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**Academic Board**

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**Meeting date** 26 June 2024

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**Paper reference** AB-24-06-26-02

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**Status** Final

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Meeting of the Academic Board to be held on **Wednesday 26 June 2024** at 14.00, in The Great Hall, King's Building, Strand Campus

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**Agenda**

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<b>1</b>	<b>Welcome, apologies and notices</b>	Verbal	Chair
<b>2</b>	<b>Approval of agenda</b>	AB-24-06-26-02	Chair
<b>3</b>	<b>Unanimous Consent Agenda</b> including:	AB-24-06-26-03	Chair
3.1	<i>Minutes of the Previous Meeting</i>	AB-24-06-26-03.1	
3.2	<i>Actions Log</i>	AB-24-06-26-03.2	
<b>4</b>	<b>Matters arising from the Minutes</b>	AB-24-06-26-04.1	Chair

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*(Strategic Discussion Item delayed until 3pm)*

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**REGULAR BUSINESS ITEMS**

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<b>5</b>	<b>Report of the Vice-Chancellor &amp; President</b>		
5.1	Summary of Key Issues (to note)	AB-24-06-26-05.1	Chair
5.2	FoE Code of Practice (to approve)	AB-24-06-26-05.2	Vice-Chair
	<i>On the Unanimous Consent Agenda:</i>		
5.3	<i>Student Terms &amp; Conditions 2024-2025 (to approve)</i>	AB-24-06-26-05.3	
5.4	<i>King's Student Protection Plan (to approve)</i>	AB-24-06-26-05.4	
5.5	<i>JEI SUSTech Student Protection Plan (to approve)</i>	AB-24-06-26-05.5	
<b>6</b>	<b>Report of the President of KCLSU (to discuss)</b>	Verbal report	KCLSU President
<b>7</b>	<b>Reports of Committees</b>		
<b>7.1</b>	<b>Report of the Academic Board Operations Committee</b>	AB-24-06-26-07.1	Chair, ABOC
	(i) Academic Board Membership and Faculty Numbers (to approve)	Annex 1	
	(ii) Assignment of Seats to CIEL (to approve)		
	(iii) Education Governance Review and New CEC Structure (to approve)	Annex 2	
	(iv) Dissolution of CIC, CLC, CSC (to approve)		
	<i>Remaining items are on the Unanimous Consent Agenda</i>		

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**STRATEGIC DISCUSSION**

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<b>8</b>	<b>Financial health of the higher education sector and the impact on King's academic strategy</b>	AB-24-06-26-08	SVP (Academic)/Vice President (Finance)
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REGULAR BUSINESS ITEMS – *Continued...*

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<b>7.2</b>	<b>Report of the College Education Committee</b> (i) Amended Emergency Regulations (to approve)	AB-24-06-26-07.2 Chair, CEC
<i>Remaining items are on the Unanimous Consent Agenda</i>		
<b>7.3</b>	<b>Report of the College Research Committee</b> <i>Items are on the Unanimous Consent Agenda</i>	AB-24-06-26-07.3 Chair, CRC
<b>9</b>	<b>The Dean</b>	
<b>9.1</b>	<b>Report of The Dean</b> (to note)	AB-24-06-26-09.1 Dean
<b>9.2</b>	<i>AKC (on the Unanimous Consent Agenda)</i>	<i>AB-24-06-26-09.2</i>
<b>10</b>	<b>Report from Council</b> (to note)	AB-24-06-26-10 Council Member
<b>11</b>	<b>Any Other Business</b>	Verbal Chair

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Irene Birrell, College Secretary  
June 2024

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**Academic Board**

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**Meeting date** 26 June 2024

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**Paper reference** AB-24-06-26-03

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**Status** Final

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## Unanimous Consent Agenda

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

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

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

Item	Title	Paper	Action
3.1	Minutes of April 2024 meeting	AB-24-06-26-03.1	Approve
3.2	Actions Log	AB-24-06-26-03.2	Note
5.3	Student Terms & Conditions 2024-2025	AB-24-06-26-05.3	Approve
5.4	King's Student Protection Plan	AB-24-06-26-05.4	Approve
5.5	JEI SUSTech Student Protection Plan	AB-24-06-26-05.5	Approve
<b>Report of the Academic Board Operations Committee</b>		AB-24-06-26-07.1	
07.1	(i) College Research Committee Terms of Reference	Annex 3	Note
	(ii) Academic Board Elections	Annex 4	Note
<b>Report of the College Education Committee (CEC)</b>		AB-24-06-26-07.2	
7.2	(i) Education Governance Review		Confirm
	(ii) Review of UK Transnational Education Case Study		Approve
	(iii) Mitigating Circumstances Policy		Approve
	(iv) Postgraduate Taught Dissertation Framework		Approve
	(v) Student Disability and Inclusion Policy		Approve
	(vi) Non-Academic Misconduct Policy		Approve
	(vii) Fee Status Assessment Policy for Applicants and Enrolled Students (Student Admissions)		Approve
	(viii) Degree Outcome Statement 2024/25		Approve
	(ix) Academic Regulations 24/25		Approve
	(x) King's/SUSTech joint programmes: proposed regulatory framework		Approve
	(xi) RADA Academic Regulations 24/25		Approve

	(xii) The Inns of Court College of Advocacy Academic Regulations 24/25		Approve
	(xiii) Complaints Policy		Approve
	(xiv) PGT External Examiners Overview 22/23		Approve
	(xv) Sunset Clause Policy		Note
	(xvi) King's Digital Update		Note
	(xvii) Afe Babalola Centre for Transnational Education at King's		Note
	(xviii) Transforming Assessment for Students at King's (TASK)		Note
	(xix) Higher Education Mental Health Implementation Taskforce: work underway at King's College London		Note
	(xx) Access and Participation Plan (APP)		Note
	(xxi) Community Charter		Note
	(xxii) Continuous Enhancement Review overview		Note
	(xxiii) College Teaching Fund: Innovations in teaching, assessment and feedback in the age of generative artificial intelligence		Note
	(xxiv) Periodic Programme Review reports		Note
<b>Report of the College Research Committee (CRC)</b>		AB-24-06-26-07.3	
7.3	(i) Improvement of PGR Student Experience Across Faculties		Note
	(ii) Data Science, AI and Strategy Update		Note
	(iii) King's Doctoral College Update		Note
	(iv) Revised Research Publications Policy		Note
	(v) Planning for REF 2029: Interim Code of Practice and Draft Open Access Consultation Response		Note
	(vi) Research Culture		Note
<b>Report of the Dean</b>			
8.2	Election of Associates of King's College London	AB-24-06-29-08.2	Approve

Joanna Brown  
Interim Senior Governance Manager  
June 2024

**Academic Board**

**Meeting date** Wednesday 26 June 2024

**Paper reference** AB-24-06-26-03.1

**Status** Unconfirmed



**Minutes**

Academic Board is asked to approve the unconfirmed minutes of the previous meeting.

**Date** 17 April 2024, 14.00

**Location** Great Hall, Strand Campus and MS Teams

Composition		Members	Attendance 2023-2024					
			1 Nov 23	13 Dec	6 Mar 24	17 Apr	26 Jun	
<b>Ex officio</b>	Chair of Academic Board, President & Principal	Professor Shitij Kapur	P	P	A	P		
	Senior Vice	SVP Academic (Vice-Chair)	Professor Rachel Mills	P	P	P	P	
	Presidents & Vice Principals	SVP Health & Life Sciences	Professor Richard Trembath	P	P	P	P	
		VP Education & Student Success	Professor Adam Fagan	P	P	A	A	
		VP Research & Innovation	Professor Bashir Al-Hashimi	P	P	P	A	
		VP International, Engagement & Service	Professor 'Funmi Olonisakin	P	P	P	A	
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	A	P	P	P	
	The President of the Students' Union		Steven Suresh	P	P	P	A	
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Sadaf Abbas Cheema	P	-	-	-	
		Vice President for Education (Health)	Janvi Jagasia	P	P	P	P	
		Vice President for Postgraduate	Alizeh Abrar	P	-	-	-	
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	P	P	P	P	
		Dentistry, Oral & Craniofacial Sciences	Professor Michael Escudier	P	P	P	P	
		Dickson Poon School of Law	Professor Dan Hunter	P	A	P	A	
		King's Business School	Professor Stephen Bach	P	P	P	P	
		Life Sciences & Medicine	Professor Ajay Shah	P	P	P	A	
		Natural, Mathematical & Engineering Sciences	Professor Rachel Bearon	P	P	P	P	
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	A	A	P	P	
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Matthew Hotopf	P	P	P	A	
		Social Science and Public Policy	Professor Linda McKie	P	A	P	A	
Dean for Doctoral Studies		Professor Rebecca Oakey	P	P	P	A		
Executive Director: Centre for International Education & Languages (CIEL)		Sarah Shirley	P	P	P	P		
<b>Elected Students</b>	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Jenee Gardner	P	P	P	P	
		Dentistry, Oral & Craniofacial Sciences	Jekaterina Polomarenko	P	P	P	A	
		Dickson Poon School of Law	Emilia Britain	P	P	P	P	
		King's Business School	Vacancy	-	-	-	-	
		Life Sciences & Medicine	Mariana Ferreira Teixeira Da Silva	P	A	A	A	
		Natural, Mathematical and Engineering Sciences	Navye Jain	P	P	A	P	
		Nursing, Midwifery & Palliative Care	Marie Martos	P	A	P	A	
		Institute of Psychiatry, Psychology & Neuroscience	Emil Galanides	P	P	A	P	
Social Science and Public Policy	Joep Lahaije	P	P	P	A			
<b>Elected Staff</b>	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of	Arts & Humanities (5 members, including HOD equivalent)		Dr Virginia Crisp (HoD)	P	P	P	A
				Dr Hannah Crawforth	A	P	A	P
				Dr Zeena Feldman	P	P	P	A
				Professor Nick Harrison	P	P	P	A
				Dr Laura Gibson	P	P	P	P
	Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)		Professor Kim Piper (HoD)	P	P	P	P	
			Professor Jeremy Green	A	P	P	A	
			Professor Richard Cook	P	P	P	P	
			Dr David Moyes	P	P	P	P	
	Dickson Poon School of Law (4 members, including HOD equivalent)		Vacancy	-	-	-	-	
			Professor Ann Mumford	P	P	A	P	
			Professor Ewan McGaughey	A	A	A	P	
		Dr Elin Weston	P	P	P	A		
		Professor Gulcin Ozkan (HoD)	P	P	P	P		

each faculty.	King's Business School (4 members, including HOD equivalent)	Dr Jack Fosten	A	P	P	A	
		Dr Juan Baeza	P	P	A	P	
		Dr Andrew McFaul	P	P	P	P	
	Life Sciences & Medicine (5 members, including HOD equivalent)	Professor Susan Brain (HoD)	P	P	P	A	
		Dr Manasi Nandi	P	P	P	P	
		Professor Claire Wells	P	P	P	P	
		Dr Baljinder Mankoo	P	P	A	P	
		Dr Anna Battaglia	P	P	P	P	
	Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Luc Moreau (HoD)	P	P	P	P	
		Dr Andre Cobb	P	P	P	A	
		Professor David Richards	P	P	P	P	
		Professor Gerard Watts	P	P	P	P	
	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Lorraine Robinson (HoD)	P	A	P	P	
		Dr Jocelyn Cornish	P	A	P	A	
		Dr Wladzia Czuber-Dochan	A	A	A	P	
		Irene Zeller	P	A	A	P	
	Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Sarah Byford (HoD)	A	P	P	P	
		Dr Eleanor Dommett	P	P	P	A	
		Dr Rina Dutta	A	P	A	A	
		Dr Yannis Paloyelis	P	P	P	P	
		Dr Eamonn Walsh	P	A	P	P	
	Social Science and Public Policy (5 members, including HOD equivalent)	Professor Jelke Boesten (HoD)	P	P	P	A	
		Dr Hillary Briffa	P	A	P	P	
		Dr Sunil Mitra Kumar	P	P	A	P	
		Dr Tim Benbow	P	P	P	P	
		Tomas Maltby	P	P	P	P	
	Three staff members on contracts which include teaching from Professional and Continuing Education elected by and from the staff members on contracts which include teaching in PACE. One of the three seats will be held by a Head of Department or equivalent.	<i>Sarah Shirley (see ex-officio)</i>	-	-	-	-	
		Suzie Coates	P	P	A	A	
		Dr Michael Elliott	P	P	P	P	
	Three professional staff	Education Support	Thomas Seagroatt	P	-	-	-
		Research Support	Dr Natasha Awais-Dean	P	P	P	P
		Service Support	Akic Lwaldeng	P	P	A	P
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	P	P	P	P
		Health Faculties	Dr Joanna Davies	P	P	P	P

v= vacant post

#### In attendance:

Darren Wallis, Executive Director, Students & Education Directorate (SED)

Lynne Barker, Associate Director (Academic Regulations, Quality and Standards), SED

Phil Berry, Director of Academic Quality, SED

Liviu Matei, Head of School of Education, Communication and Society

#### Secretariat:

Irene Birrell (College Secretary)

Paul Mould (Deputy College Secretary)

Joanna Brown (Governance Manager)

Sheron Balfour (Governance & Compliance Manager)

#### 1 Welcome, apologies and notices.

Members and guests were welcomed to the meeting.

#### 2 Approval of agenda

The agenda was approved.

#### 3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-24-04-17-03]

The Chair noted that an amendment had been made to the minutes since they had been circulated. In item 8.1, Report of CEC, Annex 6 – Annual Report on Examinations and Assessment: the phrase ‘...which had significant impact on students well into term time’ had been added to the final clause in the first paragraph.

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There had been no requests to remove any item from the Unanimous Consent Agenda:

**Decision**

**That the items on the Unanimous Consent Agenda be taken as read and noted or approved.**

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**4 Matters Arising from the Minutes**

The Vice-Chancellor sought clarification on the Actions Log: that the report on progress made in connection with research culture (action from 8 March 2023) had been due at this meeting but was not yet ready; and that the discussion about the mix of online and on-campus provision (action from 2 November 2022 meeting) should take place by the end of December 2024.

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**5.2 Portfolio Simplification Update: Faculty of Arts & Humanities [AB-24-04-17-5.2]**

Academic Board received a Portfolio Simplification Update and a request to approve recommendations put forward by Chair's Action.

**Decision:**

**That the Academic Board approve recommendations put forward by Chair's Action taken on behalf of the Curriculum Commission to revise some recommendations previously made by the Curriculum Commission relating to the Department of Languages, Literatures and Culture.**

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**5.3 General Terms & Conditions for Students of the SUSTech-King's School of Medicine [AB-24-04-17-5.3]**

Academic Board received a paper requesting approval of general Terms & Conditions for students of the SUSTech-King's School of Medicine, for study beginning 2024/2025. The Executive Director, Education and Students set out the key changes to the standard King's Terms & Conditions, which were:

- Removal of the visa and tuition fee sections (including refunds) to reflect the fact that the students would not come to the UK and would not pay fees to King's.
- Inclusion of a Virtual Learning Environment (VLE) section near the end of the Terms & Conditions.

