
Academic Board

Meeting date	17 March 2025
Paper reference	AB-25-03-17-02
Status	FINAL



Meeting of the Academic Board to be held on **Monday 17 March 2025** at 14.00, Great Hall, Strand Campus.

Agenda

1	Welcome, apologies and notices	Verbal	Chair
2	Approval of agenda	AB-25-03-17-02	Chair
3	Unanimous Consent Agenda including:	AB-25-03-17-03	Chair
3.1	Minutes of the Previous Meeting (to approve)	AB-25-03-17-03.1	
3.2	Actions Log (to note)	AB-25-03-17-03.2	
4	Matters arising from the minutes		
4.1	Curriculum Commission Update: Faculty of Arts & Humanities (to approve)	AB-25-03-17-04.1	VP (Education and Student Experience)
4.2	Whole university approach to mid module evaluation (to approve)	AB-25-03-17-04.2	VP (Education and Student Experience)
STRATEGIC DISCUSSION			
5	AI in research and innovation (to discuss)	AB-25-03-17-05	VP (Research & Innovation)
REGULAR BUSINESS ITEMS			
6	Report of the Vice-Chancellor & President Summary Report on Key Issues (to note)	AB-25-03-17-06	Chair
7	KCLSU Officers' Report (to discuss)	AB-25-03-17-07	KCLSU
8	Concordat on Sustainable Research (to note)	AB-25-03-17-08	Assistant Principal (King's Climate & Sustainability)
9	Reports of Committees		
9.1	Report of the College Education Committee <i>See Consent Agenda for all items from CEC</i>	AB-25-03-17-09.1	Chair, CEC
9.2	Report of the College Research Committee <i>See Consent Agenda for all items from CRC</i>	AB-25-03-17-09.2	Chair, CRC
10	The Dean		
10.1	Report of The Dean (to note)	AB-25-03-17-10.1	Dean
10.2	To elect Associates of King's College (to approve) <i>Item on Consent Agenda</i>	AB-25-03-17-10.2	
11	Report from Council (to note)	AB-25-03-17-11	Council Member
12	Any Other Business		

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

Academic Board

Meeting date 17 March 2025

Paper reference AB-25-03-17-03

Status Final



Unanimous Consent Agenda

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

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

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

Item	Title	Paper	Action
3.1	Minutes of December 2024 meeting	AB-25-03-17-03.1	Approve
3.2	Action Log	AB-25-03-17-03.2	Note
Report of the College Education Committee (CEC)		AB-25-03-17-09.1	
9.1	(i) Report of Assessment and Regulatory Oversight Committee: UG External Examiners Overview Report 23/24		Approve
	(ii) Student Futures		All remaining to note
	(iii) Race Equality Charter: Race Equality Action Plan update		
	(iv) Category B programmes: Arrangements for teach out and transition		
	(v) Periodic Programme Review Deferral Requests		
	(vi) Report of Education Executive		
	(vii) Report of Assessment and Regulatory Oversight Committee: Annual Reports		
Report of the College Research Committee (CRC)		AB-25-03-17-09.2	
9.2	(i) Strategy 2030		All to note
	(ii) KBS Research Strategy		
	(iii) REF 2029: Planning and Delivery		
	(iv) King's Together: Round 13		
	(v) 2025 Research Strategy Away Day		
	(vi) Matters Arising:		
	• CRediT Policy		
	• HR Excellence in Research Award		
	• Research Culture Symposium		

-
- King's Climate and Sustainability
 - Data Science, AI and Society
-

Report of the Dean

10.2	To elect Associates of King's College	AB-25-03-17-10.2	Approve
------	---------------------------------------	------------------	---------

Dr Sinéad Critchley
University Secretary & Director of Assurance
March 2025

Academic Board**Meeting date** 17 March 2025**Paper reference** AB-25-03-17-03.2**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
11 December 2024	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		In progress
30 October 2024	5.1	Board Assurance Framework	Further reflection needed on the five BAF items against Academic Board and the language used before a further paper be presented to a future meeting of the Board for further improvement.	University Secretary & Director of Assurance	March 2025		In progress 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	April 2025 (previously Autumn term 2024)	June 2024 meeting received an update on the CRC report.	In progress

These pages have been redacted

Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-04.2
Status	FINAL
Access	Members and senior executives

Module and Course Feedback and Evaluation Working Group – Interim Update

Action required

- For approval
 To recommend for approval
 For discussion
 To note

Motion: That recommendations and direction of travel, be endorsed.

Paper Explanation for Members

Why is this paper being presented?	To update on the progress made by the Module and Course Feedback and Evaluation Working Group. To respond to concerns raised at Academic Board on 11 December 2024. To request endorsement on the recommendations to date and direction of travel below.
What are the key points/issues?	<ol style="list-style-type: none"> i. To design a guided, flexible approach to early module check-ins. ii. To explore the potential of student module representative roles that can support and facilitate feedback collection and response. iii. To design a formal approach to mid-module feedback delivered through Evasys. iv. To remove individual teacher evaluation due to significant research and evidence of bias v. To retain but reduce the length of end-of-module evaluation (through iv. but also by reviewing current remaining questions) vi. To collect feedback confidentially, not anonymously. vii. To explore the design of a course-level survey delivered through Evasys (implementation unlikely for 2025-26)
What is required from members?	Endorsement of the recommendations and direction of travel above

Paper History

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

Paper Submitted by:

Professor Sally Everett, Vice Dean Education, King’s Business School, Co-Chair; Daniel Robson, Associate Director (NSS & PTES Strategy), Co-chair

Module and Course Feedback and Evaluation Working Group – Interim Update

1. Problem

King's current end-of-module evaluations face significant challenges, including low response rates, proven biases towards women¹ and ethnic minorities², and the risk of unconstructive or harmful feedback, which can impact staff wellbeing^{3,4}, that cannot be investigated under current anonymity settings. Furthermore, the current practice, and efforts to improve both response rates and rates of staff closing the feedback loop, have not been successful in improving key performance metrics such as the National Student Survey (NSS)⁵, raising concerns about its overall effectiveness⁶. Additionally, it has been contested that such institutional accountability measures are inadequate measures of faculty performance⁷ and can stifle creativity in feedback practices, leading institutions across the sector to question their fundamental purpose. Given these limitations, there is growing interest in exploring alternative feedback mechanisms, such as mid-module feedback exercises^{8,9} and in-course evaluation, to enhance student engagement, provide more meaningful insights, and drive enhancements and innovations in teaching and learning and which can improve the student experience and be evidenced as part of staff performance-related processes.

2. Proposal

In November 2024, the University's Education Executive endorsed a proposal **to evolve away from the use of end-of-module evaluation in its current form** based on the challenges outlined above, and **to develop a whole-university approach to in-course feedback and evaluation**. This cross-university working group has been formed to design, develop, and implement an inclusive framework for in/mid-module feedback and an annual course-level survey for non-finalist students to be delivered in all faculties. This initiative aims to ensure that feedback is timely, meaningful, and actionable, enabling staff to improve and enhance the teaching and learning experience throughout the academic year, rather than retrospectively.

3. Principles agreed by the Education Executive

- To introduce in/mid-module feedback activity
- To remove end-of-course evaluation
- To introduce course-level surveys in line with the university's increasing focus on programme level quality, management and assessment.

¹ Research conducted by MacNell, Driscoll, and Hunt (2015) shows that 'the language students use in evaluations regarding male professors is significantly different than language used in evaluating female professors. They also show that a male instructor administering an identical online course as a female instructor receives higher ordinal scores in teaching evaluations, even when questions are not instructor-specific.' Mitchell KMW, Martin J. Gender Bias in Student Evaluations. *PS: Political Science & Politics*. 2018;51(3):648-652. doi:10.1017/S104909651800001X

² Carolyn Chisadza, Nicky Nicholls, Eleni Yitbarek, Race and gender biases in student evaluations of teachers, *Economics Letters*, Volume 179, 2019, Pages 66-71, ISSN 0165-1765, <https://doi.org/10.1016/j.econlet.2019.03.022>.

³ Student feedback – when the breakfast of champions becomes a bitter pill. <https://wonkhe.com/blogs/student-feedback-when-the-breakfast-of-champions-becomes-a-bitter-pill/>

⁴ <https://www.timeshighereducation.com/news/tide-turns-inherently-biased-student-evaluations-teaching>

⁵ King's lowest performing question continues to be 'How clear is it that students' feedback is acted on?' with 53% (NSS 2024).

⁶ King's 100 February 2024: 60% of students said the timing was somewhat or very unsuitable, and 56% of said the current practice is somewhat or very ineffective.

⁷ Hornstein, H. A. (2017). Student evaluations of teaching are an inadequate assessment tool for evaluating faculty performance. *Cogent Education*, 4(1). <https://doi.org/10.1080/2331186X.2017.1304016>

⁸ King's 100 February 2024: 96% of students said they would be more likely to participate in mid module feedback than end of module evaluation. 91% of students said they thought it would have a more positive impact on their learning experience.

⁹ As evidenced in the paper submitted to Academic Board on 11 December 2024, pilots of mid module feedback activity in KBS, NMPC, FoLSM, and A&H have all resulted in higher NSS scores or module evaluation scores.

- The removal of individual teacher evaluations with numerical scores.

This paper details the group's considerations of these original principles – their strengths, weaknesses, opportunities and threats. It also outlines its recommendations to date.

4. Principles for effective practice

As detailed in the paper to Academic Board on 11 December 2024, the principles of purpose, sponsorship, design, guidance, close the loop, and governance were determined following sector research and focus groups with 35 academic and PS staff from 22 Higher Education Institutions in the UK and Australia¹⁰.

5. Scope

In scope	Out of scope
<ul style="list-style-type: none"> • Undergraduate and postgraduate taught courses (both in-person and online). • Clinical placements. 	<ul style="list-style-type: none"> • Final year students – for annual course-level surveys. • Outbound study abroad. • Postgraduate Research degrees.

6. Membership

The group is co-chaired by Professor Sally Everett, Vice-Dean Education KBS, CMBE PFHEA, NTF; and Daniel Robson, Associate Director (NSS & PTES Strategy), SFHEA. Membership comprises a diverse set of academics from six faculties, Professional Services colleagues, and KCLSU staff, including a student officer – see *Appendix* for full membership. Other key stakeholders identified for consultation are: HR, IT, Evasys, peer institutions, What Works, and Student Futures.

In response to concerns raised by representatives of NMES at Academic Board on 11 December 2024 surrounding the impacts of the endorsed approach on academic performance-related processes, a representative from the faculty joined the working group ahead of the first meeting to ensure those concerns were heard and addressed. The group's considerations of these impacts and response to date are outlined below – see '*Academic staff performance criteria.*'

7. Stakeholder engagement to date

- **HR** – End-of-module evaluation is an optional, not mandatory metric in the overarching guidance. There is emphasis on teaching commitment. Guidance will be reviewed before the next promotions round, incorporating this group's decisions if/when approved by CEC and Academic Board. Faculty Academic Performance Frameworks must also be considered.
- **IT** – King's uses Evasys in a limited way. Once an approach is agreed, IT needs list of system requirements to determine timelines.
- **Evasys** – Underutilised at King's; can support early, mid, and end-of-module surveys, as well as course-level evaluations. Significant time efficiencies can be made if teacher evaluation was removed. Automation of surveys and question sets is possible but not currently used. Integration of modules into course surveys needs further exploration. Switching from anonymous to confidential data collection maximises data usability and analysis.
- **HEIs** – In addition to the aforementioned focus groups, co-chairs have met with **UCL, Southampton University, Liverpool John Moores, and Solent** to understand how they have

¹⁰ The end of module evaluation? What module feedback methods make a meaningful and positive difference to staff and students? [Everett - Robson - CABS conference presentation - The end of Module Evaluation.pptx](#)

delivered similar change. Decision to remove end-of-module evaluations was backed by strong sponsorship and acceptance of bias evidence. Demonstrable improvement in NSS student voice scores as a result of effective mid-module practice. Promotions processes place greater emphasis on teaching contribution and meaningful engagement.

8. Meeting summaries

Meeting 1 (20.01.25): Terms of Reference and development of SWOT analysis.

<p>Strengths</p> <ul style="list-style-type: none"> • Dissatisfied with current model – desire for change from staff and students • Evidence shows mid-module feedback can improve learning experience performance metrics (at King’s and across sector). 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Limits to usefulness of course level data • Create unrealistic student expectations • Hard to capture all course types, modes, placements, joint honours • Data on staff teaching after mid-point? • Too much optionality hard to measure
<p>Opportunities</p> <ul style="list-style-type: none"> • To redefine the purpose of student feedback and voice mechanisms. • Establish programmatic mindset, move away from module mindset. • Collect better data, move from anonymous to confidential data • Address defamatory comments, protect staff wellbeing • Use data and systems more optimally • Improve data access for course leaders and teams, empower course leaders • Reframe promotion criteria, moving away from metrics • Remove bias, make performance-related processes more equitable 	<p>Threats</p> <ul style="list-style-type: none"> • Staff buy-in, culture change • Modular mindset is deeply ingrained • Lack of accountability • Loss of established metrics • Staff wellbeing • Staff workload • Survey fatigue, low engagement • Course level survey undermines/replaces Postgraduate Taught Experience Survey (PTES)?

Meeting 2 (10.02.25): Discussed purpose of feedback and evaluation activity, format, design, and timing.

9. Recommendations to date and direction of travel

Academic board is asked to discuss and endorse the following recommendations to date from the working group:

- i. **To design a guided, flexible approach to early module check-ins (Week 2).**
 - E.g. Verbal and informal, but with consideration for tech options, simple guidance for staff to follow.
- ii. **To explore the potential of student module representative roles that can support and facilitate feedback collection and response.**
 - Partnership with KCLSU and Faculties essential. Integration into current representative system needed. Test through a small-scale pilot in 2025-26.
- iii. **To design a formal approach to mid-module feedback (Week 5, 14 or any appropriate ‘mid’ point) delivered through Evasys.**
 - E.g. question sets, tech requirements, staff training, guidance and support, governance, and reporting.
- iv. **To remove individual teacher evaluation.**

- To improve efficiency and based on research which evidences bias towards certain demographic groups and negative impact on staff mental health.
- v. **To retain but reduce the length of end-of-module evaluation (through iv. but also via review of the current remaining questions).**
 - Despite the endorsement from the Education Executive, there is no consensus in the group for removing end-of-module evaluation, therefore more time is required to consider this option.
- vi. **To update settings in Evasys to collect feedback confidentially, not anonymously.**
 - For optimal data use and analysis, and to allow the possibility to investigate inappropriate, and potentially defamatory comments from students.
- vii. **To explore the design of a course-level survey delivered through Evasys (timing of delivery TBA but unlikely to be September 2025).**
 - There is not yet consensus in the group on the value of these surveys therefore further work is required.
 - Considerations of questions, timing, survey fatigue, governance and reporting, and the need to service faculty and non-faculty teams required.
 - Questions on whether a course-level survey for PGT could work alongside/in place of the PTES are currently unresolved and require further thought.

10. Academic staff performance criteria

When discussing the **purpose** of individual feedback activities, members consistently ranked channelling student voice, enhancing teaching quality, curriculum development and enhancement above supporting staff development and promotion. The latter two typically ranked **least relevant**. Members recognised activities enable and support QA processes but should not be the driving force.

The initial endorsed approach was based on a proposal to move away from a modular, metric-driven mindset (given the proven uneven playing surface for certain demographic groups), towards an approach that places greater emphasis on the programme, teaching contribution, engagement, reflection, and development. Early check-ins and a formalised mid-module approach will enable staff to collect, consider and respond to feedback, and evidence adaptations, enhancements, and innovations to teaching in response to or in partnership with students.

Course-level feedback has the potential to provide a combination of metrics and written feedback which further evidence teaching quality, and provide indicators for programme performance (e.g. NSS, PTES) and success (e.g. Teaching Excellence Framework (TEF)). Whilst end-of-module and individual teacher numerical scores are often used for performance-related purposes, the proven biases make the strong case that a more holistic body of evidence of educational quality is fairer and more equitable. Other evidence that staff can use for these purposes includes actions taken in response to early check-in and mid-module feedback, PDR conversations, external examiner reports, peer observations, HEA Fellowship, King's Education Awards (and its new equivalent), SSLC engagement, contribution to annual reports (CERPs) and Periodic Reviews, various internal/external educational engagements and other self-development opportunities.

The process of reframing module and course feedback activity offers opportunities to create and surface metrics that can support the staff promotion process as well if not better. E.g.

At module level:

- Mid-module feedback metrics and reports
- (Reduction of) module attainment gaps
- % pass at 1st attempt

At course level:

- Internal course survey metrics (if agreed and implemented)
- NSS and PTES metrics
- TEF metrics i.e. student outcomes and educational gain

While the group agrees individual teacher evaluations should be removed, there is not a consensus on removing end-of-module evaluation altogether, nor is there a consensus yet on the value of course-level surveys. The group therefore intends to recommend a set of performance criteria which shift the focus from end-of-module evaluation metrics and support academic probation and promotion more fairly and comprehensively for College Education Committee and Academic Board to approve. Once approved, we intend to collaborate with colleagues in King's Academy, Faculty and HR to ensure Faculty Academic Performance Frameworks and overarching HR academic promotion criteria reflect the approved changes. It is also our intention to leverage the membership and expertise of colleagues in Analytics to develop data dashboards that can surface agreed metrics in an easy-to-access way.

11. Timeline

Subject to Academic Board's endorsement, the current proposed timeline is:

February: Design/update feedback templates, agree tools, KPIs, and IT requirements. Engage HR and Faculty on performance frameworks.

March–April: Conduct stakeholder consultation, refine design, agree on performance criteria, address resourcing needs, develop guidance materials, and update IT requirements. Present updates to CEC and Academic Board.

May–June: Finalise feedback tools, surveys, and support resources for approval by the College Education Committee.

July–August: Secure Academic Board approval, prepare rollout (communications, resource packs, performance framework updates, updates to policies).

September–October: Launch new approach, implement in-module feedback, and publish updated performance criteria.

November–December: Assess impact based on engagement and user feedback to date.

September 2026: Implement annual course survey if ongoing discussions result in an agreed design.

Professor Sally Everett, Vice Dean Education, King's Business School, Co-Chair; Daniel Robson, Associate Director (NSS & PTES Strategy), Co-chair
21 February 2025

Annex 1 – Group membership and stakeholders

Group membership and stakeholders

Membership

- Sally Everett, Vice-Dean Education KBS, CMBE PFHEA, NTF **(Co-Chair)**
- Daniel Robson, Associate Director (NSS & PTES Strategy), SFHEA **(Co-Chair, Secretary)**
- Greg Knock, Senior Lecturer in Physiology Education, Head of Bioscience Common Year One (FoLSM)
- Hillary Briffa (SSPP), Senior Lecturer in National Security Studies Education, member of Academic Board
- Meghan Peterson (A&H), Senior Lecturer/Pro-Vice Dean (Postgraduate Education)
- James Findon (IoPPN), Deputy School Education Lead and Senior Lecturer (AEP)
- Francesco Ciriello (NMES), Senior Lecturer in Engineering
- Sam Smidt, Academic Director, King's Academy
- Phil Berry, Director Academic Quality, SED
- Ed White, Quality Assurance Manager (Taught Curriculum), ARQS, SED
- Lesley Hulmes, DPSoL
- Zoe Fear (KBS), Senior Programme Manager
- Rosalind Fuller, (FoLSM), Associate Director, Programme, Placement & Assessment (PSRB)
- Leanne Kelly (SSPP), Senior Digital Education Manager
- Jeffrey Wong, (A&H) Data Analysis Manager
- Jonathan Nassar (IoPPN), Student Experience Managers
- Julia Kosowska, VP Education (Health), KCLSU
- Jørgen Clemmensen-Fløholm, Policy and Research Coordinator, KCLSU
- Alice Ludgate, Director of Student Support, King's Digital
- Bryony Collis, Associate Director, Analytics (Internal Reporting), Analytics

Key stakeholders

- IT (consult for technical delivery)
- Evasys (consult for technical support and solutions)
- HR (consult for staff probation and promotion processes)
- Misconduct and Appeals (consult for impact on misconduct procedures if data is made confidential)
- Staff Wellbeing (consult for support for staff dealing with hurtful feedback)
- External institutions (consult for best practice, peer support)
- What Works (consult for survey design)
- Student Futures (inform re: metrics and KPIs)

Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-05
Status	FINAL
Access	Members and senior executives

Artificial Intelligence in Research

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

Paper Explanation for Members

Why is this paper being presented?	Discussions at Academic Board in 2024 highlighted the pace and pervasiveness of AI uptake in research and its implications for research integrity and strategy. This paper provides summary reports on both. Bashir Al-Hashimi will give a short presentation with more detail on research development and updates on recent developments.
What are the key points/issues?	King's AI research is growing at a good rate, but there is scope to develop excellence and scale across more areas than at present. Our strategy focuses on multidisciplinary, application-relevant research. King's has established focused Institutes and centres to provide coordination and leadership. Work is ongoing to strengthen multidisciplinary links internally, strengthen and widen our expertise, and build external visibility and connection. Research Integrity guidance has been agreed and rolled out. Given the pace of change in the AI, horizon scanning, feedback from staff and students, and regular revisions will all be essential.
What is required from members?	To note the action taken and discuss opportunities and challenges for King's in these areas.

Paper History

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

Paper Submitted by:

Sir Bashir Al-Hashimi , Vice President (Research & Innovation)

Artificial Intelligence in Research

A. AI in King's research strategy and development

King's AI research

1) King's aims to support and strengthen the full range of AI-related research and innovation work of our staff and students, including:

1. research into AI methods (e.g. faster learning from limited data)
2. research into applications of AI (e.g. in clinical diagnosis, robotics, education)
3. research into implications and responses (e.g. laws, policies, future of work)
4. using AI as a novel tool within research only (e.g. modelling, evidence synthesis)

A guiding goal – since the launch of King's Institute for AI in 2022 – has been to develop comprehensive multidisciplinary research around AI application areas and responsible use, which will be central to realising the societal and economic benefits.

2) By February 2025, grants and fellowships across all types totalled £99m lifetime value, or about one eighth of all our research funding, and had increased by ~ 25% over just 9 months. Over the last year King's has also secured several landmark awards, including:

- Two Research Council Centres for Doctoral Training in health faculties, both of which provide strong data science and AI opportunities
- ARIA (the new Advanced Research and Innovation Agency) support for neuromorphic computing
- PHAROS AI – a precompetitive academic- NHS - industry partnership (with GSTT, QMUL, Barts, £38m from government and £27m from eighteen industry partners) to create a broader data platform for AI development for cancer diagnosis and drug discovery.

Individual researchers are also gaining recognition, such as in the recent Dartmouth (Montgomery) Fellowship awarded to Professor Sylvie Delacroix in Law. Compared with other UK universities King's stands out for our scale of research in health-related AI, and half of our research grants are led from FoLSM. But compared across all areas we rank 6th -8th by volume, at about half the output of the top five. King's has excellent researchers working with AI in the digital humanities, law, social sciences, chemistry etc., and there is obvious scope to scale up and strengthen our research across a broad range.

National policies and funding

3) In January, the UK Government AI Opportunities Action Plan emphasised ensuring AI can drive economic growth and contribute to cost-effective public services. The actions included:

- A 20x increase in sovereign compute capacity
- AI growth zones supporting infrastructure growth, with planning approvals and power supply needed for major data centres
- AI Energy Council – addressing the increasing energy demands
- National Data Library – programmes to safely and ethically unlock public sector data
- AI skills and talent – strengthening youth education and reskilling, building a broad and more diverse skills base, and strengthening prestige scholarship and fellowship programmes.
- Regulation – new legislation and regulations, supported by investment in AI security and safety research and research connections into regulatory bodies.

4) A similar emphasis on realising the benefits for growth and productivity, while also giving attention to potential disbenefits for work, education, social cohesion etc., and environmental impacts, is seen in EU funding policies and international conferences such as the 2025 Paris Summit. The top technology companies, often with R&D budgets several fold larger than pharmaceutical companies, have led most of the advances in large scale AI models, but are also now increasingly looking for strategies for gaining sustained return on investment.

