assessment strategies, but this should be in line with the work being undertaken through TASK, where a programmatic view and greater spread of assessments are anticipated to become more prominent. King's Academy will support departments in thinking these issues through and implementing the changes. This should be a mechanism to ensure student engagement and participation is maintained throughout the semester.

Staff experience and research time

4.8 The working group's appraisal of the options has largely been undertaken through a student experience and student success lens. But it has always been conscious (as has CEC in considering updates) of the need to protect research time in a research-intensive University, not least of course because students

should directly feel the benefit of being in such an environment. The proposal does seek to preserve defined blocks of time for staff, which include the holiday periods and summer (options to shorten the Easter break or bring forward the start of term were not supported). A Spring Break model, used in USA, was considered whereby the break would take place once all the teaching and learning activities had been completed. This was not generally supported due to the implications this would have on staff work-life balance (considering school holidays) and conference participation. Less directly, a greater spread of assessments, and reduced pressure through MCFs and AP3 – combined with Student Futures operational changes – should decrease the amount of time spent on the administration of assessment, enabling more time to focus on research and education.

Marking and progression boards between semesters

4.9 This model is in operation in parts of the sector, including some parts of the Russell Group. It entails a gap (typically two weeks) between the assessment period ending and the next block of teaching getting underway. Creating time for marking, feedback and progression boards to take place is a key facet of the model – but does require processes to be sufficiently nimble to complete that very quickly. Colleagues expressed concern about the potential knock-on effects of starting teaching later, including for the timing of summer processes such as graduation and AP3. Other potential implications would include impacts on summer schools and pre-sessional activities if more teaching space were to be required later into the summer period. There was also some concern about how to engage students in this period in January, though with the development of King's Edge and a distinctive King's value proposition that could be seen as an opportunity too. Feedback from peers suggests this approach can work – Bath, Sheffield and Liverpool for example – but it is interesting to note that two recent adopters of this approach – Birmingham and York – are reverting to no gap. This option would require most change to operations and other processes and therefore would in all probability require a longer implementation timeframe.

Growth in student numbers

4.10 Cognizant of the University's ambition to grow student numbers, the working group were conscious this growth could result in an increase in assessments overall - regardless of if the calendar changed or not. However, the working group were mindful of the TASK project, which aims to optimize overall assessments for students and to consider alternative approaches to assessment (implying less reliance on examinations). With this in mind, the working group judged that this growth of student numbers could be managed with the proposal.

5. Postgraduate Taught (PGT) term model

5.1 In deliberating the model for postgraduate programmes, the working group noted that unlike undergraduate programmes, postgraduate taught programmes were taught over a full calendar year (to take account of the dissertation/project – which typically accounts for 60 credits, or one third of the degree). The group therefore felt that the postgraduate taught programmes could follow the 2-semester model for UG programmes for the taught modules' element of programmes, with a third term to cover the dissertation/project. Discussions were held with faculties on whether to call this approach "term" or "tri-semester" and there was preference for "term" to be used.

6. Student feedback

- 6.1 The working group consulted with students via: (a) KCLSU being part of the working group, (b) focus groups being held with student representatives, and (c) student representatives on Faculty Education Committees.
- 6.2 A more evenly distributed assessment load throughout the year, together with more formal regular assessment feedback, was positively received by those students who provided feedback.
- 6.3 The working group also took into consideration recent NSS and PTES survey results (including qualitative comments), to determine whether the proposal of extending AP1 to two weeks would help with those

results previously received. The following is a sample of qualitative comments received from students since 2021 on the assessment period in January (more comments are available in appendix 1):

- *The first examination period (in January) is a bit too short. There is usually a lot more stress to attend few exams in such a short time than the May examination.*
- *Also, the January exam timetable was terrible and deeply affected my mental health for such an intense and short period.*
- *For some modules, assessments are not done when the module is finished back in the 1st semester. So, a lot of the exams accumulate at the end of the academic year.*
- *I think that the January exam period is crazy short while May is super long. We have one week only in January and some people have more than 3 exams to do in one week. Plus, many modules taken in the first semester have their exams in May, which is a bit annoying since more than 4 months pass between the course and the exam.*
- *Coursework overload was definitely an issue, which we were expected to complete until the middle of December which are into our revision time for our January exams. This was an issue that was spoken about regular amongst people in our course. This happened throughout our course which was disappointing.*

7. Reading weeks

7.1 The working group was also asked by Academic Board to undertake a review of when reading weeks should be held. The existing calendar has reading week in week 6, as the previous working group felt that this made the most, pedagogic, sense.

7.2 As part of the consultations with faculties and students, discussions were held on whether the reading week should be week 5 (to try and align with half-term holidays), or week 6 (for pedagogic reasons). As part of the discussions, it was noted that:

- While moving to align with half-term holidays (week 5) would be beneficial for some staff and students, not all boroughs (London included) have the same half-term dates. This is particularly salient for staff and students that live outside of London.
- There are a number of half-term holidays that now extend past one week, so trying to align to half-term holidays would not always work. This is particularly true for those schools who are private or academies.
- Unlike universities that publish academic calendars for a 10-year period, boroughs publish their school term dates/holidays a year in advance. This therefore makes it difficult to align future calendars with half-term holidays when not published.
- The students noted that for them, while recognising that a move to align with half-term holidays would help those students with caring responsibilities, they would still prefer the reading week to be week 6, as they felt any earlier than that then they wouldn't have covered sufficient study to warrant/take advantage of a reading week.
- The Centre of International Education and Languages noted that for them, moving back to week 6 would entail administrative challenges, and therefore were not supportive of week 6 being the reading week.
- In other faculties there were mixed views, but the majority were supportive of the pedagogic rationale to determine when reading week should be held – which is week 6.
- Faculties were keen to keep the flexibility for them to choose whether their programme utilised the reading week or not, and also for them to determine what those activities should be.

7.3 The working group therefore concluded that the reading weeks should remain in week 6, for pedagogy reasons.

8. Online Academic Calendars

8.1 The working group considered the academic calendars for King's online programmes. Whilst a small selection of programmes continue to use the "Pearson" (now Boundless Learning) model (6-week carousel model), there is a move with King's Digital to try and align more with the University academic calendar model. This new model aims to standardise the academic calendar to bring about greater operational efficiencies; clarity of communication with students and stakeholders; and reducing barriers to student mobility, across programmes and study modes. This proposal is progressing through King's Digital, who will submit the proposal to Academic Board [see CEC-25-03-12-10.2 for revised calendar].

9. PGR calendars

9.1 The working group considered introducing a specific PGR calendar for our postgraduate research community, and while it was agreed that due to the nature of the programmes they should not have a calendar established akin to taught programmes, it was agreed that some form of effort to streamline a calendar for PGR students would be beneficial. It was agreed that the calendar should be designed to be flexible to accommodate the continuous nature of research degrees.

9.2 The calendar will include application deadlines, entry points, progress reports, upgrades, submissions and graduation timelines, and aims to streamline application deadlines to ensure timely starts for students, especially international students. This proposal is now going through a research governance route and will need to come back to Academic Board at a later date.

10 Implementation timeframes

10.1 During consultations, colleagues have raised questions around the sequencing of changes to TASK and the Academic Calendar. Currently, TASK is envisaged to entail minor changes in 2025/26 and major changes in 2026/27, whereas the academic calendar proposal was initially intended to be implemented from 2028/29. The concern is that significant work will be required to modify module and programme assessment under TASK, only for a further round of revisions to be then required to accommodate teaching and assessment around the Easter break. As noted earlier, TASK and the academic calendar change should align in that they are both aiming for a wider spread of (a reduced) assessment load. But the point on timing is salient and ideally these changes would be introduced simultaneously. That would imply approval for changes to the academic calendar to be introduced from 2026/27. The examinations team are already working with the external venue regarding these proposed changes, so if approved the venue can have confirmed the dates required for 2026/27; the legal team have confirmed, after reviewing the Student Terms and Conditions, that this change could be covered by the following provisions in the Terms and Conditions: Clause 9.1 – changes to Academic Regulations, Policies and Procedures, and Clauses 9.2 and 9.4, Changes to Courses. It is, however, deemed that this proposed change to the academic calendar is a minor change (rather than substantial change) and we must therefore notify students of the change (via email, or notifications on the website/intranet). Therefore, if approved, we will need to communicate with continuing students who will have become accustomed to a particular rhythm of the academic year, but this would not require a consultation with them.

10.2 Therefore, it is recommended that the University introduce a change to its academic calendar from 2026/27 academic year. The main change would affect the assessment periods⁴, with no gap between the end of AP1 and the start of teaching in the second block:

- Assessment Period 1 becomes 2 weeks.
- Assessment Period 2 becomes 4 weeks.
- Assessment Period 3 remains 2 weeks.

⁴ The proposals are not changing the existing start and end date of the current academic calendar

Appendix 1: Qualitative comments from NSS and PTES surveys

1. To support the work of the Academic Calendar working group and the proposal to extend Assessment Period 1 to two weeks, a review of NSS and PTES results relating to Assessment and Feedback was undertaken.
2. While it is known that the university has been on a downward trend in satisfaction results regarding assessment and feedback, the following qualitative comments¹ are quoted to support the proposal put forward:

NSS 2021 - 2023 qualitative comments

| Qualitative comments |
|--|
| "The first examination period (in January) is a bit too short. There is usually a lot more stress to attend few exams in such a short time than the May examination". |
| "Also, the January exam timetable was terrible and deeply affected my mental health for such an intense and short period". |
| "January exams are condensed into one week (for my course 4 exams) and May exams are four weeks (for 4 exams) this leads to unnecessary stress and bad performance in January compared to May". |
| "Finally, I think that the January exam period is crazy short while May is super long. We have one week only in January and some people have more than 3 exams to do in one week. Plus many modules taken in the first semester have their exams in May, which is a bit annoying since more than 4 months pass between the course and the exam". |
| "And clashing January exams (2 in on day and, etc.) were just unbearable". |
| "Deadlines and submissions have been quite a lot and they all come at the same time. It would be better if they were more spread out" |
| "Having 4 exams in one week is mentally/physically draining and there are other options to apply to help students. Having Christmas break and Spring break and adding deadlines (not one not two but many more) doesn't allow the student to rest and recharge. It causes burnout for students and would affect performance. I didn't feel I was supported and encouraged and I was constantly feeling underperforming and emotionally drained. " |
| During exam seasons, I felt like there was a lot demanded from us despite not having much of a break to rest at the end of semesters (especially during Christmas time, with over 15000 words to write over the whole Christmas break, and then jumping straight into the second semester after a few days in between). Students need rest between the time when essays are due and the next semester begins, if this had happened I definitely would not be feeling the mental consequences of burnout at the end of my degree, as I am now. If teachers are not expected to reply to emails during holidays, why should students is expected to produce essays instead of resting? I would highly suggest remodelling the course timing so that essays are due before the holidays or the next semester starts much later than five days after the submission deadline". |
| I ended up spending just about every waking hour in the library to keep up with everything I had to read and text I had to produce, this is partly due to the short term periods: only 10 weeks before and 10 weeks after Christmas makes the workload enormous". |
| Coursework overload was definitely an issue, which we were expected to complete until the middle of December which are into our revision time for our January exams. This was an issue that was spoken about regular amongst people in our course. This happened throughout our course which was disappointing. |