It was noted that this dual degree was distinct from others and required separated terms and conditions because students would spend all of their time in China.

**Decision**

**That the bespoke Student Terms & Conditions for the SUSTech-King's School of Medicine, be approved.**

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**6 Report of the KCLSU President [AB-24-04-17-06]**

In the absence of the President of the KCLSU, the Academic Board noted his report as read.

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**7 Reports of Committees**

**7.1 Report of the Academic Board Operations Committee [AB-24-04-17-07.1]**

(i) **Spring Election Voting Timetable**

The Senior Vice President (Academic) noted that the spring election voting pattern followed the same pattern as previous years. ABOC members were making two recommendations: an increase in the number of words in the personal statements for the ballot; and to change the rules in relation to the terms of staff members of Council elected by and from the Academic Board.

The current rule tied continued membership on Council to continued membership on the Academic Board. This had meant on several occasions that staff members of Council had not been able to complete their full three-year term because for one reason or another they had left the Academic Board. For example, an Academic Board member could be elected to Council in any year of their term and unless an election took place in their first year, their membership of Council would never reach the three-year term. ABOC's concern was that it

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took time for any member of Council to become an effective participant in the Council's work and that the loss of corporate knowledge and understanding was not in the interests of the governing body. The proposed new rule would be that staff members of Council elected by and from the Academic Board would be permitted to complete their regular three-year term on Council even if their membership on the Academic Board came to an end mid-way through that term, provided that they remained an employee of the College.

### **Decision**

- (i) That it be recommended to Council that elected Academic Board representatives on Council be permitted to remain as members of Council and complete their terms even if Academic Board membership comes to an end earlier noting that members may only stand for further election at the end of their period of Council membership if they are still members of Academic Board; and**
- (ii) That the Academic Board agree that personal statements for inclusion on the ballot paper for Academic Board elections be increased from 50 words to up to 150 words to align with the ballot statements for Council representation**

*Remaining items had been noted on the Unanimous Consent Agenda:*

- (ii) Governance Review Implications for the Academic Board.
- (iii) Academic Board Membership and Faculty Numbers.
- (iv) Rolling Calendar of Academic Board Business

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## **7.2 Report of the College Education Committee (CEC) [AB-24-04-17-07.2]**

*All items in the CEC report had been **approved** or noted on the Unanimous Consent Agenda:*

- (i) Update Student Support Policies [**approved**]
- (ii) Education for Sustainability
- (iii) Taught Assessment for Students @ King's (TASK)
- (iv) Royal Academy of Dramatic Art (RADA) – Credit Structure
- (v) Student Mental Health and Wellbeing Strategy: University Mental Health Charter Award
- (vi) Suicide Safer University Strategy
- (vii) Inclusive Education
- (viii) Update to Postgraduate Taught Experience Survey (PTES)
- (ix) Library and Collections Policy
- (x) Community Charter update
- (xi) Periodic Programme Review reports
- (xii) Reports of Committees

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## **7.3 Report of the College Research Committee (CRC) [AB-24-04-17-07.3]**

*All items in the CRC report were noted on the Unanimous Consent Agenda:*

- (i) Research Integrity: Generative AI in Research
- (ii) Preparation for REF 2029
- (iii) Cost Recovery on UKRI Grants and Proposal to Amend Existing DA Policy

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## **8 Report of The Dean**

### **8.1 Report of The Dean [AB-24-04-17-08.1]**

The Dean noted that the subject of next AKC seminar was “why war – living with peace and conflict”, and students were encouraged to attend as it would be a good opportunity to ask questions about Israel and Gaza.

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### **8.2 Election of Associates of King's College (AKC) [AB-24-04-17-08.2]**

*Item **approved** on Consent.*

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**9 Report from Council [AB-24-04-17-09]**

The report from Council was presented by staff Council Member, Dr Hillary Briffa. Business at Council's March meeting had included: a benchmarking report comparing King's to other Russell Group universities; the development of a Board Assurance Framework in order to give Council oversight of risk and risk mitigation; a discussion on the selection process for the new Chair of Council and the wider public consultation that had happened around that; financial issues, including the approval for the acquisition of two Total Body PET scanners; a report from the Audit, Risk & Compliance Committee which reported on the annual Health & Safety report and the Enterprise Portfolio Management report, which highlighted improvements in the management of projects across the University. Council had noted plans to implement follow up actions from the staff survey under the Staff & Culture Strategy Committee report and had approved the Academic Board recommendation to be a signatory of the Magna Charta Universitatum.

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**10 Any Other Business**

None.

The meeting adjourned at 15:23.

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**Irene Birrell**

College Secretary

April 2024

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**Academic Board****Meeting date** 26 June 2024**Paper reference** AB-24-06-26-03.2**Status** Final

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## 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
6 March 2024		CEC: Annual Report on Examinations and Assessment	Clarifying language be added to the report to reflect difficulties experienced the previous year, such as some students having to take all of their in-person exams within the first three weeks, and issues of errors in the assessment booklets.	College Education Committee	June meeting of Academic Board	Update will be provided at the June meeting of Academic Board	See Annex to Action Log
6 March 2024	11	AOB: Module Evaluation Process	The Module Evaluation Process was due for review this year and would be brought to the Academic Board through the College Education Committee.	College Education Committee	September 2025 implementation.	Following AB, Education Executive discussed and agreed that current practices around module evaluation needs to be changed and that some proposals will be put forward to a later meeting, with a Task and Finish Group to then be established to consider survey design, ready for September 2025 implementation.	In progress
8 March 2023	5	Research Strategy	Report on progress made in connection with research culture.	VP Research & Innovation	26 June AB meeting  Autumn term 2024	Written update on the CRC report. Presentation to be made in the autumn term	In progress
2 November 2022	5.1	The Future of Online Education at King's	That Academic Board would discuss the mix of online and campus provision.	ABOC	2023	To return to AB by December 2024	Pending

Meeting	Minute	Topic	Action	Owner	Deadline (and any Revisions)	Notes	Progress
29 June 2022	8.1	Academic Board Operations Committee – membership numbers	That a mechanism to address the differential between the FTEs of faculties and the capacity for these to change over time and the consequence for membership numbers on the Academic Board be considered in the next governance review in 2023-24	College Secretary	July 2024		See ABOC report on the June agenda

## EXAMINATIONS AND ASSESSMENT ANNUAL REPORT 2022/3

The report details the accomplishments, observations and on-going work of Examinations and Assessment service. The service forms part of the wider Examinations Assessments and Timetabling division and consists of: Examinations, Taught Assessments and Awards and Assessment Standards.

### Examinations:

- Examination entries have plateaued but are still much higher than they were a few academic years ago.

Period 1	Entries	Period 2	Entries	Period 3	Entries	Total Entries
2019/0	27231	2019/0	66678	2019/0	5718	99627
2020/1	38112	2020/1	71672	2020/1	7759	117543
2021/2	36361	2021/2	78954	2021/2	12087	127402
2022/3	35631	2022/3	74482	2022/3	20520	130633

- A full-scale return to face-to-face examinations took place in Academic Year 2022/23
- In January 2023, the examinations service delivered the largest in-person online assessment in a single venue in the country, seating approximately 1180 students.
- Assessment Period 3 was particularly large this year due to the impact of the marking and assessment boycott on data quality. Absentee rates in in-person exams for AP3 indicated were 45% attendance for paper-based examinations and 55% for computed based. Higher attendance rates are thought to be seen in computer-based assessments due to the implications on progression to clinical placements of non-attendance for MBBS students.
- Examination Timetables were released on-time as per agreed publication commitment to students for all assessment periods. The implementation of Scientia Exam Scheduler provided an efficient timetabling process with seating and invigilation now managed in the scheduler.
- Reporting for overloaded and clashing students within Scientia Exam Scheduler has improved the quality of the draft timetables, however, the examinations service is still impacted by student enrolment and curriculum data cleanliness.
- Due to restrictions on venue availability, bunching of examinations occurred across a 3 week window which disproportionately impacted students within NMES.
- PAA applications for 2022/23 increased by 69.5% from 2021/2, with over 3000 applications received and processed. 1500 necessitate the use of the PAA room (compared to 700 in previous year), which creates issue for scheduling, particularly in P1.
- A working group oversaw the business case for on-going offering of Online In-Person assessment. Following procurement process the E-Assessment Management Company (Teamco) were awarded the tender with a year-long initial contract awarded.
- New processes were introduced for digital examination irregularities, digital attendance registers and seating plans. Improved signage and seating layouts were also introduced to aid students within the exam space.
- Further improvements have been made with the ongoing development of SharePoint and the E-Vision Data Collection exercise for collating scheduling information, these include capturing the type of assessment (online remote, in-person paper based and in-person computer based) as well as information related to the exam paper printing and permitted materials.
- Invigilators recruited have undertaken comprehensive training, which has been updated to reflect the operational changes in the Examinations service. The recruitment of invigilators has been challenging this year and support was required from other business areas within the University.

### Assessments Standards:

Year	Faculty Assessment Boards	Faculty Appeals Boards *
21/22	31	101
22/23	42	195

- The work of the Assessment Standards team has continued to expand over the past year overseeing the Faculty Assessment Boards and related processes such as appeals meetings.
- The Assessments Standards Team provide a conduit between faculty via FAB, and the work of the TAA team and work is underway to review the optimisation of this link to support improved processes currently being scoped and implemented.

\*(To Note: Fast-Track Appeal Board Numbers are not included here)

### Taught Assessments and Awards:

Activity	P2	P3	Year Total
No of boards	142	42	184
No of marksheets	8927	3041	11968
No of booklets	506	183	680
Total marks entered	249202	173676	422878

- The Taught Assessments and Awards team have received additional temporary resourcing to provide extra bandwidth to support the delivery of BAU while a number of service improvement initiatives are undertaken. The intensive busy period has presented some challenges to knowledge transfer to the temporary resource which is now being addressed with more focused training.
- The impact of the Marking and Assessment Boycott (MAB) on the central service delivery was significant and demonstrated fully the underlying issues with existing processes that are currently being addressed and emphasized the need for additional support from the Student Success Transformation project (SSTP) to move work forward at pace.
- There were underlying issues around SITs data including a significant number of unregistered students and assessment patterns that impacted on the provision of board paperwork and a significant number of queries that needed to be addressed within booklets causing a significant increase in workload for faculties and the central team.
- During 2023 there were multiple revisions to assessment outcomes, with 6954 post-publication amendments from Period 2 assessments. While some are due to student appeals, the overwhelming majority were identified as due to a failure in process, impacting on student experience.
- While fuller analysis of data will need to be undertaken the initial data indicates that there have been 723 revocations completed to date alongside 417 appeals processed.

### Future considerations and planning

- PAA applications continue to rise, year on year, which presents challenge for the operations of face-to-face assessment. Policies for PAA scheduling and rooming need to be re-visited due to constraints

around estate and the logistical management of exams across multiple sites. Space for examinations is now on hold at ExCel for the next 4 academic years.

- The continuation of the Examinations and Assessment Administration Network has improved communication between the Assessment teams and Faculties, but it has been recognised that a review of the ToR is required to better focus the activity of this group with a focus on developing a communications plan for both internal and external communications to strengthen the relationships and information exchange with the wider University and its Students.
- A service improvement is in place to explore the potential to provide a digital certificate platform.
- The collegiate work with faculty on the development of the Exams framework to be prioritised.

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-05.2
<b>Status</b>	Final
<b>Access</b>	Public/Members and senior executives – note <i>reserved</i> sections

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## Vice-Chancellor’s Report

### Action required

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

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	Report from Vice-Chancellor & President highlighting current issues and events and developments since the last meeting of Academic Board
<b>What are the key points/issues?</b>	Admissions; Israel/Gaza response; Freedom of Speech legislation; National Student Survey (NSS) 2024
<b>What is required from members?</b>	To note

### Paper Submitted by:

Vice-Chancellor & President



These pages have been redacted



### **Israel/Gaza response**

Many of you will be aware that tensions have risen in UK universities since encampments commenced in the US. Around 35 UK universities now also have encampments, including one at King's on the Quad between the King's building and Somerset House East Wing. The protest has been in place since 13 May 2024. The University is supporting the protestors' right to freedom of expression but has communicated clear parameters around permissible protest, which to date the protestors have adhered to. Other UK Universities have seen escalations with criminal and public order violations, and we have contingency plans in place for this possibility, but our approach is to support, de-escalate and contain where this is possible. A small number of high-profile events scheduled in the Great Hall including the Fellows dinner have been postponed, but we expect to continue with UG open days and graduations, albeit there is a higher risk that these will be targeted for protest.

We have opened dialogue with the protesters (and have confirmed that they are all our students) and their supporters to discuss the demands they have of the University. The demands are generally similar to those on campuses across the UK. Some demands are incompatible with the University's commitment to values-based impartiality and academic freedom. We are engaging in discussions about investment policies and explaining the measures we already have in place through the Ethical Investment Policy and how it is constantly reviewed. There is active interest on all sides in how King's might participate in the rebuilding of Higher Education in Gaza, when the time comes.

We also continue to be in dialogue with several other student and staff groups and are proactively contacting Israeli and Jewish student societies to ensure they remain supported and safe. We are also urging the groups to work together as it allows all of us to have greater positive impact.

Professor 'Funmi Olonisakin and I have led two educational events focused on Israel/Gaza, with students from both sides represented. These are designed to catalyse further such engagements at Faculty level.

### **Freedom of Speech Legislation**

The new Freedom of Speech Act 2023 comes into effect on 1 August 2024. The new legislation imposes new free speech duties on universities and students' unions and gives more powers and duties to Office for Students (OfS) to regulate institutions on free speech issues. The Act includes:

- A strengthened duty to promote freedom of speech and academic freedom
- New OfS condition of registration
- Codes of practice to be maintained
- Statutory tort so individuals can bring civil proceedings against a university or students' union if they think there has been a breach
- Free speech complaints scheme operated by OfS
- Director of Freedom of Speech and Academic Freedom for overseeing OfS free speech functions – Professor Arif Ahmed

- Monitoring of overseas funding to assess the extent to which it presents a risk to academic freedom and freedom of speech including endowments, research grants and contracts, educational/commercial partnerships
- Outlawing of non-disclosure agreements in complaints relating to harassment and sexual misconduct

As part of our compliance with the new regulatory settings and statutory duties we are developing a code of practice and joint statement with KCLSU that will serve as foundations for our approach. This is on today's agenda.

I serve as the Chair of Universities UK Advisory Group on Freedom of Speech that is helping the sector respond to the new legislation. While it takes some considerable time and effort, it gives King's a front row seat on this issue and also an opportunity for us to positively influence developments.

#### **National Student Survey (NSS) 2024**

The NSS 2024 campaign has built significantly on the progress made last year. At its close, we had achieved our highest response rate on record – 78%. This is an 8% improvement on last year, 6.5% above the 2023 sector average, and 14% above our final response rate in 2022. It is made all the more impressive when considering this year's NSS cohort was our largest yet – 6,671 students.