Strengthening King's research

5) In the first part of 2024 a review by the Director of the Institute for AI, followed by a cross-Faculty workshop in July, highlighted routes to strengthening our research, while retaining an emphasis on whole-system research and multidisciplinary. These included:

- Building better external visibility and branding for King's research strengths
- Increasing industry / business connections (both high-tech and lower-tech adopters)
- Continuing to strengthen interdisciplinary links, and new areas of critical mass.
- Recruiting AI expertise – in a competitive market which will call for a distinctive offering.
- Strengthening coordination and connections and clarifying internal structures.

6) Important areas of action are:

6.1) Structures and leadership

Our established coordinating structures are the Institute for AI, the Digital Futures Institute, and the King's Health Partners Digital Health Hub and its linked programmes. The two new Centres for Doctoral Training and the new cross-faculty Institutes approved last year for Population Health and Human and Synthetic Minds will add to connections in their specific fields. A small Data Science AI and Society Board chaired by the VP(R&I) meets quarterly to align strategies.

6.2) Seeding new multidisciplinary connections

The 2024 King's Together programme gave special emphasis to AI and data science and 2/3rds of the awards were in the area. The Digital Futures Institute Fellowships are also now being allocated across Faculties, and seed support will also be provided by the two new Institutes.

6.3) Attracting AI expertise

King's Interdisciplinary Science has advertised positions (Lecturer to Professor level) for 'AI for fundamental science', to strengthen research and teaching in use of advanced computational methods to solve complex scientific problems.

University Executive (Feb. 2025) has approved a £17m package of 20 "AI+X" Academic Fellowships (tenure track) to bring in new, wide-ranging, multidisciplinary research expertise across King's to benefit all our Faculties. It launches in March 2025 with the first appointments expected this Summer. The package will also include six senior academic positions, with two for research in AI in education, driving curriculum development and supporting graduate employability across all areas. UE also approved a matching £2m step-up in AI compute infrastructure – which will be in a 100% clean energy centre with leading edge efficiency design and benchmarking - and specialist training support.

6.4) Skills and support

Support for staff developing their research capabilities is developing. King's has strong programmes (e.g. KHP Hub, Hub for Applied Bioinformatics) for informatics that already incorporate some AI and Machine Learning elements alongside broader skills; and eResearch staff also provide some training and 1-2-1 support. We expect both these to develop further, complemented by specialist AI training and communities of practice that encourage peer-to-peer knowledge exchange and support. The Institute for AI has piloted 'AI clinics', and plans to develop peer-to-peer support further.

6.5) Strategy and visibility

Our research and education responses to AI and the digitisation of lives, education, and work are also being addressed in Faculty-level planning, and will be addressed in Strategy 2030 this year. Through the year, we will in parallel work on the visibility of King’s strengths in these areas, and our connections with stakeholders in business and public services.

B: Research Integrity & Generative Artificial Intelligence

1) Since late 2022, the scope for much more pervasive use of AI in research has expanded hugely, thanks to a step-change in performance and accessibility of Generative Artificial Intelligence (GAI) systems (such as ChatGPT, Dall-E-3, or Google Gemini). GAI systems are, broadly, those that generate novel output (such as extensive text or images) in response to simple ‘prompts’ from users. GAI systems have potential to streamline some of the research process – searching existing knowledge, classifying and analysing new information, summarising, drafting, checking, writing programming code, etc. – but can also weaken the rigour, transparency and acceptability of research, can plagiarise, and can be used intentionally to fabricate results.






Protecting research integrity at King’s

2) King’s Research Integrity Office (RIO) began developing training and guidance in 2023/4, and as previously reported to Academic Board, a plans and drafts were discussed at College Research Committee in March 2024. The training and guidance was informed by work done at King’s on [GAI in education](#), and work on education and research by the Russell Group, UK Committee on Research Integrity, funders and publishers. It is organised around five key areas of concern summarized in the aide-memoire below.

GENERATIVE ARTIFICIAL INTELLIGENCE

USING GAI IN RESEARCH RESPONSIBLY

GAI REFERS TO SYSTEMS LIKE CHATGPT, BING CHAT, GOOGLE BARD, ETC. WHICH GENERATE TEXT OR IMAGES BASED ON NATURAL LANGUAGE PROMPTS. GAI CAN ASSIST IN VARIOUS RESEARCH TASKS LIKE DRAFTING (WITH THE INTELLECTUAL CONTRIBUTION OF HUMAN RESEARCHERS), SUMMARISING INFORMATION, DATA ANALYSIS, AND IMAGE PRODUCTION, BUT IT IS VITAL THAT STEPS ARE TAKEN TO ENSURE PRINCIPLES OF ACADEMIC INTEGRITY ARE UPHELD:

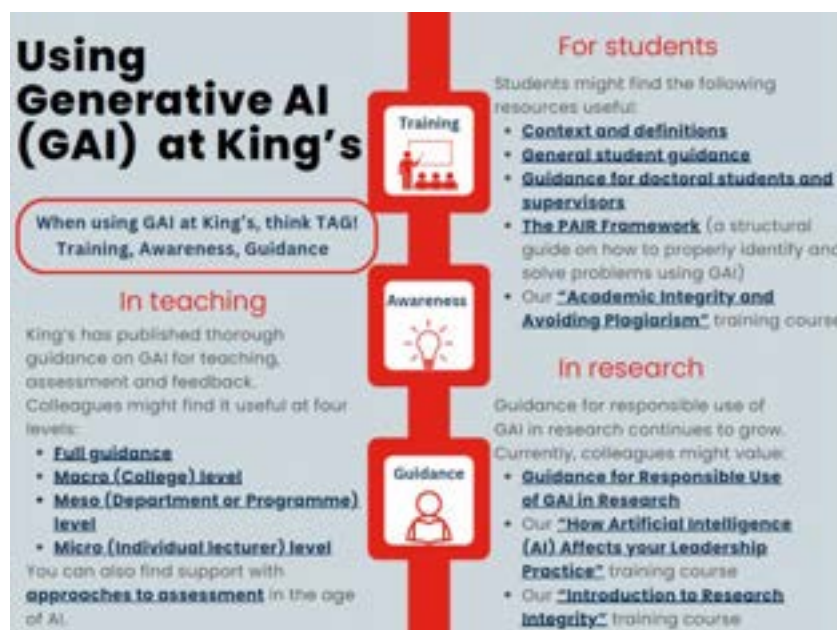
 VALIDITY	 PLAGIARISM AND ORIGINALITY	 TRANSPARENCY, TRUST AND REPRODUCIBILITY	 CONFIDENTIALITY, SECURITY, DATA & GOVERNANCE	 PUBLICATION AND PEER REVIEW
<p>Is the GAI output accurate, consistent, balanced and complete?</p> <p>Using GAI for research purposes can create challenges in accuracy, consistency, bias, and plagiarism.</p> <p>Researchers must verify GAI outputs for validity and originality, and add appropriate references to ensure research integrity is upheld.</p>	<p>Are the ideas and text outputted by the GAI appropriately attributed and referenced?</p> <p>Human validation is essential to ensure GAI outputs are accurate, complete, and properly attributed, to ensure research integrity is upheld. GAI should only be applied within the researchers’ areas of expertise. Researchers are responsible for any errors resulting from GAI use.</p>	<p>Is it clear to your audience that you used GAI, and how you did so?</p> <p>Transparent acknowledgment of GAI use in research outputs is crucial for trust and reproducibility. Acknowledgement should include the specific GAI tool used, its version, date of use, prompt and user’s account.</p>	<p>Is the information you are using as input or part of a prompt secure?</p> <p>Researchers should exercise caution when inputting sensitive data into GAI platforms, ensuring data security and privacy.</p> <p>Confidential information, including peer review materials, should not be shared with GAI systems.</p>	<p>What do publishers, funders, and editors think about using GAI in research?</p> <p>Most publishers allow the use of GAI to improve language and drafting, as long as the intellectual content is contributed by researchers. Publishers typically reject GAI as an author and limit its use in peer review due to concerns about data security and research integrity.</p>

WHAT TO DO NEXT?

If the guidance on our internal webpage does not resolve your query, please contact the Research Integrity Office (research-integrity@kcl.ac.uk) for advice on addressing integrity concerns with GAI usage in research projects.

If you are using GAI in research you must read the overarching guidance document, available on the intranet.

3) Discussions on best to support good practice noted that while the integrity issues raised are familiar, they will present themselves in new ways and in situations that may surprise experienced researchers. The pace of change in technologies, and shifting terminologies and routes by which AI comes into research, all increase the risk of inadvertent misuse or unnoticed misconduct. Fixed, rules-based approaches are not sufficient and could not cover every situation. Moreover, some staff and students will first experience AI use in education before applying it in research, so support needs to be cross-linked. Plans therefore address training, awareness and guidance together.



Training

4) For GAI and research integrity, first waves of training and group discussions have been delivered in-person and online across the College. This has included joint activities with the Centre for Research Staff Development; Equality, Diversity, and Inclusion; King's Business School Generative AI Staff Development Working Group; and the King's Research Managers Network. Work is ongoing to integrate discussion of potential challenges arising from GAI into broader Research Integrity training; and to develop training resources in collaboration with the Doctoral College.

Awareness

5) Linking the research training to established programmes and networks has been important to raise awareness of the issues and support available quickly. The programme also cross-signposts staff to further GAI skills and literacy training available at the College (e.g., King's Academy; CRSD; support on AI in teaching). Once awareness of the general issues is well established, King's will need ongoing channels of communication and alerts as new issues arise – new products, re-evaluations of tools, changes in security of established tools etc.

6) In this areas information flows have to be two-way: the insights from King's staff and students using AI tools into what is being used and how, its research validity, and areas where mistakes seem likely, need to be able to quickly inform guidance and training. Research Integrity are developing a community of practice from among researchers and research professionals with expertise in GAI (and its regulation) to advise on developments in technology and/or norms governing its use in the sector. Insights and information will be shared with those working in AI and education, with King's staff providing training and advice or support for users.

Guidance

7) The guidance agreed by College Research Committee is available on both the internal [Research Integrity](#) and [Research Culture](#) pages, and with at-a-glance infographics (above) widely circulated as well. Guidance reflects input from Research Integrity Advisors, Research Integrity Champions, and active GAI researchers across the College. The next planned update is in late March 2025 and will address use of GAI to generate programming code and images/diagrams for research purposes.

8) Complementary [guidance for doctoral students, supervisors and examiners](#) has been prepared with input from the Research Degrees Examination Board, and disseminated by King's Doctoral College.

9) Compilations of the requirements and policies of publishers and funders on AI in papers, grant applications and peer review are provided alongside King's guidance.

Looking ahead

10) This is an extremely fast-moving field, and one in which both funders' and institutions' policies may come under pressure from new developments before they are fully implemented. Similarly, existing resources and guidance from external stakeholders (such as the [UK Research Integrity Office](#)) will need to adapt to developments in real-time, and we expect more thorough recommendations to come from other cross-UK bodies (such as [UKCORI](#)) in 2025. Cooperation with other universities will be very valuable in sharing evidence on the issues in practice, and avoiding duplication: King's has already hosted and led discussions on Research Integrity and GAI as part of the London Research Integrity Consortium.

11) We expect further developments in 2025 and 2026 relating to the responsible use of GAI in research, and in the RIO's opinion, the most significant for researchers at King's could be:

11.1) GAI-Use in Applications for Research Funding

More research funders are likely to produce guidelines on acceptable use in funding applications, and those that already have guidelines (e.g. UKRI) are likely to develop them further as consequences and common use-cases become clearer. While funders and publishers generally align on high level principles, policies can differ on specific points, and some can conflict with King's guidance : these will need to be managed case-by-case

11.2) Discipline-Specific Norms Governing GAI-Use

Within research disciplines, use-cases for GAI are likely to arise where the balance of benefits and harms differs between fields or are unique to that discipline. Coupled with discipline-specific values, local norms around GAI-use are likely to develop and become more widely understood. This could be broadly positive, helping define best-practice at a greater level of precision, but could also deepen divides between disciplines, and certainly King's will need to stay informed of such developments to be able to advise researchers.

11.3) Development of Research-Specific GAI Tools

Current GAI tools tend to be 'Chatbot' style applications, which are not specifically designed for use in research. Because of concerns around research-specific standards (e.g. around accuracy, avoiding plagiarism, and data security), we are likely to see increasing development and uptake of tools aimed at researchers (e.g. SciSpace, Research Rabbit, Scite). Reducing use of general purpose tools should reduce risks, but researchers must still remain cautious when using new tools.

Academic Board**Meeting date** 17 March 2025**Paper reference** AB-25-03-17-06**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; NSS; King's Benefits; New Year Honours; HR updates
What is required from members?	To note

Paper Submitted by:

Vice-Chancellor & President

Vice-Chancellor's Report

Section A - Current topics

[REDACTED]

[REDACTED]

[REDACTED]

NSS Campaign update

After six weeks of this year's campaign, the **NSS 2025 response rate has reached 58%**. This marks a **3% increase** compared to the same point last year 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, this week's response rate is also **22% 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.

King's Benefits – Launch of Salary Finance

A new addition to My Kings Benefits has been launched. Salary Finance supports King's employees with their financial wellbeing. Through the scheme King's employees can access financial education resource; save easily through salary; earn bonuses on savings; and borrow through salary

New Year Honours 2025

Knighthood

- Professor Sir Bashir M. Al-Hashim, Vice President (Research & Innovation) - For services to Engineering and Education

Damehood

- Professor Dame Stephanie Amiel, Emeritus Professor of Diabetes Research - For services to People Living with Diabetes

CBE

- Professor Nicola Fear, Professor of Epidemiology, Department of Psychological Medicine - For services to Veteran and Military Family Health

OBE

- Professor Safa Al-Sarraj, Honorary Researcher, Basic & Clinic Neuroscience Department - For services to Medicine, particularly to Neuropathology

MBE

- Professor Keyoumars Ashkan, Professor of Neurosurgery, Department of Basic & Clinical Neuroscience - For services to Neurosurgery
- Professor Kate Tchanturia, Professor of Psychology in Eating Disorders, Department of Psychological Medicine - For services to People with Eating Disorders and Autism
- Professor Martin Wooster, Professor of Earth Observation Science - For services to Landscape Fire Research and Wildfire Monitoring

BEM

- Rebecca Clarke, second-year Biomedical Engineering student - For her dedication to voluntary and advisory work with young people's disability organisations, including Ambitious about Autism.

Other honours

- Professor Dame Anne Marie Rafferty CBE, Professor of Nursing Policy at the Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, was nominated for a life peerage on 20 December 2024.
-

HR updates

VP (People & Talent)/CPO

Lisa Adams has been confirmed in her role as VP (People & Talent)/Chief People Officer. Lisa brings over three decades of cross-sector leadership experience in HR, Talent and Change Management across the public and private sectors. In her early career, she held a number of HR, Change and Strategy roles in global management consultancy firm, Accenture, followed by OD and Talent roles in two FTSE 100 companies. In 2014, she moved to the not-for-profit sector, as Head of Senior Leadership Development for the Church of England, working with Bishops and Cathedral Deans on a programme of 'Reform & Renewal' for the institution. More recently, she held senior leadership roles in two key government departments - the Department of the Environment, Food & Rural Affairs (Defra) and the Cabinet Office. Defra was one of the Civil Service departments most impacted by leaving the European Union and as Group HR Director, Lisa led the HR response to that transition for its core department, executive agencies and key delivery partners, including the Environment Agency and Natural England. Following the Civil Service, she was Interim Chief People Officer for an NHS Integrated Care Board.

Assistant Principal (Innovation)


Professor Sebastien Ourselin has been appointed to a new role of Assistant Principal (Innovation). He will take up this new fractional role on March 1st and continue in his leadership of the School of Biomedical Engineering & Imaging Sciences in FoLSM and his Director roles including the Director of the London Institute for Healthcare Engineering and the Director for Digital Health and Data Sciences for KHP.

The Assistant Principal (Innovation) role has been created to respond to the University's growth and strategic ambitions for innovation and enterprise. Seb will work at local, national and international levels to foster, maintain and grow strategic partnerships and alliances with industry, government and non-government. He will work closely with Professor Sir Bashir M. Al-Hashimi, Vice President (Research & Innovation) and with colleagues across King's on the University's approach to research translation, commercialisation, spinouts and ventures builders, to facilitate application and impact. This is a senior leadership role within the research and innovation portfolio, reporting to the Vice President (Research & Innovation), at times deputising for Bashir beyond the responsibilities of innovation.

King's Strategy 2030 (K2030)

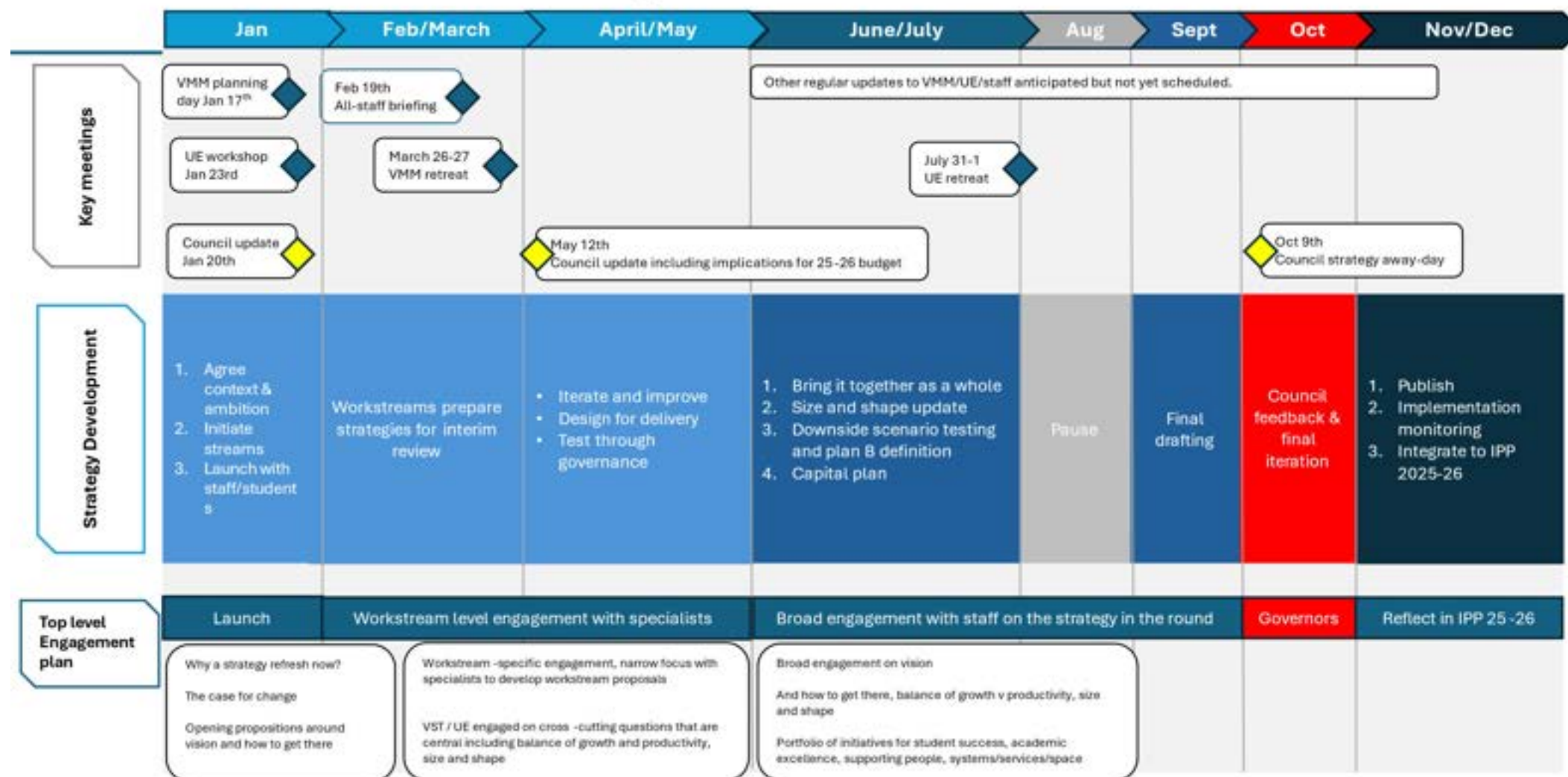
We have launched a process to develop King's 2030 Strategy. Strategy 2026 has delivered a remarkable record of success but we need to respond to the changing higher education market and research funding environment. We need to continue to attract the best students in sufficient numbers and we need to control expenditure below revenue so we can invest in academic excellence and world-leading research.

Initial discussions have been held with VST, UE, One King's Leadership Team and at an all-staff forum on 19th Feb. All staff are invited to input via the dedicated email address

 or via Strategy 2030 Viva Engage community. The timeline for the development process is attached.

Shitij Kapur, Vice-Chancellor & President
March 2025

Timeline to K2030 development



Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-07
Status	Final version
Access	Members

KCLSU Officers' Report

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"> • Updates on progress and actions from the KCLSU Officer Team. • Insights shared by an Academic Board Student Member from The Student Staff Liaison Committees within the Department of Political Economy. • Expansion of the KCLSU Student Voice Design team. • KCLSU Elections project 2025.
What is required from members?	To discuss student feedback shared by Academic Board Student Member Hannah Walz on Generative Artificial Intelligence (AI) misconduct and student guidance.

Paper History

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

Paper Submitted by:

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

1. Officer Action Updates

1.1 Overview

In February, Officers and staff welcomed colleagues from the University of Madeira to KCLSU. Staff and Officers were able to exchange insights on different approaches to service delivery, student voice and how this was embedded in cultural contexts. They learned that Madeira SU has 36 part-time officer roles. Alongside this, the officer team also attended a historic walking tour of the Maughan library to learn more about the rich history of our campus spaces.

All KCLSU Members have been invited to attend the [Company Member's Meeting](#) on the 13th of February to hear about the proposed amendments to KCLSU's [Articles of Association](#). Attendees will have the opportunity to ask questions and be part of the vote to ratify and pass the resolution, enabling students to ensure KCLSU has a clear set of rules and is future-proofed. This is part of the organisation's commitment to improving transparency and KCLSU's VP Postgraduate, Sheeba Naaz, will chair the meeting and the VP Education (Health), Julia Kosowska, will present the articles to students in the meeting. Officers have made efforts to promote the Company Members' meeting through 1-2-1 conversations and targeted emails to students.

1.2 Highlights of Key Areas of Engagement and Developing Priorities

Sheeba has been working closely with King's Academy on the decolonisation and diversification of the curriculum and festival friendly timetabling. She aims to co-develop a toolkit for tutors to assist with scheduling essay deadlines that avoid clashes with major religious and cultural festivals. She has been working with Students' Unions across London to discuss UKRI London [allowance increase](#) for Postgraduate Research students. Sheeba attended the Russell Group Students' Union Conference (RGSU) at Queen's University, Belfast and has promoted the RGSU's International Students' Survey. She also attended the Student Governors Training Conference hosted by Advance HE and participated in Action Learning Sets with other student Governors. Sheeba is due to record a podcast with the King's Counselling and Mental Health Services (CMHS) to raise awareness around improving mental health and general wellbeing during Ramadan.

Virajit has been working towards this year's first townhall meeting in March. Townhall meetings are an effort to directly engage with sports societies and activity groups. Virajit will circulate an informal survey to KCLSU's student groups, and the top three issues mentioned by students will form the agenda to be discussed and deliberated at the Townhall. He is currently supporting an emerging student-led campaign that aims to keep Wednesday afternoons free for extracurricular activities and he hopes to share more information on this soon.

Julia has attended the Student Services Review Workshop and was invited to join the newly formed Reference Group. She has also attended a Module and Course Feedback workshop and the Student Experience Subcommittee. She is actively working with KCLSU colleagues to promote the KCLSU Elections by recording videos for social media platforms to give students insight into the role of a Sabbatical Officer and encouraging students to take part in elections. Alongside Sheeba, she attended the Russell Group Students' Union conference in Belfast and the London Student Partnership workshop at Greenwich Students' Union where she developed her understanding of different approaches to Cost-of-Living support for students on professional placements.