¹ From the [NSS PowerBi App](#)

NSS 2024 qualitative comments

| Faculty | Qualitative comment |
|--|---|
| Arts and Humanities | "Assessments are too close together" |
| | "Some of the assessment structures of the course are outdated, it would have been appreciated if more opportunities were available for building a portfolio". |
| | "It really feels like your whole degree is just whittled down to one week a term where you nearly die trying to produce 4 essays back-to-back..." |
| | "No sort of assessment during the term so there was minimal opportunity to get feedback on work..." |
| | "The assessments are too close together" |
| | "We are graded on two assessments per year..." |
| | "There is also a bit of an issue with workload over breaks. Because the summative essays are always due after a semester break, and the semester itself is already so busy to begin with, often times you end up spending an entire winter break trying to complete a seemingly impossible number of essays..." |
| King's Business School | "The 1 st assessment period is too short, so a lot of subjects are back-to-back in a short period of time". |
| | "Period 1 for assessment is very short, in my experience it is always around 5 days, and usually we have 4 modules per semester so that would mean 4 exams in 5 days, sometimes they are on the same day. If there was a bigger exam period, we would have more time to prepare, and be under less pressure" |
| Life Science and Medicine | "Too many assessments. Not enough prep time for January examinations" |
| | "For some modules, assessments are not done when the module is finished back in the 1 st semester. So, a lot of the exams accumulate at the end of the academic year". |
| | "Last year felt was overwhelming in terms of assessment deadlines" |
| | "My course we don't get tested enough during the year; other universities get more assessments during the year". |
| | "Last year was overwhelming in terms of assessment deadlines..." |
| Law | "There was not much in the way of assessments or tasks of assessments as they only come about once a year" |
| Natural, Mathematical and Engineering Sciences | "Having to take three exams simultaneously showed a disregard for student workload management. This instance in my last year exemplifies a broader neglect for student welfare and practicality, which is disappointing considering the potential for undue stress and health impacts". |
| Social Science and Public Policy | "Assessments coordinated around the course are dreadful" |
| | "The scheduling of assessments is another area that warrants critique. The planning and timelines of deadlines seem to lack consideration for student workload and academic balance, often resulting in clustered due dates that are neither convenient nor conducive to producing quality work". |

| Faculty | Qualitative comment |
|---------|---|
| | "A more harmonised and student-centred approach to assessment design and scheduling could significantly enhance the educational journey..." |

PTES 2023 and 2024 qualitative comments

| Faculty | Qualitative comment |
|--|--|
| King's Business School | "The timing of the exams was very rough during the January season." |
| | "Exam section on January hasn't been really thought. We had 4 exams (4 hours each) in one week, Monday to Thursday. This didn't give the change to esprime [sic] our learning at best since all of us was existed". |
| Life Science and Medicine | "I think exams would've better arranged if they happened in January as we finished most of our content in the first semester so winter break can be used for revision for exams so that there is no disruption in the middle of our 6 months project" |
| Natural, Mathematical and Engineering Sciences | "...found that the examination schedule ...seemed to be insufficiently balanced, with very few assessments in the first semester, while the second semester required preparation for examinations in as many as seven subjects". |
| | "It's important to have first term exams after first term and second term after second, instead of cramming everything in one go". |
| | "for a taught postgraduate degree that covers a lot of material in only one year of full-time studies, and includes also a dissertation in this time, it would make workload more manageable if examinations for modules in first semester take place in January (and therefore only examinations for modules in second semester are in May)" |
| | "Many of the coursework had the same deadline and some of them were released at the same time such that we should juggle between different coursework at the same time. So as for the exam - why are some sem1 modules have exams after sem2? Having 2 exams in January but 5 exams in May puts too much pressure on students and is frustrating". |
| Institute of Psychiatry, Psychology and Neuroscience | "Better organisation of timetables and assessments through terms" |
| | "Would have been useful to spread assessments better to incorporate time for feedback and account for workload (workload was a lot lighter in first term). Would have been useful to have the exam for the finished module at the end of term 1 (January)". |
| | "The workload has been unmanageable at times...Therefore, I believe students would benefit from having that exam during the January exam period". |
| | "The workload would be far more manageable if it were spread out, there's not a lot but everything is set and due at the same time which makes it difficult to manage on top of personal obligations" |

| Faculty | Qualitative comment |
|----------------------------------|--|
| Social Science and Public Policy | "Assessment needs to be brought forward, closer to actual module classes to stay on top of the things and then move on to another set of modules" |
| | "All of our deadlines for the semester have been quite condensed in semester 2 (largely in March with 3 deadlines: 1 in December; 2 in January; 3 in March; 1 in April; 1 in August). It would have been better to have them spaced out over the first semester a little better -- with our Creative Assignment in the first semester, for example". |

EQUALITY IMPACT ASSESSMENT- Screening Tool

| | |
|---|---|
| Faculty/Directorate | Students & Education Directorate |
| Department/Function/Team | Academic Regulations, Quality and Standards |
| Date | January 2025 |
| Name of Policy/Guidance/Operational activity | Academic Calendar Proposal |

| What are the aims, objectives & projected outcomes? | |
|--|--|
| <p>An Academic Calendar working group has been reviewing the long-term content of the current academic calendar. While this review was initially procedurally motivated to prepare for the existing calendar only going up to 2027/28, there was a refocus during the work to consider how the calendar can enhance the student experience and support the mitigation of known pain points for staff and students. Over the period of this review, there has also been significant change in the sector, with many peer institutions either changing their calendar or with projects underway to do the same.</p> <p>The core proposal is to re-balance the academic year so that there is a more even distribution of effort required from students, with less pressure placed on Assessment Period 2 (AP2) in May. Extending Assessment Period 1 (AP1) in January will support the parallel work being undertaken through the Transforming Assessment for Students at King's (TASK) programme, which is focused on revising assessment strategies at programme level. There is also a compliance dimension to be considered, particularly in respect of students on sponsored visas, but also the conditions required by other bodies, including funding agencies.</p> | |
| This is a new policy/operational activity. | Y |
| This is a change to an existing policy/operational activity (Check original policy was equality impact assessed. If so, review and update action plan). | Y |
| Will the policy/operational activity have an impact on staff/students? | Y |
| Are specific communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy/operational activity? | Y |
| Are there any aspects of the policy/operational activity that could contribute to equality or inequality? | N |
| Could the aims of the policy/operational activity conflict with equal opportunity, elimination of discrimination or fostering good relations? | N for EQ and Discrimination. Y for good relations |
| This policy/guidance was screened for impact on equality. The following evidence and guidance documents have been considered. | |
| N/A there is no policy/guidance. | |
| Accountable manager/owner | Lynne Barker |
| <p>I have read the preliminary screening and I am satisfied that given the available evidence; a full equality analysis is not required.</p> <p>OR</p> <p>I have read the available evidence and I am satisfied that due regard has been demonstrated and that that this evidence has/will be published.</p> | |

| | |
|--|--|
| Date | |
| Review date (where applicable) | |
| If you answer to any of these questions is YES , go on to the full EA. | |
| OR | |
| Where you are satisfied the requirement has been met through the policy development process, give details of the findings/outcomes and provide evidence below. | |
| | |

EQUALITY IMPACT ASSESSMENT (EIA):

| | |
|--|---|
| Faculty/Directorate | Students & Education Directorate |
| Department/Function/Team | Academic Regulations, Quality and Standards |
| Date | January 2025 |
| Name of Policy/Guidance/Operational activity | Academic Calendar Proposal |

EIA Scoping:

Policy/Operational Activity Aims and Objectives:

What are the aims/objectives of the proposal and the intended outcome(s)? What is the scale of the proposal?

An Academic Calendar working group has been reviewing the long-term content of the current academic calendar. While this review was initially procedurally motivated to prepare for the existing calendar only going up to 2027/28, there was a refocus during the work to consider how the calendar can enhance the student experience and support the mitigation of known pain points for staff and students. Over the period of this review, there has also been significant change in the sector, with many peer institutions either changing their calendar or with projects underway to do the same.

The core proposal is to re-balance the academic year so that there is a more even distribution of effort required from students, with less pressure placed on Assessment Period 2 (AP2) in May. Extending Assessment Period 1 (AP1) in January will support the parallel work being undertaken through the Transforming Assessment for Students at King's (TASK) programme, which is focused on revising assessment strategies at programme level. There is also a compliance dimension to be considered, particularly in respect of students on sponsored visas, but also the conditions required by other bodies, including funding agencies. The proposal is therefore to:

- Extend Assessment Period 1 from one to two weeks
- Reduce Assessment Period 2 from five to four weeks

This revision therefore results with the start of semester 2 commencing a week later than currently and thus students will be required to return to teaching post-Easter for a period of 1/2/3 weeks (depending on when Easter falls).

This proposal will apply to all taught programmes, bar those Pre-UG programmes, and programmes who require a 'long' delivery model as per PSRB requirements, (classified by the working group as "non-standard programmes"). These programmes will utilise a Term model, with dates determined based on their programme requirements. These PSRB programme exemptions relate to health programmes such as MB BS, BDS, and nursing programmes.

Data and Evidence Analysis:

What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Can [the list of data sources on the EIA Hub](#) support you to evaluate impacts of this policy? Did you come

across any information gap? Can the [EIA Hub section on how to overcome data gaps](#) support you to fill in the gaps?

Student number growth

The working group considered the university's ambition of sustained student growth and reflected on the impact this would have on assessment periods: student numbers in 2018/19 were 28,458 vs 2022/23 34,496¹

Numbers of assessment held in Assessment Period 1 vs Assessment Period 2 overtime

The working group received the following numbers to demonstrate the increase in students taking examinations across the year (and the imbalance between the assessment periods when considering Assessment Period 1 is only 1 week, while Assessment Period 2 is five weeks) and the pressure this is resulting in for Assessment Period 1:

| Year | Entries P1 | Entries P2 | Entries P3 | Total Entries | |
|--------|------------|------------|------------|---------------|----------------------------------|
| 2019/0 | 27231 | 66678 | 5718 | 99627 | |
| 2020/1 | 38112 | 71672 | 7759 | 117543 | |
| 2021/2 | 36361 | 78954 | 12087 | 127402 | |
| 2022/3 | 35631 | 74482 | 20520 | 130633 | Over provisioned due to MAB data |
| 23/24 | 37962 | 69655 | 14303 | 121920 | |

Mitigating Circumstances

The working group considered the volume of mitigating circumstances the university is now receiving from students, with many deferring assessments to the next assessment period (AP3) thus putting pressure on that period too. While these requests have started to see a decrease, for 2023/24 there were still ca. 35,000² submitted.