The success of this year's campaign is multifaceted. In part it is the result of a more strategic approach to student engagement, prioritising physical touch-points co-designed and led by trained student ambassadors; in part it is due to an optimised incentive strategy which combines desirable King's mementos with a unique to university graduation package prize draw; and finally it is in part the result of positive and widespread engagement from Faculty colleagues to promote the survey within a more coordinated and supported survey ecosystem.

We hope that a higher response rate will capture a fuller spectrum of views from King's students. The results of the survey will be published on 10 July.

Shitij Kapur, Vice-Chancellor & President  
June 2024

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-05.2
<b>Status</b>	Final
<b>Access</b>	Public/Members and senior executives

## Freedom of Expression – Code of Practice and Statement on Academic Freedom

### Action required

- For approval  
 To recommend for approval  
 For discussion  
 To note

**Motion:** That the Academic Board recommend to Council approval of the Code of Practice and the related Statement on Academic Freedom as part of the University’s compliance with the Higher Education (Freedom of Speech) Act.

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	The Higher Education (Freedom of Speech) Act is now law and universities are bound by its provisions and any related guidance issued by OfS effective 1 August 2024. Ultimate responsibility for compliance with the Act lies with the Council.
<b>What are the key points/issues?</b>	<p>First order of business is to update/establish a Code of Practice that applies across the university</p> <p>Second, there is need to add statements and references to a wide range of university policies and procedures</p> <p>Third, though it is not obligated to do so, King’s has chosen to develop a Statement on Academic Freedom (beyond what is stated in the Charter &amp; Statutes) along with the Code of Practice given the obligation imposed by the Act to ‘promote’ academic freedom.</p> <p>Fourth, a high level work plan has been developed for completion of various requirements. It is provided for information.</p>
<b>What is required from members?</b>	To recommend approval to Council.

### Paper Submitted by:

Vice-Chancellor & President

# Freedom of Expression - Code of Practice, Policy Statement on Academic Freedom and Compliance Work Plan Summary

This short paper provides an overview of the attached papers as well as a summary of other identified areas for Freedom of Expression (FOE) compliance at King's.

The request is for approval of the papers and the indicative direction of travel for FOE compliance.

## **Context:**

The Higher Education (Freedom of Speech) Act 2023 strengthens the existing statutory duty on protecting freedom of speech, creates a new duty to promote the value of freedom of speech and academic freedom, and enshrines a statutory duty to protect academic freedom.

It also created a statutory Director-level post on the OfS Board with responsibility, and substantial autonomy, to assess freedom of speech and academic freedom. In addition to a new civil Tort pathway for court cases to be brought for freedom of speech infringements by a HE provider or students' union, there is also a new statutory OfS Complaints Scheme which we have a duty to promote in a wide range of policies and procedures as well as job recruitment packs, and staff and student induction materials.

The OfS has also published draft regulatory guidance which provides a much greater degree of specificity about the contents of a HE provider's statutory Code of Practice and puts an emphasis on the Code of Practice and the statutory duties taking primacy over other policies where there may be a conflict or discrepancy.

In due course it will also consult on regulatory conditions of registration relating to freedom of speech and academic freedom for inclusion in its statutory regulatory framework. Infringement of these conditions would lead to a sliding scale of penalties for providers, including, ultimately, the possibility of de-registration.

## **Draft Code of Practice for Freedom of Speech & Academic Freedom + the Policy Statement on Academic Freedom at King's.**

The draft Code of Practice has been prepared following dialogue with and amendments from a variety of colleagues in academia and professional services at King', taking into account guidance set out in the OfS Regulatory Advice as well as a helpful briefing from UUK.

The Code of Practice is a 'framework' that encompasses the main section setting out our values and provisions and will have two supporting appendices. One is a Policy Statement on Academic Freedom (an attached paper). The other will be a set of procedures that will expand further on the general provisions included in the Code of Practice and bring together key material from various existing procedures (such as the External Speakers Policy) in one place. It is still being developed by integrating various existing University policies.

## **FOE Compliance work plan summary**

FESAG and Professor Rachel Mills asked Daniel Cremin, Director of Public Affairs & External Insight, to act as a coordinator for developing the Code of Practice and related materials as well as reviewing the implications of the new legislation and regulatory settings for our existing policies, procedures and processes at King's.

Below is a summary of key identified actions and expected areas for further review and decision-making in relation to ensuring effective compliance with the new statutory duties and regulatory expectations on FOE. There is a more detailed work plan in place to help guide actions, with Professor Rachel Mills and Professor Frans Berkhout having oversight of the working group responsible for this.

1 August 2024 is the date OfS' new approach to freedom of speech and academic freedom will take effect. The aim is to ensure as much as possible that policies, procedures, relevant materials, and processes where adjustment is found to be needed are adjusted by 1 August 2024 or soon thereafter in line with our responsibilities.

In many cases this will be relatively straightforward through the addition of standardised ‘boiler plate’ clauses or provisions relating to the policy or procedure being operated with appropriate regard to the Code of Practice. The specific language will be agreed by University Management and implemented by Governance in concert with relevant leads for particular policies and procedures.

There is also OfS provided ‘boiler plate’ text on their new statutory complaints scheme that will need to be added to various policies and procedures and included in all job advertisement packs, induction materials, promotion frameworks, student handbooks, and employment contracts.

### Summary of identified actions

Activity / part of King’s	Details on (likely) actions	Responsibility
<b>Promoting the value of freedom of speech and academic freedom</b>	At least once every calendar year, the Code of Practice and awareness of the HE Freedom of Speech Act 2023 must be promoted in communications. We are also expected to take positive steps to promote the value of freedom of speech and academic freedom (guidance forthcoming).	FESAG to provide advice over time. Communications & External Affairs to operationalise. SVPs who are designated responsible owners to have responsibility for ensuring this is done.
<b>HR (including EDI)</b>	Disciplinary and grievance procedures need adjustment. Bullying & Harassment Policy (in development) needs references to Code of Practice. Que Principles in Action document may need boiler plate on the Code of Practice. Employment contracts, job information packs and induction materials need to reference OfS Free Speech Complaints Scheme.	Chief People & Talent Officer and Director of EDI (or designated staff) working with Governance and others from FESAG as necessary.
<b>Students &amp; Education</b>	Various academic misconduct policies need adjustment, including information on the OfS Free Speech Complaints Scheme. Prevent Policy and Safeguarding Steering Group TOR need boiler plate language on Code of Practice. Academic Quality have identified the following areas as examples of where a concise boiler plate on the Code of Practice is needed: <ul style="list-style-type: none"><li>• PDASC terms of reference in light of the Code of Practice</li></ul>	Governance to liaise with senior SED leaders and their key staff to provide either standardised boiler plate language or more customised language, including recommending amendments.

	<ul style="list-style-type: none"> <li>• Procedures for programme and module approval and modification</li> <li>• Procedures for collaborative provision</li> <li>• Procedures for programme and module review and monitoring</li> <li>• Review Taught Dissertation Framework</li> </ul>	
<b>Faculty and school/ department level handbooks</b>	Likely to need to include boiler plate references to Code of Practice and the OfS Complaints Scheme.	Governance can provide recommended boiler plate language. SVP (Academic) and office to communicate the need for updates and ensure compliance.
<b>Research Ethics and other relevant policies and procedures on research activity</b>	Should include reference to respecting academic freedom and a link to the Code of Practice and Policy Statement on Academic Freedom.	Governance to review and reach out to relevant RMID and academic senior leaders for research at King's as needed.
<b>Terms of Reference for Committees</b>	OfS regulatory guidance recommends committees responsible for a range of listed activities should have their terms of reference adjusted to include language expressly considering the impact of any decisions on freedom of speech.	Secretariat to decide on how Governance approaches this. Likely to be updates with a 'boiler plate' text provision in most cases.
<b>Adequate training provision for relevant staff</b>	Initial training in form of briefing to OKLT on 18 <sup>th</sup> June.  Further training materials to be developed.	Responsibility will sit with the 2 SVP designated responsible owners to decide which part of King's develops training materials and coordinates roll-out.
<b>Regulatory reporting on overseas funding as per Section 9 of the Higher Education (Freedom of Speech) Act 2023</b>	Guidance not yet published. Code of Practice includes generic language on compliance.  Detailed thought on where oversight and coordination responsibility should sit needed.	SVP (Operations) and SVP (Academic) share responsibility here as it has a bearing on both freedom of speech and academic freedom.

# King's College London Code of Practice for Freedom of Speech and Academic Freedom

## Preamble

This iteration of the Code of Practice, effective XX.XX.24 supersedes any previous versions. King's is updating various policies and procedures to reflect recent legislative and regulatory change. The provisions of this Code of Practice take precedence over any other existing provisions in other policies, procedures, guidelines, and handbooks where there is discrepancy. Any potential discrepancies may be reported via [Governance@kcl.ac.uk](mailto:Governance@kcl.ac.uk).

## 1. Purpose and Scope

- 1.1. The purpose is to provide an enabling policy framework to support King's College London ("King's") in meeting our statutory duties to take reasonably practicable steps to secure and promote freedom of speech within the law and protect academic freedom within the law.
- 1.2. The scope of this Code of Practice relates to all aspects of activity at King's. It sets out values, institutional expectations, and guiding approaches. It provides signposts to other relevant policies and procedures at King's. Our statutory duties relate to students, staff and visiting speakers. King's also seeks to protect the freedom of expression of external visitors.
- 1.3. This document is the main section of the Code of Practice and there are two supporting appendices that interrelate and should be considered part of our Code of Practice framework. These are 'Policy statement on academic freedom at King's' and 'Procedures for events, protests and open space gatherings' and should be read in conjunction.

## 2. Definitions

- 2.1. Academic Freedom – This designates the freedom of the academic community - including academic staff and students - in respect of research, teaching and learning and, more broadly, the dissemination of research and teaching outcomes both within and outside the higher education sector, without unreasonable interference. The concept ensures that the academic community may engage in research, teaching, learning and communication in society in an academic context without fear of reprisal, within the limits of the law. The statutory concept and duty on academic freedom is set out in Part A1 (6) of the Higher Education (Freedom of Speech) Act 2023 available to read [here](#).
- 2.2. Freedom of Expression – This encompasses the values of freedom of speech, freedom of thought, freedom of conscience and religion, freedom of assembly and freedom to protest, within the framework of the law. This applies across our premises, both within and beyond classrooms and laboratories, and applies to external visitors and speakers, including in relation to online or off-campus King's activity.
- 2.3. Freedom of Speech within the law – as outlined in Part A1 (13) of the Higher Education (Freedom of Speech) Act 2023, means the freedom to impart ideas, opinions or information (referred to in Article 10(1) of the European Convention on Human Rights as it has effect for the purposes of the Human Rights Act 1998) by means of speech, writing or images (including in electronic form).



### **3. Our values and principles**

- 3.1. King's is committed to upholding the values of freedom of speech, freedom of thought, freedom of conscience and religion, freedom of assembly and freedom to lawfully protest or demonstrate. We refer collectively to these as our commitment to upholding freedom of expression. King's is also a signatory to the Magna Charta Universitatum, upholding its values. (Text in blue to be added retrospectively after the signing ceremony in early Autumn 2024).
- 3.2. Individuals, institutions and societies thrive when they enjoy an abundance of freedoms within the law. Learning, the production of knowledge, and human progress rests on the free exchange and testing of ideas and opinions, some of which may be contentious, unpopular, offensive, or discomfoting to some.
- 3.3. King's affirms the vitality of freedom of expression and academic freedom to the success of our University and seeks to facilitate a safe, open and vibrant intellectual environment to explore ideas, generate and critique evidence, express opinions and debate a wide variety of topics. We also respect the right to protest or demonstrate where this does not break the law, cause a serious risk to safety, shut down debate, or unduly disrupt the operations of King's to the detriment of others.
- 3.4. We expect the students and staff of King's to engage with civility, being mindful of our common humanity and the dignity and privacy of others, and tolerant of the right of others to exercise their freedom of expression. The King's Community Charter elaborates on the values and behaviours we encourage our students and staff to demonstrate and foster.
- 3.5. The leadership of King's has an institutional operating approach of value-based impartiality. This means that, in seeking to secure freedom of expression and foster an inclusive and vibrant intellectual environment, the University as a corporate entity does not normally take institutional positions or make statements on geopolitical and complex social issues barring exceptional factors such as the safety of our students and staff being affected.

### **4. Our policy approach – general provisions**

- 4.1. King's will take reasonably practicable steps to secure freedom of expression and academic freedom within the framework of the law for our students, staff, visiting speakers and external visitors. We affirm our commitment to fulfilling the University's statutory duties outlined in the Education (No.2) Act 1986, the Human Rights Act 1998, the Higher Education & Research Act 2017, the Higher Education (Freedom of Speech) Act 2023, the Equality Act 2010, The Counter Terrorism and Security Act 2015, and related provisions in relevant regulatory frameworks and guidance.
- 4.2. King's recognises that our statutory duties relating to freedom of expression and academic freedom must be implemented with appropriate regard to our other obligations under the laws and regulations of the United Kingdom. King's has duties to foster good community relations, advance equality of opportunity, and ensure the safety of our staff, students, visiting speakers and external visitors. This includes safety from physical violence, intimidation, harassment, victimisation, discrimination and incitement to hatred in relation to protected characteristics, and incitement to violence. We also have duties to help

prevent encouragement of support for proscribed organisations and to help prevent people from being drawn into terrorism or promoting, encouraging or glorifying terrorism.

- 4.3. King's respects and affirms the right of our students and staff to express views and opinions and promote information within the parameters of the law in the course of their day to day lives both on and off campus. In operating other policies and procedures at King's, staff must have particular regard to the protection of lawful expression as well academic freedom. We set out more detail on our approach to academic freedom in our Policy Statement on Academic Freedom. We recognise that people may say and do things in the heat of the moment, including using language that may be offensive but not, on the balance of probabilities, unlawful. Our policies and our procedures must give reasonable regard to situational context and consider the spontaneity of everyday discourse.
- 4.4. Notwithstanding the provisions of 4.3, there may be situations where disciplinary or remedial action is merited against a student, member of staff or an entity at King's in relation to inappropriate language or behaviours amounting to bullying, harassment, discrimination or other forms of grossly abusive behaviour or misconduct as set out in various disciplinary procedures on the [King's Policy Hub](#). King's has adopted definitions of antisemitism and Islamophobia which it has regard to in operating this code of practice.
- 4.5. General inconveniences to the University's reputation in respect to the exercise of lawful freedom of expression by students and staff are not grounds for disciplinary action. Any disciplinary matter relating to the grounds of "bringing the University into disrepute" must be serious, clearly evidencable, and pose a material risk to the operations and/or community relations of the University to be actionable.
- 4.6. In promoting the importance of freedom of speech and academic freedom, King's will annually draw the attention of students and staff at King's to this Code of Practice as well as Part A1 of the Higher Education (Freedom of Speech) Act 2023 through communications.
- 4.7. King's continues to commit to not use non-disclosure agreements in relation to complaints about sexual misconduct, bullying or harassment in line with the provisions of the Higher Education (Freedom of Speech) Act 2023.
- 4.8. University leadership has responsibility for the timely collection and regulatory reporting of relevant information across a range of relevant activities in relation to Section 9 Overseas Funding reporting provisions in the Higher Education (Freedom of Speech) Act 2023.