Haneen Farid (HF) has continued to collaborate with King's Sports and Wellness to improve the inclusivity of their facilities. This work has seen significant first steps, including the installation of new equipment, a review of staff sensitivity training, and a planned review of security camera usage. This month, she has met with the student newspaper ROAR to increase publicity around the 'Halls for All' student-led campaign. With KCLSU's campaigns and community organisers, HF co-facilitated a workshop for students organising the 'Halls for All' campaign launch event, improving their understanding of community organising and student engagement planning. The ['Halls for All'](#) petition now has over 350 signatures from students who demand more affordable accommodation at King's. On Wednesday 5th of February, HF attended a [student-led memorial](#) for the 'Meadow' (an informal learning space on the 8th floor of Bush House Southeast Wing) to signpost students to alternative study spaces and listen to their feedback. The details of the KCLSU office move have been [shared](#) with students on the KCL website.

2. Building Collective Power for Educational and Social Change

2.1 Academic Board Student Members

Hannah Walz, the Academic Board Student Member for the Faculty of Social Science and Public Policy, has actively represented KCLSU by participating in both the undergraduate and postgraduate taught Department of Political Economy (DPE) student-staff liaison committees (SSLCs). The DPE student engagement team requested the presence of a higher-level representative to provide updates, gather student feedback, and escalate issues to the Academic Board that cannot be resolved at the department level.

A significant concern raised during the undergraduate DPE SSLC was related to academic misconduct involving generative AI. Students reported facing misconduct meetings due to inappropriate use of generative AI in their assessments. However, they felt that the reasons for their work being flagged as AI-generated were not clearly explained during these meetings. There was a consensus among students that they lacked guidance on how to avoid such issues in the future.

Academic Board members are invited to discuss this concern further with Hannah Walz and to explore additional ways in which Academic Board student members can assist in addressing and escalating student issues as needed.

2.2 Student Voice Design service

Additional funding from the Transformation Office has enabled the KCLSU Student Voice team to expand, recruiting a new Student Voice Facilitator and Student Voice Coordinator. Led by the Student Voice Design Consultant, this sub-unit of the KCLSU Student Voice team will work closely with KCL colleagues to ensure student voice is at the heart of Transformation Office projects. They are currently working with Nous delivery partners to develop training and guidance on utilising student voice across the project lifecycle. Additionally, the team has developed their partnership working with the Staff and Student partnership lead at King's Academy to deliver workshops on student voice design to wider King's colleagues as part of the King's Academic Continuing Professional Development programme. They continue to work in partnership with King's colleagues on a range of specific projects, including:

- Supporting the Transforming Assessment for King's Students (TASK) Student Partners to deliver the evaluation of students' experiences in the Cadmus assessment platform pilot
- Supporting the TASK Student Partners to develop a plan for wider student engagement with TASK
- Supporting the work of the King's Experience Student Co-Governance Group

- Developing a King's 100 session to inform the design and discovery phase of the Single View of Students project
- Working with BE@King's to gather insight on students' views on Informal Learning Spaces at Waterloo Campus
- Developing a programme-wide student voice and engagement strategy for Campus Futures

2.3 KCLSU at The Secret Life of Students

On the 18th of March, KCLSU's Policy and Research coordinator, Jorgen Clemmensen-Floholm, will represent KCLSU as part of a panel discussion entitled 'The Future That Students Want to See' at WONKHE's [Secret Life of Students](#) Annual Conference. Here, representatives from various Students' Unions will share their insights on what students want from their university experience, and how they are advocating to turn their vision into reality. Jorgen will present KCLSU's [Union Agenda](#) and highlight how it is being used as an organising framework by KCLSU's student campaigners.

3. Equipping Students to Lead

3.1 KCLSU Elections 2025

The KCLSU [Elections](#) nominations are open from Monday, January 27th to Monday, February 17th. Students can run for the following positions:

- 6 Elected Student Officer roles
- 4 Student Trustees to sit on KCLSU's board
- Student group committee positions (such as presidents and treasurers)
- Academic Association committee members

KCLSU is running nomination drives for these roles and will host two workshops for potential candidates. The '[Building Your Campaign's Power](#)' workshop will offer practical advice on expanding your campaign's reach and influence using a community organising approach while the '[Writing Manifestos and Campaigns Training](#)' aims to increase student confidence in sharing their vision and planning their elections campaign. Polling takes place from Monday, March 3rd to Thursday, March 6th.

KCL's Student Life elections [blogpost](#) stated that, 'those getting elected will soon play a vital role in advocating for or against policies that pertain to critical issues[...]'. The results will be announced on Friday, March 14th.

3.2 January Volunteer Awards Winners

Group of the Month

The Rolling Tones has earned a great deal of attention on social media with their a Cappella campaign, with one video earning over 1.4 million views and interactions from Stevie Nicks. The group also hosted 'Mistletoes and Wine' concert featuring other universities and donating all proceeds to the Samaritans Charity. The Rolling Tones' efforts for charity and the success of their campaigns has earned them group of the month.

Project of the Month

The Nightingale Society hosted their first 'Evening Under the Stars' ball, designed for nursing and midwifery students to unwind from placement commitments. The ball featured a performance from King's a Cappella group, Kadence, and was a huge success. As New Group of the Year 2023-24, the Nightingale Society has grown rapidly and fostered a supportive community of academic and social events.

Volunteer of the Month

Daeun Lee has excelled in their roles within the KCL Plastic Surgery Society, starting as Welfare Officer and continuing as Volunteer Project Lead and Wellbeing Lead. They have led Widening Participation Days, aimed at inspiring local sixth-form students to pursue medicine, and prioritised welfare and wellbeing by securing funding and supporting fellow students.

Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-08
Status	FINAL
Access	Members and senior executives

Concordat for Sustainable Research

Action required

- For approval
 To recommend for approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	Approval was given by the Vice Chancellor on 3 December 2024 for King's to take the first step to become a signatory to the Concordat on Sustainable Research. This is a brief update on next steps to assure Academic Board that there is a robust action plan in place.
What are the key points/issues?	<ul style="list-style-type: none"> • Further to agreement at College Research Committee in September 2024 and by the Vice-Chancellor in December 2024, King's has signed up to the Concordat and taken the first step in meeting the requirements of all signatories. • The attached set of slides provides an outline of actions taken to date to ensure King's meets its obligations as signatories to the UKRI Concordat for Environmental Sustainability of Research & Innovation Practice. • The Concordat provides a framework for structuring work on the sustainability of doing research. Through the King's Climate & Sustainability Plan (CSAP), the University is already delivering well against the six key priorities of the Concordat. • College Research Committee agreed in September 2024 that research and teaching laboratories would be a priority area of focus for King's, which signing the Concordat would help fast-track progress in. A Research Sustainability Working Group of Vice-Deans, led by Professor Juan Serrano (FoLSM), met from September-November to consider the actions necessary to make our research more environmentally sustainable. A set of recommendations developed by this group will be considered through the IPP. • Research funders, including Cancer Research UK and Wellcome are tightening their requirements on sustainability of research they fund, with new standards from January 2026. An action plan to ensure labs affected will be compliant is in development. • For signing the concordat there is no resource impact; however, as part of making our research more environmentally sustainable there will be a resource ask to support compliance (LEAF accreditation) which will be managed separately through the IPP. • A robust comms plan is in place, working with Communications & External Engagement where necessary. • As part of the requirements of being a signatory, a public letter will be issued in May alongside a set of good news stories/case studies to demonstrate King's good practice and impact.
What is required from members?	Members are asked to note the update provided and share any considerations for the team to build into plans.

Paper History

Action Taken	By	Date of Meeting
Noted	University Executive	20 February 2025

Discussed	CAPSULE	16 January 2025
Discussed	CRC	29 January

Paper Submitted by:

Professor Frans Berkhout, King's Climate & Sustainability

Concordat for Sustainable Research

Update for
ACADEMIC BOARD
Mar 2025



Aims and priorities of the Concordat

The Concordat (2024) is sponsored by the main UK research funders and was produced in collaboration with representatives across the research and innovation sector. The aim is to commit to action to address the global challenge of climate change and the UK reaching net zero by 2050 (2045 in Scotland).

Aims of the Concordat are:

- Visible and credible leadership for environmental sustainability at all levels
- Research and innovation carried out in an environmentally sustainable way
- New ways of working
- Net zero or near net zero carbon infrastructure supports robust decisions in resourcing
- Shift to greater use of reusable products

[Concordat for the Environmental Sustainability of Research and Innovation Practice \(wellcome.org\)](https://www.wellcome.org/concordat)

Six priority areas of commitment



Signatories to this concordat must agree to six areas where they commit to taking action at a whole institutional level and collectively across the sector to deliver real change by 2050:

1. Leadership & system change
2. Sustainable infrastructure
3. Sustainable procurement
4. Emissions from business and academic travel
5. Collaborations and partnerships
6. Environmental impact and reporting data

NOTE: Silver LEAF accreditation will be a mandatory requirement for funding applications to [Wellcome](#) and [Cancer Research UK](#) from 1 January 2026 (with other funders expected to follow suit).

Two options for joining the concordat community

Supporters:

- Agree with the aims and many of the priority areas but are not able to commit to being a full signatory.
- Supporters can become signatories at any time such as they can agree to the commitments in the Concordat.

Signatories:

- Agree to provide a public commitment to the concordat including how their organisation will deliver its shared aims by publishing a letter endorsed by the head of the organisation on their website within 6 months of a signatory.
- Public signatory and a main university contact is required.

King's became a signatory on 3 December 2024

What does signing the Concordat commit King's to?

Action	Timeframe
Public letter on website from VC	By June 2025
Include concordat references in appropriate and prominent organisational strategies and documents	Ongoing
Ensure priority 6 annual reporting is published and is open and transparent	Annually
Nominate appropriate senior lead to sign off a university wide concordat annual report and forward plan/challenge progress if necessary	Ongoing



Reporting requirements of being a signatory:



Annual reporting at institutional level to include:

Quantitative reporting including all areas of environmental sustainability covered in the Concordat (biodiversity, water, waste, recycling, pollution etc.). *Already covered in annual [Environmental Sustainability Report](#)*

Qualitative reporting at institutional level to cover all six priority areas with narrative and case studies as well as cross references to any accredited standards/programmes, e.g. LEAF. *This will draw on content from annual [SDG Report](#)*

The Concordat secretariat will ask signatories to contribute to:

- 18-month review of concordat impact
- 5-year in-depth sector review of impact

Mapping the 6 Concordat priorities to King's CSAP impact areas

CONCORD AT PRIORITIES	1. Leadership and system change	2. Sustainable Infrastructure	3. Sustainable procurement	4. Emissions from business and academic travel	5. Collaborations and partnerships	6. Environmental impact and reporting data
CSAP IMPACT AREAS	Energy Consumption Property Education Research					
		Biodiversity				Biodiversity
			Procurement			Procurement
		Waste Mgmt Food	Waste Mgmt Food			Waste Mgmt Food
			Travel	Travel		Travel
					Community	Community
	Responsible Investment				Responsible Investment	Responsible Investment
	Philanthropy				Philanthropy	Philanthropy

Strategy and key messages

- **Strategic opportunities:**
 - For King's to achieve Objective 4.1 in Strategy 2026: **to be a leader in education and research for a just transition to net zero, building sustainability into all of our actions.**
 - Behaviour change – to mainstream a commitment to sustainability in research practice at King's
- **Key external message:**
 - *“King's has a reputation for researchers who care about sustainability, take it seriously and walk the talk”*
- **King's focus:**
 - Concordat aligns with King's [Climate & Sustainability Action Plan](#)
 - Leadership, especially in faculties with lab-intensive research
 - Increase buy-in from academic researchers, especially lab-based researchers (labs, freezers, hygiene)
- **Objectives** - positive change that evidence:
 - Engaged leadership at King's
 - Engaged and responsible researchers at King's
 - Active partnerships

Governance and key contacts

Governance

- Publish statement on actions related to the Concordat six themes in a Public Letter by the VC (March/April 2025)
- Annual progress report against the six themes, aligned to CSAP review, endorsed by KCS Steering Group (chaired by SVP (Academic)) and CRC (Q1)
- Report on LEAF accreditation of King's Labs (KCS)

Roles & Responsibilities

- Joint Responsible Officers – Frans Berkhout and Sara Kassam
- RMID – LEAF accreditation, Sustainability in Research Committee – Marcelo Salierno
- KCS – coordinate high-level reporting, initial requirements at university level, and comms plan – Rachel Ireland, George Hope

Sustainable Research Working Group Members: Reported Dec 2024 (see attached paper)

Juan Martin Serrano Chair (FoLSM), Marcelo Salierno Secretariat (RMID)

Academics Members:

Rachel Tribe, (FoLSM), Corinne Houart, (IoPPN), Abigail Tucker, (FoDOCS)

Professional staff:

Sara Kassam (E&F), Rachel Ireland (KCS), Caitlin Broadbent (RMID)

Technical staff:

Fernanda Suzano, LEAF lead representative

Actions:

- Consultation with CRC (September 2024) - COMPLETED
- Consultation with KCS Steering Group (November 2024) - COMPLETED
- VC approves KCL sign up to concordat, placing us in compliance with Wellcome rules and enabling us to continue to submit proposals (December 2024) - COMPLETED
- Sustainable Research Working Group report (December 2024, Chair: Juan Serrano) - COMPLETED
- Prepare papers to move the Concordat approval through CAPSULE and UE (January/Feb 2025) - COMPLETED
- Ongoing good practice case studies identified for use in comms (March-April 2025)
- VC Statement to be published (May 2025, KCS)

Timeline – decision and update points

SEPT-DEC	JAN 2025	FEB-APRIL	MAY	SEPT
<p>CRC 25th Sept – Agreement on approach, timeline, priorities and governance for the signing.</p>	<p>16th – CAPSULE 29th – CRC Update</p>	<p>Briefing for KCS Steering Group.</p> <p>Prepare comms strategy to accompany the public letter signed by VC.</p>	<p>Public statement by VC on website.</p> <p>Reporting mechanism confirmed.</p>	<p>Review point.</p>
<p>Sustainable Research Working group set up (Juan Serrano).</p> <p>VC approval to sign.</p>	<p>Good practice case studies identified.</p>	<p>Silver leaf accreditation action plan and rollout.</p>	<p>Ongoing monitoring of progress.</p>	<p>Reporting embedded.</p>
<p>COMPLETED</p>	<p>COMPLETED</p>	<p>IN PROGRESS</p>		

Sustainable Research Working Group recommendations:

The Working Group sets out a 5-year plan across 3 themes:

1. Sustainability accreditation for labs (LEAF);
2. Cold storage best practices;
3. Promotion of the 6Rs approach to make the labs greener.

Together, the recommendations demonstrate our commitment to the priorities of the Concordat by:

- aligning to environmental priority areas of leadership and sustainable infrastructure
- aligning cold storage with best practices for efficiency on laboratory operations, and adherence to accredited standards supporting reduction of scope 2 and net-zero strategy by 2050
- reducing the environmental impact of our supply chain, minimising the use of single-use plastics, and aligning procurement decisions with circular economy principles supporting the 6Rs approach that aims to significantly reduce our scope 3 emissions

Over the 5-year plan there will inevitably be a resource need in order to make our research more sustainable, which will be managed through the annual planning process (IPP).

LEAF Lab Status Update Feb 2025

Overview of LEAF Participation

- Total LEAF Teams Participating: 63 (comprising ~188 “LEAF leads”)
- 65% of Teams with LEAF accreditation: 65%.

Progress (2023-2024)

- Creation of “LEAF Leads” Community and Sustainable Research campus events.
- 69% increase in LEAF participation with 100% of labs engaged.
- Increasing coverage of 9500 sqm of new laboratory space.

2025-2026 Goals:

- o Teams aiming for Bronze: 23, and at least 7 for Silver for CRUK-funded labs.
- o Increase support for LEAF Teams at the Departmental level.
- o Creation of LEAF boards per faculty with 50% academics.
- o Increase participation of researchers in the “LEAF leads” community.



Academic Board

Meeting date 17 March 2025

Paper reference AB-25-03-17-09.1

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. Report of Assessment and Regulatory Oversight Committee: UG External Examiners Overview Report 23/24	29 January 2025	Consent	Approve	No
2. Student Futures	29 January 2025	Consent	Note	No
3. Race Equality Charter: Race Equality Action Plan update	29 January 2025	Consent	Note	No
4. Category B programmes: Arrangements for teach out and transition	29 January 2025	Consent	Note	No
5. Periodic Programme Review Deferral Requests	29 January 2025	Consent	Note	No
6. Report of Education Executive: Proposal to continue to use a proctoring tool for one of its online programme, MSc Advanced Cyber Security, previously approved by College Education Committee	29 January 2025	Consent	Note	No
7. Report of Assessment and Regulatory Oversight Committee: Annual Reports: a. Student Conduct and Appeals Annual Report and b. Examinations and Assessment Annual Report	29 January 2025	Consent	Note	No

For approval

1. Report of Assessment and Regulatory Oversight Committee (AROSC): UG External Examiners Overview Report 2023/24 (Consent agenda)

Motion: To recommend approval for the Undergraduate External Examiners Overview Report 23/24 [see annex 1]

Background: AROSC and College Education Committee noted the overview report on UG external examiners, including the improved induction offering for external examiners. There had been a decrease in the number of concerns raised though one concern was about IT issues and access rights and this was the subject of conversations with IT to try and resolve the issue.

For discussion

There is nothing for discussion.

For note

2. Student Futures (Consent agenda)

An update was provided on projects under Student Futures, specifically concentrating on Curriculum Management and TASK. The following was discussed:

- CourseLoop will be available to Quality Assurance Managers, Programme Teams and some system users from other teams, such as Libraries and Marketing, in Spring 2025. It will be launched to Academic staff from September 2025. The project is currently undertaking user acceptance testing of the system, and a Faculty Quality Assurance Manager is due to be seconded to the Project for the implementation phase.
- The project team is currently exploring what functionality needs to be rolled out, and how the different modules can integrate into faculty priorities and strategic plans. CourseLoop has the functionality to integrate with other systems, publishing information as it goes live, e.g. course pages on the web. The next phase of the project will be looking at how CourseLoop can integrate with SITS and KEATS. The adaptability of CourseLoop has already been demonstrated through additional requirements resulting from TASK outputs. It was noted there will be permission levels, and approval process, integrated into the system.
- Other projects in the Student Futures portfolio continue, with several roadshows planned to explain deliverables and timeframes, and the next phase in terms of attendance and engagement monitoring and King's Edge.
- Phase one of TASK is nearing completion, with minor changes to assessment reviewed and approved by the Programme Development and Approval Sub-Committee (PDASC). These will be inputted into SITS over the coming weeks.
- Phase two will continue for the rest of 2025. Colleagues are encouraged to engage with the team throughout the phase and utilise Student Partners throughout the data collection process.
- The Cadmus pilot has been extended to the end of the academic year to allow for functionality testing, and on-campus 'dummy' exams to fully evaluate functionality.
- It was noted that Programme and Module Leads are responsible for ensuring any deviation in assessment has been appropriately reviewed and approved. Direct Mark Entry and CourseLoop should help to alleviate this issue, but low-level course adjustments that differ from what has been advertised, are a serious issue that need to be urgently addressed within

faculties.

3. Race Equality Charter: Race Equality Action Plan update (Consent agenda)

An update was provided on the King's Race Equality Action Plan activity, specifically in relation to actions that fall under the remit of this committee. The following was discussed:

- King's holds a bronze Race Equality Charter (REC) award, which is due for renewal in February 2026, with the aim of achieving bronze or silver. Part of the application process is to evaluate progress on our previous Race Equality Action Plan, with section 6 in the paper outlining progress against student outcomes and attainment. A new action plan will be developed as part of the application process, with the self-assessment team consulting with faculties during the year.
- The RAG status of 6.3.1 (establishing oversight and ownership of internationalisation within the remit of the King's Curriculum Commission) as being red was queried. It was noted the Inclusive Education Group, which sits within King's Academy, is operational and looking to roll-out inclusive practice with new starters, but the challenge is how this is implemented with existing staff. The group is working with King's Academy to take this forward. King's Academy has introduced a session in the Programme Leaders Programme that aims to help staff to interrogate the awarding gap data to identify possible interventions, and there is scope to develop a workshop to widen this to Faculty and Department level colleagues. Under the Academic Quality Refresh workstream for curriculum management, proposals to implement a mandatory step into new programme approval process and hold programme design workshops have been discussed with King's Academy and are being developed for formal approval later in the year.
- It was suggested 6.3.1 be re-drafted to reflect ongoing initiatives and remove reference to the now defunct Curriculum Commission (move to the Inclusive Education Steering Committee), and the RAG status to be changed to amber. The Inclusive Education Group can provide support with this.

4. Category B programmes: Arrangements for teach out and transition (Consent agenda)

A proposal was brought forward on arrangements for those online programmes categorized as Category B (Boundless Learning programmes) for teach out and transition. The proposal aims to establish a programme of communications with affected students, first to encourage them to complete their degree in a timely manner, and secondly to promote the benefits of transferring to new programmes in September 2026. The proposal also aims to manage those students who are inactive and have opted out for three consecutive teaching periods but who have not applied for an interruption. These students will be given 28 days to submit their Change of Circumstances form, and if not submitted they will be withdrawn. If the student has received sufficient credit to gain an exit award, this will be granted. The item was on the unanimous consent agenda and the following was approved:

- To develop and implement a communications plan for affected students, to commence in September 2025, with oversight from the King's Digital Academic Steering Committee.
- To implement a process of withdrawing students in line with relevant academic regulations and policies, in partnership with faculty Assessment Sub-Boards and Student Records, to commence immediately.

5. Periodic Programme Review Deferral Requests (Consent agenda)

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

- MA Strategic Communications

- MSc Nutrition
- MSc Clinical Pharmacology and
- MSC Stem Cell and Regenerative Therapies: from bench to market

6. Report of Education Executive: Proposal to continue to use a proctoring tool for one of its online programme, MSc Advanced Cyber Security, previously approved by College Education Committee (Consent agenda)

The committee approved a request by the Faculty of Natural, Mathematical and Engineering Sciences to continue to use a proctoring tool for its MSc Advanced Cyber Security programme (previously approved by College Education Committee) while the university continues to seek the best tool to ensure academic integrity for online assessment.

7. Report of Assessment and Regulatory Oversight Committee (AROSC): Annual Reports: (Consent agenda)

- a) Student Conduct and Appeals Annual Report and**
- b) Examinations and Assessment Annual Report**

a. Student Conduct & Appeals Annual Report 23/24 [see annex 2]

- 7.1 The Committee noted that the decrease in caseload reported in the annual report was due to the Marking and Assessment Boycott, which had inflated appeal numbers the previous year. The trend in academic and non-academic misconduct cases within SC&A is rising, likely due to more accessible processes for students. Current policies, designed for lower caseloads, needed to be adapted to the higher volume. King's must become more agile in responding, while still adhering to the OIA framework. However, Committees are resource-intensive and not always necessary. SC&A's resources for managing caseloads were limited, and alternative solutions, such as technology for managing prohibited devices, should be explored. The Committee agreed that SC&A would come back to AROSC with suggestions for how the University might progress in improving processes and policy in this area.

b. Examinations & Assessment Annual Report 23/24. [see annex 3]

- 7.2 The committee noted that the number of assessments had stabilised though this might increase if more faculties moved to computer-based delivery. The Exams Operational Group had been running since August'24 and was considering regulation, processes, invigilation and script delivery protocols. There would be a discussion at the February AROSC meeting on the timing of exams.

Undergraduate External Examiner Overview Report 2023-24

1. INTRODUCTION

- i. The purpose of this report is to draw out the key issues raised in Undergraduate External Examiners' reports during 2023/24 and to report on the judgements made by External Examiners about academic standards and areas for improvement at Assessment Sub Board and Faculty Board level.