NSS and PTES Survey Results

The Academic Calendar Working Group (working group moving forward) took into consideration National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) survey results to determine whether the proposal of extending AP1 to two weeks would help address comments. NSS satisfaction rates³ for Assessment and Feedback are continually poor, with 2024 receiving 66% satisfaction (with 2023 being 68%, 2022 58%, 2021 61%) and PTES satisfaction, though slightly higher than NSS, still being a concern (2024 receiving 71%, with 2023 being 71%, 2022 73% and 2021 69%). In terms of NSS 2024 saw our biggest drop in satisfaction in this category (drop of -1.8%) and this is -11.9% below the sector.

The following is a sample of qualitative comments received from students since 2021 which supported the move to an extended AP1 period:

NSS comments:

- *'The first examination period (in January) is a bit too short. There is usually a lot more stress to attend few exams in such a short time than the May examination.'*

¹ <https://www.kcl.ac.uk/about/governance-policies-and-procedures/financial-information/index>

² <https://app.powerbi.com/groups/me/apps/d4d9a350-8732-45ab-9e84-da747885da00/reports/5e5b5156-eb0d-4e0e-a7ef-8fd847eeefb/ReportSection?ctid=8370cf14-16f3-4c16-b83c-724071654356&experience=power-bi>

³ <https://app.powerbi.com/groups/me/apps/c673a2fa-a0d3-4015-a280-84b156d81dc7/dashboards/8ea4c991-647f-40af-a9b1-0d9b29fed5d6?experience=power-bi>

- *'Also, the January exam timetable was terrible and deeply affected my mental health for such an intense and short period'.*
- *'For some modules, assessments are not done when the module is finished back in the 1st semester. So, a lot of the exams accumulate at the end of the academic year'.*
- *'The 1st assessment period is too short, so a lot of subjects are back-to-back in a short period of time'.*
- *'I think that the January exam period is crazy short while May is super long. We have one week only in January and some people have more than 3 exams to do in one week. Plus, many modules taken in the first semester have their exams in May, which is a bit annoying since more than 4 months pass between the course and the exam'.*
- *'Coursework overload was definitely an issue, which we were expected to complete until the middle of December which are into our revision time for our January exams. This was an issue that was spoken about regular amongst people in our course. This happened throughout our course which was disappointing'.*
- *'And clashing January exams (2 in on day and, etc.) were just unbearable'.*
- *'Having 4 exams in one week is mentally/physically draining and there are other options to apply to help students. Having Christmas break and Spring break and adding deadlines (not one not two but many more) doesn't allow the student to rest and recharge. It causes burnout for students and would affect performance. I didn't feel I was supported and encouraged and I was constantly feeling underperforming and emotionally drained'.*
- *'Period 1 for assessment is very short, in my experience it is always around 5 days, and usually we have 4 modules per semester so that would mean 4 exams in 5 days, sometimes they are on the same day. If there was a bigger exam period, we would have more time to prepare, and be under less pressure'.*

PTES comments:

- *'The timing of the exams was very rough during the January season'.*
- *'I think exams would've better arranged if they happened in January as we finished most of our content in the first semester so winter break can be used for revision for exams so that there is no disruption in the middle of our 6 months project'.*
- *'...found that the examination schedule ...seemed to be insufficiently balanced, with very few assessments in the first semester, while the second semester required preparation for examinations in as many as seven subjects'.*
- *'for a taught postgraduate degree that covers a lot of material in only one year of full-time studies, and includes also a dissertation in this time, it would make workload more manageable if examinations for modules in first semester take place in January (and therefore only examinations for modules in second semester are in May)'.*
- *'Better organisation of timetables and assessments through terms'.*
- *'Would have been useful to spread assessments better to incorporate time for feedback and account for workload (workload was a lot lighter in first term). Would have been useful to have the exam for the finished module at the end of term 1 (January)'.*
- *'The workload has been unmanageable at times...Therefore, I believe students would benefit from having that exam during the January exam period'.*

Religious Observances

The student reps on the working group raised the impact this may have on religious observances (as with current assessment periods). The working group considered this but noted that due to dates for these observances are often differing across religions, the university would never be able to set assessment period without some religious dates being impacted. To mitigate this, students are already advised to inform the university as soon as possible of any potential clashes, and if they feel their religious observance has significantly impacted their ability to attend or complete assessments, they can submit a mitigating circumstances form.

Student Feedback

The working group consulted with students via KCLSU (a representative was on the group), focus groups and student representatives sitting on Faculty Education Committees. While students appreciated the impact the proposal would have on them regarding teaching after Easter (particularly for international students) they were of the opinion that it would still be beneficial to balance the assessment periods better.

Faculty Feedback

The working group consulted with faculty academic and professional services staff during the working group meetings, faculty meetings and the Faculty Education Committees. See appendix 1 for the questions raised and responses to those questions.

Sector Comparison

The working group collected publicly available data on the term and assessment dates in other comparable universities (in this case Russell Group) to help identify practice elsewhere. This work, along with discussions with certain Russell Group universities (e.g., Birmingham, Nottingham as two examples) identified reviews being undertaken in their universities on this area. See appendix 2 for sector comparison.

Stakeholder Consultation:

Have you identified your key stakeholders? Remember this can include colleagues, staff and student communities/representatives, the EDI (Equality, Diversity & Inclusion) team and any user groups. How have you consulted with your key stakeholders? Have you taken special care to consult the groups most impacted by the policy/operational activity?

| Stakeholder: | Remit: | Method: | Feedback: |
|---------------------|--|---|--|
| KCLSU | Member of Academic Calendar Working Group, who inputted into proposal and the various options to manage the proposal | Regular meetings with working group (moved to monthly during 2023/24) to discuss evidence presented, challenges, proposal and consultation outcomes. These meetings were recorded and had notes of previous meeting available at each meeting for discussion. Input into updates and proposal to | Various feedback, aiding the group to look at different options available with the proposal to then (a) consult on and (b) consider a further proposal after the consultation. See above section for the feedback raised and discussed by working group. |

| | | | |
|---|---|---|--|
| | | <p>College Education Committee.</p> <p>Also Associate Director, Academic Regulations, Quality and Standards had 2 separate meetings (different sabbatical officers) at beginning of year to outline proposal.</p> | |
| Faculty Academic/Professional Services staff representatives ⁴ | Members of Academic Calendar Working Group, who inputted into proposal and the various options to manage the proposal | <p>Regular meetings with working group (moved to monthly during 2023/24) to discuss evidence presented, challenges, proposal and consultation outcomes. These meetings were recorded and had notes of previous meeting available at each meeting for discussion.</p> <p>Input into updates and proposal to College Education Committee.</p> | Various feedback, aiding the group to look at different options available with the proposal to then (a) consult on and (b) consider a further proposal after the consultation. See above section for the feedback raised and discussed by working group. |
| Deans/Vice-Deans Education | Deans/Vice-Deans Education | Meeting held with them, plus email exchange on 6 th option to manage the proposal. | All supportive of the change but noting in some faculty's their colleagues will have reservations. |

⁴ Membership of working group can be found here:

<https://emckclac.sharepoint.com/sites/SEeg/CEC/Forms/AllItems.aspx?FolderCTID=0x012000EC71AEC6CCBBA34AAEB57DF710670CCB&id=%2Fsites%2FSEeg%2FCEC%2F23%2D24%2F6%2E%20July%202024%2FCEC%2D24%2D07%2D03%2D18%2E1%20Academic%20Calendar%20update%2Epdf&viewid=cb360d78%2D83b7%2D4afd%2D8ea0%2Dfd545edc6e08&parent=%2Fsites%2FSEeg%2FCEC%2F23%2D24%2F6%2E%20July%202024>

| | | | |
|----------------------------------|---|---|---|
| Associate Directors of Education | Associate Directors of Education | Meeting held with them (as part of meeting held with Vice Deans Education) to discuss the options to manage the proposal. | All supportive of the change but noting in some faculty's their colleagues will have reservations. |
| Students | Student | Focus groups held for student representatives, and student representatives sat on the Faculty Education Committees when consulted with them during 2023/24. | Students attending these meetings were in favour of the changes -citing the benefits of the spread of the assessment load, even while recognising this will impact international students. See above section for some feedback raised and discussed by working group. |
| College Education Committee | Members of Committee | Outline proposal of extension period 1 ahead of formal consultation with faculties considered at meeting in May 2023 . Update on work was noted at meeting in July 2024 . | No objections raised. |
| Faculty Education Committees | Dean/Vice-Dean of Education, Assessment Board Chairs, Heads of Dept, DEL Leads, Associate Directors of Education, Faculty Quality Assurance Managers, | Consultation with Faculty Education Committees members on proposal to extend Assessment Period 1 and when Reading Weeks should be held. | Various feedback. Not all in support of change. See appendix 1 for questions raised from those faculties with concerns, along with comments and responses. |

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| | students and External Peers | | |
| Residences | Head of Applicant Experience and Conversion, King's Residences | Consultation on proposal, specifically any impact this may have on student residential contracts | Supportive of proposal, noting student residential contracts are up until the end of the academic calendar so this would encourage students to return post-Easter and not be "out of pocket" having paid for residences they are not using. |
| Visa Compliance | Head of Visa Compliance and Head of Visa & International Student Advice | Consultation on proposal, specifically any impact this may have on international students. | <p>The proposal does not extend the overall course end date, nor does it alter the length of designated holiday periods and therefore do not anticipate there being any regulatory (UKVI) barriers. Noted if international students are returning home and working on their dissertations/projects remotely, this is technically possible - and in some cases may be desirable (to undertake fieldwork for example). But it has consequences. The university needs to demonstrate to UKVI that engagement is maintained and recorded (at least every 30 days); report where that is not the case; report any limited time absence so there is no issue at border control on attempted re-entry; and advise students of the implications for their eligibility for a post-study work visa (i.e. they become less eligible the longer the time out of country). If we do not report on this with any consistency, then we are creating a UKVI compliance risk, and while there may be resolvable operational matters, it is recommended that the university's formal position should be to not encourage this practice routinely.</p> <p>The extension of AP1 results in more assessment being offered in that period. There is an issue for international students who are</p> |