## **5. Our policy approach and required conduct for events, protests and open space gatherings**

- 5.1. Our guiding principle is that everyone has the right of free speech within the law and we take reasonably practicable steps to ensure as many proposed events can take place as possible. King's takes pride in ensuring our community is exposed to a wide range of views, enabling a large and diverse range of speaker events, cultural events, and screenings and exhibitions
- 5.2. This Code of Practice covers events that take place on King's premises as well as those organised online or off-campus under the aegis of entities related to King's and KCLSU. We

consider, working with KCLSU when it relates to ratified student societies and groups, the risks of event booking requests and, if necessary, apply conditions to mitigate identified risks to ensure events take place safely and lawfully. KCLSU ratified societies and groups must have regard to KCLSU's relevant policies.

- 5.3. King's acknowledges the importance of the right to lawful protest and freedom of assembly on and adjacent to our premises within the parameters of the law and where it does not unduly affect the normal operations of the University or prevent lawful free speech or access to our premises for others. Our detailed approach, including further detail on conduct and relevant guidance for senior staff dealing with these matters, is set out in our Procedures for events, protests and open space meetings.
- 5.4. Events organised on King's premises by third parties as commercial bookings with King's are also risk assessed by the University and may have conditions to mitigate risk applied. King's is under no commercial or legal obligation to accept third party booking requests.
- 5.5. Detailed procedures on the criteria for events taking place and conduct expected are contained in an annex to this Code of Practice called the Procedures for events, protests and open space meetings. Ratified KCLSU student societies and groups must also have regard to KCLSU policies and procedures.
- 5.6. King's will not charge internal individual members of the King's community, including student societies both affiliated or unaffiliated to KCLSU for additional security costs in relation to a high risk or high-profile speaker event or presentation. These costs will be met by the University. For commercial bookings, information on criteria for additional security costs can be read [here](#).
- 5.7. Required conduct of an event organiser - Any event with an invited audience, whether held on King's premises or online under King's/ KCLSU related entity auspices, must have a designated event organiser who is responsible for the arrangements and the conduct of the meeting. An event organiser is expected to behave with reasonable courtesy and integrity towards King's staff and ensure that preparations for and conduct of a speaker event or screening/presentation comply with any specific conditions, established University procedures, and the laws of the United Kingdom. The option of disciplinary action exists where event organisers fail to behave appropriately.
- 5.8. Required conduct of an internal or visiting speaker – A speaker, whether internal or external to the King's Community, is expected to abide by UK law, the relevant provisions on required conduct set out in this Code of Practice and the accompanying Procedures for Events, Protests and Open Space Gatherings. An internal or visiting speaker should not undermine the freedom of expression of others and is expected to comply with any conditions or mitigations applied as reasonably practicable steps for an event.
- 5.9. Required conduct of event audiences or participants at any protest or demonstration on King's premises – We expect event audiences and participants, to tolerate the right of others to exercise their freedom of expression and not to take actions that intimidate others or undermine the open debate. We expect them to comply with lawful and reasonable requests from members of King's staff involved in ensuring the safety, security and legality

of an event, protest, demonstration or related activity. Where an individual or group is believed to be engaging in unlawful activity or causing disruption to an event or a relevant activity such as a teaching session, King's has the right to remove that individual or group from our premises and take disciplinary action if they are a member of our community.

## 6. Roles and responsibilities

- 6.1. King's Council has ultimate responsibility for ensuring reasonably practicable compliance with the University's statutory duties and the provisions outlined in this Code of Practice.
- 6.2. The Senior Vice President (Academic) is the designated responsible owner for all aspects of this Code of Practice relating to the consideration of matters of legitimate academic freedom. The Senior Vice President (Operations) is the designated responsible owner for all other operational aspects of this Code of Practice and interrelated policies and procedures. Both share responsibility for ensuring adequate training, recording of decisions that may affect freedom of speech within the law, and monitoring of compliance with this Code of Practice are in place.
- 6.3. If a designated responsible owner is unavailable or conflicted, the Vice-Chancellor & President shall assume responsibility or designate another person to deal with the matter.
- 6.4. The Freedom of Expression Standing Advisory Group (FESAG) is a joint committee of King's and KCLSU. FESAG and its sub-groups provide advice and practical support to the designated responsible owners for this Code of Practice. FESAG's terms of reference are available [here](#).

## 7. Appeals and Complaints

- 7.1. If an event organiser is dissatisfied with a decision taken by King's in relation to an event, the University encourages them to initially discuss the matter informally with the King's Co-Chair of the FESAG Operations Sub-Group. If they wish to formally appeal the decision, then the University will expeditiously form an appeal panel to consider the matter.
- 7.2. If a student, staff member, visiting speaker or external visitor believes their freedom of expression or academic freedom has been infringed, or procedures have not been properly followed, they have a right to complain through the relevant procedure below:
  - For staff – see various complaints / grievance procedures on King's [Policy Hub](#).
  - For students – see relevant complaints procedures on the King's [Policy Hub](#).
  - For visiting speakers and external visitors – by contacting either the Senior Vice President (Operations) or the Senior Vice President (Academic) ([add links](#)).
- 7.3. When all internal procedures for a complaint are complete, a student may request an independent review of their case by the Office of the Independent Adjudicator for Higher Education, if they remain dissatisfied with the University's final outcome.
- 7.4. The Office for Students (OfS) operates a free speech complaints scheme. Under that scheme, the OfS can review complaints about free speech from members, students, staff, applicants for academic posts and (actual or invited) visiting speakers. Information about the complaints that the OfS can review is available on its website [[LINK to be added](#)].

## Draft Policy statement on Academic Freedom at King's

### 1. Purpose and scope

- 1.1. In meeting our statutory duties and related regulatory requirements in respect to the Higher Education (Freedom of Speech) Act 2023, King's College London ("King's") has a statutory Code of Practice for Freedom of Speech and Academic Freedom setting out our values, policy approach provisions, relevant procedures and institutional expectations.
- 1.2. This 'Policy Statement on Academic Freedom at King's' is a special appendix to our Code of Practice. Its purpose is to provide detail on our guiding approach and institutional expectations in relation to taking reasonably practicable steps to secure academic freedom.
- 1.3. In statutory terms, academic freedom applies in the United Kingdom to staff employed as academics. The approach of King's accepts those statutory duties but extends the conceptual scope of academic freedom further to be inclusive of students once they reach a stage of their academic journey at King's where they are engaging in scholarly activity that may produce new knowledge and challenge existing understanding.

### 2. Definitions

- 2.1. **Academic freedom** – This designates the freedom of the academic community - including academic staff and students - in respect of research, teaching and learning and, more broadly, the dissemination of research and teaching outcomes both within and outside the higher education sector, without unreasonable interference. The concept ensures that the academic community may engage in research, teaching, learning and communication in society in an academic context without fear of reprisal, within the limits of the law. The statutory concept and duty on academic freedom is set out in Part A1 (6) of the Higher Education (Freedom of Speech) Act 2023 available to read [here](#).
- 2.2. **Academic integrity** – This denotes a set of positive behaviours and attitudes in the academic community internalising and furthering compliance with ethical and professional principles and standards in learning, teaching, research, governance, outreach and any other tasks related to the missions of higher education. The duties and rights associated with the fulfilment and protection of academic integrity apply to all members of the academic community.
- 2.3. **Institutional autonomy** – Denotes the will and ability of higher education institutions to fulfil their missions, without undue interference within the parameters of the law, and to set and implement their own priorities and policies as concerns organisation, finance, staffing and academic affairs. .

### 3. Our guiding approach and institutional expectations in relation to academic freedom

- 3.1. Sections 3 and 4 of the main section of our Code of Practice framework set out our values and policy approaches to freedom of speech and academic freedom. This Policy Statement flows from those provisions, providing more specificity on our guiding approach and institutional expectations in relation to the upholding of academic freedom at King's. King's

upholds the values of the Magna Charta Universitatum (*text to be added after signing ceremony in early Autumn*).

- 3.2. Within the parameters of the law, our students, staff and academic visitors are entitled to teach, learn, research and engage in other forms of scholarly endeavour at King's in a safe, open and intellectually vibrant environment that values the pursuit of knowledge and greater understanding, scholarly excellence, and vigorous debate of a wide range of topics and viewpoints. They may do so without fear of reprisal or impairment of academic progress, privileges and career opportunities at King's.
- 3.3. All staff, and particularly those directly involved in academic life at King's and in positions of leadership, must have particular regard in their functional duties to the importance of upholding the value of academic freedom and the need to take reasonably practicable steps to ensure it is secured and not infringed either intentionally or unintentionally. Members of the King's community have a shared responsibility to guard against victimisation, intimidation or discrimination as a result of the exercise of academic freedom.
- 3.4. Even if the content of the curriculum, academic teaching materials or academic research may offend or be discomforting to students, staff members or members of the public, this will not make it unacceptable unless it contravenes the law or is found to amount to serious academic misconduct.
- 3.5. King's has the right to utilise our institutional autonomy to make changes from time to time to our educational curriculum and programme offerings and our approach to facilitating research, knowledge exchange, innovation, and public engagement.
- 3.6. Where it is established through our procedures that an academic member of staff or a student has committed a form of academic misconduct, through deliberate dishonesty, plagiarism, or the intentional promotion of fraudulent findings or misinformation with the intention to do harm, these are not behaviours protected under academic freedom.
- 3.7. Academic freedom also specifically applies, under UK law, to both external and internal applicants for academic job positions at King's and to existing academic staff applying or being considered for academic promotion at King's. All King's staff involved in such processes should have full regard to the need to take reasonably practicable steps to avoid infringing the legitimate academic freedom of others. Any concerns in this regard may be directly reported to the Senior Vice President (Academic) and/or the Vice President (People & Talent)/ Chief People Officer of King's or raised through the relevant complaints or grievance procedures that can be found on our [Policy Hub](#).
- 3.8. The University's commitment to Academic Freedom within the parameters of the law applies primarily to the laws and regulations of the United Kingdom as this is where the University is principally based. However, when students and staff are engaging in scholarly activity in a third country or overseas territory, both they and the University must also take into account the laws and regulations of that country or overseas territory in their approach.

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-05.3
<b>Status</b>	Final

## Terms and Conditions Review 2025/2026

### Action required

- For approval  
 For discussion  
 To note

**Motion:** That the 11 sets of Terms and Conditions that were produced in the 2025/2026 annual review, be approved

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	A review of all sets of Terms and Conditions has taken place. These will need to be approved by the Academic Board in order for the documents to be uploaded onto the Policy Hub in time for the next academic year.
<b>What are the key points/issues?</b>	<p>Key changes were made to the general set to clarify terms around immigration and disability and this was then relayed in all other sets. The review produced the following sets which need approval:</p> <ul style="list-style-type: none"> <li>• General Terms and Conditions 25/26</li> <li>• Terms and Conditions for Kings Digital Students – Programmes Invoiced at Course-Level 25/26</li> <li>• Terms and Conditions for King’s Digital Students – Programmes Invoiced by Module 25/26</li> <li>• Terms and Conditions for Executive MBA students 25/26</li> <li>• King’s International Foundations Terms and Conditions 25/26</li> <li>• Terms and Conditions for Pre-Sessional students 25/26</li> <li>• Terms and Conditions for Prepare for Postgraduate Courses 25/26</li> <li>• Terms and Conditions for Open Enrolment Short Courses 24/25</li> <li>• Terms and Conditions for King’s Language Centre – Corporate and Tailor-Made Courses 24/25</li> <li>• Terms and Conditions for King’s Language Centre – Evening, Saturday and Summer Language Courses 24/25</li> <li>• Terms and Conditions for King’s Language Centre – Non-Credit Bearing Language Courses 24/25</li> </ul>
<b>What is required from members?</b>	To approve the updated and reviewed sets of Terms and Conditions for 2025/2026

### Paper History

Action Taken	By	Date of Meeting
<b>Approved</b>	<b>Student and Consumer Protection Board</b>	16 May 2024

### Paper Submitted by:

Farhaana Hussein, Regulatory Compliance Manager, Academic Regulations, Quality and Standards

## Terms and Conditions review 2025/2026

1. The Terms and Conditions have undergone a review to produce the sets for enrolment in 2025/2026, which will now need approval from Academic Board. Please see the Academic Board Knowledge Area to view the full sets. These include:
  - 1) **General Terms and Conditions 25/26**
  - 2) **Terms and Conditions for Kings Digital Students – Programmes Invoiced at Course-Level 25/26**
  - 3) **Terms and Conditions for King’s Digital Students – Programmes Invoiced by Module 25/26**
  - 4) **Terms and Conditions for Executive MBA students 25/26**
  - 5) **King’s International Foundations Terms and Conditions 25/26**
  - 6) **Terms and Conditions for Pre-Sessional students 25/26**
  - 7) **Terms and Conditions for Prepare for Postgraduate Courses 25/26**
  - 8) **Terms and Conditions for Open Enrolment Short Courses 24/25**
  - 9) **Terms and Conditions for King’s Language Centre – Corporate and Tailor-Made Courses 24/25**
  - 10) **Terms and Conditions for King’s Language Centre – Evening, Saturday and Summer Language Courses 24/25**
  - 11) **Terms and Conditions for King’s Language Centre – Non-Credit Bearing Language Courses 24/25**

Following last year’s extensive review, the existing sets were in a good position. As a result, there were no major changes expected during this review. There were discussions to make fee payment terms more flexible, but it was decided that this should be postponed until the review in 2024/25 for the sets relating to 2026/27. The next sections explain the changes made to each individual set, for approval.

### 2. For approval:

#### **Amendments made to the General Terms and Conditions 25/26**

- A definition of “Visa” has been included: “means any grant of entry clearance, any grant of permission to enter the UK, any grant of leave to enter the UK, any grant of permission to stay in the UK (including indefinite permission to stay), or any grant of leave to remain in the UK (including indefinite leave to remain)”.
- Clause 4.2.9 – this clause has been expanded to state that King’s has a duty to notify UKVI if they become aware of sponsored students breaching the conditions of their immigration status, with examples.
- Clause 4.3 – clauses 4.3.1 and 4.3.2 have been re-worded by colleagues in Disability Support and Inclusion to ensure the intention of a positive student experience. 4.3.1 now refers to the Equality Act 2010 and the importance of creating an inclusive environment. 4.3.2 now clearly states it is the individual’s decision to share their circumstances and encourages the student to do so.
- Clause 6.1.1 – this clause has been amended to clarify that fee status is determined before the start of the course and typically remains the same throughout the duration of the course. The clause refers to UKCISA and the Fee status Assessment Policy for Applicants and Enrolled Students for further information around exemptions to this.
- Clause 6.5.1 (d) – the exact figure of the King’s Living Bursary has been removed to allow flexibility.
- Clause 6.9.3 – 6% tuition fee cap raised to 7% to allow the university for better flexibility.
- Clause 7.1.8 – ‘under a student visa’ re-worded to ‘as a sponsored student’.
- Clause 9.5.4 – includes entitlement for students to defer or interrupt studies in a Force Majeure Event.