2. NUMBER OF REPORTS RECEIVED

- i. The number of External Examiner reports received for undergraduate programmes by Faculty (Institute/School) is as follows:

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	47	42	89
Business School	23	21	91
Life Sciences and Medicine	38	32	84
Dentistry, Oral & Craniofacial Sciences	10	7	70
School of Law	24	20	83
Natural, Mathematical and Engineering Sciences	16	15	93
Nursing and Midwifery & Palliative Care	10	8	80
Institute of Psychiatry, Psychology and Neuroscience	6	6	100
Social Sciences and Public Policy	21	22	95
CIEL	16	16	100
Total	211	189	90%

	2023/24	2022/23	2021/22	2020/21	2019/20
Number of External Examiners	211	204	166	179	191
Number of Reports received	189	190	152	163	169
Percentage Return Rate	90%	93%	92%	94%	99.4%

- ii. Those reports still to be submitted are being followed up by the Academic Regulations, Quality and Standards team and Faculty teams; this return rate is a similar response rate from this time last year, with communications being held with those External Examiners and Faculties who have yet to submit their reports.
- iii. In 2023/24 a total of 10 Undergraduate External Examiners withdrew their services due to various reasons, including illness, relocation and issues with IT access. Appropriate measures were put in place to ensure that Assessment Sub Boards had sufficient levels of external security.
- iv. A number of External Examiners submitted complaints relating to IT issues whereby they were unable to access the required material. This was due to a number of factors including use of own laptops requiring additional security measures, affiliate accounts being locked due to inactivity over a period of time and additional cyber security measures introduced by the university. This was further exacerbated by an

additional requirement for the completion of a CES contractors form in order to gain access, leading to delays in accessing relevant material. Some External Examiners threatened resignation due to these ongoing issues and ARQS have been liaising with IT to solve these issues as a matter of urgency.

3. INDUCTION & TRAINING

- i. It is a requirement that all new External Examiners receive an induction on taking up the role. The satisfaction with the induction process continues to be monitored via their first report. Based on findings from 2023/24 reports, most External Examiners were satisfied that they had received appropriate orientation on commencement of their role – an improvement from last year. However, there were a small number of newly appointed External Examiners who suggested that better onboarding was required for new EE's, and we will be reinforcing the need to carry out inductions and we will monitor this area for improvement.
- ii. In addition to the local induction, ARQS introduced a workshop/training session in September 2023, which was aimed at Board Chairs and new External Examiners to help them better understand their roles and how they are expected to work together throughout the assessment cycle. The resources and material delivered as part of this training are available online and continue to be updated. The College Chief External Examiner praised these efforts in his report and commented "It would seem that KCL continues to be proactive in the way that it trains and develops EEs in order to ensure that standards are consistent with the sector and externally validated".

4. ACADEMIC STANDARDS

- i. Every year External Examiners are explicitly asked to confirm that the academic standards of the programme(s) are in line with QAA requirements, whether the performance of students is comparable in relation to their peers on similar programmes, and whether the programme(s) is comparable to those of similar programmes nationally. Reports from External Examiners indicated that academic standards continue to be endorsed at an equivalent standard than comparable programmes in other Universities and are in line with QAA standards. As an example, an External Examiner within the Faculty of Arts & Humanities noted "the academic standards across the modules were very high with a preponderance of 2:1 and 1st class marks; the best student work was outstanding and impressive in its nuance and research".
- ii. The number of External Examiner reports with 'Issues that Impact Academic Standards' was 11% compared to 16% of reports the previous year. Among these reports 26% cited transparency and inconsistency in marking as the main concern. Three faculties reported no 'Issues that Impact Academic Standards.' An External Examiner from the Faculty of Arts & Humanities suggested that "module leaders provide EEs with cover letters (or a folder) that renders transparent the processes used to ensure consistency across the range of marks, consistency between markers and the quality of feedback". As part of the review of the Marking Framework, discussions are being held on how markers can be transparent in their deliberations.
- iii. An External Examiner within the Faculty of Natural, Mathematical and Engineering Sciences suggested that the faculty 'reinforce the use of marking schemes, and steer staff away from thinking "This feels like a 2:1"'. They also suggested the faculty encourage staff to focus on the criteria when agreeing a grade, and where discrepancies are large, go straight to a third marker rather than asking original markers to reach an agreement
- iv. Some External Examiners raised concerns with grade inflation, with an increase in the awarding of firsts. One External Examiner within King's Business School noted "the units that were identified as giving high marks despite negative comments (and comments which in other HEIs would be

considered at a fail/borderline pass level), need to be reviewed". However, within the Faculty of NMES an External Examiner specifically commended the provision of papers highlighting where and why marks have been awarded and the provision of clear moderation sheets.

- v. Although some concerns were raised about academic standards, most External Examiner reports noted either minor or no concern. In fact, some faculties, including Law, Dentistry and the Institute of Psychiatry, Psychology & Neuroscience had no issues raised under Academic Standards at all.
- vi. Where External Examiners have identified an area that "impacts on academic standards," discussions are held with the Assessment Board Chair and Chair of Assessment and Regulatory Oversight Sub-Committee (AROSC) before a formal response to the recommendation is sent back to the External Examiner in a timely manner.

5. ASSESSMENT PRACTICES

- i. The External Examiners' reports continue to highlight the excellent assessment practices, describing them as varied, innovative, interesting and stimulating. One External Examiner praised the 'fair, consistent and transparent' nature of the assessments whilst another noted that there were 'clear expectations for assessment'. A third commented on the 'authentic nature of assessments that trigger and foster critical thinking'.
- ii. A small number of concerns were raised in relation to assessment practices within some faculties. Within the Faculty of Natural, Mathematical and Engineering Sciences, there was some concern arising from the College's Transformation of Assessment for Students at King's ('TASK') initiative and the proposal to rationalise summative assessments. The Examiners felt that any reduction of assessment load could damage the integrity of the assessment of laboratory-based provision. It has however been clarified that the proposals set out under TASK are not intended to be mandatory and there will not be an expectation for the Chemistry department to adopt a model that is viewed as being detrimental to its provision.
- iii. On the other hand, several External Examiners within the Faculty of Arts & Humanities suggested moving away from single points of assessment and asked the faculty to consider more diverse assessment formats. This was also common amongst External Examiners within the Faculty of Social Science & Public Policy.
- iv. One External Examiner within the Faculty of Arts & Humanities criticised the retention of remote, open book, unproctored exams, suggesting that 'this is a form of assessment whose integrity simply cannot be guaranteed'.
- v. Some External Examiners expressed concerns around plagiarism and AI, and noted an increase in cases of poor academic practice as a result. One External Examiner within the Faculty of Arts & Humanities, however, was "pleased to learn that efforts are being made to address the clear challenge posed by students' use of AI in submitted assessment" and suggested that "there is perhaps also scope to adjust current student training to highlight the particular type of poor practice that colleagues are encountering so that students are clear about required academic standards."

6. FEEDBACK AND MARKING

- i. Many External Examiners continue to commend the improvement in marking standards across faculties. One External Examiner from the Faculty of Life Sciences and Medicine commented "I consider the newly introduced KCL College Marking Framework to exemplify good practice and

innovation". Some examiners praised the clear and transparent marking criteria and good marking rubrics, as well as the detailed, constructive and actionable feedback provided to students.

- ii. However, as noted above, inconsistency in marking and moderation processes was raised as an issue that impacts on academic standards across several reports.
- iii. External Examiners suggested that the full range of marks should be utilised, particularly above 70. One External examiner felt that feedback did not always reflect the grade awarded, and another commented that they wished to see "better agreement between marks awarded and the rubric/marketing criteria provided" going forward.
- iv. Some External Examiners felt that there was a lack of clarity around moderation processes and felt that it would be beneficial to receive a general profile of module marks. Further training for GTA markers was also recommended.

7. OPERATION OF ASSESSMENT SUB-BOARDS

- i. In general, External Examiners are positive in their comments surrounding operations of Assessment Sub-Boards. An External Examiner from the Faculty of Arts & Humanities commented that "the organisation and conduct of the final Assessment Sub-Board and particularly the chairing of it have been exemplary".
- ii. However, some External Examiners felt it would be beneficial to receive a briefing prior to the ASB on what to expect and key terminology. Some also felt that they did not receive sufficient time to review the paperwork ahead of the ASB. Within the Centre for International Education and Languages, one External Examiner requested that all ASB material is anonymised. Several External Examiners within the Faculty of Arts & Humanities requested more data, especially visualisations that would help them compare marks across modules easily, or between the same module in different years.

8. AREAS OF GOOD PRACTICE

- i. There were many areas of good practice noted in the reports and External Examiners were satisfied that there had been improvements from previous years.
- ii. External examiners commented positively on programme design, often stating that the programmes we offer are sector-leading, and that curricula are diverse, rigorous and engaging. Many External Examiners praised the quality and range of modules on offer as well as the outstanding teaching.
- iii. External Examiners within the Dickson Poon School of Law commented on the authentic nature of assessments and how they are designed for students to really demonstrate their learning. The level of complexity and independent research that students were able to demonstrate was impressive. Another Examiner within the Faculty of Nursing noted that the use of placement experiences or cases offered an excellent opportunity to demonstrate application of their learning to practice settings.
- iv. Many reports highlighted the excellent support provided to students. An External Examiner within the Faculty of Nursing, Midwifery & Palliative Care noted "the support offered to all students and those with specific needs (e.g. neurodiversity) is exceptional. There are several signposts provided to support students especially in regard to their wellbeing, academic writing style, referencing and other academic support".

9. CHIEF EXTERNAL EXAMINER COMMENTS

The Chief External Examiners were asked to comment on the overview reports for their respective faculties and the following points were highlighted:

- i. Exam boards are robust, competently run and generally well attended and it is evident that standards are consistently applied.
- ii. The range, depth, variety and authenticity of assessment has been overwhelmingly praised.
- iii. One Chief Examiner commented “I’ve been impressed by the professionalism and diligence of Kings College. KCL stands out for its rigorous approach to assessment processes in comparison with many HEIs”.
- iv. Grade inflation was raised as a point of concern by several Chief Examiners, and it was noted that the issue is under consideration, given the pressures of the wider environment. The Chief Examiner for NMES commented that “In a few instances, there seems to be a tension between “supporting students” and “grade inflation” worries” and suggested that departments develop their own internal discussions about how to address this.

10. RECURRING THEMES

- i. The following themes emerged from scrutiny of External Examiners reports:
 1. Quality and consistency of feedback
 2. Timely provision of paperwork for Assessment Sub-Boards
 3. Briefing for External Examiners prior to ASB on what to expect/key terminology etc.
 4. Issues of AI and grade inflation under consideration

11. COLLABORATIVE PROVISION

- i. King’s is responsible for the academic standards of its awards and the appointment of external examiners, even if all or part of a course is delivered by a collaborative partner. It is therefore expected that the external examiner will have oversight of all the elements of the programme, including the elements delivered and assessed by the Partner.
- ii. King’s currently adopts a risk-based approach in this respect that is proportionate to the type of activity and level of risk. As a rule of thumb this means that where students receive academic credit from the Partner that does not count toward the final classification of their award, the risk would be low, compared to activity where there is a mark translation scheme in place to convert assessment results from the Partner that are counted as part of the final classification award. Mark translation schemes are subject to approval and review by the College’s Assessment & Regulatory Oversight Sub-Committee (AROSC) every three years and the external examiner appointed to the relevant Assessment Sub-board by King’s should have input into the initial approval and review processes to ensure that it is and will continue to be fit for purpose. For jointly delivered programmes it is expected that assessment processes will be reviewed and monitored as part of the Joint Programme Management Committee and reported into the external examiner report form in addition to the Continuous Enhancement Programme Review report.
- iii. King’s has multiple partner arrangements for students completing a compulsory year abroad as part of their programme as well as seven Dual Award arrangements at undergraduate level. A review of the external examiner reports for the 2023/24 academic year does not provide any quantitative or qualitative feedback on the programme arrangements delivered with a collaborative partner. The template currently in use does not facilitate any commentary from external examiners that would provide meaningful feedback on the assessment arrangements delivered by a Partner. This poses a risk to the University in being able to demonstrate that the quality and standards of our awards are being met.

- iv. It is recommended that the template form completed by external examiners and the role of the external examiner for collaborative programmes is reviewed during the 2024/25 academic year to ensure that assessment delivered by a collaborative partner is captured effectively.

12. RECOMMENDATIONS

The following recommendations are suggested to address some of the issues highlighted. Update from those recommendations noted last year can be found in appendix one:

- i. Robust award data for Assessment Sub Boards to use their Board meetings to discuss module and programme PowerBI data, specifically looking at trends over a period of time [8.ii refers]
- ii. Explore alternative access to KCL platforms such as KEATS and Sharepoint. [2.iv refers]
- iii. Investigate the decline in EE submission rates and agree actions to increase the rate. [2.i refers]
- iv. Faculties to provide External Examiners with a briefing prior to the main meeting so they can familiarise themselves with the key terminology and documents (ie assessment booklets) [7.ii refers]
- v. ARQS to liaise with IT services to resolve issues around access to materials for External Examiners. [3.iv refers]
- vi. ARQS to review the report form to ensure that assessment delivered by a collaborative partner is captured effectively. [12.iv refers]

Below is an update on the recommendations from the 2022/23 UG overview report.

1. Scrutiny of 1st Year Assessments

Objective: Review the external scrutiny requirements for 1st year assessments that no longer contribute to the C Score to reduce workload while maintaining oversight.

Action Taken:

ASB chairs were surveyed on whether 1st year UG assessments should be subject to the same external scrutiny requirements.

Response Rate: 44% from 7 faculties with 67% in favour of retaining the current requirements

Outcome: Scrutiny requirements will remain unchanged.

2. External Examiners Reports

Objective: Streamline the scrutiny process of External Examiner reports.

Action Taken:

- Exploring Microsoft Power Automate to eliminate manual intervention.
- Consulted with Queen's University in Belfast, which has successfully implemented this system.

Outcome: On going

3. External Examining Timeline

Objective: Establish a timeline for engaging External Examiners to ensure they have sufficient time to perform their duties.

Action Taken:

- ASB Chairs reminded of key dates and information needed by External Examiners, including:
 - Timeframes for receiving and vetting draft examination papers and assessments.
 - Timeframes for receiving samples of assessment for moderation and approval.
 - Dates for ASB meetings and other required attendance.

Follow-Up: External Examiners will be contacted in November to ensure they have received all necessary information.

Outcome: On going

Student Misconduct, Appeals and Complaints – Annual Report 2023/24

1) Introduction

The Assessment Standards Sub-Committee and Academic Board are asked to note the annual report for student misconduct, appeals, complaints, support for study and fitness to practise, during the reporting period 1st September 2023 – 31st August 2024. These student cases are managed centrally by the Student Conduct & Appeals (SCA), although it should be noted that some cases (such as first cases of plagiarism and collusion) are considered by Departments and reported to the team for logging. The team is part of Student Services and consists of staff members including the Associate Director of Student Conduct & Appeals, Head of Non Academic SCA, Head of Academic SCA, Head of Support for Study, five Student Conduct & Appeals Managers, three Senior Student Conduct & Appeals Coordinators and a Student Conduct & Appeals Co-ordinator/officer. (Details of Team members can be found at Appendix 1).

2) Headlines

Number of cases is 4834 which is a **44.7% decrease** on the previous year.

Number of Academic Appeals is 2045 which is an **10.6% increase** on the previous year

Number of Support for Study Stage Three meetings is 126 and which is a **35.8% increase** on the previous year. 160 new referrals for stage 3 meetings were received in 2023/24 (there is no data on stage 3 referrals in 2022/23)

Number of cases referred to OIA is 28 which is a **66.6% increase** on the previous year.

Number of Industrial Action/Stage 2 Complaints is 657 (MAB – 468; stage 2 complaint – 189) which is a **87.9% decrease**

Number of Report & Support is 661 which is a **45% increase** on the previous year.

Number of students excluded or suspended is 28 which is a **55.5% increase** on the previous year.

Student population: Student Numbers increased in 2023/24 by 0.97% . Any increases can be viewed as being higher in reality given the number of students.

3) Student, Conduct and Appeals Team Update

There are a number of key areas in which SCA is working to make improvements to the processes that are supported by the team. Details of that work are given below.

3.1 Academic Appeals Process Review

We have reviewed and updated the Stage One Academic Appeals process, now utilising online MS Forms and Teams Channels, making this a more automated process. We now have approval for a Student Records software solution which will be a similar process to the one used by mitigating circumstances which will help streamline the process for both staff and students. The SCA team has provided guidance and support to FAB chairs across all faculties with respect to outlining rationales in outcomes.

3.2 Academic Misconduct Policy Working Group review

This Academic Misconduct Working Group have reviewed and updated our policy and procedures in relation to academic misconduct and this now incorporates sector best practice into a new policy, procedure and associated guidance documents for staff and students which came to effect from 2023/24.

3.3 Support for Study

The number of cases dealt with under Support for Study has grown hugely since it was introduced in 2020 and whilst this has filled a much needed gap around providing the necessary support to students during their studies this has caused increased pressure and strain on staff in both Faculties and central services teams to support the process effectively. The Support for Study Working Group has conducted an in-depth review of the policy and procedure as well as provided much needed guidance and support for both staff and students in dealing with the process. It has also reviewed the resource requirements across the institution and is implementing those recommendations with the addition of new posts. In January 2024 a team has been formed within the SCA, designated to manage Support for Study cases. The team consists of a Head of Support for Study (stage 3 meeting Chair), a manager, a senior co-ordinator. In May 2024 the Support for Study team appointed a Mental Health Advisor to assist with stage 3 and stage 2s meetings.

3.4 Staffing update

With the growth in work surrounding SCA both with existing and new processes in the last few years, the team grew with recruitment under Support for Study for a Grade 7 permanent role, Grade 6 permanent role and Grade 5 permanent role and additional temp G7, G6 and G5 staff (temp contracts came to an end in August/September 2024). These roles helped manage the numbers of cases at Stage Three more effectively as well as provide support at Stage 2s.

In addition to SFS staff resources, additional fixed term contracts (of G6, G5 & G4) supported the SCA team in managing MAB cases in 2023/24, these contracts came to an end in August/September 2024. Additional permanent G7 Head of SCA has been appointment in May 2024 to oversee Non-Academic Misconduct cases.

3) 2023/24 Case summary

Overall, the total number of cases considered by the SCA in 2023/24 is 4351, which is half the number of cases compared to the previous year. It's important to note that 5431 of industrial cases in 2022/23 significantly affect the overall figure. In 2022/24, the SCA received 468 MAB referrals, which were more complex and resource-heavy given the nature of the cases.

There is an overall increasing trend across SCA processes, particularly Support for Study stage 3 referrals, Academic appeals and Report & Support. There is a decreasing trend with respect to Fitness to Practice cases in last 2 years.

Total Numbers	Number September 23/24	Percentage of student populations 100%	Academic Appeals	Percentage of Academic Appeals 2023/24	Non-Academic Misconduct 2023/24	Percentage of Non-Academic Misconduct 2023/24	SfS Referrals by % of 2023/24	SfS Referrals Faculty
Faculty				100.00%	71	100.0%	160	
A&H	5,536	13.7%	324	11.1%	9	12.7%	27	0.48%
DPSOL	2,480	6.2%	183	6.3%	3	4.0%	21	0.85%
FoDOCS	1,459	3.6%	43	1.5%	2	2.8%	0	0.00%
FOLSM	7934	19.6%	709	24.3%	12	16.9%	14	0.18%
IoPPN	5,108	12.7%	144	4.9%	4	5.6%	24	0.47%
KBS	3,458	8.6%	203	7.0%	8	11.3%	6	0.17%
KF			24	0.8%	5	7.0%	0	0.00%

NMES	4,803	10.1%	629	21.6%	11	15.5%	25	0.52%
NMPC	2,531	6.3%	267	9.2%	1	1.4%	13	0.51%
SSPP	7,015	17.4%	405	13.9%	16	22.5%	30	0.43%

4) Process Analysis

4.1 Academic Appeals

- The number of Stage 1 appeals submitted to the College has decreased from 2285 to 2045.
- There has been a significant increase in the number of Stage 2 appeals submitted to the College, from 48 to 273. Most still pending but those that have been resolved are mostly 'not upheld'.
- The trend for Stage One Appeals has seen an increase except for 2016/17.

Stage 1 Academic Appeals – Undergraduate and Postgraduate Taught Students

Under the Chapter 7 Regulations for Academic Appeals, an Undergraduate or Postgraduate Taught student may appeal the decision of an Assessment Board in relation to their programme of study. Whilst Stage 1 Appeals are considered by Assessment Boards, the SCA conducts the administration of such cases, collating them for Boards, following receipt, and communicating the decisions to students.

N.B. We have only counted one 'upheld'/'not upheld' per appeal submitted (i.e., even if 'upheld'/'not upheld' under more than one ground):

Faculty	2022/ 23	2023/24 7.17 + 7.18	Filtered 7.17 + 7.18	Upheld under Chapter	Not Upheld under 7.17 + 7.18	Withdrawn**	Pending	% of Students	% of Appeals
---------	-------------	------------------------	-------------------------	-------------------------	---------------------------------	-------------	---------	---------------	-----------------

				7.17 + 7.18					
A&H*	249	187+ 41 = 248	78+14 =99	90+ 14 = 104	43 + 5 = 48	12	1	13	11
FDOCS	32	34 + 2 = 36	6	24 + 2 = 26	1	1	0	3	1
FoLSM	600	441 + 98 = 539	67+39= 106	290 + 62 = 352	84 + 16 = 100	1	0	18	26
FNMPG	219	180 + 34 = 214	49 + 8 = 57	81 + 11 = 92	21 + 2 = 23	2	7	3	10
loPPN	116	74 + 23 = 97	25 + 12 = 37	62 + 7 = 69	11	0	1	11	5
KBS	194	126 + 33 = 159	42 + 3 = 45	75 + 17 = 92	15 + 1 = 16	1	2	15	8
Law	112	140 + 17 = 157	41 +1 = 42	77 + 4 = 81	32 + 1 = 33	3	0	9	5
NMES	450	550+ 128 = 678	126+60=186	145 + 31 = 176	176 + 13 = 189	1	2	10	20
SSPP	313	332 + 68 = 400	125+29 = 154	159 + 24 = 183	40 + 7 = 47	1	4	19	9
Total	2285	2064+444=2528	559 + 148 =707	1003 + 172 = 1175	423 + 45 = 468	22	17		

* Including PACE & King's Foundations

** A student may elect to withdraw their appeal, or it may be resolved locally by the Department, and thus withdrawn from consideration under the Chapter 7 Regulations

Stage 2 Academic Appeals – Undergraduate and Postgraduate Taught Students

If the student is dissatisfied with the outcome of a Stage 1 Appeal, they may appeal against the findings of the Assessment Board. Appeals are considered by the SCA as the nominee of the Director of Students and Education, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2022/23	23/24	Upheld	Not Upheld	Pending	Withdrawn*	UG Students
---------	---------	-------	--------	------------	---------	------------	-------------

A&H	4	22	1	1	20		18
FDO&CS	1	5			5		5
FLSM	17	68	7	21	40		57
FNFMPC	10	15	2	8	5		11
IoPPN	0	8		3	5		3
KBS	2	7	2	1	4		2
Law	1	13	3	4	6		8
NMS	8	120	11	34	75		105
SSPP	5	15	1	4	10		9
Total	48	273	27	76	170		218

* A student may elect to withdraw their appeal, or it may be resolved locally by the Department, and thus withdrawn from consideration under the Chapter 7 Regulations.