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| | | | <p>registered as Dormant for the academic year, but who must sit in person assessments in AP1 and AP2, face an extremely complex and expensive visa process to be present in the UK for these exams. Ideally, international students need to be given the option to opt to sit all their exams in one exam period to avoid this issue or there would need to be a more robust alternative assessment process (a current issue identified due to the change of regulations, rather than this proposal). The communications on teaching after Easter need to be made very clear to international students, both to indicate that their attendance will be required during that time and that the 2-week period is considered term-time which impacts their right to work.</p> |
| <p>Study Abroad arrangements - Global Mobility team</p> | <p>Associate Director, Global Mobility</p> | <p>Consultation on proposal, specifically any impact this may have on students going overseas for study abroad.</p> | <p>The proposed changes could have the following positive impact on study abroad students:</p> <ul style="list-style-type: none"> • Those enrolling for the second semester could delay their arrival in the UK by a week. This assumes any taking up of King's Residences have the move-in date pushed back in line with the assessment period shift • Those enrolling for September to December period would likely have a little longer for the relevant January/Assessment Period 1 assessments and to submit MCFs <p>An adverse impact might be US Study Abroad students not being able to travel in Europe during the Easter period (though acknowledging that the Easter break is not changing with this proposal). Although this is not considered a concern as demand to</p> |

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| | | | <p>come to King's outstrips supply of module space from faculties.</p> <p>There is a need for clear communications with students ahead of 2026/27 as they choose their institutions (and timings) during 2025/26. Published material from the team will need to be updated to require early notification of approval (following Academic Board discussion in April 2025).</p> |
| Placement arrangements – Careers and Employability team | Associate Director, Employer Engagement | Consultation on proposal, specifically any impact this may have on students going placements. | <p>The summer workshops and Graduate Jobs Fair might be moved a week earlier than at present, it's scheduled annually the week following the end of Assessment Period 2 – a week would have limited impact. No adverse impact identified in internal structures of provision of support, nor when considering limited impact of changes on any external market conditions (i.e. external employer graduate scheme starts etc.)</p> |
| Disability, Support and Inclusion (DSI) team | Associate Director (DSI) and Head of DSI | Consultation on proposal. | <p>Increasing Assessment Period 1 from one to two weeks will be helpful for enabling a less intensive assessment period, which will be beneficial for disabled students. Similarly, spreading the teaching period beyond the Easter break will also be beneficial. Some reservations about decreasing the time frame for Assessment Period 2 from five to four weeks as this could result in more students needing to sit multiple exams on one day to accommodate their additional time entitlement, creating a new barrier to assessment success. In terms of sector wide trends, The Disabled Student' Commitment has recently reported an upward trend in proportion of students sharing a disability. UCAS 2023 showing a</p> |

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| | | | <p>fifth of UK applicants share a disability, an increase of 34% from 2022. Meaning the impact of a reduced timeframe for assessments would reach more students. Further concern that the reduction of Assessment Period 2 will result in disabled students deferring assessments to Period 3. Recommendation that no coursework deadlines be set within a certain time period before Assessment Period 2 as disabled students are eligible for extensions which can mean course work being submitted immediately prior to exams starting, impacting on revision time.</p> |
| Vice Chancellors Management Meeting | Senior Leadership team of the university | Consultation on the proposal in December 2024 | All supportive, suggesting that this is a phased approach, with a later stage being to implement progression assessment boards after Assessment Period 1 and consider moving semester 2 to February to accommodate this. |
| University Executive | Senior Leadership team of the university, along with Executive Deans of Faculty and Executive Directors of Professional Services areas | Consultation on the proposal in January 2025 | All supportive, suggesting that this is a phased approach, with a later stage being to implement progression assessment boards after Assessment Period 1 and consider moving semester 2 to February to accommodate this. |

EIA Assessment:

Identifying Positive Impacts:

Could this policy/operational activity have a positive impact on equality? What evidence is there to support this?

The changes are aiming for a wider spread of assessment load for students due to issues identified above such as:

- Assessment load being too heavy for students in Assessment Period 1 (evidenced in NSS/PTES qualitative comments).
- Balancing assessment across the year (as evidenced by the number of examinations taken in AP1 vs AP2) when considering the timeframes of these two periods (AP1 is only one week while AP2 is five weeks and yet AP1 is at least 50% of the students taking examinations in AP2 over a longer period).
- Aiming to support TASK and encourage programmes to spread their assessments across the year (as noted by students in NSS/PTES comments as being problematic having all assessments in AP2).
- If able to balance assessment across the year aiming to reduce volume of mitigating circumstances and deferral requests to AP3.

Identifying Adverse Impact:

Analyse information held about groups protected by the Equality Act 2010, or who will otherwise be impacted by the policy/operational activity. Highlight in the document any issues which could have an adverse impact on groups, alongside any feasible mitigations. If the policy/operational activity must continue, and there are no suitable mitigations, please outline the justification for this. Justifications should only be used as a last resort after exhausting all possible mitigations.

The Protected groups are:

1. People from different age groups [age]
2. Disabled people [disability]
3. Women and men [sex]
4. Transgender people [gender identity]
5. Lesbians, gay men and bisexual people [sexual orientation]
6. Women who are pregnant or on maternity leave [pregnancy and maternity]
7. People who are married or in a civil partnership [marriage and civil partnership]
8. Religious people or those with strongly held philosophical beliefs [religion and belief]
9. Black and minority ethnic people [ethnicity]

| Issue Assessed: | Group: | Impact: | Mitigation: | Can this be justified? |
|--|---------------------------------------|--|---|------------------------|
| Carers potentially impacted by additional teaching | Potentially from all protected groups | There should be no impacts due to the overall timeframes of the academic year not changing, and staff and students are already | While there is no perceived impact, there should be a communication | Yes |

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| weeks after the Easter break. NB: not a protected group but may potentially be impacted | | expected to be available after the Easter period for teaching/learning/assessment activities. | plan ahead of the proposal commencing, so staff and students are aware of the change in assessment periods and impact on activities after Easter. | |
| International Students who may not currently come back after Easter break (undertake assessment (coursework) overseas). NB: not a protected group but will be impacted | International students | Some students in specific faculties currently do not return after Easter break, due to them completing their coursework back in their home countries. Moving to more teaching and learning activities after Easter break will require these students to return to the UK, thus resulting in them paying for flights back (accommodation should already be covered via their year rental agreement – see above comment from residences). | There should be a communication plan ahead of the proposal commencing, so staff and students are aware of the change in assessment periods and impact on activities after Easter | Yes |
| Programmes who structure have their teaching and learning activities completed by the Easter break. NB: not a protected group but will be impacted | Academic staff | Some programmes are pedagogically structured in a way that their learning and teaching structures are completed by the Easter break, and their assessments are structured in a way that these are set ahead of the Easter break as well. This proposal will therefore impact the learning, teaching and assessment structures for some programmes. | There should be a communication plan ahead of the proposal commencing, so staff and students are aware of the change in assessment periods and impact on activities after Easter. Those programmes affected should | Yes |

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| | | | work with King's Academy to revise their pedagogical structure. | |
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EIA Embedding:

Mitigation Action Plan:

Outline any mitigations, alongside the owner (who will be responsible for actioning the mitigation) and the proposed timescale for completing the mitigation.

| Mitigation: | Owner: | Timescale: | Workstream/Business Area: |
|---|---------------------|----------------|------------------------------------|
| Communications plan to be developed for existing students | Darren Wallis | September 2025 | Education and Students Directorate |
| Communications plan to be developed for staff | Darren Wallis | September 2025 | Education and Students Directorate |
| King's Academy to work with those programmes who need to restructure their learning, teaching and assessment activities | Professor Sam Smidt | September 2025 | King's Academy |

Summary of Outcomes:

Summarise the outcome of this Equality Analysis. What adverse impacts were identified? How did you mitigate these? What actions you will be taking as a result of this EIA? What colleagues would it be useful to share the outcomes with?

As noted above, while the overall academic year is not being proposed to be changed, due to the extension of AP1 to two weeks, this will impact the teaching, learning and assessment activities some programmes currently have. To mitigate against these, those programmes impacted should work with King's Academy to restructure their programme and a communication plan is being devised to advise staff and students of the proposal for 2026/27. The communication plan will be developed in consultation with the Communications Manager, Students & Education Directorate to ensure all stakeholders are informed of the changes.

Ongoing Monitoring and Evaluation:

Monitoring the actual impact:

How will you monitor the actual impacts that the policy/operational activity had? When will this be completed and who is responsible for conducting this?

NSS and PTES qualitative comments will continue to be monitored to determine how effective these changes have been. Additionally, the spread of assessment across the year will also be monitored (via TASK but also by SED colleagues). The monitoring of this will then feed into the next stage of the process (as requested by University Executive) to consider expanding the proposal further to include progression assessment boards following assessments in AP1 and how this result in the start of semester 2 moving to a later date (and impacts that may have), once relevant Student Futures projects have been completed (expected to be 2027/28).

Review:

When will you review the policy/operational activity? Will you review the EIA at the same time or separately?

The operational activity will be reviewed once Student Futures has completed its work (TASK and Progression and Award projects). This will then feed into the next stage of the process (as noted above). This will occur at the same time as reviewing the EIA.

Quality Assurance:

Have you completed the Quality Assurance Checklist to ensure that this EIA meets the standard for sign off (see appendix 1)? Yes

Sign off:

| | |
|---|---------------|
| Assessment Lead: I confirm this Equality Assessment is an honest assessment of the Equality Impact of the proposed policy, practice, project or service. I agree to share this with the EDI Team and on request from other members of the community. | |
| Name of Assessment Lead | Lynne Barker |
| Signed | Date |
| Head of Department: I am satisfied with the results of this Equality Impact Assessment and agree to ensure the actions will be undertaken to monitor the actual impact of the proposed policy, practice, project or service. | |
| Name of Head of Department | Darren Wallis |

| | |
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| Signed | Date |
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Appendix 1- EIA Quality Assurance Checklist:

Use the following questions to quality-assure your EIA and ensure it is effective, meets the required standards and exhibits good practice.

Scoping:

Did your data and evidence analysis:

- Involve a broad range of data sources?
- Utilise all the available data sources within King's?
- Identify gaps in evidence and fill these gaps using internal data, external data or your own data collection methods?
- Identify any gaps in data collection which will need to be remedied for future policies/operational activities?

Did your stakeholder consultation:

- Engage with a wide range and depth of stakeholders ensuring a mixture of stakeholders with professional expertise and stakeholders with lived experience?
- Engage stakeholders as early into the EIA as practicable?
- Consult stakeholders who will be impacted by the policy/operational activity?
- Use the appropriate consultation technique for the stakeholder, considering proximity, impact and level of sensitivity?
- Demonstrate how feedback given has been considered and has influenced the policy/operational activity?