## **Amendments made to the Terms and Conditions for King's Digital Students – Programmes at Module Level 25/26**

- All references to “King’s Online” have been changed to “King’s Digital” to reflect the structural changes.
- Clause 11.7 – this clause has been updated to state that students have the right to opt out by notifying the Student Success Advisor at least 14 days before the module start date.
- Changes made to align with the amendments made in the General Set around immigration and disability.

## **Terms and Conditions for Kings Digital Students – Programmes Invoiced at Course-Level 25/26 - (New Set)**

The 24/25 version of this set was produced as a result of the new partnership between King’s and Cambridge Education Group (CEG). This is a white label partnership operating under the King’s brand. CEG are responsible for the marketing of courses and recruitment of students. King’s delivers the courses and manages all other aspects of these online courses. The 24/25 was made up of pre-approved clauses from the 24/25 General set and the 24/25 King’s Digital set.

Changes to the 25/26 set:

- Changes made to align with the amendments in the General set around immigration and disability.

## **Amendments made to the Terms and Conditions for Executive MBA students 25/26**

- Changes made to align with the amendments in the General set around immigration and disability.
- Fees updated for 25/26 cohort for the fee schedule in clause 6.4.1 and refund schedule in clause 8.6.

## **Amendments made to the Terms and Conditions for Pre-Sessional students 25/26**

- Changes made to align with the amendments in the General set around immigration and disability.
- Removal of clause 12.5.4 regarding interruption to study as not offered for these courses.
- Reference to allowing deferrals removed as not relevant to these courses.

## **Amendments made to the King’s International Foundations Terms and Conditions 25/26**

- Changes made to align with the amendments in the General set around immigration and disability.
- Clause 4.3.6 relating to ATAS certificate removed as not relevant to these courses.
- Clause 11.6 – reworded to state that students who interrupt their studies will have tuition fee calculated up until the point of interruption. For students who have paid in full, their monies will be refunded back to them and then fees re-calculated once they return.
- Reference to allowing deferrals removed as not relevant to these courses.

## **Amendments made to the Terms and Conditions for Prepare for Postgraduate Courses 25/26 (24/25 set produced and approved at the beginning of January 2024)**

- Changes made to align with the amendments in the General set around immigration and disability.

## **Amendments made to the Terms and Conditions for Open Enrolment Short Courses 24/25**

- Changes made to align with the amendments in the General set in relation to immigration and disability.
- Clause 7.4.1 – updated to clarify payment terms and reference clause 4.1.2 (course needs to be paid for at the time of booking), as this is not specified in the Course Information.

### **Amendments made to the Terms and Conditions for King’s Language Centre – Corporate and Tailor-Made Courses 24/25**

- Changes made to reflect the amendments made in the General set around immigration and disability.
- Clause 4.1.3 stating courses are reviewed and processes on a first come, first serve basis and clause 4.1.5 stating students will be refunded if the course is full and their application cannot be accepted have both been removed.
- Clause 4.1.5(d) – new clause added to state students will be withdrawn if behaviour falls short of expected standards (reference to Non-Academic Misconduct Policy included).
- Clause 5.2 on enrolment removed.
- Clause 8.2.4 – reworded to provide clarity that guests cannot accompany enrolled students to on-campus classes, without prior written consent from King’s.
- Clause 9 updated to remove reference to self-service function on KEATS to download certificate of attendance as this is no longer possible.
- Clause 10.1 – removal of reference to ID cards not being issues for courses lasting a week or weekend.
- Clause 14.6 – withdrawal after the cancellation period updated to include £25 administration fee.
- Clause 14.5.1(a) on prohibiting sitting examinations due to late or non-payment removed as not relevant to these courses.
- Clause 17.3 – reference to requesting refund on student records through “fee payment refund request” removed as no longer possible.
- Reference to deferrals deleted as this is not relevant to these courses.

### **Amendments made to the Terms and Conditions for King’s Language Centre – Evening, Saturday and Summer Language Courses 24/25**

- Changes made to reflect the amendments made in the General set around immigration and disability.
- Clause 11.4 on Sponsored students removed as not relevant for these courses.
- Clause 14.2.1 and 14.2.2 added to clearly signpost link to cancellation form.

### **Amendments made to the Terms and Conditions for King’s Language Centre – Non-Credit Bearing Language Courses 24/25**

- Title changed from “Terms and Conditions for Non-Credit Bearing Language Courses” to “Terms and Conditions for Credit Bearing Language Modules not for Award”.
- Changes made to reflect the amendments made in the General set around immigration and disability.
- Clause 10.2.4 – new clause to clarify that the tuition fees paid under this contract are in addition to and separate to the fees the student pays for their main programme.
- Clause 10.4 on sponsored students removed as not applicable for these courses.
- Clause 13.2.2 updated to include link to cancellation form.
- Clause 14.5.4 removed reference to deferral of course.

### **3. To note:**

#### **JEI SUSTech Terms and Conditions 24/25**

The JEI SUSTech Terms and Condition 24/25 gained approval via SCPB Chair’s Action on 3 April 2024 and was approved at Academic Board on 17 April 2024. This was due to the Faculty needing this set approved in time for the next cohort.

King’s is delivering two joint programmes from September 2024 as part of the joint education institute (JEI) with the Southern University of Science and Technology, based in Shenzhen, China. The JEI is called the SUSTech-King’s School of Medicine and it will offer the following programmes:

- BSc Biomedical Science
- BEng Biomedical Engineering

Students on the programmes will be registered at both SUSTech and King's and will receive double degree awards. They will be based full-time in China and will pay fees to SUSTech only. The existing General KCL T&Cs and protection plan assume students will be based in London and pay fees to King's. Therefore, this set made use of the pre-approved 24/25 General T&Cs, removing the sections referring to fees and visas and adding an additional section about the use of the virtual learning environment (VLE).

Please see the [Academic Board Knowledge Area](#) to view the full sets of terms and conditions:

- 1) **General Terms and Conditions 25/26**
- 2) **Terms and Conditions for Kings Digital Students – Programmes Invoiced at Course-Level 25/26**
- 3) **Terms and Conditions for King's Digital Students – Programmes Invoiced by Module 25/26**
- 4) **Terms and Conditions for Executive MBA students 25/26**
- 5) **King's International Foundations Terms and Conditions 25/26**
- 6) **Terms and Conditions for Pre-Sessional students 25/26**
- 7) **Terms and Conditions for Prepare for Postgraduate Courses 25/26**
- 8) **Terms and Conditions for Open Enrolment Short Courses 24/25**
- 9) **Terms and Conditions for King's Language Centre – Corporate and Tailor-Made Courses 24/25**
- 10) **Terms and Conditions for King's Language Centre – Evening, Saturday and Summer Language Courses 24/25**
- 11) **Terms and Conditions for King's Language Centre – Non-Credit Bearing Language Courses 24/25**

Farhaana Hussein  
Regulatory Compliance Manager  
May 2024

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-05.4
<b>Status</b>	Final

## King's Student Protection Plan

### Action required

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

**Motion:** That King's Student Protection plan be recommended to Council for approval

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	As part of King's Office for Students (OfS) registration conditions it must have a comprehensive plan to protect the continuation of study for its students. This plan must be sent to the OfS and available to students at all times. King's solicitors had reviewed the current student protection plan and advised that further detail was required. The plan has therefore been re-drafted to be more comprehensive in meeting OfS requirements.
<b>What are the key points/issues?</b>	King's must have an OfS approved Student Protection Plan that references the University risk register and mitigations against defined risks for the continuation of study for its students. This version covers all risks pertinent to King's
<b>What is required from members?</b>	Approval of the Student Protection plan so that this can be logged with the OfS and shared with students.

### Paper History

Action Taken	By	Date of Meeting
<b>Approved</b>	Student & Consumer Protection Board	16 May 2024

### Paper Submitted by:

Nicola Wood, Head of Course Information, Data Governance & Security, Students & Education Directorate

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# Student Protection Plan

Provider's name: King's College London

Provider's UKPRN: 10003645

Legal address: King's College London, 5-11 Lavington Street, London, England, SE1 0NZ

Contact: Darren Wallis- Executive Director Education & Students (Darren.Wallis@kcl.ac.uk)

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## **Student protection plan for the period 2024/25**

An assessment of the range of risks to the continuation of study for your students, how those risks may differ based on your students' needs, characteristics and circumstances, and the likelihood that those risks will crystallise.

### 1. Introduction

The Higher Education and Research Act 2017 requires Higher Education Institutions (HEIs) to maintain a Student Protection Plan to protect the interests of students in the case of material change, e.g. programme changes, suspensions, closures or institutional closure.

The purpose of this Student Protection plan is to preserve the continuation and quality of study for all of the University's students whenever a risk to the continued study of students materialises.

Events which may trigger the activation of the student protection plan include (but are not limited to):

- The University is no longer able to operate or no longer intends to operate
- Loss or suspension of the University's degree awarding powers
- The loss or suspension of the University's Student Sponsor licence
- The University loses professional accreditation from a regulatory body
- One or more of the locations at which the University delivers courses to students is no longer available
- The University is no longer able to deliver courses in a department or subject area
- The University is no longer able to deliver one or more programme of study
- The University is no longer able to deliver one or more modes of study
- The University is unable to deliver material components of one or more programme, particularly if there are areas of vulnerability, such as single person dependencies for teaching or supervision of research students.

### 2. Assessment of Risk

The University has undertaken an assessment of the range and level of risks to the continuation of study for our students. Using the University risk assessment template, we have assessed the likelihood and impact of risks materialising. The final risk level is based on a score which takes into account the effectiveness of control measures in place to manage the risk.

2.1 Based on the financial performance of the University the likelihood that the institution will cease to operate is low. The evidence used to assess this risk is the financial performance of the University as per the financial statements, the University risk register, business continuity plan, and the key performance indicators that are reported to the University Council and the Office for students on an annual basis. Our financial position is published annually: [Our finances | About | King's College London \(kcl.ac.uk\)](#)

2.2 The risk to the continuation of study due to the University losing its degree awarding powers is low.

The University has in place quality assurance processes and procedures which ensure adherence to OfS standards. The governance arrangements ensure oversight of quality assurance through a range of department, faculty and University level committees, CEC- College Education Committee (and its imminent successor) which reports directly to the Academic Board.

- 2.3 The risk to the continuation of study due to the University losing its student sponsor licence is moderate. The University's licence is renewed annually every November. The University has in place policies and procedures to ensure compliance with its sponsorship duties; these procedures are reviewed and updated annually by the compliance officer. The University regularly monitors its key compliance statistics to ensure it will meet the threshold levels required for renewal of its licence. Data relating to compliance statistics (BCA- Basic Compliance Assessment scores) for the past 3 years confirms that the University performs well within the thresholds set by the UKVI for student sponsor compliance.
- 2.4 The University has multiple campus sites across London. The likelihood of the University closing any of these campus sites is low. The campuses are currently fully occupied and enrolment and recruitment data suggest this will continue to be the case.
- 2.5 The University has a number of collaborative arrangements where programmes are delivered with partner organisations at sites in the UK and abroad. The University also has a number of contracts for the delivery of public sector training. The risk to the continuation of study is moderate because all partnership contracts include provision to support the teach out of programmes should the partnership end. For the partnerships that are currently closing, both the partner institutions and the University have committed to teaching out current students and final intake dates have been agreed.
- 2.6 The risk of closing a subject area is low. There are currently no plans to close subject areas, the University remains committed to offering a breadth of subject disciplines across the institution. Annual business planning and budget setting processes review student numbers, programmes on offer in each department or faculty (where subject areas are located) and the financial position of each department, school or faculty. These processes identify any actions which may be required to maintain the sustainability of each subject area.
- 2.7 The University continually reviews and updates its academic offer; this does involve the suspension, closure and replacement of courses. Hence the likelihood of planned programme closures is high and the potential impact on students is high. However, when the University takes the strategic decision to close a programme, it would be the result of low applicant demand for the programme and it is normal practice and the preferred option to teach out continuing students on the programme for which they have enrolled, therefore the risk to the continuation of study is low. The University also operates a programme post-launch review policy, every 3 years for standard undergraduate degrees, which ensures a full degree teaching cycle has occurred prior to suspension or closure decisions being taken.
- 2.8 It is unlikely that the University will close one or more modes of study, although the potential impact on students would be high, there are sufficient control measures in place to ensure that the risk to the continuation of study is low. The majority of the University's provision is delivered full-time. Programmes which are delivered part-time often share delivery with the full-time course which ensures viability. The University has some online and/or distance learning provision delivered internally with third party contracts in place for marketing and recruitment and access to some e-learning platforms.

- 2.9 There is low risk that the University is unable to deliver material components<sup>1</sup> of one or more programme of study. There are certain instances this may occur, i.e. unforeseen departure of key staff, damage to buildings or equipment. The risk to the continuation of study in these cases is moderate and the university has continuity plans to ensure alternative arrangements are made to ensure continuity of student study.

The measures that you have put in place to mitigate those risks that you consider to be reasonably likely to crystallise

### 3. Measures to mitigate Risk

For areas the University has identified as moderate or high risk the following measures have been put in place to preserve the continuation of study.

#### 3.1 Closure of programmes

The University is committed to ensuring students are able to complete the programmes of study for which they have enrolled. The teaching out of programmes will be the preferred option should the University for any unforeseen reason (strategic, financial, regulatory) have to suspend or close a programme. Only in circumstances in which the University is unable to teach out will alternative options be considered. These options will include:

- The University will offer students the option to transfer to an alternative programme offered by the University.
- The University will support students to transfer to other providers. This support will include
  - the identification of providers who offer a similar or equivalent course and meet the particular needs of the student cohort (e.g. mode of study, travelling distance etc.)
  - direct liaison with other providers to support the smooth transition of students to the new provider
  - provision of course information and certification to support credit transfer arrangements
  - Consideration of compensation under the refund and compensation policy

If a suitable alternative course either at the University or other suitable provider cannot be found, the University will consider a refund of fees and compensation as outlined in the Terms and Conditions.

#### 3.2 The loss or suspension of the University's student sponsor licence

The University will offer the following options to students:

- The University will support students to transfer to other providers. This support will include
  - the identification of providers who offer a similar or equivalent course and meet the particular needs of the student cohort (e.g. mode of study, travelling distance etc.)
  - direct liaison with other providers to support the smooth transition of students to the new provider
  - provision of course information and certification to support credit transfer arrangements

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<sup>1</sup> Please refer to the Government CMA guidance clause 4.11 on 'Material Course Information' for further information [Consumer law advice for higher education providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Consideration of compensation under the refund and compensation policy

If a suitable alternative programme at a suitable provider cannot be found, the University will consider a refund of fees and compensation as outlined in Terms and Conditions.