Academic Appeals – Postgraduate Research Students

Under the R18 Regulations for Academic Appeals, a Postgraduate Research student may appeal a decision not to award them a degree. An appeal against this decision is considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2022/23	23/24	Upheld	Not Upheld	Filtered	Pending	% of PGR Students
A&H		1	1				
FLSM		1	1				
IoPPN		0					
SSPP		1		1			
Total		3	2	1			

Academic Progression Appeals

The G28 Academic Progress Regulations set out the process for removing a student who has failed to make sufficient academic progress; they predominantly apply to Postgraduate Research students. The procedure has two stages. In the first instance, students are issued with a warning letter notifying them of the Department's concerns and setting out the improvements or actions which must be taken within a defined period. If these targets are not met, the Department

may move to terminate the student's registration. An appeal against this decision is considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2022/23	23/24	Upheld	Not Upheld	Filtered	Local Resolution	% of students
A&H*	4 (2 PGR, 1 PGT, 1 UG)	3	1	2			
FDO&CS		0					
FLSM	2 (UG & PGT)	2	1	1			
FNFNMPC		2	1	1			
IoPPN		3	2			1	
KBS		0					
Law		0					
NMES	1 (UG)	0					
SSPP		0					
Total	7	10	5	4		1	

* including PACE

4.2 Complaints

- The number of formal investigations [Stage Two Complaints] undertaken by the SCA at Stage 2 decreased from 5431 (Industrial Action complaints) to 657 (including MAB cases). MAB were considered more complex and more resource-heavy.
- The number of complaint appeals has slightly decreased.
- Please see below the number of complaints compared to the number of students per Faculty.

Stage 2 Complaints – Formal Investigation

- The G31 Student Complaints Policy & Procedure sets out the three-stage process for the consideration of student complaints. In the first instance, students should attempt to resolve the matter locally with the relevant person, such as Head of Department or Head of Professional Service. If the complaint relates to bullying or harassment, requires a more thorough investigation, or if the student is dissatisfied with the outcome of the local resolution, the matter should be escalated to Stage 2, where a formal investigation is undertaken by the SCA, acting as the nominee of the Director of Students & Education.

Faculty	2022/23	2023/24	Upheld	Partially Upheld	Not Upheld	Local Resolution	Pending	Student Withdrew complaint/ closed	% of Students	% of Complaints
A&H*	34	32	4	7	12	1	1	7	13	17
FDO&CS	2	4					1	3	3	2
FLSM	27	28	1	4	7		7	9	20	15
FNFMPC	6	13	3	4	6				2	7
IoPPN	18	29	4	8	8		1	8	10	15
KBS	13	11	2	2	2	2		3	14	6
Law	14	17	3	1	6		3	4	8	9
NMS	24	28	7	1	8	2	7	3	8	15
SSPP	39	27	4	3	7	7	1	5	17	14
Total	177	189	28	30	56	12	21	42		

- *Including King's Foundations

- **MAB Complaints**

Faculty	2023/24	Upheld	Partially Upheld	Not Upheld	Closed*	Withdrawn**	% of Students	% of Complaints
A&H	210	83	107	8	9	3		45
FLSM								
FNFMPC								
IoPPN	5	2		2		1		1
KBS	9	2	5	1	1			2
Law	60	14	38	3	2	3		13
NMS	35	6	15	7	6	1		7

Other	12	2	8	1	1			3	
SSPP	137	39	64	17	11	6		29	
Total	468	148	237	39	30	14			

-
- *Closed indicates complaints where the student did not reply to requests for further information and so were not investigated further
- **Withdrawn indicates complaints where the students no longer wished to pursue the complaint
- **Stage 3 Complaints – Appeal**
- If the student is dissatisfied with the outcome of a Stage 2 Complaint, they may appeal against the findings of the nominated investigator. Appeals are considered by the Vice-Principal (Education), who will determine whether or not the appeal merits further consideration by an Appeal Committee. Please note that INDACT-related complaints terminate after Stage 2 (i.e., are referred directly to OIA rather than undergo a Stage 3 Appeal).

Faculty	Total 2022/23	Total 2023/24	Upheld	Partially Upheld	Not Upheld	Local Resolution	Pending	% of Students	% of Complaints
A&H	7	5	1		4			13	21
FDO&CS								3	
FoLSM	6	5	1		4			20	21
FNFNMPC		1			1			2	4
IoPPN	3	6	1		3		2	10	25
KBS	1							14	
Law	4	2	1		1			8	8
NMS	2	2	1		1			8	8
SSPP	8	3			3			17	
Total	31	24	5		17		2		

•

4.3 Support for Study

The data shows a **35.8% increase** in the number of students who had meetings at Stage Three including reviews and there has been a substantial growing trend over last 2 – 3 years. In January 2024 the backlog of students awaiting stage 3 meeting was of 90+, with additional resources allocated the backlog reduced to 50 as off August 2024. Team’s vision is for students to have a stage 3 meeting scheduled within 1 month (2 weeks in high risk cases). Current waiting time is around 3 months, depending on risk level. The SFS team supports faculties with Stage 2s meetings (approximately 2 per week) and has conducted a number of SFS Appeal cases (SFS appeals figures, and stage 2s meetings are not included in this report).

There have also been 227 Case Conferences which is **80.1% increase** comparing to 126 case conferences in previous year. As the numbers for both Stage Three meetings indicate, there has been a significant increase in workload across the university, which has caused strain on resources for both Faculty and central services staff.

4.4 Misconduct

Academic Misconduct

The G27 Misconduct Regulations set out the process for the investigation of all misconduct offences, both academic and non-academic.

Academic Misconduct includes plagiarism, collusion, contract cheating and other examination offences. If a student is found to have committed plagiarism or collusion in an assessment for the first time, the matter is usually considered by the Department under the Local Academic Misconduct Procedure and the student awarded a mark of zero for their assessment with the right to resubmit not withdrawn. Where another minor examination offence is committed a warning is given by SCA. Serious academic misconduct cases such as a second case of plagiarism or collusion or contract cheating are considered by Misconduct Committees.

The number of academic misconduct cases is 320, which is an increase from the previous year of 212. Highest cases involve Plagiarism/collusion.

Faculty	2022/23	2023/24	Plagiarism/ Collusion	Contract Cheating	Other Examination Offence**	Not Upheld/ Successful appeal	Upheld/ Unsuccessful Appeal	Pending/ appeal	% of Students	% of cases
A&H*	35	23	21	1	1	1				
FDO&CS		1	1							
FLSM	33	46	16		30	1				
FNFNMPC	6	51	51							
IoPPN	28	10	6	2	2			1		
KBS	14	33	21	2	10					
Law	8	12	10	2			2			
NMS	55	34	21	3	10	1	2	1		
SSPP	33	111	93	12	6	3	7			
Total	212	320	239	22	59	6	11	2		

* Including PACE

** Other examination offences included talking in the exam hall, writing before or after the examination, possession or use of an electronic device or unauthorised notes, and a mobile phone causing a disturbance in the exam hall

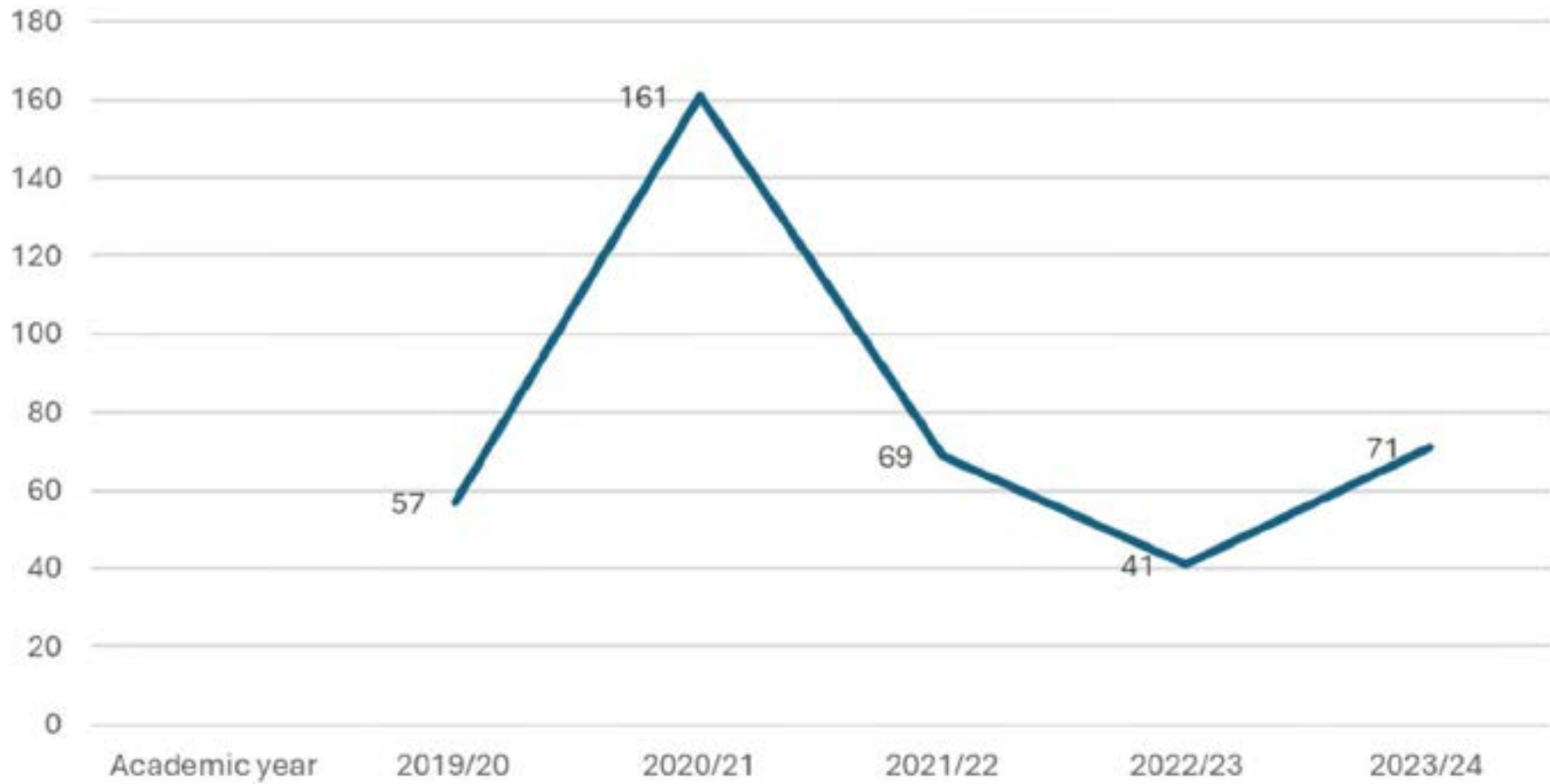
Non-Academic Misconduct

- There has been increase in the numbers of non-academic misconduct cases from 2022/23 to 2023/24 (41 to 71). There are concerns about the numbers of students reporting student on student misconduct such as bullying & harassment and sexual misconduct and these numbers will now be tracked year on year to ensure any increases are accurately recorded since Report & Support was introduced in October 2022 so there is significantly more data available in relation to bullying & harassment than before.

Non-academic misconduct includes bullying & harassment, sexual misconduct, physical misconduct, discrimination, Covid 19 public health guidelines breaches as well as other offences such as drugs related and causing a health and safety concern. Serious or major non-academic misconduct is considered by Misconduct Committees. Minor offences are dealt with by SCA Case Managers. The number of cases investigated or sent to a Misconduct Committee are shown below (whether upheld or not):

Faculty	2022/23	2023/24	Bullying & Harassment & Discrimination	Sexual and Physical Misconduct	Other Non-Academic Misconduct	Not upheld/ Successful appeals	Upheld/ Unsuccessful Appeals	Pending/ appeal	% of Students	% of Cases
A&H*	8	14	8	1	5	3	9	2		
FDO&CS	4	2		1	1	1	1			
FLSM	7	12	6	2	4	2	7	3		
FNFNMPC	1	1			1	1				
IoPPN	1	4	1		3	2	1	1		
KBS	4	8	3		5		6	2		
Law	1	3	1		2	1	1	1		
NMS	5	11	2	1	8	4	3	3		
SSPP	10	16	8	2	6	3	10	3		
Total	41	71	29	7	35	17	38	15		

Non-academic Misconduct



4.5 Other Processes

4.5.1 Fitness for Registration and Practise

- The number of Fitness for Registration and Practise referrals to the SCA has decreased from 14 to 5.
- The trend is decreasing in last 2 years.

Where a student is enrolled on a programme of study leading to a professional qualification which is registrable with a statutory regulatory body, the College must be satisfied that the student would be fit for registration and practice in their given profession. Where a Faculty has concerns that a student's conduct or health may call this fitness into question, the matter may be referred to a College Fitness to Practise Committee for consideration, in accordance with the G29 Fitness for Registration and Practise Regulations and Policy. Appeals against the findings of the Committee are considered by the Principal, who will determine whether or not the appeal merits further consideration by an Appeal Committee.

Faculty	2022/23	2023/24	Case pending	Student found Unfit for Registration and Practice	Student found Fit for Registration and Practice	Suspension and/or other remedial action imposed	Number of appeals	Successful appeals	Unsuccessful appeals	% of FtP cases
FDO&CS	2	2		2		1 (+1 withdrawn)				40%
FoLSM	8									
FNFNMPC	4	3		2	1	2 withdrawn				60%
Total	14	5								

4.5.2 Student Suspensions and Exclusions

- In 2023/24, 28 students have been suspended or excluded, compared to 18 in the previous year, which is a 55.5% increase.

The G26 Regulations set out the Principal's emergency powers to suspend or exclude students who are the subject of a complaint of misconduct, whose fitness for registration and practice has been called into question, subject to Support for Study or who is the subject of a police investigation, pending the Committee or the trial. Suspensions or exclusions may be imposed where a student has breached their responsibilities under the College's regulations or policies on health, safety and environmental protection, and/or is considered a danger to themselves or others. Suspensions and exclusions are subject to regular review in the light of any developments or representations by the student.

Faculty	2022/23 Suspension	2022/23 Exclusion	Total for 2022/23	2023/24 Suspension	2023/24 Exclusion	Total for 2023/24	% of Students	% of Cases
A&H	2	1	3	4 (+1 expulsion)	1	6		
FDO&CS	2		2	2		2		
FLSM	4	1	5	5	1	6		
FNFNMPC	1		1	2		2		
IoPPN	2		2	1		1		
KBS	1		1	1		1		
Law	1		1	1		1		
NMES				1		1		
SSPP	3		3	6	2	8		
Total	16	2	18			28		

4.5.3 OIA Complaints

- 40 cases were considered by the OIA in 2023/24; a 66.6% increase of 2022/23 (24 cases).
- Majority of cases were found 'Not Justified', ineligible, out of time, settled or withdrawn. Highlighting stronger desire to refer cases to OIA but also the degree of confidence that can be placed in the College's internal procedures, fairness and scrutiny,

Following the conclusion of the College’s procedures, students may escalate their case to the Office of the Independent Adjudicator (‘OIA’) for consideration. This takes the form of a complaint, irrespective of the College regulation the matter was considered under. The OIA does not review a case in its entirety but considers whether the College has correctly applied its regulations and followed its procedures, and whether the outcome is reasonable in the circumstances.

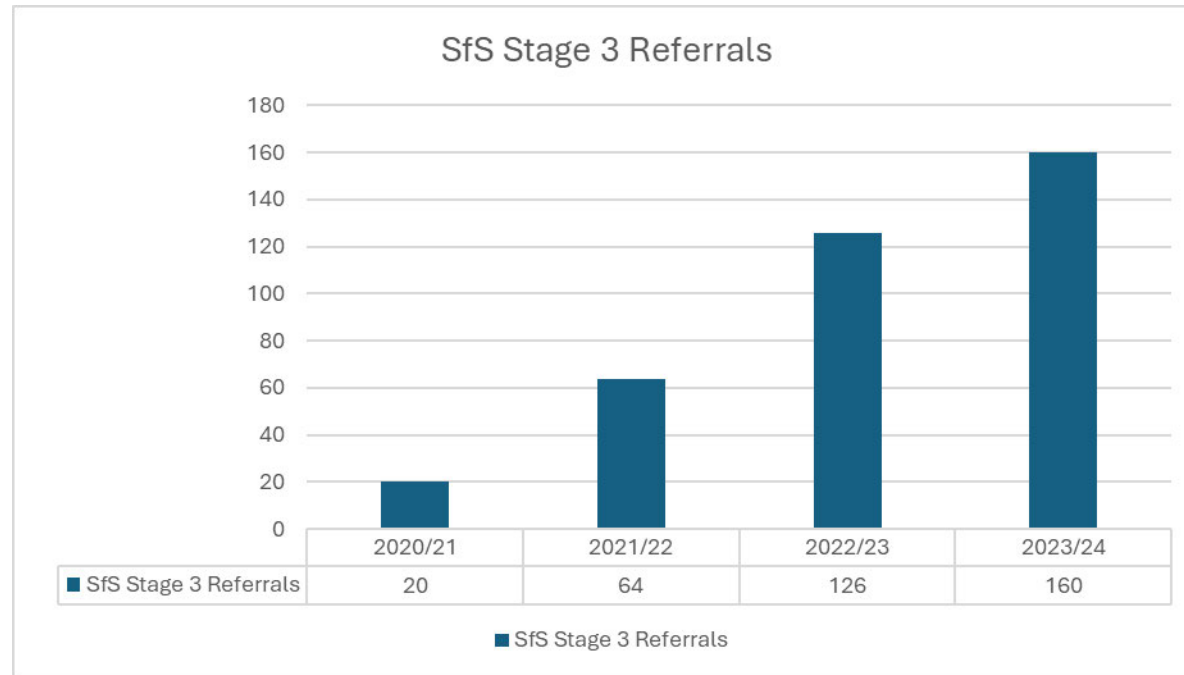
Faculty	2022/23	2023/24	Justified	Partly Justified	Not Justified	Settled/Withdrawn/Not Eligible	Pending
A&H	4	5			5		
FDO&CS	1						
FLSM	3	10			4	2	4
FNFMPC	5	1			1		
IoPPN	1	1			1		
KBS	1	1			1		
Law	2	3			1		2
NMS	3	6			3		3
SSPP	4	13		1	9	1	2
Total	24	40		1	25	3	11

4.6) Support for Study

The G30 Regulation and Support for Study Policy and Procedure provides a structure and framework for into putting in place support for students during their studies as well as recognising that in a small minority of cases it may be necessary for a student to interrupt either voluntarily or it can be imposed by the College on a mandatory basis if it is believed to be in their best interests or where they don’t have capacity to make the choice. There are three stages to the process. Stage One and Two/Two Supported are managed within Faculties and currently there is no clear method for recording the number of cases across the whole institution for these stages. However, Stage Three is managed by SCA and records are kept by them for these cases.

Faculty	Continuing studies with conditions	Voluntary Interruption	Mandatory Interruption	Mandatory Withdrawal	Interrupted due to capacity	Review	Total 2023/24	Total 2022/23	Total 2021/22	% of Students	% of SFS Cases
A&H*	10	0	4	1	2	2		17(19)	9 (10)*	13	21

FDO&CS	0	0	0	0	0	0	0	2	3	0
FoLSM	8	0	1	1	0	2	10(12)	11 (13)*	20	12
FNFNMPC	0	0	0	1	0	0	1	2	2	1
IoPPN	8	0	2	1	0	3	11(14)	15 (16)	10	14
KBS	0	0	0	0	0	0	0	1	14	1
Law	6	0	2	1	0	0	9	3	8	12
NMES	6	1	5	0	0	0	12	4	8	16
SSPP	10		4	4	1	4	19(23)	12 (13)	17	24
King's Foundations	0	0	0	0	1	0	1	0		1
Study Abroad	0	0	0	0	0	0	0	1		
Total	50	1	18	9	3	11	126	80 (92)	60 (65)	



2020/21 – 2021/22 = **220%**

2021/22 – 2022/23 = **97%**

2022/23 – 2023/24 = **25%**

4.7) Report and Support

This system for reporting bullying and harassment type issues, which is widely used across the sector was launched in October 2022 and is managed by SCA. This system means that for the first time, both anonymised and named reports and staff and student reports have been brought together in one place and gives us the opportunity to improve our preventative work in this area as well as improving access to support mechanisms and formal reporting.

REPORT AND SUPPORT



	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
2022/23	9	32	42	39	24	48	39	46	41	37	41	56
2023/24	13	69	119	46	51	57	67	47	52	33	50	57

— 2022/23 — 2023/24

CASE OVERVIEW

Year	Academic Appeals (Stage 1)	Academic Appeals (Stage 2)	Academic Appeals (Research)	Academic Progression Appeals	Complaints (Stage 2); MAB	Complaints (Stage 3)	Minor Misconduct Offences	Non-academic Misconduct Offences	Academic Misconduct Offences	Non-academic Misconduct Appeals	Academic Misconduct Appeals	Fitness to Practise Referrals	Fitness to Practise Appeals	Suspensions/Exclusions/Expulsions	R&S	Support for study stage 3	OIA Complaints	Total
2017/18	628	49	2	7	129	20	362					8	0	31			39	1537
2018/19	723	71	1	3	586	19	439					8	2	4			27	2094
2019/20	844	38	3	5	832	26	463	161	463			11	2	11			31	2423
2020/21	992	47	6	2	338	32		57	576	6	21	9	3	12		20	36	2171
2021/22	2014	64	4	5	2515**	36		69	662	30	95	15	3	13		65	31	5678
2022/23	2285	48	0	7	5431***	31		41	212	31	49	14	2	18	454	92	24	8742
2023/24	2528	273	3	10	657****	24		71	320	70	19	5	0	28	661	125	40	4834

* Including third party/contract cheating, ** including 161 plus 26 COVID-19 and 2328 Strike Action.

***including 5254 industrial action complaints

**** including MAB (468) + stage 2 complaints (189)

Appendix 1

Student Conduct & Appeals Team

Associate Director of Student Conduct & Appeals	████████████████████
Head of Student Conduct & Appeals (Academic)	████████████████
Head of Student Conduct & Appeals (non-Academic)	████████████████
Head of Student Conduct & Appeals (Support for Study)	████████████████
Student Conduct & Appeals Manager (SfS)	████████████████
Student Conduct & Appeals Manager	██████████████
Student Conduct & Appeals Manager	████████████████
Student Conduct & Appeals Manager	██████████████
Student Conduct & Appeals Manager	██████████
Student Conduct & Appeals Senior Co-ordinator	████████████████
Student Conduct & Appeals Senior Co-ordinator	██████████████
Student Conduct & Appeals Senior Co-ordinator	██████████████
Student Conduct & Appeals Officer	██████████████

EXAMINATIONS AND ASSESSMENT ANNUAL REPORT 2023/4

The report details the accomplishments, observations, and on-going work of Examinations service. The service forms part of the wider Examinations Assessments and Timetabling division

Examinations:

Period 1	P1 Entries	P2 Entries	P3 Entries	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
2023/4	37962	69555	14303	121920

- Provision was impacted by MAB data.

Mode of delivery

In 2024 the mode of delivery was substantially in person with 46.6% paper based and 32.6% computer based. The full breakdown of the exam delivery is shown in the table below.

Delivery Mode (No of SITTINGS)	P1	P2	P3	Total	%
In Person Computer Based Exam	11642	24122	3945	39709	32.6%
Dept Host Exam	142	402	14	558	0.5%
Keat 24H Exam	2275	4900	1067	8242	6.8%
Keat Timed Exam	8535	6985	1032	16552	13.6%
Paper Based Exam	15368	33246	8245	56859	46.6%
Totals	37962	69655	14303	121920	

Additional Adhoc dates are provided for MBBS exams in January, March, and October/November.

The service provided in person computer-based assessments of FoLSM, IOPPN, and NMES. During AP2 the provision was expanded to include 5 Law Modules. There has been a further request to expand the number of modules from this faculty.

Key points

Examination Timetables were released on-time as per the agreed publication commitment to students for all assessment periods. There have been improvements to the timetabling processes with seating and invigilation now managed in the scheduler and reporting for overloaded and clashing students starting to improve the quality of the draft timetables. The examinations service is still impacted by student enrolment and curriculum data cleanliness. This particularly impacted AP1 2023 where over 40 modules were identified to be scheduled after the first draft had been completed.