EIA Assessment:

When assessing impact, did you:

- Utilise the stakeholder consultation to identify possible adverse impacts?
- Seek the input of people with lived experience and people impacted by the policy/operational activity?
- Identify ways to advance equality of opportunity and good relations by looking at key aspects of the policy/operational activity such as any communications, the timing and methods of launching etc?
- Identify how the policy can tackle disproportional impacts that may be the result of wider inequalities?
- Consider any legislative factors which would justify continuation of the policy/operational activity?
- Identify suitable mitigations to reduce or eliminate adverse impacts?
- Seek guidance from the EDI team?

EIA Embedding:

Did your Mitigation Action Plan:

- Clearly outline the mitigation which will be deployed/delivered?
- Assign an owner who is responsible for the delivery of the mitigation?
- Assign a timescale for the deployment/delivery of the mitigation?
- Embed the mitigation into current workstreams/business plans/strategic documents?

Ongoing Monitoring and Evaluation:

Did your EA publication:

- Set a clear date to review the EIA and policy/operational activity?
- Make the EIA results available in a range of languages and accessible formats (as applicable)?
- Identify the appropriate location(s) to publish the EIA?
- Include contact details for any queries?
- Allow for ongoing communication with and involvement of the stakeholders?
- Use a communication strategy around the publication of the EA (where appropriate)?

Appendix 1:

Q&A on Faculty Consultation

1. Background to meeting

1.1 Following consultation with faculties in 2023/24 to extend Assessment Period 1 to 2 weeks (as part of the review of the Academic Calendar working group) concerns have been raised by some faculties regarding the impact this has on teaching, learning and assessment activities post Easter. Consultation was also held on reading weeks. The following are the questions received during the consultation, with responses.

2. Consultation AP1 extension feedback/Q&A:

Q: Proposal will result in loss of week 10 in semester (staff won't utilise the week(s)).

A: The proposal is not suggesting losing any weeks of teaching. Staff who are reticent to teaching after Easter should be supported by King's Academy in helping them structure their programme to fit with the new calendar.

Q: Reticent to move more assessments to AP1, even with extension to two-weeks.

A: Staff who are reticent to teaching after Easter should be supported by King's Academy in helping them structure their programme to fit with the new calendar.

C: Proposed change makes sense, but uneasy middle ground with not enough time in AP1 to do assessment and teaching.

Q: What exactly is the staff time that is being freed up with this proposal? What is the impact on research time?

A: By keeping the breaks, the same as current practice, then staff are still able to attend conferences/conduct research etc. Time spent after Easter break on research would need to be reconsidered on the work allocation model though.

C: Strong opposition to proposal, not going to work or deliver what is being proposed. The Easter break may be an 8-week semester in some academic years, resulting in increased complaints.

R: Staff who are reticent to teaching after Easter should be supported by King's Academy in helping them structure their programme to fit with the new calendar. Other universities currently have this and don't appear to struggle with this.

C: Intercollegiate arrangements will be impacted too.

A: The academic year in length will not be changing (start and end times) but there should be notification to our UoL partners on this change. There is already difference in calendars though (see appendix 2 for sector dates).

Q: Impact on staff attending conferences.

A: By keeping the breaks, the same as current practice, then staff are still able to attend conferences/conduct research etc.

Q: How many assessments would move? A&H are more coursework so not helping them.

A: The working group were advised of the following examination assessments taken in recent years (recognising this is not coursework):

| Year | Entries P1 | Entries P2 | Entries P3 | Total Entries | |
|---------|------------|------------|------------|---------------|----------------------------------|
| 2019/0 | 27231 | 66678 | 5718 | 99627 | |
| 2020/1 | 38112 | 71672 | 7759 | 117543 | |
| 2021/2 | 36361 | 78954 | 12087 | 127402 | |
| 2022/3 | 35631 | 74482 | 20520 | 130633 | Over provisioned due to MAB data |
| 2023/24 | 37962 | 69655 | 14303 | 121920 | |

And why modelling is difficult to undertake due to the TASK project ambition in reducing assessment and reducing volume of optional modules on offer is not yet known the output, the group was able to see the increase in assessment in AP1, vs the (slight) decrease in assessment in AP2 – thus aiding the suggested proposal to have a slighter better balanced assessment structure.

Once all the TASK assessment changes have been submitted for 2025/26 there should be a better understanding of how the spread of assessments will be. What we do know though is that examinations have increased and the current assessment balance in AP1 and AP2 is insufficient today.

Q: No clarity on coursework submission timeframes is same to be applied – no time for assessment preparation.

A: King's Academy can provide help in assessment structuring. Other universities currently have this and don't appear to struggle with this.

C: Mitigating circumstances are reducing in our faculty. This proposal may get students submitting more MCFs again.

C: this proposal is a big change for PGT programmes.

C: 2 minds about the proposal. Having longer AP1 is not necessarily a bad thing but it can be quite disruptive if have 2 weeks of teaching after Easter e.g., one taught week and then one revision week.

R: King's Academy can provide pedagogy help in restructuring programmes for the post teaching activity. Other universities currently have this and don't appear to struggle with this.

C: Lots of coursework with programme so major concern of students not coming back after the Easter break, and therefore loose teaching.

R: there needs to be clear communications to students regarding their return post Easter. TASK is looking to reduce assessment load and offer alternatives so current volume of coursework load may be reducing. Other universities currently have this and don't appear to struggle with students returning.

C: If have time after Easter for teaching this would move assessment timings, so turnaround times of board meeting. Have lots of 30 credit modules so AP1 won't change this.

R: the start and end date of the year will not change and by reducing AP2 from 5-weeks to 4-weeks will result in same timings for marking.

C: Not heard any benefits to this proposal and international students will be impacted by this.

C: Welcome extension to AP1, but is the reduction of AP2 taken off at beginning or end of AP2:
R: Beginning of AP2, so finishing same timeframe as currently.

C: PGT are different so there is no current commonality with UG and PGT.

C: Would need to consider structure of PGT with partners as differing teaching patterns.
R: Depending on partner likely to already have differing teaching patterns, particularly in the UK (as appendix 2 illustrates).

C: Generally supportive of both proposals.

C: Currently heavy use of AP2 and AP3, and not using AP1.

C: If push into Easter break need to consider assessment/learning pedagogy and impact on online learning.

R: Online programmes are already in consideration and fitting to this model. King's Academy can support reviewing assessment/learning pedagogy.

3. Consultation reading week feedback:

C: keep as week 6; not all staff live in London so this is good pedagogy reason for week 6. Student exhaustion results in week 6 being sensible.

C: mid-term assessment at same time have reading week to prepare so moving it to week 5 would mess with the assessment scheduling.

C (student view): Consider reading week as start of assessment so moving it would make this complicated.

C: earlier break would not help students exhaustion. Need regular mid-way break to help staff and students health/exhaustion.

C: agree current arrangements work well.

C: agree with week 6 in the main but need to consider caring responsibilities so can see why some may wish alignment to week 5.

C: recognition that Councils are not typing up holidays across counties/London (at times), nor published in advance.

C: Pedagogy rationale makes sense so stick with week 6.

C: would this have an impact on internships?

C: Timeframe should be pedagogy reason, and student wellbeing makes sense for being week 6.

C: staff are not currently aware that have standardised dates for calendar so could be communicated more.

C: Week 5 is too early but note of aligning with some school holidays. Suggestion of maybe having different weeks for programmes which could also lesson the timetabling load.

King's College London

2024/25 VISUAL REPRESENTATION OF THE ATTENDANCE PATTERN

Semester one (September 2024 to January 2025)

| | SEPTEMBER | | | | OCTOBER | | | | NOVEMBER | | | | DECEMBER | | | | JANUARY | | |
|-----------------|-----------|------|------|------|---------|------|------|------|----------|------|------|-------|----------|-------|----|----|---------|-------|-------|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 |
| Week number | S1/0 | S1/0 | S1/1 | S1/2 | S1/3 | S1/4 | S1/5 | S1/6 | S1/7 | S1/8 | S1/9 | S1/10 | S1/11 | S1/12 | V | V | V | S1/13 | S1/14 |
| Undergraduate | W | W | 1 | 2 | 3 | 4 | 5 | R | 7 | 8 | 9 | 10 | 11 | 12 | V | V | V | A | A |

* Semester one based on 2 week AP1 model

Semester two (January 2025 to March 2025)

**Teaching returns on Tuesday 22 April 2025 because of Easter Monday

| | JANUARY | | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | |
|-----------------|---------|------|----------|------|------|------|-------|------|------|-------|----|-------|----|---------|-------|-----|----|----|----|
| Week commencing | 20 | 27 | 3 | 10 | 17 | 24 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 |
| Week number | S2/1 | S2/2 | S2/3 | S2/4 | S2/5 | S2/6 | S2/7 | S2/8 | S2/9 | S2/10 | V | V | V | S2/11** | S2/12 | A | A | A | A |
| Undergraduate | 1 | 2 | 3 | 4 | R | 6 | 7 | 8 | 9 | 10 | V | V | V | 11 | 12 | A | A | A | A |

Summer Vacation and Period 3 Assessments (June 2025 to September 2025)

| | JUNE | | | | | JULY | | | | AUGUST | | | | PTEMB |
|-----------------|------|---|----|------|------|------|------|------|------|--------|-------|-------|-------|-------|
| Week commencing | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 1 |
| Week number | U | U | U | SS/4 | SS/5 | SS/6 | SS/7 | SS/8 | SS/9 | SS/10 | SS/11 | SS/12 | SS/13 | SS/14 |
| Undergraduate | U | U | U | V | V | V | V | V | V | A | A | V | V | V |

| | |
|----------|-----------------------------|
| W | Welcome Week (no teaching) |
| 1 - 12 | Teaching and learning weeks |
| R | Reading Week |
| V | Vacation |
| A | Assessment Weeks |
| U | Unknown activity |

University of Leeds

2024/25 VISUAL REPRESENTATION OF THE ATTENDANCE PATTERN

Semester one (September 2024 to January 2025)

| | SEPTEMBER | | | OCTOBER | | | | NOVEMBER | | | | DECEMBER | | | | JANUARY | | | | |
|-----------------|-----------|----|------|---------|------|------|------|----------|------|------|------|----------|-------|-------|----|---------|----|---|----|----|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 |
| Week number | V | V | S1/0 | S1/1 | S1/2 | S1/3 | S1/4 | S1/5 | S1/6 | S1/7 | S1/8 | S1/9 | S1/10 | S1/11 | V | V | V | V | A | A |
| Undergraduate | V | V | I | 1 | 2 | 3 | 4 | 5 | R | 7 | 8 | 9 | 10 | 11 | V | V | V | V | A | A |