### 3.3 Closure of collaborative partnerships

The University is committed to ensuring that students studying through partnership arrangements are able to complete their programme of study. Contracts with partner institutions include provision for the teaching out of existing students. In instances where it is decided to close a partnership the following arrangements will be put in place:

- The University and partner organisation will agree the date of the final intake of students.
- The University and partner organisation will agree a teach out plan, which will include a schedule of the delivery of all modules on the programme; this will ensure that all exiting students have the appropriate opportunity to complete their programmes including resit opportunities. In instances where the delivery partner is moving to a new validating body, the University will provide course information and certification to support students who wish to transfer.
- Students are informed of the closure of the partnership and provided with details of the teaching out arrangements. Students are also provided with details of how to access advice and guidance
- Arrangements are put in place to monitor student progression through the programme to ensure that students receive the appropriate advice and information during the remainder of their studies.

### 3.4 The University is unable to deliver material components of one or more programme

The University will take all reasonable steps to mitigate the risk of being unable to deliver a material component of a taught course. These may include the hiring of additional staff, hire or purchase of equipment, relocation and/or rescheduling of teaching. Should the University not be able to deliver a material component of a programme, affected students may be offered a modified version of the course or the opportunity to move to another course.

- If a suitable alternative taught course at the University is not available, the University will support students to transfer to other providers as outlined in 3.1 above. If a suitable alternative course either at the University or other suitable provider cannot be found, the university will consider a refund of fees and compensation as outlined in our Terms and Conditions
- In cases where the University is no longer able to provide supervision to Research Degree students due to the departure of key staff, the university will, if appropriate, allocate a new supervisor. All Research students have at least two supervisors allocated from the outset. In instances where this is not appropriate or possible due to the nature of the research, the University may appoint an external supervisor or support the student to transfer to another university to complete their programme.
- In those cases where a research student is unable to complete their programme at the University, the University will consider a refund of fees and compensation as outlined in our Terms and Conditions

### 3.5 Information on refund policies if continuation of study is not possible

The University supplies the students with a copy of its Terms and Conditions each year – <https://www.kcl.ac.uk/policyhub/terms-conditions-students>

Refunds are awarded when a student withdraws from a programme depending on the liability dates. The dates are published in the terms and conditions. The terms and conditions include a section titled refunds



and compensation. If in the event that continuation of study cannot be preserved compensation may be awarded. Any such compensation may take account of the following factors:-

1. Refund of tuition fees
2. Refund of accommodation costs (for the remainder of the contract if accommodation is no longer required)
3. Loss of maintenance costs
4. Travel costs
5. Reimbursement of tuition fees to sponsors/Student Finance England
6. Other reasonable associated costs.

Any claims made for compensation will be reviewed on a case-by-case basis and will also take into consideration the mitigations the University has put in place.

With regards to how the compensations and refunds will be funded, the University has sufficient reserves in place.

Information about how you will communicate with students about your student protection plan

We will publish our student protection plan on the University website. A link to the student protection plan is also given in our terms and conditions supplied to offer holders. A Board is in place to review the student protection plan as necessary. Any proposed changes to the plan will be approved by Academic Board and Council.

Should the student protection plan need to be activated, the University will take all reasonable steps to contact affected students and provide them with appropriate information, support and guidance in a timely manner.

The University will write to all affected students individually, with the following information:

- Reason why the student protection plan is being implemented
- Implications for the students' planned programme of study
- The options available to the student
- Arrangements for accessing support and guidance
- Where to get more information
- Details of meetings with staff to discuss issues, on a one to one basis and collectively
- Who to contact to get independent advice (the university will liaise with the Student Union)

The University will also take appropriate steps to ensure that the information available to prospective students is updated to reflect the closure of courses. The University will write to all applicants, with the following information:

- Reason why the student protection plan is being implemented
- Implications for the applicant's planned programme of study
- The options available to the applicant
- Arrangements for accessing support and guidance
- Where to get more information

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-05.5
<b>Status</b>	Final

## SUSTech-King's Joint Education Institute (JEI) Student Protection Plan

### Action required

- For approval  
 To recommend for approval  
 For discussion  
 To note

**Motion:** That the Student Protection Plan for the SUSTech-King's JEI be recommended to Council for approval

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	<p>King's is delivering two joint programmes from September 2024 as part of the joint education institute (JEI) with the Southern University of Science and Technology, based in Shenzhen, China. The JEI is called the SUSTech-King's School of Medicine and it will offer the following programmes:</p> <ul style="list-style-type: none"> <li>• BSc Biomedical Science</li> <li>• BEng Biomedical Engineering</li> </ul> <p>Students on the programmes will be registered at both SUSTech and King's and will receive double degree awards. They will be based full-time in China and will pay fees to SUSTech only.</p>	
<b>What are the key points/issues?</b>	<p>The standard KCL Student Protection Plan assumes students will be based in London and pay fees to King's. The standard plan has been amended to remove the refunds and compensation sections and to bring the wording in line with the contingency arrangements agreed as part of the JEI.</p>	
<b>What is required from members?</b>	<p>Approval of the bespoke JEI Student Protection Plan.</p>	

### Paper History

Action Taken	By	Date of Meeting
<b>Approved</b>	Student & Consumer Protection Board	16 May 2024

### Paper Submitted by:

Julie Radcliffe, Project Manager, Faculty of Life Sciences & Medicine

# JEI Student Protection Plan

King's College London Student Protection Plan for students of the SUSTech-King's Joint Education Institute (JEI)

Provider's name: King's College London

Provider's UKPRN: 10003645

Legal address: King's College London, Strand, London WC2R 2LS

Contact: Darren Wallis- Executive Director Education & Students (Darren.Wallis@kcl.ac.uk)

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## Student Protection Plan for the period 2024/25

*An assessment of the range of risks to the continuation of study for your students, how those risks may differ based on your students' needs, characteristics and circumstances, and the likelihood that those risks will crystallise.*

### 1. Introduction

The Higher Education and Research Act 2017 requires Higher Education Institutions (HEIs) to maintain a Student Protection Plan to protect the interests of students in the case of material change, e.g. programme changes, suspensions, closures or institutional closure.

The purpose of this Student Protection plan is to preserve the continuation and quality of study for all of the University's students whenever a risk to the continued study of students materialises.

Events which may trigger the activation of the student protection plan include (but are not limited to):

- The University is no longer able to operate or no longer intends to operate
- Loss or suspension of the University's degree awarding powers
- The loss or suspension of the University's Student Sponsor licence
- The University loses professional accreditation from a regulatory body
- One or more of the locations at which the University delivers courses to students is no longer available
- The University is no longer able to deliver courses in a department or subject area
- The University is no longer able to deliver one or more programme of study
- The University is no longer able to deliver one or more modes of study
- The University is unable to deliver material components of one or more programme, particularly if there are areas of vulnerability, such as single person dependencies for teaching or supervision of research students.
- Termination of the JEI partnership between King's and SUSTech in accordance with the relevant terms in the underlying agreement.

### 2. Assessment of Risk

The University has undertaken an assessment of the range and level of risks to the continuation of study for our students. Using the University risk assessment template, we have assessed the likelihood and impact of risks materialising. The final risk level is based on a score which takes into account the effectiveness of control measures in place to manage the risk.

2.1 Based on the financial performance of the University the likelihood that the University will cease to operate is low. The evidence used to assess this risk is the financial performance of the University in the most recent audited financial statements for the year ending 31<sup>st</sup> July 2023, the University risk register, business continuity plan, an external credit rating undertaken by S&P Global (AA- Outlook Stable), the Five

Year Financial Forecasts submitted to the Office for Students in December 2023, and the key performance indicators that are reported to the University Council. The financial statements for the University are published annually - see <https://www.kcl.ac.uk/about/assets/pdf/statements/financialstatements2023.pdf> (Financial Statements and Statistics year ending 2023): [Our finances | About | King's College London \(kcl.ac.uk\)](#)

2.2 The risk to the continuation of study due to the University losing its degree awarding powers is low. The University has in place quality assurance processes and procedures which ensure adherence to OfS standards. The governance arrangements ensure oversight of quality assurance through a range of department, faculty and University level committees, including the CEC- College Education Committee (or its successor) which reports directly to the Academic Board.

2.3 The risk to the continuation of study due to the University losing its student sponsor licence is moderate. The University's licence is renewed annually every November. The University has in place policies and procedures to ensure compliance with its sponsorship duties, these procedures are reviewed and updated annually by the compliance officer. The University regularly monitors its key compliance statistics to ensure it will meet the threshold levels required for renewal of its licence. Data relating to compliance statistics (BCA- Basic Compliance Assessment scores) for the past three years confirms that the University performs well within the thresholds set by the UKVI for student sponsor compliance.

2.4 The University has multiple campus sites across London. The likelihood of the University closing any of these campus sites is low. The campuses are currently fully occupied and enrolment and recruitment data suggest this will continue to be the case.

2.5 The University has a number of collaborative arrangements where programmes are delivered with partner organisations at sites in the UK and abroad. The University also has a number of contracts for the delivery of public sector training. The risk to the continuation of study is moderate because all partnership contracts include provision to support the teach out of programmes should the partnership end. For the partnerships that are currently closing both the partner institutions and the University have committed to teaching out current students and final intake dates have been agreed.

2.6 The risk of closing a subject area is low. There are currently no plans to close subject areas, the University remains committed to offering a breadth of subject disciplines across the university. Annual business planning and budget setting processes review student numbers, programmes on offer in each department or faculty (where subject areas are located) and the financial position of each department, school or faculty. These processes identify any actions which may be required to maintain the sustainability of each subject area.

2.7 The University continually reviews and updates its academic offer, this does involve the suspension, closure and replacement of courses. Hence the likelihood of planned programme closures is high and the potential impact on students is high. However, when the University takes the strategic decision to close a programme, it would be the result of low applicant demand for the programme and it is normal practice and the preferred option to teach out continuing students on the programme for which they have enrolled, therefore the risk to the continuation of study is low. The University also operates a programme post-launch review policy, every 3 years for standard undergraduate degrees, which ensures a full degree teaching cycle has occurred prior to suspension or closure decisions being taken.

2.8 It is unlikely that the University will close one or more modes of study, although the potential impact on students would be high, there are sufficient control measures in place to ensure that the risk to the continuation of study is low. The majority of the University provision is delivered full-time. Programmes which are delivered part-time often share delivery with the full-time course which ensures viability. The University has some online and/or distance learning provision delivered internally with **third party contracts in place for marketing and recruitment and access to some e-learning platforms.**

2.9 There is a low risk that the University is unable to deliver material components<sup>1</sup> of one or more programmes. There are certain instances this may occur, i.e. unforeseen departure of key staff, damage to buildings or equipment. The risk to the continuation of study in these cases is moderate and the University has continuity plans to ensure alternative arrangements are made to ensure continuity of student study.

*The measures that you have put in place to mitigate those risks that you consider to be reasonably likely to crystallise*

### 3. Measures to mitigate risk

For areas relevant to the JEI that the University has identified as moderate or high risk, the following measures have been put in place to preserve the continuation of study.

#### 3.1 Closure of a JEI programme

The University is committed to ensuring students are able to complete the programmes of study for which they have enrolled. The teaching out of programmes will be the preferred option should the JEI for any unforeseen reason (strategic, financial, regulatory) have to suspend or close a programme. In the rare event that teach out is not possible, for example because key members of staff have left and cannot be replaced, affected students will be offered the opportunity to transfer to suitable alternative courses within the JEI or within SUSTech. King's and SUSTech as JEI partners have committed to working in close collaboration to ensure a smooth transition for the JEI students in this case, which could include the offer of a SUSTech degree as well as a King's exit award.

#### 3.2 Termination of the SUSTech-King's JEI

The University is committed to ensuring that students studying with the JEI are able to complete their programme of study. In the event of the termination of the JEI partnership, the following arrangements will be put in place:

- King's and SUSTech will agree the date of the final intake of students.
- King's and SUSTech will agree a teach out plan, which will include a schedule of the delivery of all modules on the programme, this will ensure that all exiting students have the appropriate opportunity to complete their programmes including resit opportunities.
- Students will be informed of the closure of the partnership and provided with details of the teaching out arrangements. Students will also be provided with details of how to access advice and guidance.
- Arrangements will be put in place to monitor student progression through the programme to ensure that students receive the appropriate advice and information during the remainder of their studies.

#### 3.3 The University is unable to deliver material components of one or more JEI programme

The University will take all reasonable steps to mitigate the risk of being unable to deliver a material component of a taught course. These may include the hiring of additional staff, hire or purchase of equipment, relocation and/or rescheduling of teaching. Should the University not be able to deliver a material component of a programme, affected students may be offered a modified version of the programme or the opportunity to move to another programme within the JEI or within SUSTech.

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<sup>1</sup> Please refer to the Government CMA guidance clause 4.11 on 'Material Course Information' for further information [Consumer law advice for higher education providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Information about the policy you have in place to refund tuition fees and other relevant costs to your students and to provide compensation where necessary in the event that you are no longer able to preserve continuation of study:

As students pay tuition fees to SUSTech, please refer to the relevant SUSTech documentation for information on tuition fee refunds and compensation.

Information about how you will communicate with students about your student protection plan

We will publish the JEI student protection plan on the University website. A link to the JEI student protection plan is also given in our terms and conditions supplied to offer holders. A board is in place to review the student protection plan as necessary. Any proposed changes to the plan will be approved by **Academic Board and Council**.

Should the student protection plan need to be activated, the University will take all reasonable steps to contact affected students and provide them with appropriate information, support and guidance in a timely manner.

The University will write to all affected students individually, with the following information:

- Reason why the student protection plan is being implemented
- Implications for the students' planned programme of study
- The options available to the student
- Arrangements for accessing support and guidance
- Where to get more information
- Details of meetings with staff to discuss issues, on a one-to-one basis and collectively who to contact to get independent advice (the University will liaise with the Student Union)

The University will also take appropriate steps to ensure that the information available to prospective students is updated to reflect the closure of courses. The University will write to all applicants, with the following information:

- Reason why the student protection plan is being implemented
- Implications for the applicants' planned programme of study
- The options available to the applicant
- Arrangements for accessing support and guidance
- Where to get more information

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**Academic Board**

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**Meeting date** 26 June 2024

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**Paper reference** AB-24-06-26-07.1

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**Status** Final

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## Report of the Academic Board Operations Committee

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Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board Membership – Faculty Representation [ <b>Annex 1</b> ]	5 June 2024 (& March '24)	Main	Approve	No
2. Assignment of Seats to CIEL	5 June 2024 (& March '24)	Main	Approve	No
3. Education Governance Review [ <b>Annex 2</b> ]	5 June 2024	Main	Approve	No
4. Dissolution of College International, London and Service Committees	5 June 2024	Main	Approve	No
5. College Research Committee Terms of Reference – Minor Amendments [ <b>Annex 3</b> ]	5 June 2024	Consent	Note	No
6. Academic Board Elections [ <b>Annex 4</b> ]	5 June 2024	Consent	Note	No

### To approve

#### 1. Academic Board Membership – Faculty Representation (Annex 1)

**Motion:** That the Academic Board approve the proposals outlined in the attached paper for amendments to allocation of academic staff seats on the Board, effective for the academic year 2024-25, and agree Option 7 and final numbers for approval and recommendation to Council.