Student futures are supporting a project delivered via Agile to review the data imported to the scheduler to get further benefits. This will include bringing student PAA data into the system and will provide improved scheduling and reporting.

PAA applications for 2023/24 increased by 35% from 2022/3. With over 3500 approved applications received and processed and an increase in the number of students that require PAA rooms. Due to this ongoing growth in numbers PAA provision was consolidated at the main exams venue during 2023 to ensure that provision could be properly monitored and delivered.

The College continues to deliver the largest in-person online assessment in a single venue in the country, seating 1250 in P1 2023. The current in person computer-based delivery is being reviewed to ensure that best value is maintained around the service and a procurement exercise will take place towards the start of 2024.

The Exams Operational Group (EOG) had its first meeting in August 2023 and has met 3 times with additional workshops taking place with faculty SME around changes to PAA provision. The group reports to ARSOC and minutes have now been provided to this group. A live feedback document is now maintained with faculty to ensure that all issues are captured as they arise, and a snapshot of the issues raised since P2 can be accessed [here](#) [Faculty feedback.docx](#)

The EOG set agenda reviews all aspects of exam delivery and are currently working toward a February 2025 delivery of Exam scheduling and management policy.

Exam Delivery during 2024

In person computer-based delivery was impacted on the first day of the AP2 period where there was a significant delay to the start of the session caused by a late health and safety inspection by the venue which required the moving of a number of desks and realignment of Wi-Fi points. This was discussed at senior level with the venue and processes around the set-up of examinations are robust and include confirmation of the relevant health and safety checks have been completed.

During AP2 a FoLSM exam was impacted by the non-provision of specific software by the supplier (TEAMCO). The exams team worked to upload the software on the relevant machines, and the exam commenced over an hour after the scheduled time. The review with TEAMCO showed that the software had been requested and missed during the set up and imaging of the laptops supplied. Additional checks have been requested during the set-up period to prevent recurrence. The software was requested again for the P3 period, and no issues were raised.

During the first two weeks of AP2 there were delays to script delivery due to staff turnover within post room invigilators but issues with script delivery were rectified following a review of rotas as the session moved forward. There were no issues raised in AP3.

Communications during exam periods was seen as an area for improvement and there has been ongoing work identified to ensure that the correct people are tagged via the teams' communications channels, more generally faculties have confirmed has been that communication has improved across the second half of 2024. Faculties flagged the need for more specific information from the exams team to assist in query management would be helpful.

In AP2 Languages reported that PAA students were not given access to appropriate software, Students had been given access to Libre. Faculty requested that appropriate crib sheets be provided

to students to ensure they were able to utilise the software appropriately.

There were some instances identified where student received incorrect instructions, it has been identified that this is in part due to the wide variety of exam cover sheets which led to a lack of clarity, and this has been identified as an area of improvement at EOG where a recommended template has now been provided. An example would be that a resit paper looked identical to the paper for the main cohort.

Following AP2 additional improvements were put in place which were received favourably by faculty. There were improvements to data collection due to the inclusion of drop-down menus which meant that faculties were able to easily identify reassessment requirements alongside identifying paper of Computer based requirements.

During AP3 the total number of sittings returned to expected numbers following the data issues experienced due to MAB in the previous year. A new process was put in place during 2023 to capture late changes to records and to decrease the number of unregistered students arriving in the exam hall. In AP3 the number of unregistered students were reduced to 12 students which was a substantial reduction and was seen as a positive step by all faculties.

Following feedback on invigilators the exams team have reviewed invigilator training and clear roles and responsibilities have now been outlined. There has been a move away from the use of externally sourced invigilators to ensure that the invigilators are appropriately trained, and a high standard of invigilation is maintained.

Future considerations and planning

The change in PAA delivery has impacted the delivery of the exams service moving to 1335 students with 30 minutes or above per hour. The exams team have planned for P1 following discussion with faculty but will need to review post P1 to determine the effectiveness of the delivery for student experience and cost. EOG will make recommendations for the onward delivery of the service. It should be noted that PAA applications continue to rise, year on year, which presents challenge for the operations of face-to-face assessment.

The college has contracted space for the upcoming year and has space on hold while contract negotiations take place for the following 3 years.

The Exams operational group has improved communication between the Exams team and Faculties, but it has been developed with a clearly defined membership and ToR and has an improved focus on developing the service in partnership with faculty. The issues being reviewed by the group include amongst the development of an Exams scheduling and management policy, development of a streamlined SharePoint site, improved communication for student following a review of SSO articles.

The import of data into the scheduler has been reviewed and requirements gathered ready for the technical work required to bring additional information into the scheduler to improve the quality of timetabling and the available reporting. It is thought that this will enable the automation of register production, and the quality of data provided to faculty.

Assessment & Regulatory Oversight Sub-Committee

Meeting date 04th December 2024

Paper reference AROSC-2024-12-04-3A

Status Final

Minutes from the previous Exams Operational Group (EOG) meetings

That the Committee notes this paper

Why is this paper being presented?	<i>Please give a brief background to the paper</i>
Terms of Reference	This paper is being brought to the committee under the committee term of reference [x] (insert the relevant Term of Reference as listed in the committee's constitution which can be found on the ARQS Sharepoint Site)
Office for Students Ongoing Conditions of Registration (<i>where applicable</i>)	<p>This report relates to the following monitoring of the Office for Students (OfS) Ongoing Conditions of Registration [tick relevant box(es)]:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A1 (Access and Participation Plan) <input type="checkbox"/> B1 (Course delivery) <input type="checkbox"/> B2 (Resources, Support and Engagement) <input type="checkbox"/> B3 (Student Outcomes) <input type="checkbox"/> B4 (Assessment and Award) <input type="checkbox"/> B5 (Ensuring awards meet sector recognised standards) <input type="checkbox"/> B6 (Teaching Excellence Framework) <input type="checkbox"/> C1: (Consumer Protection Law compliance) <input type="checkbox"/> C2: (Student Complaints) <input type="checkbox"/> C3: Student Protection Plan) <input type="checkbox"/> F2 (Student transfer arrangement) <input type="checkbox"/> Other <input type="checkbox"/> n/a
What are the key points/issues?	
What is required from members?	<i>Please state the action required from the committee</i>

Has this paper been considered by a committee of the University previously? (Note N/A if not applicable)

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

N/A

Paper Submitted by:

Lynn Marston: Associate Director Exams, Assessments and Timetabling

Sylwia Krawczyk: Head of Exams Service

Exams Operational Group (EOG)

Minutes of Meeting

27th August 2024 – 14:00 – 15:00 (via Teams)

Membership and Attendance

Name (Department)	Role	Present/ Apologies
[REDACTED]	[REDACTED] Associate Director Exams Assessments & Timetabling	*
[REDACTED]	[REDACTED] Head of Exams Services	*
[REDACTED]	[REDACTED] Examinations Manager (Digital Operations)	*
[REDACTED]	[REDACTED] Examinations Manager	#
[REDACTED]	[REDACTED] Examinations & Assessments Project Support Manager	*
[REDACTED]	[REDACTED] Associate Director (Student Lifecycle Support)	#
[REDACTED]	[REDACTED] Head of Education Systems	#
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED] End User Services Campus Manager	#
[REDACTED]	[REDACTED] Associate Director Disability Support & Inclusion	#
[REDACTED]	[REDACTED] Head of Quality Assurance (Assessment)	#
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED] Head of Student Conduct & Appeals (Academic)	#
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED] Associate Director, Faculty Education Services	*
[REDACTED]	[REDACTED] Senior Programme Manager	#
[REDACTED]	[REDACTED] Assessment Manager (UG)	#
[REDACTED]	[REDACTED] Programme Manager (PG)	*
[REDACTED]	[REDACTED] Senior Programme Manager	#
[REDACTED]	[REDACTED] Programme Manager	#
[REDACTED]	[REDACTED] Interim Education Manager	*
[REDACTED]	[REDACTED] Senior Programmes Manager	#
[REDACTED]	[REDACTED] School Education Manager, School of Security Studies	#
[REDACTED]	[REDACTED] Associate Director, Faculty Education Services	*
[REDACTED]	[REDACTED] Senior Programmes Manager	#
[REDACTED]	[REDACTED] Senior Programmes Manager (UG)	*
[REDACTED]	[REDACTED] Senior Programmes Manager (PG)	#
[REDACTED]	[REDACTED] Programme Manager (UG)	*
[REDACTED]	[REDACTED] Programme Manager (Assessments)	*
[REDACTED]	[REDACTED] Senior Student Content Officer	#

(*Attended; # Apologies)

In Attendance:

[REDACTED]	HB	Programme Manager (Law)
[REDACTED]	BH	Head of Disability Support & Inclusion

EOG/08/24/1 Welcome and Apologies (LM)

LM welcomed members to the first meeting of the Exams Operational Group (EOG) and noted apologies.

EOG/08/24/2 Minutes and Actions

As this was the first meeting of the group there were no minutes or actions to review.

EOG/08/24/3 Establishing Group and Initial Business

EOG/08/24/3.1 Terms of Reference, Membership and Frequency of Meetings

Members approved the draft Terms of Reference as appropriate for the scope, purpose and objectives of the group; and it was agreed that membership was appropriately representative. Frequency of the meeting will be monthly.

APPROVED

EOG/08/24/3.2 Feedback from Faculties/Exam Team

LM explained that the Exams Service Team has set up a SharePoint site where all business going to and coming from the EOG will be shared with members. Initially the Exams Service Team are seeking feedback for the 2023/24 year – that is P1, P2 and P3 exam periods managed centrally; as well as those ad-hoc exams that occur outside of the set periods e.g. the NBS.

LM proposed a 2-week deadline for faculties to provide the feedback for reporting period 2023/24; following discussion it was agreed that a 3-week deadline for feedback from the 2023/24 period was more manageable. Going forward a 3-week deadline following each exam period will be set.

All feedback will then be collated and reported at Assessment & Regulatory Oversight Sub-Committee (AROS); and subsequently to CEC. Members confirmed that a 3-week deadline would be manageable. LM confirmed that all feedback should be sent directly to SK (Sylwia.krawczyk@kcl.ac.uk).

ACTION: Faculty representatives to provide written feedback on their experience of exam periods P1, 2 and 3 for academic year 2023/24 no later than **17th September 2024**.

EOG/08/24/3.3 Communication (LM)

LM acknowledged that historically communication between the Exams Service Team and Faculties had not been as prompt as it needed to be during exam periods. However, P3 for this reporting period had seen an improvement. LM invited members to comment on their experience.

Overall, it was agreed that there had been improvements in communication during P3, but further refinements are needed to ensure messages reach the right people efficiently and reliably.

ACTION: SK

1. **Review and update Teams groups** by January to ensure more precise communication targeting.
2. **Consider developing a more granular tagging system** or named contacts within departments for more effective messaging.
3. **Schedule an opportunity for faculties to meet the exams team** in person to build stronger working relationships.
4. **Communicate the 2024/25 schedule as early as possible** to aid in planning and improve overall operational readiness (See EOG/08/24/3.4).

EOG/08/24/3.4 Deadlines for 2024/25 (LM)

Work has already been done on scheduling for 2024/25, SK was able to share a draft schedule with the group. The draft schedule will be shared with members to enable them to consult with their faculties on the proposed deadlines and to add any critical dates that may impact final scheduling of exams.

KW advised the group that once the final schedule is confirmed it will be published on the Exam Services SharePoint site as a point of reference throughout the year.

ACTION: Faculty Representatives to review, add critical dates and comments to the 2024/25 schedule no later than **Tues 10th Sep 2024**

EOG/08/24/4 Upcoming Period Planning (SK)

Standing item, nothing to report at this meeting.

EOG/08/24/5 Planned Changes (LM/SK)

EOG/08/24/5.1 Personalised Assessment Arrangements (PAA)

SK explained that through modelling of changes to the categorisation of diagnoses and extra time allotted to PAA students during exams, it appears that many students currently receiving 15 minutes extra per hour (25%) will move to 30 minutes extra per hour (50%). This change could impact around 47% of PAA students, approximately 1,500 students. Given the high volume of exams (around 40,000 students in January 2025), the new extended time will require significant additional operational considerations. The operational challenges potentially will include:

- More complex scheduling to avoid clashes and to accommodate an extended examination day; currently exam days include 3 sittings per day commencing at 09:00, 13:30 and 16:30. The impact of the additional time change will necessitate final exam sessions to commence at 18:30 ending at 21:30.
- Quarantine rooms for students with multiple exams on a single day (6% in a normal exam session), where students would spend the entire day, requiring catering and additional supervision. OR
- Use of affidavits at scale as an alternative which would significantly undermine the integrity of exams.
- Additional invigilators to ensure appropriate coverage of all exam rooms, including additional PAA rooms.
- Delays in returning exam scripts to faculties for marking

All of which will inevitably lead to higher costs and potentially negatively affect the student experience if not managed carefully and resourced appropriately. This situation is complicated further by the fact that current space for January exams is already fully booked, leaving no room for expansion.

LH queried the basis for setting standard additional time at 15min/hour, 30 min/hour and 60 min/hour which seemed atypical of practice across sector and particularly against Russel Group i.e. 25% standard additional time (15 mins/hour).

BH representing the Disability Support and Inclusion expressed some confusion noting that the changes had been approved some time ago by Assessment & Regulatory Oversight Sub-Committee (AROS). That the changes involved standardising extra time to 30 min/hour for students with a medical diagnosis of ADHD or autism, whereas other conditions, such as dyslexia or ADHD classified as a specific learning difficulty, would remain at 15 mins/hour. BH believed the suggestion that 47% of students would receive increased time to be incorrect and that the operational implications should have been addressed earlier.

LM explained that there had not been an opportunity to review the changes prior to approval and that it was now essential that a workshop was arranged to enable the Exams Service Team and faculties to consider the operational implications and challenges for the January exam period. In addition, future planning needs to take in to account the increasing number of students presenting with ASC and ADHD diagnoses.

Other members commented that they were not aware of the changes which will impact exams managed within faculties.

ACTION: LM/SK to organise a workshop as soon as possible for stakeholders to consider the challenges and consider solutions in operationalising the changes to PAA standard additional times.

EOG/08/24/5.2 **Examination Papers**

SK advised the group that the Exams Service intend to review and standardise the exam paper template to ensure all faculties use a consistent format with all required information on the front sheet. The standardisation aims to remove issues, for example, with module codes, particularly when multiple papers fall under the same umbrella code; and information about permitted materials to ensure accuracy. Although this work won't start immediately, it will be added to the agenda for future consideration. Exam Services will collaborate with relevant stakeholders to agree a standardised format.

Members welcomed the plan to standardise the template and the opportunity to engage in the collaboration.

EOG/08/24/5.3 **Examination Script Delivery**

LM advised the group that the Exam Script Protocol, which includes delivery of exam scripts to faculties, is being reviewed to ensure it remains fit for purpose. It will form part of a suite of protocols that sit under the new Scheduling and Delivery of Exam Assessments Policy which was included in the papers for this meeting. The revised protocol will be shared with the EOG to enable members to review and feedback prior to approval.

EOG/08/24/5.4 **Invigilation**

SK referred to the Invigilation Proposal 2024 paper circulated to the group previously. In summary the paper proposes a change to the structure and role definition of invigilators to ensure the quality of invigilator provision, enhanced student experience and reduction of overall costs. These are:

1. Standardised hourly rate of pay for all invigilators recruited across the College regardless of whether appointed by the Exam Services Office or faculties.
2. Three differentiated invigilator roles are created - Head Invigilator, Lead Invigilator, and Standard Invigilator to ensure appropriate supervision, diligence, and consistent practice during exam sessions; and
3. Reduction in the use of agency invigilators through successful recruitment and appropriate training of KBT recruited invigilators.

AO asked if there was an opportunity to engage faculty staff to support invigilation which would help to reduce the costs in using external agencies. LM confirmed that KCL historically invited academic staff to support the invigilation process but there had been limited uptake due to other commitments. However, there is no reason why the Exams Services Team cannot reach out to faculties during the planning period to supplement invigilators recruited through Kings Talent Bank.

There was general support for the proposed changes, members were keen to share the proposal with faculty colleagues prior to providing comment. LM explained that the

proposal needed to be considered at the next meeting and so the deadline for comments is Friday 30th August 2024.

ACTION: Exam Services Team to reach out to faculties for invigilation support during exam periods.

ACTION: Faculty representatives to provide any comments/feedback on the Invigilation Proposal 2024 no later than end of day **Friday 30th August 2024**.

EOG/08/24/5.5 Digital Exams

LM advised the group that the Exams Services Team are looking at the delivery of digital exams in relation to costings and potentially who could come into that manner of delivery. Further updates will be included in the agenda for EOG as necessary.

EOG/08/24/5.6 Student Services Online (SSO)

LM explained that the Exams, Assessment and Timetabling team are reviewing the information published on SSO to ensure currency, fitness for purpose and ease of access for students.

EOG/08/24/6 Policy/Procedures (LM/SK/LH)

EOG/08/24/6.1 Policy and Guidance

SK introduced the draft policy on Scheduling and Delivery of Exam Assessments (previously circulated to members) explaining that the document is a work in progress which will continue to be developed in consultation with EOG. It will form the basis of an overall suite of documents setting out clear protocols for the scheduling and delivery of exams.

EOG/08/24/6.2 Projects – Data Import, SharePoint

LM advised members that there are some projects running currently to improve information sharing and procedures. Firstly, the Exams, Assessment and Timetabling SharePoint area is under review with the aim of improving fitness for purpose. To that end it would be helpful to have advice and guidance from EOG members to ensure that information published is sufficiently comprehensive.

Secondly, work is underway on the data used for scheduling – part of that work sits in Data Futures and the other relates to the import itself. Currently manual work arounds are necessary to ensure that all the data is collated, and accurate, to support effective planning and scheduling. Work is being done to try and eliminate manual work arounds as far as possible.

EOG/08/24/7 AOB (All)

No AOB was noted

EOG/08/24/8 Date and Time of Next Meeting (LM)

TBC

Reference	Detail	Responsibility	Deadline	Completed/Update
EOG/08/24/3.2	Faculty representatives to provide written feedback on their experience of exam periods P1, 2 and 3 for academic year 2023/24 no later than 17 th September 2024.	Faculty representatives	17/09/2024	Completed Document summarising feedback and responses created.
EOG/08/24/3.3	Review and update Teams groups by January to ensure more precise communication targeting. Consider developing a more granular tagging system or named contacts within departments for more effective messaging. Schedule an opportunity for faculties to meet the exams team in person to build stronger working relationships Communicate the 2024/25 schedule as early as possible to aid in planning and improve overall operational readiness	SK	Jan 2025 Jan 2025 ASAP ASAP	Document created for consideration – faculties to check info by In progress Completed
EOG/08/24/3.4	Faculty Representatives to review, add critical dates and comments to the 2024/25 schedule no later than	Faculty representatives	10/09/2024	Completed
EOG/08/24/5.1	Organise a workshop as soon as possible for stakeholders to consider the challenges and consider solutions in operationalising the changes to PAA standard additional times	LM/SK	ASAP	Completed
EOG/08/24/5.4	Exam Services Team to reach out to faculties for invigilation support during exam periods. Faculty representatives to provide any comments/feedback on the Invigilation Proposal 2024 no later than end of day Friday 30 th August 2024	SK Faculty Representatives	Jan 2025 30/08/2024	

Exams Operational Group (EOG)

Minutes of Meeting

24th September 2024 – 14:00 – 15:00 (via Teams)

Membership and Attendance

Name (Department)	Role	Present/ Apologies
██████████ – Chair (EAT)	[LM] Associate Director Exams Assessments & Timetabling	*
██████████ (EAT)	[SK] Head of Exams Services	*
██████████ (EAT)	[KW] Examinations Manager (Digital Operations)	*
██████████ (EAT)	[JP] Examinations Manager	*
██████████ (EAT)	[LH] Examinations & Assessments Project Support Manager	*
██████████	[CC] Associate Director (Student Lifecycle Support)	#
██████████ (Education & Student Solutions)	[JDS] Head of Education Systems	#
██████████ (End User Services)	[TB] End User Services Campus Manager	#
██████████ (Disability Support & Inclusion)	[JH] Associate Director Disability Support & Inclusion	#
██████████ (Academic Regulation, Quality & Standards)	[JC] Head of Quality Assurance (Assessment)	*
██████████ (Student Conduct & Appeals)	[KT] Head of Student Conduct & Appeals (Academic)	*
██████████ (KCL)	[AP] Senior Programmes Manager	*
██████████ (FoLSM)	[AO] Associate Director, Faculty Education Services	#
██████████ (FoDOCS)	[KDP] Senior Programme Manager	*
██████████ (FoDOCS)	[IT] Assessment Manager (UG)	#
██████████ (FoDOCS)	[UO] Programme Manager (PG)	#
██████████ (Law)	[GH] Senior Programme Manager	*
██████████ (Kings Foundation)	[SG] Programme Manager	#
██████████ (Kings Foundation)	[CB] Interim Education Manager	#
██████████ (NMES)	[AJ] Senior Programmes Manager	*
██████████ (SSPP)	[DR] School Education Manager, School of Security Studies	*
██████████ (A&H)	[SD] Associate Director, Faculty Education Services	#
██████████ (A&H)	[EF] Senior Programmes Manager	*
██████████ (KBS)	[ZF] Senior Programmes Manager (UG)	*
██████████ (KBS)	[NHE] Senior Programmes Manager (PG)	#
██████████ (KBS)	[IR] Programme Manager (UG)	*
██████████ (IOPPN)	[CS] Programme Manager (Assessments)	*
██████████ (Communications)	[CW] Senior Student Content Officer	#

(*Attended; # Apologies)

In Attendance:

Item No.	Title
EOG/09/24/1	Welcome and Apologies (LM) LM welcomed members and noted apologies would be confirmed in the minutes.
EOG/09/24/2	Minutes and Actions Minutes for the meeting on 24 th August were accepted and actions noted to be discussed under relevant items.

EOG/09/24/3 Feedback and Communications

EOG/09/24/3.1 Feedback from Faculties/Exams Team (SK)

SK thanked faculty members for the feedback that had been received so far and collated into an action plan document which was shared with the group. Issues had been grouped into categories and RAG rated to indicate where issues had been addressed and actions completed, where progress was being made and issues that had still to be addressed. SK confirmed that the issues log is a living document that will be updated on an ongoing basis. Faculties should continue to raise issues directly with SK via email. The updated document will be reported as a standing item at this group each month.

LM advised the group that the issues log would be taken to the next meeting of ARQS in November to ensure that the wider college is aware of the issues that arise and how they are resolved. It was recommended that a snapshot was taken of the live document at the point in the cycle that papers had to be submitted to ARQS on an ongoing basis so that updates could be reported and reviewed.

EOG/09/24/3.2 Communication (LM)

EOG/09/24/3.2a Faculty Contact List

SK referred the group to the Faculty Contact List document circulated to the group ahead of the meeting. Faculty representatives were asked to complete the module code lists under each relevant faculty tab in the Excel workbook with the start of each module code to identify the department. Faculty representatives were also asked to advise the Exams Service Team if any of the contact details under the faculty tabs are incorrect so that the details can be updated prior to the next EOG meeting. Accurate details in the document will help to ensure that the Exams Services team are able to deal with any queries in a more efficient manner.

ACTION:

Faculty representatives to review the Faculty Contact List document in terms of accuracy of contact details; and to add first part of module codes to allow for identification of the relevant department.

EOG/09/24/3.2b Meetings with Faculties

SK reported that a number of meetings had already been arranged between faculties and the Exams Services team with more to be arranged in the coming weeks.

EOG/09/24/3.3 Deadlines for 24/25 (LM)

LM confirmed that a document had been shared setting out deadlines for the 2024/25 academic cycle. The document will be circulated again flagging key dates for the P1, P2 and P3 exam periods. Faculties were asked if all had had the opportunity to comment or provide feedback on the document; SK confirmed that feedback had been received and the document had been amended accordingly.