Semester two (January 2025 to May 2025)

| | JANUARY | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | JUNE | |
|-----------------|---------|----------|------|------|------|-------|------|------|------|----|-------|----|----|-------|-------|----|----|------|---|
| Week commencing | 27 | 3 | 10 | 17 | 24 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | 2 |
| Week number | S2/1 | S2/2 | S2/3 | S2/4 | S2/5 | S2/6 | S2/7 | S2/8 | S2/9 | V | V | V | V | S2/10 | S2/11 | U | A | A | A |
| Undergraduate | 1 | 2 | 3 | R | 5 | 6 | 7 | 8 | 9 | V | V | V | V | 10 | 11 | U | A | A | A |

Summer Vacation and Resits exam period (June 2025 to September 2025)

| | JUNE | | | | JULY | | | | AUGUST | | | | SEPTEMBER |
|-----------------|------|----|------|------|------|------|------|------|--------|-------|-------|-------|-----------|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 1 |
| Week number | U | U | SS/4 | SS/5 | SS/6 | SS/7 | SS/8 | SS/9 | SS/10 | SS/11 | SS/12 | SS/13 | SS/14 |
| Undergraduate | U | U | V | V | V | V | V | V | V | A | A | V | V |

| | |
|--------|-----------------------------|
| I | Induction Week |
| 1 - 11 | Teaching and learning weeks |
| R | Reading Week |
| V | Vacation |
| A | Assessment Weeks |
| U | Unknown activity |

University of Liverpool

2024/25 VISUAL REPRESENTATION OF THE ATTENDANCE PATTERN

Semester one (September 2024 to January 2025)

| | SEPTEMBER | | | OCTOBER | | | | NOVEMBER | | | | DECEMBER | | | | JANUARY | | | | |
|-----------------|-----------|------|------|---------|------|------|------|----------|------|------|------|----------|-------|-------|----|---------|----|---|----|----|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 |
| Week number | V | S1/0 | S1/1 | S1/2 | S1/3 | S1/4 | S1/5 | S1/6 | S1/7 | S1/8 | S1/9 | S1/10 | S1/11 | S1/12 | V | V | V | A | A | A |
| Undergraduate | V | I | 1 | 2 | 3 | 4 | 5 | R | 7 | 8 | 9 | 10 | 11 | 12 | V | V | V | A | A | A |

Semester two (January 2025 to May 2025)

| | JANUARY | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | |
|-----------------|---------|----------|------|------|------|-------|------|------|------|-------|-------|----|----|-------|-------|----|----|----|
| Week commencing | 27 | 3 | 10 | 17 | 24 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 |
| Week number | S2/1 | S2/2 | S2/3 | S2/4 | S2/5 | S2/6 | S2/7 | S2/8 | S2/9 | S2/10 | V | V | V | S2/11 | S2/12 | A | A | A |
| Undergraduate | 1 | 2 | 3 | R | 5 | 6 | 7 | 8 | 9 | 10 | V | V | V | 11 | 12 | A | A | A |

Summer Vacation and Resits exam period (June 2025 to September 2025)

| | JUNE | | | | | JULY | | | | AUGUST | | | | SEPTEMBER |
|-----------------|------|------|------|------|------|------|------|------|------|--------|-------|-------|-------|-----------|
| Week commencing | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 1 |
| Week number | SS/1 | SS/2 | SS/3 | SS/4 | SS/5 | SS/6 | SS/7 | SS/8 | SS/9 | SS/10 | SS/11 | SS/12 | SS/13 | SS/14 |
| Undergraduate | V | V | V | V | V | V | V | V | V | V | A* | A* | A* | V |

* Dates not yet published, these dates are based on the 2023 resit period

| | |
|--------|-----------------------------|
| I | Induction Week |
| 1 - 12 | Teaching and learning weeks |
| R | Reading Week |
| V | Vacation |
| A | Assessment Weeks |
| U | Unknown activity |

University of York

2024/25 VISUAL REPRESENTATION OF THE ATTENDANCE PATTERN

Semester one (September 2024 to January 2025)

| | SEPTEMBER | | | OCTOBER | | | | NOVEMBER | | | | DECEMBER | | | | JANUARY | | | | |
|-----------------|-----------|------|------|---------|------|------|------|----------|------|------|------|----------|-------|-------|----|---------|----|-------|-------|-------|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 |
| Week number | V | S1/0 | S1/1 | S1/2 | S1/3 | S1/4 | S1/5 | S1/6 | S1/7 | S1/8 | S1/9 | S1/10 | S1/11 | S1/12 | V | V | V | S1/13 | S1/14 | S1/15 |
| Undergraduate | V | F | 1 | 2 | 3 | 4 | 5 | R | 7 | 8 | 9 | 10 | 11 | 12 | V | V | V | RV | A | A |

Semester two (January 2025 to May 2025)

| | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | | JUNE |
|-----------------|----------|------|------|------|-------|------|------|------|------|-------|----|------|-------|-------|-------|-------|-------|-------|
| Week commencing | 3 | 10 | 17 | 24 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | 2 |
| Week number | S2/0 | S2/1 | S2/2 | S2/3 | S2/4 | S2/5 | S2/6 | S2/7 | S2/8 | V | V | S2/9 | S2/10 | S2/11 | S2/12 | S2/13 | S2/14 | S2/15 |
| Undergraduate | F | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | V | V | 9 | 10 | 11 | RV | A | A | A |

Summer Semester and Resits exam period (June 2025 to September 2025)

| | JUNE | | | | JULY | | | | AUGUST | | | | SEPTEMBER | | |
|-----------------|------|------|------|------|------|------|------|------|--------|-------|-------|-------|-----------|-------|-------|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 1 | 8 | 15 |
| Week number | SS/1 | SS/2 | SS/3 | SS/4 | SS/5 | SS/6 | SS/7 | SS/8 | SS/9 | SS/10 | SS/11 | SS/12 | SS/13 | SS/14 | SS/15 |
| Undergraduate | V | V | V | V | V | V | V | V | V | V | A | A | V | V | V |

| | |
|---------------|-------------------------------|
| F | Freshers week |
| 1 - 12 | Teaching and learning weeks |
| R | Reading Week |
| V | Vacation |
| RV / A | Revision and Assessment Weeks |
| U | Unknown activity |

University of Manchester

2024/25 VISUAL REPRESENTATION OF THE ATTENDANCE PATTERN

Semester one (September 2024 to January 2025)

| | SEPTEMBER | | | OCTOBER | | | | NOVEMBER | | | | DECEMBER | | | | JANUARY | | | | |
|-----------------|-----------|------|------|---------|------|------|------|----------|------|------|------|----------|-------|-------|----|---------|----|--------|-------|-------|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 |
| Week number | V | S1/0 | S1/1 | S1/2 | S1/3 | S1/4 | S1/5 | S1/6 | S1/7 | S1/8 | S1/9 | S1/10 | S1/11 | S1/12 | V | V | V | S1/13* | S1/14 | S1/15 |
| Undergraduate | V | W | 1 | 2 | 3 | 4 | 5 | R | 7 | 8 | 9 | 10 | 11 | 12 | V | V | V | A | A | A |

* Exams start on 9th January

Semester two (January 2025 to March 2025)

| | JANUARY | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | | JUNE |
|-----------------|---------|----------|------|------|------|-------|------|------|------|-------|-------|----|----|-------|-------|----|----|----|------|
| Week commencing | 27 | 3 | 10 | 17 | 24 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | 2 |
| Week number | S2/1 | S2/2 | S2/3 | S2/4 | S2/5 | S2/6 | S2/7 | S2/8 | S2/9 | S2/10 | NT | V | V | S2/11 | S2/12 | A | A | A | A |
| Undergraduate | 1 | 2 | 3 | 4 | 5 | 6 | R | 8 | 9 | 10 | NT | V | V | 12 | 13 | A | A | A | A |

Summer Semester and Period 3 Assessments (June 2025 to September 2025)

| | JUNE | | | | JULY | | | | AUGUST | | | | SEPTEMBER | |
|-----------------|------|------|------|------|------|------|------|------|--------|-------|-------|-------|-----------|---|
| Week commencing | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 1 | |
| Week number | SS/1 | SS/2 | SS/3 | SS/4 | SS/5 | SS/6 | SS/7 | SS/8 | SS/9 | SS/10 | SS/11 | SS/12 | SS/13 | |
| Undergraduate | V | V | V | V | V | V | V | V | V | V | V | A | A | V |

| | |
|-----------|-----------------------------|
| W | Welcome Week (no teaching) |
| 1 - 15 | Teaching and learning weeks |
| NT | Non-Teaching period |
| R | Reading Week |
| V | Vacation |
| A | Assessment Weeks |

Appendix 4 - Academic year structure options. Option 1 is recommended for approval

| Options | Commentary | Pros | Cons | Working Group deliberations |
|---|---|---|---|---|
| <p>1.Keep Holiday periods the same. Semester 2 continues post Easter. Assessment Period 2 contracted to 4 weeks.</p> | <p>Students finish at the same point as in previous years. Students return for two weeks post Easter break (depending on when Easter is held).</p> | <ul style="list-style-type: none"> • Holiday periods for students remain unchanged. • Students continue to be engaged in their studies post Easter (Value for Money, fulfilling Student Loans, residing in accommodation paid for). • The timeframe of teaching remains. | <ul style="list-style-type: none"> • Staff are carrying teaching over past the Easter period. • Assessment Period 2 is reduced by a week. | <p>Enrolment and graduation activities will not require revising; student accommodation (paid for the year) means students use the accommodations they have paid for, for the whole time; Summer Programmes and King's Foundations will not be impacted. Students will get value for money (OfS requirement), will continue to meet the requirements for their student loans (30 weeks of full teaching, learning and assessment activities); and will encourage programme teams to spread assessment across the year (NSS/PTES results).</p> |
| <p>2.Keep Holiday periods the same. Complete Semester 2 pre-Easter – lose 1 week of teaching and learning. Assessment Period 2 contracted to 4 weeks.</p> | <p>Students finish earlier than in previous years and lose a week of teaching and learning. Revision week takes place post Easter.</p> | <ul style="list-style-type: none"> • Holiday periods for staff and students remains unchanged. • Teaching is completed pre-Easter. | <ul style="list-style-type: none"> • Students lose a week of teaching and learning. • Some programmes may struggle to put their content into a shorter teaching period. | <p>This was not deemed a suitable option as this will negatively impact students due to the loss of teaching and learning activities. This will not fulfil the Value for Money (OfS requirement) ,terms for student loans or visa requirements for attendance</p> |
| <p>3.Shorten the Easter Holiday to 2 weeks. Complete Semester 2 pre-Easter. Assessment Period 2 contracted to 4 weeks.</p> | <p>Students finish earlier than in previous years – Easter period reduced. Revision week still post Easter. And in some years students still lose a week of learning.</p> | <ul style="list-style-type: none"> • Teaching is completed Pre-Easter. • Teaching is completed earlier than current practice. | <ul style="list-style-type: none"> • Shorter Easter break for students • In some academic years students will still lose a week of learning due to when Easter is being held. • Some programmes may struggle to put their content into a | <p>This was not deemed a suitable option as this will negatively impact international students with the reduction of Easter period, and in some academic years students will still experience a loss of one</p> |