Background:

The number of academic staff members on the Academic Board from each Faculty does not align with the sizes of faculty cohorts. In addition, there are relatively few early career academic staff on the Board and only two seats reserved for research staff.

ABOC agreed the following principles in considering the best formula for allocating the number of seats for each Faculty:

- That the provision that elected academic staff be the majority of members of the Academic Board should be maintained.
- That the total of 45 elected academic staff be maintained (this currently includes 43 Faculty-elected staff and two staff with research-only contracts - one from the health faculties and one from the arts & sciences faculties).
- That seats above three be allocated proportionally based on Head Count in each Faculty.
- That the number of seats assigned to CIEL (formerly PACE) be maintained at three.
- That the number of seats assigned to professional staff be maintained at three.
- That within each Faculty's seat allocation there continue to be one seat reserved to an academic leadership team member (Head of Department' or equivalent tier 2/tier 3 role).

The Academic Board Operations Committee considered a wide range of options (which are outlined in the attached paper – **Annex 1**). ABOC recommends Option 7 as the optimal choice to better represent both



research and early-career teaching/education staff, while achieving a more balance representation across the faculties. This option would maintain current numbers from four faculties and CIEL, would increase numbers in three faculties (by maximum of two), and decrease numbers in the Faculty of Arts & Humanities and the Dickson Poon School of Law (by one). To ensure that early-stage staff are suitably represented on the Academic Board, it is proposed to ring-fence seats for early-stage staff per Faculty.

It is possible that opening the full range of academic staff seats to those with research-only contracts could result in a higher rate of turnover as many of them are not on permanent contracts, however we would expect, as we do for all those who stand for election to the Board, that they would self-select and only stand for election if they were aware that they would be able to serve a substantial part of a term. Given the pivotal role researchers play at King's, we believe it is important that they are eligible to participate appropriately in our governance structure. Further, we note that it will take some time to put the plan fully into operation as we have seats currently filled that would become ring-fenced or defunct as current terms end, so for the next two years, the size of the Board will be marginally larger.

## 2. Assignment of Seats for CIEL

### Motions:

- (i) **That it be recommended to Council that the PACE membership of Academic Board be transferred to the Centre for International Education & Languages (CIEL), and that the number of seats allocated to CIEL on the Academic Board be maintained at three.**
- (ii) **That it be recommended to Council that the ex officio seat originally allocated to the Executive Director of PACE be discontinued.**

### Background:

The current Academic Board members elected as staff of PACE are all now members of the Centre for International Education & Languages (CIEL). Academic Board agreed at an earlier meeting that CIEL staff should be represented on the Board and that the representatives originally elected from PACE should continue to hold their seats until a final decision could be made about seat allocation. At its meeting in March ABOC agreed to recommend to the Academic Board that CIEL continue to hold three seats on the Academic Board in line with the minimum number of seats recommended to be allocated to faculties discussed in item 1. It was ABOC's view that the Director of CIEL role should not be ex officio as CIEL is not a Faculty. The Director would continue to hold a seat on the Board, however, as 'head of department or equivalent – tier 2/3. The current Academic Board members elected as staff of PACE are all in CIEL and it is ABOC's recommendation, therefore, that they should continue as members until the end of their terms.

## 3. Education Governance Review (Annex 2)

**Motions: That the proposed amendments to the College Education Committee processes, structure and terms of reference be recommended to Council for approval.**

In tandem with the five-year comprehensive governance review commissioned by Council, the College Education Committee has conducted an education governance review that has resulted in recommendations to amend its terms of reference, changes to its subcommittee structure, and creation of standardised terms of reference for Faculty Education Committees. Full details of the proposed changes are in **Annex 2**.

There is further work to be done with respect to Faculty Assessment Boards and Assessment Sub-Boards, (following a move to ratifying results by Assessment Sub-Boards in 2019/20, of which no review has since been undertaken.) This work will be carried out in 2024-25 for action in 2025-26.

## 4. Discontinuation of the College International Committee, the College Service Committee and the College London Committee

**Motion: That it be recommended to Council that the College International Committee, the College Service Committee and the College London Committee, be discontinued.**



### Background:

Currently, there are five standing committees of the Academic Board on the books:

- College Education Committee (CEC)
- College Research Committee (CRC)
- College International Committee (CIC)
- College London Committee (CLC)
- College Service Committee (CSC)

All were originally set up to be led by a Vice-Principal, whose roles were aligned with the pillars of Vision 2029. They sit between governance and management with mandates to provide assurance to the Academic Board and Council with respect to statutory, regulatory and policy matters within their terms of reference, but also to provide advice and support to the relevant vice-principal and the relationship between the central administration and faculty governance.

With changes to the structure of the senior leadership team over the last three years which saw three of the vice-principal roles disappear, CIC, CLC and CSC have become moribund and have not met for some time. Even when they did meet, they rarely, if ever, presented any items that required approval by or close discussion from the Board. It is recommended, therefore, that they be formally discontinued. Professor 'Funmi Olonisakin has created and chairs a 'Vice-Deans International, Engagement & Service (IES) Network' and a One King's Impact Committee (OKIC) to manage many of the functions that once sat with or were reported through the standing committees. Formal terms of reference of those bodies are still in development.

## **To Note (on the Unanimous Consent Agenda)**

### **5. Terms of Reference of the College Research Committee (CRC) – Minor Amendments (Annex 3)**

The CRC has conducted a review of its processes and ways of working and has recommended a number of minor editorial changes to its Terms of Reference that were reported to ABOC for information.

### **6. Academic Board Elections (Annex 4)**

There are two sets of staff elections this Spring Term: one for Academic Board seats available from 1 August 2024, and one for a (Junior) academic staff representative to be elected by the Academic Board to serve on Council to fill a seat being made vacant at the end of this academic year.

The voting deadline for the Academic Board seats is Friday 14 June, and a call for nominations to the Council seat will go out to the 2024/2025 Academic Board membership on 18 June, with a nominations deadline of 28 June, and voting taking place from 2 to 9 July. The Council election process is attached at Annex 4.

Annex 1 – Academic Board Faculty Representation

Annex 2 – Review of Academic Board Subcommittees

Annex 3 – College Research Committee – minor amendments

Annex 4 – Council Election Process

## Representation of Faculties on the Academic Board

### Background

The creation of The Centre for International Education and Languages (CIEL) and the relative growth of NMES over the last period have prompted a review of the proportional representation of elected academic staff members on the Academic Board. Separately, the recent Governance Review of Council also identified that early-stage ('junior') academic staff and research staff were under-represented in King's governance processes. Revisiting the makeup of the elected staff membership of the Academic Board could potentially address this by requiring junior staff representation from each Faculty. This paper presents ABOC's recommendation to Academic Board for approval and further recommendation to Council. This paper does not consider the representation of professional services staff on Academic Board, nor the non-elected members or student members.

For the purpose of this paper, we consider ten different "units" to have a representation on the Academic Board, namely the nine King's Faculties plus the King's Education group that contains CIEL. To simplify the paper's presentation, they will all be referred to as faculties.

Faculty
Dentistry, Oral & Craniofacial Sciences
Faculty of Arts & Humanities
Faculty of Life Sciences & Medicine
IoPPN
King's Business School
King's Education
Natural, Mathematical & Engineering Sci
Nursing, Midwifery & Palliative Care
Social Science & Public Policy
The Dickson Poon School of Law
Research Staff
Total Elected Members

### Principles

A number of principles have been adopted when choosing the representation of academics from Faculties on Academic Board.

1. The elected academic staff numbers should remain at a total of 45 (43 elected from Faculties + 2 separately elected from Research Staff members)
2. One seat per Faculty will remain allocated to an academic leadership team member (Head of Department or equivalent tier 2/tier 3 role, depending on Faculty structure).
3. Council has recently approved that elected staff should serve for the full three years from first appointment, even if they change category unless they leave the organisation, leading to some continuity and time to implement these new rules as members roll off.
4. A simple method that can be systematically reproduced in the future when the size of Faculties and number of seats change.

## Options Considered

ABOC considered a range of options to specify a representation of Faculties on the Academic Board.

### *Seniority*

ABOC proposes to adopt the following terminology that is currently used for Council members, for Academic Board:

**Senior** - includes roles with the following Post Profile: Professor; Reader; Senior Lecturer; Professorial, Principal and Senior Research Fellow (G8 and above).

**Junior** - includes roles with the following Post Profile: Lecturer; Research Fellow and equivalent (G6, G7).

**Leadership** – includes Heads of Department and equivalent Tier 2/Tier 3 leadership roles

### *Staff contracts*

Staff can be categorised according to the nature of their contracts: academic and research-only contracts. Thus, two categories of staff are considered for representation on the Academic Board:

- Staff who have an academic contract (A: Education & Research Pathway, Academic & Education Pathway)
- Staff who have a research-only contract (R: Research-only contracts)

Currently there are 43 elected members from category A and two elected members from category R.

ABOC considered two options:

Contracts	Pros	Cons
A+R	The most inclusive category since it includes all staff that contribute to King's "academic mission".	Research staff typically have a short-term employment, frequently not staying at King's for the whole duration of a 3-year term, thus leading to frequent elections.
A (with two seats for R) NB this is the status quo	Category of staff leading to a more stable representation on AB, as the vast majority are on open-ended contract.	Category of staff that is less inclusive as does not include the research-only aspect of the "academic mission".

### *Staff Count*

There are two ways of counting staff (whatever their contract):

- Headcount (HC) is counting the number of individuals.
- Full-time equivalent count (FTE) is the number of full-time employees or the equivalent of a full-time employee (35 h per week).

Count	Pros	Cons
HC	A more inclusive way of counting, with one individual, one vote, irrespective of the number of hours they work.	The ratio FTE/HC is in the range [80%-100%] for most faculties, and therefore the choice of measure has little impact on their final

FTE	A representation of the workforce according to the contractual number of hours, and likely to be a proxy for a faculty volume of activity (and budget).	representation. The only exception is FoDOCs, with a ratio of approximately 50%, whose representation is more impacted by the count measure.
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### Baseline Seats

ABOC considered allocating a baseline of 0, 2 or 3 seats for each Faculty.

Baseline	Pros	Cons
0	The most proportional representation	<ul style="list-style-type: none"> <li>- Potential large variation in the number of seats per faculty leading to “over representation” of large faculties.</li> <li>- Smaller faculties have such a small representation that it does not allow for reserved roles, e.g. senior v. junior.</li> </ul>
2, 3	Such baselines allow for different categories of staff to be reserved in representation of each faculty (e.g. HoD/director roles).	Not as representative of faculties’ size.
4	Least disruptive with respect to current representation Allocation remains the same whatever contract type and count being considered.	Over-representation of small faculties.

### Votes and Representation

While the “Staff Contract” section above considered the number of researchers in the methodology for allocating seats to Faculties, it does not consider who is eligible to vote or stand for election.

As stated in the background section, the recent Governance Review of Council identified that early-stage (‘junior’) staff were under-represented in King’s Governance processes.

Currently, two seats on Academic Board are reserved for staff on research-only contracts. While this approach has the advantage of guaranteeing researcher representation on Academic Board, it has some limitations. With two seats and ten Faculties, the breadth of research activity at King’s is not well represented. The current arrangements do not consider the seniority of these individuals, and researchers on Academic Board might be junior or senior.

Thus, we propose to adopt a total of 45 elected staff, including the existing 43 elected from Faculties and the 2 separately elected Research Staff members. To ensure that early-stage staff are suitably represented on the Academic Board, we propose to ring-fence seats for early-stage staff per Faculty.

With this approach, all staff in categories Junior, Senior, Leadership will be entitled to vote and stand for election; by ring-fencing seats for junior staff in each Faculty, we will improve the representation of junior staff at Academic Board.

### Summary of all options

In the table below, we summarise the information for the 16 options under consideration. We include the minimum and maximum numbers of representatives per faculty for each option. The current allocation of seats will be referred to as “Current”.

Baseline	0	2	3	4
HC, A	Option 1 2-8	Option 2 3-7	Option 3 4-6	Option 4 4-5
HC, A+R	Option 5 1-12	Option 6 3-8	Option 7 3-7	Option 8 4-5
FTE, A	Option 9 2-9	Option 10 3-7	Option 11 3-6	Option 12 4-5
FTE, A+R	Option 13 1-12	Option 14 3-8	Option 15 3-7	Option 16 4-5

We propose to reject:

- The FTE category (Options 9-16) because it does not change the seat allocation, and we prefer the HC approach because it is more people-focused.
- Baseline 0 (Options 1, 5, 9, 13) and Option 6 because of the wide difference in representation between the larger and smaller faculties. Larger faculties are over-represented, whereas smaller faculties are under-represented.
- Baseline 4 (Options 4, 8, 12, 16) because all faculties have a representation of 4 or 5, offering a poor reflection of their size.

Therefore, ABOC considered the following options: Current (no change to current situation), Option 2, Option 3 and Option 7.

ABOC recommends Option 7 because it allows for the full representation of research-only staff and appropriate scaling of seats with size of Faculty.

Faculty	Current = Do Nothing	Option 2	Option 3	Option 7
Dentistry, Oral & Craniofacial Sciences	4	4	4	4
Faculty of Arts & Humanities	5	5	5	4
Faculty of Life Sciences & Medicine	5	7	6	7
IoPPN	5	6	5	6
King's Business School	4	3	4	4
King's Education	3	3	4	3
Natural, Mathematical & Engineering Sciences	4	5	4	5
Nursing Midwifery & Palliative Care	4	3	4	4
Social Science & Public Policy	5	6	5	5
The Dickson Poon School of Law	4	3	4	3
Research Staff	2			
<b>Total Elected Members</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>

In this analysis, we have taken a total of 45 elected staff, including the existing 43 elected from Faculties and the two separately elected Research Staff members. The proposed seat allocation per role for each Faculty would be broken down as follows for Option 7.

Faculty	Leadership	Junior	Senior
Dentistry, Oral & Craniofacial Sciences	1	1	2
Faculty of Arts & Humanities	1	1	2
Faculty of Life Sciences & Medicine	1	2 or 3	3 or 4
IoPPN	1	2 or 3	2 to 3
King's Business School	1	1	2
King's Education	1	1	1
Natural, Mathematical & Engineering Sci	1	1 or 2	2 or 3
Nursing, Midwifery & Palliative Care	1	1	2
Social Science & Public Policy	1	1 or 2	2 or 3
The Dickson Poon School of Law	1	1	1

# Education Governance Review

## Executive Summary

In tandem with the five-year comprehensive governance review commissioned by Council, the College Education Committee has conducted an education governance review that has resulted in recommendations for amendments to subcommittee structures and delegations.