Late registration deadlines have been added and faculty representatives were asked to review those dates. There had been queries regarding E-Vision information, when it can be added and what deadlines are set. The deadlines that have been set allow the Exams Services team reasonable time to process the information. SK confirmed that faculties can add E-Vision information as soon as they are satisfied that no further changes will be made to the module which was welcomed by Faculty representatives.

Faculty representatives were asked for comments/feedback particularly in relation to the August deadlines following the recent P3 round.

ACTION:

Faculty representatives to feedback any comments on deadlines to SK as soon as possible so that the business planning cycle document can be finalised.

EOG/09/24/4 Upcoming Period Planning (SK)

EOG/09/24/4.1 Calculators

SK reported that students and invigilators, particularly during the P3 exam period, had expressed confusion in relation to which calculator models are permitted. Students had been advised by faculties that calculator models different to those confirmed to be approved with the Exams Services office were permissible. Consequently, they were not allowed to take unapproved models into the exam. It is vital that the Exams Services team have a definitive list of permissible models so that students and invigilators are advised correctly, and no confusion or additional stress is experienced on the day of exams.

Members were referred to the document on calculator models held in the meeting pack which provided details of specific models that are approved currently as well as examples of earlier models.

It was noted that some faculties do not have a set specification for calculators, and in some instances, the calculator is enabled on TeamCo laptops and students have queried whether they are allowed to use those.

LM commented that the calculator models document may date back some years from when the College provided calculators in exams and the models held in stock at the time. It may now be the case that faculties have no specific requirement.

JP advised the group that there is a new range of Casio calculators available with the facility to scan a QR code; additionally, some faculties had advised students that it was acceptable to use the FX991 calculator however, invigilators removed these as they are a much higher specification than the permitted models.

ACTION:

Faculty members were asked to review the calculator document and comment at the end of the document which model(s) were acceptable to each faculty or if there was no preference or limitation to the calculator models used in their exams.

EOG/09/24/4.2 Religious Observance Procedure

SK referred the group to the proposal to amend the procedure for managing religious observances during exam periods. Currently the process sits with faculties however, the draft procedure moves the responsibility to the Exams Services team. The document set out the proposed process with a step-by-step guide, a graphic illustrating the process and listed the benefits of the revised process.

Concerns were raised that the proposed process may have implications in terms of volume of people to which affidavits may have to be applied, and that there may be a need for more flexibility although having a clearly defined process was welcomed.

It was agreed that the proposal was a useful starting point for a discussion on what the procedure should be. Faculty representatives were invited to take the proposal back to faculties for discussion and to feedback to the next EOG.

ACTION:

Faculty representatives to take the proposal back to faculties for discussion and to feedback to the next EOG.

EOG/09/24/5 Procedural Issues

EOG/09/24/5.1 PAA Workshop

It was reported that the workshop took place on 17th September, the objective to consider solutions to address the logistic and resource challenges arising from the revised time bands being applied to some conditions eligible under PAA.

The notes from the workshop, included in the meeting pack, summarise the discussion and solutions proposed to each of the challenges identified by the Exams Services office. The key challenges are increased complexity in scheduling exams, the potential need for quarantine rooms for longer periods, implementation of affidavits at scale, delays in returning scripts and additional invigilators. There were no proposed solutions to complex scheduling challenges, affidavits at scale or increasing invigilator numbers. The solutions proposed for delays in returning scripts were:

- Increase the courier service with more courier pick-up and delivery times.
- Transfer paper-based exams to digital exams
- Review/reconsider implementation of remotely proctored exams.

One solution was proposed to address the increase in use of quarantine rooms, i.e.

- Faculties to provide more than one paper per exam, i.e. where there are significant numbers of PAA students two papers are provided one for the main cohort and one for PAA students.

It was noted that the revised time bands had so far only been applied to new entrants from September but that all eligible PAA students would be moved to the new time bands from 2nd October 2024. The impact on the service had been summarily modelled for the workshop based on PAA student data for 2023/24, but it would be helpful to have projected data for the coming exam periods. SK confirmed that a cursory glance there appeared to be 308 students eligible for 30 mins/hr additional time. This is a significant increase from the previous number eligible for 30 mins/hr.

Not all members of the group had had the opportunity to read through the notes thoroughly therefore it was agreed that the notes be circulated outside of the meeting, to include ADs, and a meeting be scheduled specifically to discuss the outcome of the workshop.

ACTIONS:

1. **LM** to confirm a date/time for meeting to discuss outcome of the workshop w/c 30th September; notes from the meeting to be circulated to EOG members and ADs.
2. **Exams Services office** to provide an update on data considering all PAA eligible students being allocated to the revised time bands, particularly those moving from 15 mins/hr to 30 mins/hr.

EOG/09/24/5.2 **Examination Papers**

No update for this meeting to be carried over to the October meeting.

EOG/09/24/5.3 **Examination Script Delivery**

No update for this meeting to be carried over to the October meeting.

EOG/09/24/5.4 **Invigilation**

The proposal to restructure invigilator roles and pay has now been approved. An advice email will come out shortly to faculties so that they are aware of the roles and associated pay so that there is consistency across the College.

The action from the previous meeting (EOG/08/24/5.4) relating to faculties being contacted to provide invigilation support if necessary is still open; SK to contact faculties prior to P1.

SK confirmed that the new invigilator training document is in progress and will also be shared with faculties as soon as it is completed.

ACTIONS:

EOG/09/24

- a. LM/SK to send advisory email to faculties on the new invigilator roles and pay; as well as the guidance document for training invigilators.

EOG/09/24/5.5 Digital Exams

No specific updates, faculty representatives were asked to reach out to the Exams Services team if there were any paper-based exams that were being considered for transfer to digital exams.

EOG/09/24/5.6 **Student Services Online (SSO)**

SK reported that all sixty-six of the Exams Service SSO pages are under review. Once all have been reviewed to ensure the information is accurate and any duplicates identified, Communications will update the pages.

EOG/09/24/6 **Policy/Procedures (LM/SK/LH)**

EOG/09/24/6.1 **Policy and Guidance**

The group were updated on the development of the Exam Scheduling and Management Policy which some have commented on already. Any comments have been addressed i.e. the wording in the document amended or a response to the query. This is a policy document so top level with links to individual protocols as necessary.

LM invited members to take it back to faculties for review and to feedback any comments in relation to anything that they think needs to be included in the policy. It is intended to submit the policy for approval at the December 4th Assessment Regulatory Oversight Sub Committee (AROSC) meeting.

ACTIONS:

Faculty representatives to revert to faculties for feedback and to summarise comments on the draft document prior to the next EOG meeting at the end of October.

EOG/09/24/6.2 **Projects – Data Import, SharePoint**

LM reported to the group that work was being done under the agile project on the PAA data import for exams planning and scheduling. The aim is to reduce the necessity for manual updates by ensuring that sufficient PAA detail is pulled through. Progress will be updated at the next EOG.

The Exams Services team SharePoint area is being reviewed to rationalise the content and ensure its accuracy; the group will be asked for feedback once updates have been completed. It was confirmed that the Exams network is being used instead of the old EAAN Teams area.

Members were asked for any feedback on the set up of the Teams area for this group, comments were positive.

ACTIONS:

1. Progress on the import of PAA data for exam planning and scheduling update at the next EOG (LM/SK).
2. SK to update on progress with review of the Exams Services SharePoint area at the next EOG.

EOG/09/24/7 **AOB (All)**

No AOB was noted

EOG/09/24/8 **Date and Time of Next Meeting (LM)**

October 29th 2024

Reference	Detail	Responsibility	Deadline	Completed/Update
EOG/09/24/3.2a	Faculty representatives to review the Faculty Contact List document in terms of accuracy of contact details; and to add first part of module codes to allow for identification of the relevant department.	Faculty Reps	04.10.24	Update at EOG
EOG/09/24/3.3	Faculty representatives to feedback any comments on deadlines to SK as soon as possible so that the business planning cycle document can be finalised.	Faculty Reps	20.10.24	Completed
EOG/09/24/4.1	Faculty members were asked to review the calculator document and comment at the end of the document which model(s) were acceptable to each faculty or if there was no preference or limitation to the calculator models used in their exams.	Faculty Reps	20.10.24	Update at EOG
EOG/09/24/4.2	Faculty representatives to take the proposal back to faculties for discussion and to feedback to the next EOG.	Faculty Reps	29.10.24	Update at EOG
EOG/09/24/5.1.1	LM to confirm a date/time for meeting to discuss outcome of the workshop w/c 30 th September; notes from the meeting to be circulated to EOG members and ADs.	LM	ASAP	Completed Thursday 3 rd Oct 16:00 – 17:00
EOG/09/24/5.1.2	Exams Services to provide an update on data considering all PAA eligible students being allocated to the revised time bands, particularly those moving from 15 mins/hr to 30 mins/hr.	SK	03.10.24	WIP - Deadline 25 th for P1 applications
EOG/09/24/5.4	LM/SK to send advisory email to faculties on the new invigilator roles and pay; as well as the guidance document for training invigilators	LM/SK	20.10.24	WIP
EOG/09/24/6.1	Faculty representatives to revert to faculties for feedback and to summarise comments on the draft document prior to the next EOG meeting at the end of October.	Faculty Reps	20.10.24	WIP

Reference	Detail	Responsibility	Deadline	Completed/Update
EOG/09/24/6.2.1	Progress on the import of PAA data for exam planning and scheduling update at the next EOG (LM/SK).	LM/SK	29.10.24	
EOG/09/24/6.2.2	SK to update on progress with review of the Exams Services SharePoint area at the next EOG.	SK	29.10.24	
EOG/08/24/3.3.1	Review and update Teams groups by January to ensure more precise communication targeting.	SK	Jan 2025	
EOG/08/24/3.3.2	Consider developing a more granular tagging system or named contacts within departments for more effective messaging.	SK	Jan 2025	Document created for consideration – faculties to check info by
EOG/08/24/3.3.3	Schedule an opportunity for faculties to meet the exams team in person to build stronger working relationships	SK	ASAP	In progress
EOG/08/24/3.2	Faculty representatives to provide written feedback on their experience of exam periods P1, 2 and 3 for academic year 2023/24 no later than 17th September 2024 .	Faculty representatives	17/09/2024	Completed Document summarising feedback and responses created.
EOG/08/24/3.3.4	Communicate the 2024/25 schedule as early as possible to aid in planning and improve overall operational readiness	SK	ASAP	Completed
EOG/08/24/3.4	Faculty Representatives to review, add critical dates and comments to the 2024/25 schedule no later than	Faculty representatives	10/09/2024	Completed
EOG/08/24/5.1	Organise a workshop as soon as possible for stakeholders to consider the challenges and consider solutions in operationalising the changes to PAA standard additional times	LM/SK	ASAP	Completed
EOG/08/24/5.4	Exam Services Team to reach out to faculties for invigilation support during exam periods.	SK Faculty Representatives	Jan 2025 30/08/2024	 Completed

Reference	Detail	Responsibility	Deadline	Completed/Update
	Faculty representatives to provide any comments/feedback on the Invigilation Proposal 2024 no later than end of day Friday 30th August 2024			

DRAFT

Exams Operational Group (EOG)

Minutes of Meeting

29th October 2024 – 14:00 – 15:00 (via Teams)

Membership and Attendance

Name (Department)	Role	Present/ Apologies
	[LM] Associate Director Exams Assessments & Timetabling	*
	[SK] Head of Exams Services	*
	[KW] Examinations Manager (Digital Operations)	*
	[JP] Examinations Manager	#
	[LH] Examinations & Assessments Project Support Manager	*
	[CC] Associate Director (Student Lifecycle Support)	#
	[JDS] Head of Education Systems	#
	[TB] End User Services Campus Manager	#
	[JH] Associate Director Disability Support & Inclusion	*
	[JC] Head of Quality Assurance (Assessment)	*
	[KT] Head of Student Conduct & Appeals (Academic)	*
	[AP] Senior Programmes Manager	*
	[AO] Associate Director, Faculty Education Services	*
	[KDP] Senior Programme Manager	*
	[IT] Assessment Manager (UG)	#
	[UO] Programme Manager (PG)	#
	[GH] Senior Programme Manager	*
	[SG] Programme Manager	#
	[CB] Interim Education Manager	#
	[AJ] Senior Programmes Manager	*
	[DR] School Education Manager, School of Security Studies	*
	[SD] Associate Director, Faculty Education Services	#
	[EF] Senior Programmes Manager	*
	[ZF] Senior Programmes Manager (UG)	*
	[NHE] Senior Programmes Manager (PG)	#
	[IR] Programme Manager (UG)	*
	[CS] Programme Manager (Assessments)	*
	[CW] Senior Student Content Officer	#

(*Attended; # Apologies)

Item No.	Title
EOG/10/24/1	Welcome and Apologies (LM) LM welcomed members and noted apologies would be confirmed in the minutes.
EOG/10/24/2	Minutes and Actions Minutes for the meeting on 24 th September were accepted and actions noted to be discussed under relevant items.

Item No.	Title
EOG/10/24/3	Feedback and Communications
EOG/10/24/3.1	<p>Feedback from Faculties/Exams Team (SK)</p> <p>SK noted that feedback from faculty colleagues is being collated in a shared Excel document, accessible to all faculty members with statuses assigned to each entry. The document is live so will be updated with any additional feedback or status changes as work progresses.</p> <p>LM suggested that the document be included as an item for discussion at the next meeting. SK to pin the document at the top of EOG general channel for ease of access.</p> <p>ACTION:</p> <ol style="list-style-type: none"> LH/SK - Faculty Feedback document to be included as an item for discussion at the November EOG meeting. SK to pin the document at the top of EOG general channel.
EOG/10/24/3.2	Communication (LM)
EOG/10/24/3.2	<p><u>Faculty Liaison Meetings</u></p> <p>SK reported that she and the Exams Managers had met with some faculties already and further meetings are planned in the coming weeks. Faculty members were asked to contact SK directly if they would like to arrange a meeting.</p> <p>CS commented that the meeting between Exams and PPN was very positive and included a discussion about the TeamCo set up. SK advised that there would be a further update on digital based exam set up once more stakeholders have been consulted.</p> <p>ACTION:</p> <p>Faculty representatives to contact SK if they would like to arrange a meeting with Exams.</p>
EOG/10/24/3.3	<p>Deadlines for 24/25 (LM)</p> <p>LM confirmed that a document had been shared setting out deadlines for the 2024/25 academic cycle and asked for feedback from faculty members. AO and CS noted appreciation for receiving the dates earlier but requested that they be aligned with board windows to aid seamless scheduling.</p> <p>Faculty members asked if the communication on deadlines had only been sent to ADEs only as some faculties do not have an ADE and so may not have received the email. It was suggested that the SPM mailing list recipients are added to the communication list for this information in future.</p> <p>ACTION:</p> <p>SK to ensure future communications on exam deadlines are circulated to SPMs as well as ADEs</p>
EOG/10/24/3.4	<p>Affidavits (LM)</p> <p>LM noted that there had been a conversation around affidavits at the previous meeting, and a suggestion that the existing affidavit form be amended. LM queried whether the responsibility for amending the form sat with EOG or whether input from Assessment Regulatory Oversight Sub Committee (AROSC).</p> <p>SK commented that affidavits would it be best managed by faculties and LH commented that any process that could lead to a student being referred for Academic Misconduct should be approved through the appropriate governance committee.</p> <p>LM suggested that the form is shared with faculties for comment on how the form should be restructured; and subsequently submitted to AROSC for approval - LM will speak with the Associate Director (Academic Regulation Quality & Standards).</p>

Item No.	Title
	<p>The group were advised that there are no policies supporting the use of affidavits currently, but LM suggested that there should be if it is necessary to use affidavits at scale.</p> <p>ACTION:</p> <p>LM to liaise with the Associate Director (Academic Regulation Quality & Standards) on submitting a draft affidavit form for approval by AROSC.</p>
EOG/10/24/4	Upcoming Period Planning (SK)
EOG/10/24/4.1	<p>Calculators</p> <p>SK reported that faculty feedback so far was that they are content to keep the calculators currently set as standard (X83 and X85) with the addition of X82 model. LM confirmed with the group that the calculator item would now be marked as completed.</p>
EOG/10/24/4.2	<p>Religious Observance Procedure</p> <p>SK reported that no feedback had been received on the proposal presented at the last meeting. LM advised that the MCF oversight group is also reviewing this procedure and recommended that any further consideration by EOG is paused until feedback from MCF group can be brought back to include the discussion.</p> <p>ACTION:</p> <p>EF to report feedback to EOG from MCF oversight group on Religious Observance Procedure.</p>
EOG/10/24/5	Procedural Issues
EOG/10/24/5.1	<p>PAA</p> <p>Scheduling of exams is currently underway, and LM asked for an update on the impact of the revised PAA additional time allowance on scheduling. SK reported that there had been quite a few issues in scheduling the MBBS exams for November as well as the January exam period (P1) which included system issues e.g. students with multiple exams and additional time having their first exam finishing at 13:30 and second exams starting at 13:30.</p> <p>Although the first draft timetable has been released to faculties to review not all students, that may be eligible for additional exam time, have been confirmed. The deadline for student applications to Disability Support and Inclusion was 25th October; the disabilities team requested an extension to process and have until 6th November to confirm cases eligible for additional exam time. JH advised EOG that there are currently 200 cases outstanding.</p> <p>KW advised EOG that, following the implementation of the new application process, some students have still applied through the previous application process. KW will liaise with Disability Support and Inclusion on 7th November to finalise those cases. The final data for all students eligible for additional time will be released on the afternoon of November 7th.</p> <p>AO raised concerns that the draught timetable faculties are currently reviewing does not have all the data; and suggested that the timings of the process should be looked at to allow Exams sufficient time to schedule with full data, faculties to review and to publish the information in good time to students. AO also queried why the new PAA process has two application routes for students. LM explained that applications to Disability Support and Inclusion were for conditions covered by KIPs whereas other acute conditions e.g. pregnancy or a broken bone would be considered by the Exams team. It was agreed that the timings of application and approval of PAA would be reviewed.</p> <p>ACTIONS:</p> <p>LM/Exams/Disability Support & Inclusion to review the timings of application and approval of PAA cases.</p>

Item No.	Title
EOG/10/24/5.2	<p data-bbox="331 241 555 275">Examination Papers</p> <p data-bbox="331 293 1431 488">SK confirmed that the template for the new exam paper front cover had already been shared through the main Exams SharePoint area and that some faculties have already started to use it. Only minor amendments had been made to the original template to make the information collected in it clearer. SK confirmed that both the old and revised template may be used for P1 exams but that only the new template should be used for P2 onward. AJ asked that it is made clear to faculties that there is a new template to use but if they have already used the old template that is acceptable.</p> <p data-bbox="331 506 432 539">ACTION:</p> <p data-bbox="331 557 1362 616">SK to ensure communication to faculties is clearly articulates that they may use the old or new template for P1 exams but the new template for P2.</p>
EOG/10/24/5.3	<p data-bbox="331 633 643 667">Examination Script Delivery</p> <p data-bbox="331 685 635 719">No update for this meeting.</p>
EOG/10/24/5.4	<p data-bbox="331 736 459 770">Invigilation</p> <p data-bbox="331 788 1431 873">Exams are recruiting additional invigilators under the revised terms and conditions; faculties and professional support areas will be contacted shortly inviting staff to volunteer to support invigilation. SK will also communicate invigilation training dates shortly.</p> <p data-bbox="331 891 443 925">ACTIONS:</p> <p data-bbox="331 929 1286 958">SK to circulate the invitation for volunteer invigilators and dates for invigilation training.</p>
EOG/10/24/5.5	<p data-bbox="331 976 483 1010">Digital Exams</p> <p data-bbox="331 1028 1431 1151">Faculty members had previously been advised to contact Exams if they were interested in moving from paper-based to digital exams providing details on modules and the relevant exam period (P1 or P2). This information is needed to understand potential demand and future planning. Any changes would need to go through the usual module amendment process for approval.</p> <p data-bbox="331 1169 1431 1292">In relation to planning King's is reviewing its exam delivery budget, which has been insufficient for service needs. This involves a procurement review of suppliers and aims to identify potential cost-saving measures. It would be helpful to have information from faculties on any additional demand they may have so that it can be included in the planning process.</p> <p data-bbox="331 1310 1145 1344">LM requested any information to be shared with her within the next week.</p> <p data-bbox="331 1361 1362 1420">Through discussion GP and LM agreed that clearer communication and long-term planning are essential in considering potential expansion of digital exams.</p> <p data-bbox="331 1438 432 1471">ACTION:</p> <p data-bbox="331 1489 1356 1556">Faculties to provide any information they may have on potential additional demand for digital exams going forward.</p>
EOG/10/24/5.6	<p data-bbox="331 1574 667 1608">Student Services Online (SSO)</p> <p data-bbox="331 1626 1431 1749">LH advised that the SSO articles for Exams are being reviewed and mapped with a view to rationalising the content. Information on hits and traffic across the articles had been requested from Communications to gain a view on which articles students access the most, CW confirmed that the information would be provided as soon as possible.</p> <p data-bbox="331 1767 1431 1861">CS commented that students are primarily directed to SSO articles for information and that there had been issues with information sometimes seeming a bit buried so a review and refresh would be welcomed.</p>
EOG/10/24/6	Policy/Procedures (LM/SK/LH)
EOG/10/24/6.1	<p data-bbox="331 1930 560 1964">Policy and Guidance</p> <p data-bbox="331 1968 1431 2022">LM asked the group if everyone had had the opportunity to review the draft Exam Scheduling and Management Policy. Faculty members requested more time to read and comment on the draft</p>

Item No.	Title
	policy and, for ease of reference, that the link to the most up to date version be included in the minutes.
	ACTIONS:
	a. LH to include link to the latest version of the draft policy in the minutes.
	b. Faculties to review and comment on the draft policy to ensure it is appropriate for its intended purpose.
	c. SK/LH to share policy with ADs and particularly Darren Wallis and Sarah Rowe; Katie Kelly (ARQS)
EOG/10/24/6.2	Projects – Data Import, SharePoint (LM/LH/SK)
	LM reported to the group that work continues around the data import under the agile project.
	SK updated the group on the Exams SharePoint project, a new SharePoint area is being built that will be easier to navigate whilst still retaining important information. The draft site will be shared with EOG members for feedback so that it can be refined before being published.
EOG/10/24/7	AOB (All)
	No AOB was noted
EOG/10/24/8	Date and Time of Next Meeting (LM)
	Tuesday November 26 th 2024

DRAFT

EOG/10/24 – ACTIONS SUMMARY

Reference	Detail	Responsibility	Deadline	Completed/Update
EOG/10/24/3.1a	Faculty Feedback document to be included as an item for discussion at the November EOG meeting.	LH/SK	26.11.24	
EOG/10/24/3.1b	Pin the feedback document at the top of EOG general channel.	SK	ASAP	Completed
EOG/10/24/3.2	Faculty representatives to contact SK if they would like to arrange a meeting with Exams.	Faculty Reps	ASAP	In progress
EOG/09/24/3.2a	Faculty representatives to review the Faculty Contact List document in terms of accuracy of contact details; and to add first part of module codes to allow for identification of the relevant department.	Faculty Reps	04.10.24	Tags updated – faculties to do a final check
EOG/10/24/3.3	SK to ensure future communications on exam deadlines are circulated to SPMs as well as ADEs	SK	ASAP	In progress
EOG/10/24/4.2	EF to report feedback to EOG from MCF oversight group on Religious Observance Procedure.	EF	26.11.24	
EOG/10/24/5.5	Faculties to provide any information they may have on potential additional demand for digital exams going forward.	Faculty Reps	Jan 2025	Ongoing
EOG/10/24/6.1	LH to include link to the latest version of the draft policy in the minutes.	LH	ASAP	Completed
	Faculties to review and comment on the draft policy to ensure it is appropriate for its intended purpose.	Faculty Reps	ASAP	Deadline adjusted to 10 th Dec
	SK/LH to share policy with ADs and particularly Darren Wallis and Sarah Rowe; Katie Kelly (ARQS)	SK/LH	ASAP	Completed
EOG/09/24/5.4	LM/SK to send advisory email to faculties on the new invigilator roles and pay; as well as the guidance document for training invigilators.	LM/SK	20.10.24	Discussion with HR re implementation of pay rises and to be circulated following completion of that discussion.
EOG/08/24/3.3.1	Review and update Teams groups by January to ensure more precise communication targeting.	SK	Jan 2025	Tags updated – faculties to do a final check
EOG/08/24/3.3.3	Schedule an opportunity for faculties to meet the exams team in person to build stronger working relationships	SK	ASAP	Updated and in progress (Action: EOG/10/24/3.2 above)