| Options | Commentary | Pros | Cons | Working Group deliberations |
|--|--|---|--|---|
| | | | shorter teaching period. | week teaching and learning activities – thus impacting OfS and Student Loan requirements. Staff will also be negatively impacted by this change, due to the shortened Easter break impacting their conference activities. |
| 4. Shorten the Easter Holiday to 2 weeks. Complete Semester 2 pre-Easter. Assessment Period 2 retained at 5 weeks. | Students finish at the same time as in previous years. Easter holidays reduced. Revision week takes place post-Easter. And in some years students still lose a week of learning. | <ul style="list-style-type: none"> Teaching is completed Pre-Easter. Teaching is completed by current timings. | <ul style="list-style-type: none"> Shorter Easter break for students In some academic years students will still lose a week of learning due to when Easter is being held. | This was not deemed a suitable option as this will negatively impact international students with the reduction of Easter period, and in some academic years students will still experience a loss of one week teaching and learning activities – thus impacting OfS and Student Loan requirements. Staff will also be negatively impacted by this change, due to the shortened Easter break impacting their conference activities. |
| 5. Keep Holiday periods the same. Semester 2 continues post Easter. Assessment Period 2 retained at 5 weeks. | Students finish at the same time as in previous years. Students return for two weeks post Easter break. | <ul style="list-style-type: none"> Holiday periods for students remain unchanged. Students continue to be engaged in their studies post Easter. The timeframe for teaching and assessment remains unchanged. | <ul style="list-style-type: none"> Keeping assessment period to 5 weeks has an impact on timings for Assessment Period 3, which ultimately impacts on enrolment/return to study in September. Staff are carrying teaching over past the Easter period. Staff have one week less for marking than current structure. | This was not deemed a suitable option as this will negatively impact students returning to study in September. Staff will also be negatively impacted by this change, due to tighter marking turnaround. |

| Options | Commentary | Pros | Cons | Working Group deliberations |
|--|---|---|--|--|
| <p>6. Keep Holiday periods the same. Semester 2 starts later in the year (February), thus extending the teaching weeks post Easter. Assessment period 2 and 3 remain as 4 and 2 weeks.</p> | <p>Students will start their second semester 2 weeks later than option 1, thus the academic year is extended.</p> | <ul style="list-style-type: none"> • Holiday periods for students remain unchanged. • Some staff prefer the additional 1 week of teaching after the Easter period to that already in place. • Staff will have 2 weeks after AP1 to mark, without the need to undertake teaching activities too. Formalised Assessment-Sub Boards can then be held to ratify those marks. | <ul style="list-style-type: none"> • By extending the calendar year you are shortening the period between AP2 and AP3 – therefore marking will be tight and this will impact timeframes for appeals. • The summer graduation will need to be moved to later in the year – therefore staff may not be available for the ceremonies. • Students with funding will be delayed a month, so technically students will be back in January for AP1 but will not receive their next funds for another 4 weeks. • Some form of other “keep warm” activities will need to be put in place (particularly for international students) while they wait between AP1 and start of Semester 2. • Residences will be tight for accommodating King’s Foundations and Summer School students (thus impacting these two areas and potential income for the university). • MB BS students will be negatively impacted by this change. | <p>This option in terms of academic pedagogy was deemed most appropriate, and would allow staff to have two weeks of marking AP1 before teaching on Semester 2 commences; however there are operational logistics that will require rethinking for the University, as follows:</p> <p>Graduation would need to move back to later in the calendar year and potentially staff would struggle to attend due (a) being on annual leave (if moved back to August, or (b) if move back to later in the calendar year then staff involved in teaching and learning activities and therefore unable to attend.</p> <p>Marking between AP2 and AP3 would be tight, and management of student appeals (timeframes) would either be shortened (against the guidance of the OIA) or else appeal meetings/outcomes continue into the start of next academic year.</p> <p>Timetabling for King’s Foundations will be challenging as trying to get classroom facilities at the same time as degree programmes continuing to teach.</p> |

| Options | Commentary | Pros | Cons | Working Group deliberations |
|---------|------------|------|------|---|
| | | | | <p>Student Funding: Currently students receive their next set of funding in January (at the time second semester starts). With this proposal potentially students will receive their funding later – thus having a month (January) without any funding to cover them during their assessment period.</p> <p>Other impacts to this proposal include:</p> <p>Student accommodation (paid for the year) means students use the accommodations they have paid for, for the whole time.</p> <p>For international students they may be negatively impacted as they have returned for assessments in January, and then will have to find something to do during 2-weeks before Semester 2 commences.</p> <p>The Summer School will potentially be financially impacted as UG/PGT students will still be in accommodation therefore taking space required by the Summer School.</p> <p>Students will get value for money (OfS requirement), will continue to meet the requirements for their student loans (30 weeks of full teaching, learning</p> |

| Options | Commentary | Pros | Cons | Working Group deliberations |
|---------|------------|------|------|---|
| | | | | and assessment activities); and will encourage programme teams to spread assessment across the year (NSS/PTES results). |

*Options 1 -5 were consulted with faculties. Option 6 was discussed by the working group and consulted with Deans/Vice Deans of Education

College Education Committee

Meeting date 12th March 2025

Paper reference CEC-25-03-12-10.2

Status Final

Access Public/Members and senior executives

Academic Calendar: King's Digital New Model 2025-26

Action required [tick ONE box]

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

Paper Explanation for Members

| | |
|---|--|
| Why is this paper being presented? | <p>Following the first iteration of the 2025-26 academic calendar for King's Digital's new model in July 2024, and in light of the University's academic calendar proposal — where the extension of Assessment Period 1 (AP1) to two weeks will now take effect from 2026-27 rather than 2025-26 as initially anticipated — the King's Digital calendar for 2025-26 has been adjusted to align AP1 with the College calendar.</p> <p>As before, the academic calendar aims to align as closely as possible with the University's PGT calendar, supporting greater operational efficiencies, enhancing clarity of communication with students and stakeholders, and reducing barriers to student mobility across programmes and study modes.</p> |
| What are the key points/issues? | <p>The principles previously agreed for the online academic calendar (as below) will continue to guide King's Digital in future years, ensuring consistency and alignment with broader institutional planning:</p> <ul style="list-style-type: none"> • Three teaching terms and three entry points • Teaching terms one and two aligned with the PGT calendar • Teaching term three commencing following the Easter break, aligned with Assessment Period 2 in the PGT calendar • Each term comprising 10 teaching weeks, with optional reading weeks • Week 12 of each term for teaching/revision; week 11 identically labelled for programmes not including an optional reading week • Three assessment periods (Assessment Period 2 increasing to two weeks from 2026-27) • Three-week Christmas and Easter breaks • A gap of at least four weeks between the end of Assessment Period 3 and the start of enrolment for the next academic year |
| What is required from members? | <p>To recommend that Academic Board approves the amended academic calendar for adoption in new King's Digital postgraduate degree programmes going forward.</p> |

Paper History

| Action Taken | By | Date of Meeting |
|--------------|----|-----------------|
| <hr/> | | |
| n/a | | |

Paper Submitted by:

Maria Halas Lisoy, Digital Curriculum Portfolio Manager, King's Digital

Academic Calendar 2025-26

| TERM 1 | | | | | | | | TERM 2 | | | | | | | | TERM 3 | | | | | | | | | | |
|--------|-----------------------|--------|--------|--------------|--------------|--------|--------|--------------------|------------------------------------|--------|--------|--------|--------|--------|--------|---------------------|------------------------------------|--------|--------------------|--------|--------|--------|--------|--------|--------|--|
| WEEK | MON | TUE | WED | THU | FRI | SAT | SUN | WEEK | MON | TUE | WED | THU | FRI | SAT | SUN | WEEK | MON | TUE | WED | THU | FRI | SAT | SUN | | | |
| 0 | 22-Sep | 23-Sep | 24-Sep | 25-Sep | 26-Sep | 27-Sep | 28-Sep | 0 | 05-Jan | 06-Jan | 07-Jan | 08-Jan | 09-Jan | 10-Jan | 11-Jan | 0 | 11-May | 12-May | 13-May | 14-May | 15-May | 16-May | 17-May | | | |
| | WELCOME WEEK | | | | | | | | | | | | AP1 | | | | ASSESSMENT PERIOD 2 / WELCOME WEEK | | | | | | | | | |
| W1 | 29-Sep | 30-Sep | 01-Oct | 02-Oct | 03-Oct | 04-Oct | 05-Oct | 0 | 12-Jan | 13-Jan | 14-Jan | 15-Jan | 16-Jan | 17-Jan | 18-Jan | W1 | 18-May | 19-May | 20-May | 21-May | 22-May | 23-May | 24-May | | | |
| W2 | 06-Oct | 07-Oct | 08-Oct | 09-Oct | 10-Oct | 11-Oct | 12-Oct | W1 | ASSESSMENT PERIOD 1 / WELCOME WEEK | | | | | | | WELCOME WEEK | | | W1 | | | | | | | |
| W3 | 13-Oct | 14-Oct | 15-Oct | 16-Oct | 17-Oct | 18-Oct | 19-Oct | W2 | 19-Jan | 20-Jan | 21-Jan | 22-Jan | 23-Jan | 24-Jan | 25-Jan | W2 | 25-May | 26-May | 27-May | 28-May | 29-May | 30-May | 31-May | | | |
| W4 | 20-Oct | 21-Oct | 22-Oct | 23-Oct | 24-Oct | 25-Oct | 26-Oct | W3 | 26-Jan | 27-Jan | 28-Jan | 29-Jan | 30-Jan | 31-Jan | 01-Feb | W3 | BANK HOLIDAY | | | | | | | | | |
| W5 | 27-Oct | 28-Oct | 29-Oct | 30-Oct | 31-Oct | 01-Nov | 02-Nov | W4 | 02-Feb | 03-Feb | 04-Feb | 05-Feb | 06-Feb | 07-Feb | 08-Feb | W4 | 01-Jun | 02-Jun | 03-Jun | 04-Jun | 05-Jun | 06-Jun | 07-Jun | | | |
| W6 | 03-Nov | 04-Nov | 05-Nov | 06-Nov | 07-Nov | 08-Nov | 09-Nov | W5 | 09-Feb | 10-Feb | 11-Feb | 12-Feb | 13-Feb | 14-Feb | 15-Feb | W5 | | | | | | | | | | |
| | OPTIONAL READING WEEK | | | | | | | | 16-Feb | 17-Feb | 18-Feb | 19-Feb | 20-Feb | 21-Feb | 22-Feb | W6 | 22-Jun | 23-Jun | 24-Jun | 25-Jun | 26-Jun | 27-Jun | 28-Jun | | | |
| W7 | 10-Nov | 11-Nov | 12-Nov | 13-Nov | 14-Nov | 15-Nov | 16-Nov | W6 | 23-Feb | 24-Feb | 25-Feb | 26-Feb | 27-Feb | 28-Feb | 01-Mar | W6 | OPTIONAL READING WEEK | | | | | | | | | |
| W8 | 17-Nov | 18-Nov | 19-Nov | 20-Nov | 21-Nov | 22-Nov | 23-Nov | W7 | OPTIONAL READING WEEK | | | | | | | | | W7 | 29-Jun | 30-Jun | 01-Jul | 02-Jul | 03-Jul | 04-Jul | 05-Jul | |
| W9 | 24-Nov | 25-Nov | 26-Nov | 27-Nov | 28-Nov | 29-Nov | 30-Nov | W8 | 02-Mar | 03-Mar | 04-Mar | 05-Mar | 06-Mar | 07-Mar | 08-Mar | W8 | 06-Jul | 07-Jul | 08-Jul | 09-Jul | 10-Jul | 11-Jul | 12-Jul | | | |
| W10 | 01-Dec | 02-Dec | 03-Dec | 04-Dec | 05-Dec | 06-Dec | 07-Dec | W9 | 09-Mar | 10-Mar | 11-Mar | 12-Mar | 13-Mar | 14-Mar | 15-Mar | W9 | 13-Jul | 14-Jul | 15-Jul | 16-Jul | 17-Jul | 18-Jul | 19-Jul | | | |
| W11 | 08-Dec | 09-Dec | 10-Dec | 11-Dec | 12-Dec | 13-Dec | 14-Dec | W10 | 16-Mar | 17-Mar | 18-Mar | 19-Mar | 20-Mar | 21-Mar | 22-Mar | W10 | 20-Jul | 21-Jul | 22-Jul | 23-Jul | 24-Jul | 25-Jul | 26-Jul | | | |
| W12 | TEACHING/ REVISION | | | | | | | | 23-Mar | 24-Mar | 25-Mar | 26-Mar | 27-Mar | 28-Mar | 29-Mar | W11 | 27-Jul | 28-Jul | 29-Jul | 30-Jul | 31-Jul | 01-Aug | 02-Aug | | | |
| | 15-Dec | 16-Dec | 17-Dec | 18-Dec | 19-Dec | 20-Dec | 21-Dec | W11 | TEACHING/ REVISION | | | | | | | | | W11 | TEACHING/ REVISION | | | | | | | |
| | TEACHING/ REVISION | | | | | | | | 30-Mar | 31-Mar | 01-Apr | 02-Apr | 03-Apr | 04-Apr | 05-Apr | W12 | 03-Aug | 04-Aug | 05-Aug | 06-Aug | 07-Aug | 08-Aug | 09-Aug | | | |
| | 22-Dec | 23-Dec | 24-Dec | 25-Dec | 26-Dec | 27-Dec | 28-Dec | W12 | TEACHING/ REVISION | | | | | | | BANK HOLIDAY | | W12 | TEACHING/ REVISION | | | | | | | |
| | | | | BANK HOLIDAY | BANK HOLIDAY | | | 06-Apr | 07-Apr | 08-Apr | 09-Apr | 10-Apr | 11-Apr | 12-Apr | | 10-Aug | 11-Aug | 12-Aug | 13-Aug | 14-Aug | 15-Aug | 16-Aug | | | | |
| | 29-Dec | 30-Dec | 31-Dec | 01-Jan | 02-Jan | 03-Jan | 04-Jan | | BANK HOLIDAY | | | | | | | ASSESSMENT PERIOD 3 | | | | | | | | | | |
| | | | | BANK HOLIDAY | | | | 13-Apr | 14-Apr | 15-Apr | 16-Apr | 17-Apr | 18-Apr | 19-Apr | | 17-Aug | 18-Aug | 19-Aug | 20-Aug | 21-Aug | 22-Aug | 23-Aug | | | | |
| | | | | BANK HOLIDAY | | | | | | | | | | | | ASSESSMENT PERIOD 3 | | | | | | | | | | |
| | | | | | | | | 20-Apr | 21-Apr | 22-Apr | 23-Apr | 24-Apr | 25-Apr | 26-Apr | | 24-Aug | 25-Aug | 26-Aug | 27-Aug | 28-Aug | 29-Aug | 30-Aug | | | | |
| | | | | | | | | 27-Apr | 28-Apr | 29-Apr | 30-Apr | 01-May | 02-May | 03-May | | 31-Aug | 01-Sep | 02-Sep | 03-Sep | 04-Sep | 05-Sep | 06-Sep | | | | |
| | | | | | | | | TEACHING/ REVISION | | | | | | | | BANK HOLIDAY | | | | | | | | | | |
| | 04-May | 05-May | 06-May | 07-May | 08-May | 09-May | 10-May | W12 | 04-May | 05-May | 06-May | 07-May | 08-May | 09-May | 10-May | | 07-Sep | 08-Sep | 09-Sep | 10-Sep | 11-Sep | 12-Sep | 13-Sep | | | |
| | | | | | | | | BANK HOLIDAY | ASSESSMENT PERIOD 2 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | 14-Sep | 15-Sep | 16-Sep | 17-Sep | 18-Sep | 19-Sep | 20-Sep | | | | |

- Key
- Welcome Week
 - Teaching Days
 - Assessment Period
 - College Closure Day
 - Optional Reading Week

| | |
|------------------------|--------------------------------------|
| Academic Board | |
| Meeting date | 5 March 2025 |
| Paper reference | AB-25-04-09-9.1 |
| Status | Final |
| Access | Public/Members and senior executives |

Report from the Dean

Action required [tick ONE box]

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

Paper Explanation for Members

| | |
|---|--|
| Why is this paper being presented? | This paper provides an update on areas within the remit of the Dean's Office, including updates to the progress of this year's AKC programme, events within the Chaplaincy, and the activities of the Chapel Choir. |
| What are the key points/issues? | |
| What is required from members? | Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and 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 |
|--|------------------------|-----------------|
| | | |

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 writing this while the tragic death of Aalia, the severe physical injuries of [REDACTED], and the emotional injuries of so many staff and students are the foremost things in my mind. The Dean's Office is very grateful to all those who helped make the Vigil for Aalia happen, and to all those who spoke of her with such love and warmth. I also want to acknowledge the depth of compassion and care demonstrated by so many colleagues across the university. Please do continue to be aware of the impact of this incident on yourself and make use of any support available as and when you need it.
- b) More positively, it was wonderful to have the former Archbishop of Canterbury, Lord Williams, back at King's on 11 March, to give the [Second Annual Rabbi Lord Sacks Memorial Lecture](#), and to join us for Choral Evensong in the Strand Chapel beforehand. It was good to hear from the Vice-Chancellor that King's is committed to hosting the Rabbi Lord Sacks Memorial Lecture on an ongoing basis, building on the long-standing links between the Rabbi Sacks Legacy organisation and King's – and especially the Dean's Office. In addition, both the Vice-Chancellor in his introduction, and Bishop Rowan in his lecture, mentioned that it was exactly 21 years since the 'Triologue' with Rabbi Sacks, then-Archbishop Rowan and Archbishop Desmond Tutu as part of King's 175th Anniversary celebrations, in which again the Dean's Office played a large part.
- c) Looking further ahead, all are welcome to the 39th Eric Symes Abbott Memorial Lecture, remembering one of my predecessors as Dean (from 1945 to 1955). This year the lecturer is the writer and broadcaster Rhidian Brook, speaking on the subject 'Writing in good faith: a pilgrimage in fiction, film and thought' at [Westminster Abbey on Thursday 22 May at 6.30pm](#), and at Keble College Oxford on Friday 23 May at 5.30pm.
- d) Since the last meeting of the Board was not that long ago there isn't a great deal to report, but in recent weeks we have installed a temporary sign in the Guy's Chapel to provide some context and explanation to the memorial to Thomas Guy within the Chapel. We are now starting the process to get permission from the relevant Church authorities to install a permanent sign (since the Chapel comes under ecclesiastical jurisdiction in this regard).

2. AKC (Associate of King's College)

- a) Further to the details provided last time, a reminder of the lecture series confirmed for 2025/26:

i) Rethinking Thinking

Rethinking Thinking explores the nature of thought across disciplines, examining the frameworks that shape cognition. This series draws insights from theology and philosophy, health and medicine, entrepreneurship, and more—challenging assumptions about reasoning and decision-making in our complex world. Focussing on the ethical dimensions of thinking, it asks: How do cognitive processes influence moral judgment? How can understanding human reason inform ethical responsibilities? By examining the intersection of thought, ethics, and diverse fields of inquiry, this series illuminates the impact of cognition on human existence, fostering critical reflection on the values underpinning our thinking and its consequences.

ii) Inside London: Past and Present

This series explores the diverse communities that have shaped the city's history and continue to define its identity today. From religious and migrant groups to professional and activist networks, the series examines how communities have influenced London's culture, politics, and social fabric, inviting reflection on what it means to belong in one of the world's most dynamic cities.

- b) 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) Following the tragic incident on the Strand on 18 March, the Chaplaincy has been one of a number of services at King's offering support and comfort to many of those most directly affected. Do please remember that we are available to anyone and everyone who might want someone to talk to, or to sit with them, at this or any time, and please let others know if this would be helpful to them.
- b) As this semester comes to an end, we are now thinking ahead to next term, when once again we will be involved in various Take Time Out events, to support those engaged in exams and assessments.
- c) There will also be the usual afternoon tea events for staff on all campuses in June and July, so do look out for more details in due course.
- d) And looking further ahead, we are working with the Ceremonies & Events team to plan the Opening of Year Ceremony on Thursday 25 September, which will once again be hosted in the Strand Chapel.

4. Chapel Choir

- a) The Choir's usual pattern of services in the Strand Chapel, and engagements elsewhere, has continued. Recently, we were once again joined by the Sackbut Ensemble from the University of North Carolina-Chapel Hill for Choral Evensong in the Chapel and a concert in Southend-on-Sea – this is becoming an annual visit, and we hope to continue to build on these links and connections.
- b) In the upcoming vacation, the Choir's next recording session will focus on the music of [Kristina Arakelyan](#), a King's alumna whose composing and performing career is going from strength to strength. This will be for the Signum Classics record label.

Ellen Clark-King
Dean of King's College London
25 March 2025

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|------------------------|--|
| Academic Board | |
| Meeting date | 09 April 2025 |
| Paper reference | AB-25-04-09-9.2 |
| 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

Staff

[Redacted content]