EOG/10/24 – ACTIONS SUMMARY

Reference	Detail	Responsibility	Deadline	Completed/Update
EOG/09/24/4.2	Faculty representatives to take the proposal for Religious Observance process back to faculties for discussion and to feedback to the next EOG.	Faculty Reps	24.10.24	Paused – See EOG/10/24/4.2 for update It has been noted that there are two dates for Eid one of which may impact 2025 exam dates.
EOG/09/24/3.3	Faculty representatives to feedback any comments on deadlines to SK as soon as possible so that the business planning cycle document can be finalised.	Faculty Reps	20.10.24	Completed
EOG/09/24/4.1	Faculty members were asked to review the calculator document and comment at the end of the document which model(s) were acceptable to each faculty or if there was no preference or limitation to the calculator models used in their exams.	Faculty Reps	20.10.24	Completed
EOG/09/24/5.1.1	LM to confirm a date/time for meeting to discuss outcome of the workshop w/c 30 th September; notes from the meeting to be circulated to EOG members and ADs.	LM	ASAP	Completed Thursday 3 rd Oct 16:00 – 17:00
EOG/09/24/5.1.2	Exams Services office to provide an update on data considering all PAA eligible students being allocated to the revised time bands, particularly those moving from 15 mins/hr to 30 mins/hr.	SK	03.10.24	Completed
EOG/09/24/6.1	Faculty representatives to revert to faculties for feedback and to summarise comments on the draft document prior to the next EOG meeting at the end of October.	Faculty Reps	20.11.24	Completed
EOG/09/24/6.2.1	Progress on the import of PAA data for exam planning and scheduling update at the next EOG (LM/SK).	LM/SK	20.10.24	Completed
EOG/09/24/6.2.2	SK to update on progress with review of the Exams Services SharePoint area at the next EOG.	SK	24.10.24	Completed
EOG/08/24/3.3.2	Consider developing a more granular tagging system or named contacts within departments for more effective messaging.	SK	Jan 2025	Tags updated – faculties to do a final check

EOG/10/24 – ACTIONS SUMMARY

Reference	Detail	Responsibility	Deadline	Completed/Update
EOG/08/24/3.2	Faculty representatives to provide written feedback on their experience of exam periods P1, 2 and 3 for academic year 2023/24 no later than 17th September 2024 .	Faculty representatives	17/09/2024	Completed Document summarising feedback and responses created.
EOG/08/24/3.3.4	Communicate the 2024/25 schedule as early as possible to aid in planning and improve overall operational readiness	SK	ASAP	Completed
EOG/08/24/3.4	Faculty Representatives to review, add critical dates and comments to the 2024/25 schedule no later than	Faculty representatives	10/09/2024	Completed
EOG/08/24/5.1	Organise a workshop as soon as possible for stakeholders to consider the challenges and consider solutions in operationalising the changes to PAA standard additional times	LM/SK	ASAP	Completed
EOG/08/24/5.4	Exam Services Team to reach out to faculties for invigilation support during exam periods. Faculty representatives to provide any comments/feedback on the Invigilation Proposal 2024 no later than end of day Friday 30th August 2024	SK Faculty Representatives	Jan 2025 30/08/2024	Completed

DRAFT

Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-09.2
Status	FINAL

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Strategy 2030	29 January	Consent	Note	No
2. KBS Research Strategy	29 January	Consent	Note	No
3. REF 2029: Planning and Delivery	29 January	Consent	Note	No
4. King's Together: Round 13	29 January	Consent	Note	No
5. 2025 Research Strategy Away Day	29 January	Consent	Note	No
6. Matters Arising: <ul style="list-style-type: none">• CRediT Policy• HR Excellence in Research Award• Research Culture Symposium• King's Climate and Sustainability• Data Science, AI and Society	29 January	Consent	Note	No

For note

1. Strategy 2030

The Director of Strategy presented slides outlining how the college intends to approach the strategy refresh. The committee were invited to comment on the plans.

- The objective is to create a clear 5 year strategy for the college that will build upon Vision 2029, including the overarching 'in service of society' statement. The emphasis will be on delivery planning with clear targets, milestones, and plans for implementation. The strategy will be presented to the College Council for review in October.
- The Director of Strategy outlined the 5 work streams: academic excellence; compelling value for students; empowered people; student, campus, service and digital futures; operating surplus to invest. It was suggested that the 2 most prominent work streams - academic excellence, compelling value for students - should be kept closely linked, as one reinforces the other.
- Committee members commented that it would be useful if the strategy was explicit about activities staff should deprioritise, as well as prioritise, to allow staff to focus efforts and improve productivity.
- The Chair asked if a timeline could be created indicating when different groups will be invited to provide input, emphasising the importance of engaging the broad student community. The Director of Strategy highlighted 2 critical areas that would benefit from student input - student futures, which will focus on how the college can underpin education and infrastructure; and education proposition, which will focus on what attracts students to King's and how the college can capitalise on that.

2. KBS Research Strategy

The Vice-Dean (Research), KBS and the Associate Director (Strategy) presented slides summarising the objectives and progress made on the KBS Roadmap project, alongside the current draft of the KBS Strategic Framework. The committee were asked to provide feedback on the strategic framework to inform the next iteration.

- Since its establishment, KBS has recorded significant growth in staff and student numbers and achieved both financial and reputational success. However the School has faced challenges too, notably greater market competition, which has forced it to be proactive, and consider how it can reinvest funds to build critical mass and diversify its income to make a strong contribution to the college. Through consultation with internal and external stakeholders, KBS have developed a strategic framework that includes objectives and KPIs, as well as recommendation for its future size and shape.
- The draft framework includes a mission statement, 4 goals - centred on research, reputation, connectivity, people and infrastructure - and 4 themes or 'knowledge frontiers':
 - Developing a modern workplace
 - Creating sustainable and socially responsible business
 - Improving health and public services organisation
 - Strengthening economic and financial systems

These align with objectives for raising research quality standards, identifying clusters with critical mass, increasing grant income and PhDs, and outward collaboration, especially around (a) transitions to Net Zero and (b) AI and digitisation of society and the economy. The committee were asked to share: how they have handled strategy development challenges around research boundaries, distinctiveness, cross-cuts and prioritisation; scope for further collaboration across King's especially in the interdisciplinary knowledge frontiers; and how cross-cutting themes best be integrated into the knowledge frontiers.

- Discussion highlighted that the same challenges are encountered across faculties. SSPP are refreshing their strategy and addressing the same questions and may draw on the KBS model to plan the final phases of their work. Supporting cross-cutting themes with interest groups - which can reach beyond the faculty - has worked for FoLSM and might be useful for KBS as well. To develop the health themes, it might be good for Vice-Deans (Research) based outside the health faculties to attend or present at one of their Faculty Research Committee meetings to develop research and impact connections. Members also noted that where 'values' are a dimension of faculty research strategies, it would be good to ensure that these align with or follow on from general college values and research culture aims (thriving community, inclusive research, good research practice) to ensure we have a simple and coherent picture for staff and the REF.

3. REF 2029: Planning and Delivery

The Director of REF, KEF & Research Impact presented two updates: the timetable for delivering the next REF submission, and the milestones and high-level plan for all work to be carried out in the next calendar year.

- Research England (RE) have delayed the expected guidance on the Contribution to Knowledge and Understanding but have released guidance on volume measure. This confirms that teaching only contracts cannot count towards this - though these individual's outputs, where co-authored, may be able to be returned - and also removes the minimum 0.2 FTE level contract required for inclusion in the data.
- RE also released guidance on Codes of Practice. King's are aiming to submit their Code of Practice in December; a draft will be presented at the CRC meeting on 21 October. An interim Code of Practice was agreed by the committee in June 2024.
- Output reviews have concluded for this year's cycle, and faculties have been asked to provide feedback on the process. For the next cycle, there will be more guidance and training for faculties looking to illustrate or increase their Open Access compliance. Faculties who require support at this stage should contact the Associate Director, Research & Impact, Libraries & Collections and the Head of Open Research.
- Main Panels are beginning to meet, and each of the Main Panel Leads will provide a progress update at the REF Oversight Group meeting on 3 March.

4. King's Together: Round 13

The Director, Research Development (Arts & Sciences) and the Director, Research Development (Health) presented a summary of the awards made in round 13.

- 15 awards were made, many for projects that are focused on data science and AI, themes that were particularly encouraged. A formal note will be circulated to Vice-Deans (Research) and Research Development Managers once the exact budget for all awards has been finalised. The next call will be launched in the autumn, details will be provided once the timeline has been confirmed.

5. 2025 Research Strategy Away Day

For the past two years, a workshop style meeting has been held in the summer to gather the Vice-Deans (Research) and other staff members together outside of the committee. These sessions have proved to be valuable, so a third has been scheduled for 19 June. Last year's session focused on Data Science and AI, but it may be good to divide the time between two or three different themes this year. An initial draft of the agenda will be circulated in March.

6. Matters Arising

CRediT Policy

- At the September meeting, the committee confirmed their support for adopting the Contributor Roles Taxonomy, or CRediT as it is often referred to, a system designed to support recognition of individual contributions to research outputs. Work is ongoing, overseen by the College Research Culture Committee, on the adaptations needed to suit different academic fields. For ease of implementation, King's are part of a 20+ university group exploring AI tools for identifying CRediT statements within online publications, and it is hoped that once developed this can be built into Pure.

HR Excellence in Research Award

- Following a proposal made at the November meeting, it was agreed that King's would cease to maintain its HR Excellence in Research Award. This decision has been communicated to Vitae, the awarding body, but we will continue to adhere to the principles outlined in the concordat, as well as following and updating our existing action plan.

Research Culture Symposium

- The inaugural event was held at the Strand campus on 8 January, the event was hybrid with 100 people attending in person and a further 250 people joining online. The Chair and Dean of Research Culture have both received positive feedback post-event.

King's Climate and Sustainability: UK Concordat for Environmental Sustainability of Research

- King's became a signatory to the Concordat on 3 December, and is now required to publish a letter on the external website stating its commitment and outlining how it will deliver against the areas that are most important for the college.

- Separately from the Concordat, from 1 January 2026 researchers applying to Wellcome and CRUK for funding will need to be based in labs that have, bronze or silver Laboratory Efficiency Assessment Framework (LEAF) accreditation, or equivalent accreditation sought through another provider. While many King's labs have attained at least bronze, a significant number, mainly in FoLSM and IoPPN have not, but it is felt that it is realistic for all labs to attain this by the end of the year. King's will also need to ensure that any unaccredited labs expecting to apply to CRUK are identified early on, so that they can work towards silver.

Members noted the urgency of the work on LEAF accreditation, and the Director, RMID confirmed that she and Jo Martindale, Director of Research Platforms were looking into the resources required, including how much could be done by existing teams and where new posts are needed. Members emphasised that the approach taken should continue to build on the enthusiasm of technical staff across the health faculties.

Data Science, AI and Society

- The UK government's AI Opportunities Action Plan, that was published in January, underlined their focus on embedding AI in the economy and public services. The general focus aligns with King's emphasis on multidisciplinary, application relevant research. Faculties might want to consider the directions and opportunities under four broad headings:
 - AI adaptations for embedding in services and the economy
 - UK AI compute power and data infrastructures
 - Skills quality and quantity - undergraduate, postgraduate taught, postgraduate research, and our own staff
 - Regulations and safety in real world settings

- Since the workshop last July, progress had been made in developing plans for attracting new talent (the AI+X Academic Fellowship proposals), and a successful push on cross faculty collaborations through King's Together had been completed. To address communications and signposting, work has started to bring together the forward plans for King's institutes, centres, hubs, and CDTs providing leadership and building connections in these areas, this will be ready in March.

The DSAIS Board are also considering future research themes that the college might need to plan or prepare for. The following have been suggested: AI harms and benefits for wider society; smart data; new personal and societal research methods; creative industries. Once the first think pieces have been drafted, they will be shared with the Vice-Deans (Research) for feedback.

- As part of the AI+X initiative, a £2M investment in infrastructure to support AI research has been proposed. A meeting on 6 February will advise on the key needs, with input from all of the AI+X faculty leads. Committee members were asked to submit comments to their faculty representative ahead of the meeting.
- To support AI research using confidential and sensitive data sets, the e-Research CREATE Trusted Research Environment recently achieved ISO 27001 certification. This accreditation should assure both the King's research community and external funders that data maintained on this system is managed in a highly professional and secure manner.

At a recent meeting of the Trusted Research Committee, it was agreed that a generic description of trusted research would be drafted and shared with faculties to help those applying for research grants for which this is a requirement.

Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-10.1
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) We have recently started looking at ways of assessing the effectiveness of our work across King's (with a particular focus on the Chaplaincy, at least to start with), which began with a useful Theory of Change meeting led by colleagues from the Policy Institute.
- b) At the time of writing, I am just about to spend a weekend teaching on the Vice-Chancellor's Global Leadership course focusing, in my case, on character and leadership. This course brings together an excellent student cohort from across the university and I look forward very much to learning from them and from my fellow presenters.
- c) By the time of the Academic Board meeting we will be over halfway through the Muslim holy month of Ramadan, when all of us need to be aware that there may be extra pressures on the staff and students who will be observing the fast during the hours of daylight.

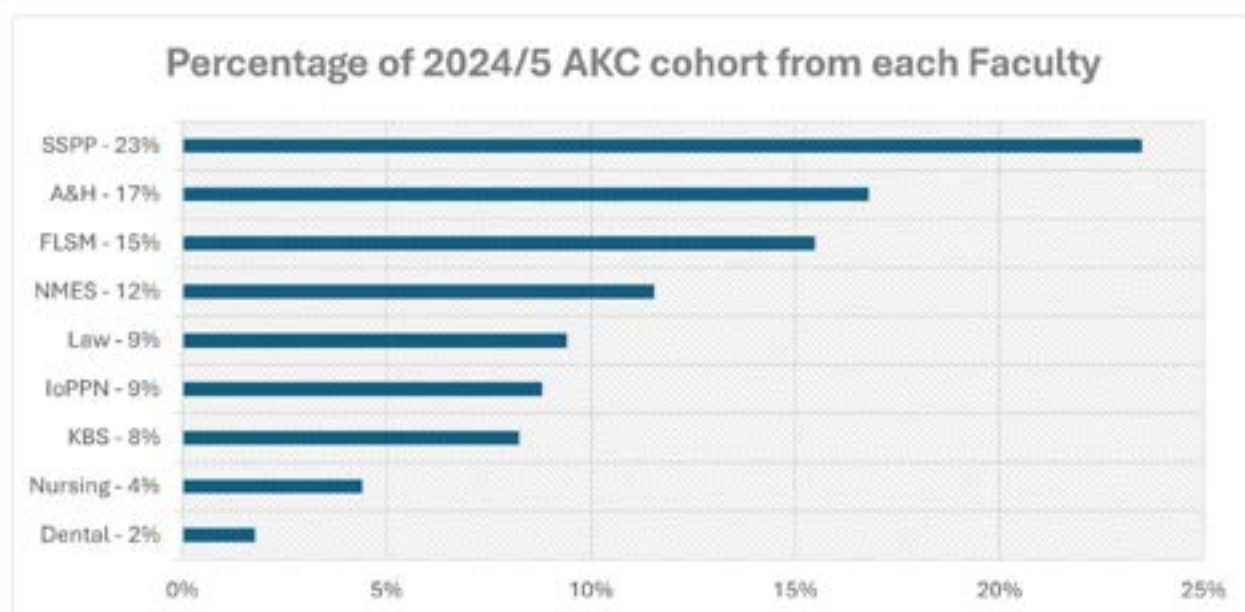
2. AKC (Associate of King's College)

- a) Planning is underway for next year's lecture series:
 - i. Rethinking Thinking: this series explores the nature of thought, examining how different scholars and practitioners engage in thinking, alongside the philosophical, moral, and scientific frameworks that shape our understanding of cognition. Through an interdisciplinary lens, the series will challenge assumptions about reasoning, creativity, and decision-making, inviting speakers to reflect on how thinking works—and how it might be reimagined.
 - ii. Inside London: 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) In terms of enrolments for the current year, initial data analysis shows the following:
 - i. Breakdown of enrolments by year of degree:

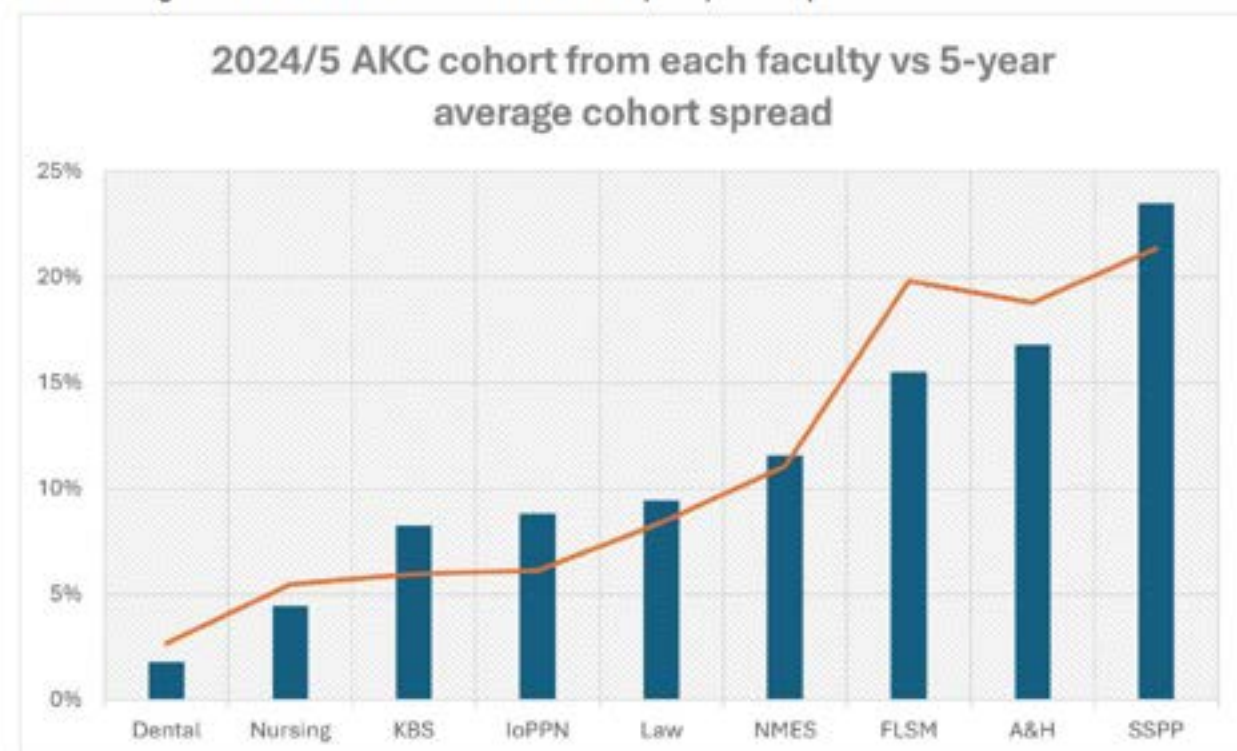
Category	Sub-category	No of enrolments
Student 1st year of degree	1st year of AKC	2988
Student 2nd year of degree	1st year of AKC	672
Student 2nd+ year of degree	retaking 1st year of AKC	41
Subtotal		3701
Student 2nd+ year of degree	2nd year of AKC	926
Student 2nd+ year of degree	retaking 2nd year of AKC	45
Subtotal		971
Staff	1st year of AKC	75
Staff	retaking 1st year of AKC	5
Staff	2nd year of AKC	48
Staff	retaking 2nd year of AKC	3
Subtotal		131
Alumni	1st year of AKC	53
Alumni	retaking 1st year of AKC	3
Alumni	2nd year of AKC	40
Alumni	retaking 2nd year of AKC	1

Subtotal	97
Grand total	4900

ii. Breakdown by Faculty:



iii. Percentage of AKC Student Cohort from each Faculty – 5-year comparison:



- c) Admissions opened for the AKC for Alumni for 2025/26 on 6 January. We're delighted to note that as of 3 February we have received 55 applications for entry in September (at this stage last year, 3 applications had been received). This increase in applications follows the publication of [Seven thought-provoking questions asked by the AKC in the last 10 years](#) in In Touch magazine, which celebrates 10 years of the AKC being open to King's Alumni.
- d) As always, all staff and students can catch up on AKC lectures [via the podcast](#), or by emailing akc@kcl.ac.uk for access to the lecture videos.

3. Chaplaincy

- a) Once again we were glad to take part in both Wellbeing Week and the January Welcome to King's events, offering events such as mindfulness sessions and drop-in tea and cake. It is always good to work with colleagues in different teams and departments across King's to show the range of support and other resources available within the King's community.
- b) Our regular pattern of services in the Strand Chapel has continued, including marking World Interfaith Harmony Week in the Wednesday lunchtime service on 5 February. In the rest of the term, we will be marking LGBT+ History Month in the service on 26 February, University Mental Health day on 12 March, and Women's History Month on 19 March (when we will be joined by Chine McDonald, Director of the Theos thinktank).
- c) We also hosted a memorial service in the Strand Chapel for Professor Costas Iliopoulos (Department of Informatics) on 5 February, and we are starting to plan the memorial service for Professor Jinty Nelson (Department of History) on 20 May at 5pm (this will follow an academic symposium in Jinty's memory during the day). More widely, Tim Ditchfield and other members of the Chaplaincy team continue to work with both staff and groups of students to help and support them in processing grief; we are always happy to talk about what could be useful in individual situations.

4. Chapel Choir

- a) This has been a busy term for the Choir, as several of our regular Tuesday services of Choral Evensong have been joint events with visiting choirs from local secondary schools, as well as the St Paul's Cathedral outreach singing programme. There have also been some memorial services.
- b) Beyond the Strand Chapel, the Choir will be singing Evensong at St Paul's Cathedral on Monday 3 March, and giving concerts in [Southend on Sea on Friday 14 March](#) and at [the Barnes Music Festival on Sunday 16 March](#).
- c) The Choir's latest CD, '[Nativity](#)' (a recording of Christmas music by [Edward Nesbit](#) of the Department of Music), is picking up good reviews since its release last November – see [the Delphian website](#) and click the 'Reviews' tab. Planning for the next recording session is underway, but details are yet to be finalized.

Ellen Clark-King
Dean of King's College London
20 February 2025

These pages have been redacted

Academic Board	
Meeting date	17 March 2025
Paper reference	AB-25-03-17-11
Status	Final



Report from Council

Action required

- For approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meeting of Council held on 20 January 2025. Council receives reports from the Vice-Chancellor and from the KCLSU President at each meeting, as does the Academic Board. Summaries of these reports, are therefore not included.
What is required from members?	One of the elected members on Council will present the report.

Paper History

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

Paper Submitted by:

Dr Sinéad Critchley, University Secretary & Director of Assurance

Report from Council – meeting of 20 January 2025

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

- Council welcomed The Rev'd Dr Ellen Clark-King, Dean of King's College London and Edward A. David, Director of the Associateship of King's College, along with two students, to speak about the Associateship of King's College (AKC).
- Committee Chairs Reflection. Council discussed areas of strategic importance for King's and the focus of their committees for the remainder of the academic year, and beyond.
- Update on Strategy 2030. Council received an outline of the proposed strategy and the associated timeline, including opportunities for staff contribution.
- Governance and Nominations Committee. Council noted the plan of work to conclude the implementation of the recommendations following the independent governance review and discussed proposed changes to the staff membership of Council.

Council's next meeting is scheduled for **31 March 2025**