The key issues to be addressed by these changes are:

- Ensuring that there is a clear line of sight to OfS ongoing conditions of registration from subcommittee terms of reference and ways of working.
- Improving the ability of the College Education Committee and its subcommittees to provide academic quality assurance for all taught programmes of the university
- Strengthening the oversight of programme approval/modifications to ensure that we continue to adhere to the principles established in the Portfolio Simplification Programme
- Improving support for and oversight of issues concerning student experience by bringing them together under a new subcommittee which can provide focus.
- Improving the effectiveness of the College Education Committee which currently is too large and has too wide a remit.
- Acknowledging the role of the Education Executive in the application of policy and the approval of procedures.
- Clarifying the management committees vs the governance committees and where approvals reside.

The diagram in Appendix 1 shows the new structure which includes:

- Creating a new Quality Assurance & Enhancement Subcommittee from the existing Collaborative Provision Subcommittee (CPS) and moving some of the responsibilities of the CPS to the Programme Development & Approval Subcommittee
- Strengthening of the Programme Development & Approval Subcommittee which will have reported to it any aspect of programme approval/modification
- Creating a new Student Experience Subcommittee
- Creating standard terms of reference for Faculty Education Committees
- Retitling the Academic Standards Subcommittee to the Assessment & Regulatory Oversight Subcommittee

The overall intent is to more accurately map education governance across the university based on recognised structures within our institutional architecture. CEC is a committee of AB, and FEC's are committees of CEC. Faculty level decision making processes and mechanisms differ according to size of faculty etc., and need to be respected. Nonetheless, it is important that faculty governance frameworks align with the CEC and thus a standardised terms of reference for FEC's has been created. There is further work to be done with respect to Faculty Assessment Boards and Assessment Sub-Boards (following a move to ratifying results by Assessment Sub-Boards in 2019/20, of which no review has since been undertaken). This work will be carried out in 2024-25 for action in 2025-2026.

### 1. Background

- 1.1 The College Council undertook an AdvanceHE governance review in 2023 in accordance with provisions of the College Ordinances. Ahead of the findings of this review, College Education Committee approved at its meeting on 4<sup>th</sup> October 2023, a Schedule of Business that included an education governance review to be undertaken (CEC-23-10-04-06), which would take account of the findings from the AdvanceHE review.
- 1.2 The Academic Director (King's Academy), Strategic Director (Education and Students), the Associate Director of Academic Regulations, Quality and Standards, and more recently the Director of Academic Quality, have been reviewing the existing governance structure relating to education, consulting with the Heads of Collaborative Provision, Academic Policy, Education Governance, Quality Assurance (Assessment) and Quality Assurance (External Moderation), before submitting to Education Executive at its March 2024 meeting a draft proposal<sup>2</sup>. The proposal was endorsed to proceed to College Education Committee and

Academic Board.

- 1.3 This paper provides an outline of the proposed new governance structure, noting the findings from the review completed, impact on the College Education Committee, with proposed change of title and revisions to the terms of reference, for discussion.

## 2. Proposal

- 2.1 It is proposed that the current education governance structure is revised and strengthened by incorporating the following changes:
  - 2.1.1 Each sub-committee lays out clearly the Office for Students ongoing conditions of registration that the sub-committee will have oversight of.
  - 2.1.2 A new sub-committee relating to student experience is introduced, which will have oversight of matters pertaining to student surveys, Access and Participation Plan, Careers and Employability, global mobility, and experience of students whose programme(s) are deemed to be related to flying faculty or branch campuses.
  - 2.1.3 Reimagine the existing Collaborative Provision Subcommittee, by expanding its remit to include quality assurance matters such as annual monitoring, periodic programme reviews, etc., for all programmes of the University. The proposed new sub-committee that will govern this area of work will be titled Quality Assurance and Enhancement Sub-Committee. The aspect of the existing committee that has activity relating to approving activity schedules, considering new validated provision, approving Memorandum of Agreements, renewing taught programme activity, and monitoring published information of programmes with collaborative activity will move to the Programme Development and Approval Sub-Committee – whose remit is oversight of the University's taught curriculum and compliance with the [Competition and Markets Authority](#) guidance, so is better placed at this subcommittee.
  - 2.1.4 Postgraduate Research (PGR) collaborative activity will continue to report into the reimagined Collaborative Provision Sub-Committee, but all other quality assurance aspects for PGR remain the responsibility of the Postgraduate Research Students Sub-Committee, reporting into College Research Committee.
  - 2.1.5 The Programme Development and Approval Sub-Committee will be strengthened by having any aspect of programme approval/modification reporting to the sub-committee. This includes any renewal activity associated with the programme, such as periodic programme review and renewal of partnership agreements. For periodic programme review reports, this sub-committee will have responsibility for re-approving programmes, while the Quality Assurance and Enhancement Sub-Committee will have responsibility for the oversight of process, monitoring of actions and reporting upwards to College Education Committee.
  - 2.1.6 The Quality Assurance and Enhancement Sub-Committee will have oversight of those quality assurance remits that College Education Committee is currently responsible for e.g., oversight of Continuous Enhancement Review reports, Periodic Programme Review reports, Professional, Statutory and Regulatory Body reports, and Degree Apprenticeships. This will strengthen the governance arrangements for quality assurance, as this sub-committee will have the time to deliberate on these matters that College Education Committee currently does not have.
  - 2.1.7 Retitle the Academic Standards Sub-Committee to the Assessment and Regulatory Oversight Sub-Committee, to make it clearer what the remit of the sub-committee is.
- 2.2 A revised structure can be found in appendix one, along with proposed Terms of Reference and membership.
- 2.3 At its discussion in March, Education Executive agreed that a review should be undertaken of faculty education governance and therefore Terms of Reference and membership for Faculty Education Committees are proposed for 2024/25 in appendix two. However, a wider review of the University's assessment board structure needs to take place, following the introduction in 2020 of single tier approval of results and ratification of awards. As this will be a longer review, with consultation, any proposed changes to the assessment board structure will be proposed for the 2025/26 academic year.

## 3. Findings



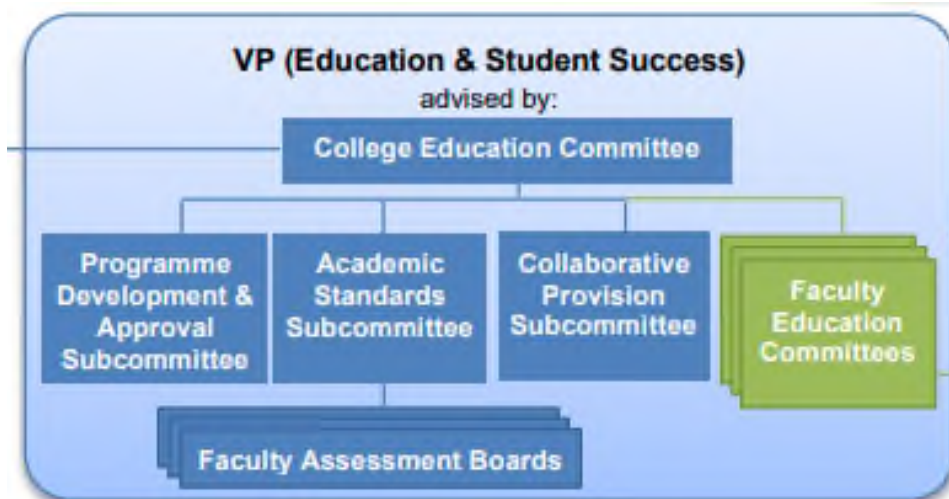
- 3.1 In deliberating the above proposal, it was considered that:
- 3.1.1 College Education Committee and all its sub-committees could benefit from a review as the last review completed was in 2018/19 and the sector has moved on since then.
  - 3.1.2 College Education Committee has too large a remit and is unable to adequately cover all that it is required to do in an efficient manner.
  - 3.1.3 Following King's becoming a formal University, consideration was had on removing "College" from the title of all sub-committees which currently use that title. While "College" could be replaced with "University" it was felt this wasn't necessarily as there would still be differentiation from faculties as they use the title "Faculty Education Committee".
  - 3.1.3 It is not clear in the existing structure where responsibility lies for the ongoing conditions of registration of the Office for Students, and it was felt that the governance structure needs to be strengthened to ensure these are clearly signposted and covered.
  - 3.1.4 The AdvanceHE report found the governance of the University 'to be effective, but with an opportunity to continue its trajectory of improvement, characterized by Council as moving "from good to great"'. As part of its recommendations to move to "great", the University is developing a Boards Assurance Framework, and the education governance needs to be able to support it. This proposed change in structure is aiming to do this. Any education themed review Academic Board would be tasked to undertake could be passed to College Education Committee with the assurance that the Committee has some space to complete this work.
  - 3.1.5 The Collaborative Provision Sub-Committee was initially meeting 3 times a year and in recent years has been reduced to 2 meetings a year, due to limited amount of business. Some of that business already crosses over with College Education Committee business, e.g., annual monitoring and periodic programme reviews, and the Programme Development and Approval Sub-Committee, e.g., approving activity schedules/Memorandum of Agreement ahead of new programmes going to PDASC for final approval. Additionally, members' attendance is often low, so the sub-committee could benefit from a refresh, with new name and terms of reference.
  - 3.1.6 While the College International Committee is in the process of being formally closed, a Partnerships Committee has been established and this committee now has oversight on the ethical checks undertaken on partnerships, and quality of the partnerships, among other things. While there is a working group reviewing Academic Board Sub-Committees, this review took account that there is currently no link between the Partnerships Committee and College Education Committee and its sub-committees (bar the Chair of College Education Committee being a member of the Partnership Committee).
  - 3.1.7 The Programme Development and Approval Sub-Committee could do with a refresh, particularly in light of the Office for Students requirements on our enhanced monitoring of partner activity. The sub-committee is meant to have oversight of all programme approval and modification requests but does not currently have oversight of renewals of programmes. It is therefore suggested that the remit is extended to those processes for renewing programmes (currently oversight resides in College Education Committee).
  - 3.1.8 There is a gap at the moment regarding matters relating to student experience. Currently anything relating to the student experience is College Education Committee's remit, but this is too large an area to be covered by an already overrun committee. A new sub-committee that covers this should be introduced. This would also resolve the current omission of areas such as careers and employability, widening participation and survey results being monitored.
  - 3.1.9 Currently the university has a Student Survey Management Group (SSMG), whose current remit is a strategic focus on the management of national student surveys. This strategic focus can shift to the new Student Experience Sub-Committee. Discussions are to be had on whether the SSMG should continue but with a shift of focus on more operational matters of survey management and reporting into the Student Experience Sub-Committee.
  - 3.1.10 The Academic Standards Sub-Committee title can be misleading on its remit to some staff members. A retitle would ensure all staff are clearer on its activities.
  - 3.1.11 At the faculty level, Faculty Education Committees do not currently benefit from a university-standard set of Terms of Reference and membership, and therefore there was a mix of activity currently found across the faculties. To strengthen the governance around education it is suggested that a standard set of terms of reference is developed by the university, which faculties will be able

to implement for 2024/25. There should be some flexibility to allow faculties to add to the terms of reference, but the standard set should be followed by all. Faculties will then be asked to submit to College Education Committee their Terms of Reference on an annual basis for approval.

3.1.12 Assessment Boards and Assessment Sub-Boards moved to a single tier for ratification of results and awards in 2020. What was meant to be a pilot with a couple of faculties moved to all faculties moving to this structure as a result of covid and trying to manage the pandemic. No review has since been undertaken of this revised structure and it is felt that the structure could benefit from an evaluation. This review should include consultations with faculties, to gain their feedback on how the revised structure has worked for them. As this will be a more substantial review than drafting some terms of reference, it is suggested that this is undertaken during 2024/25, with any proposed changes being implemented for 2025/26.

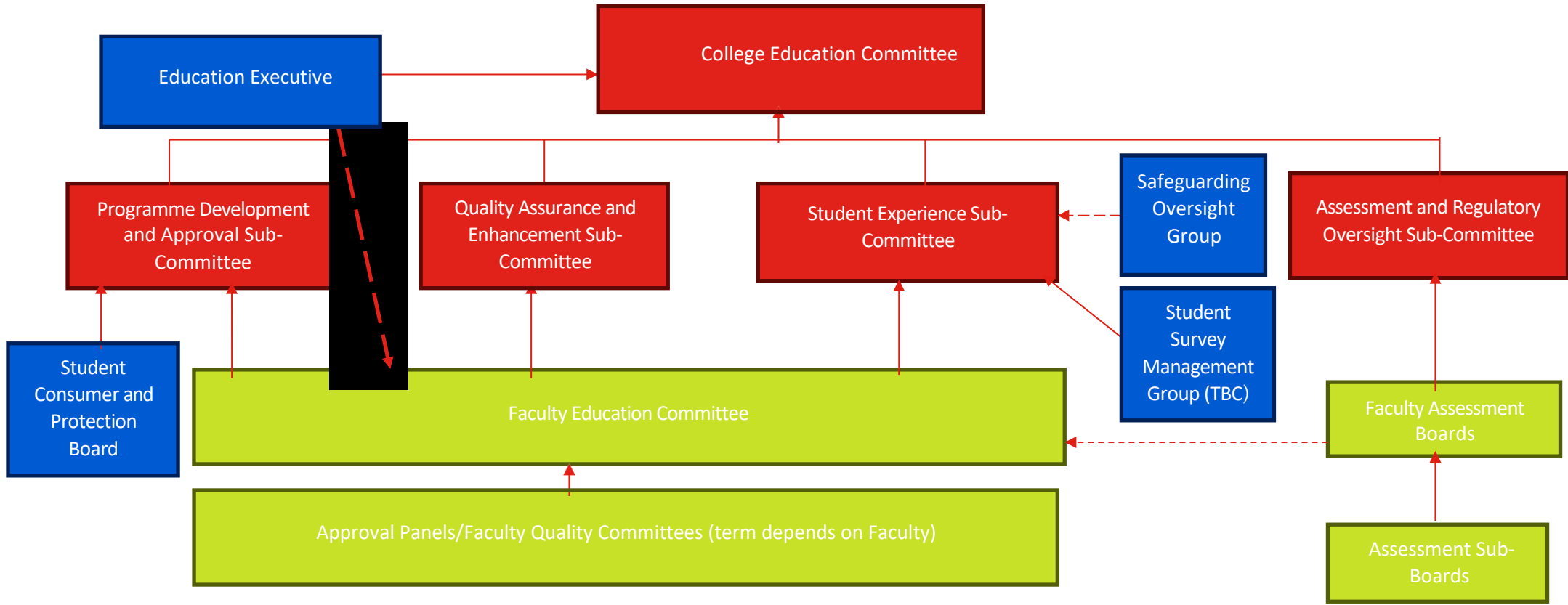
#### 4. Conclusion

4.1 In conclusion the review determined that the existing education governance structure could benefit from a revision. The proposed structure can be found in **appendix one**, with the key proposals outlined above, under section 2 of this report. The current structure is below.



**Appendix One: Proposed revised structure and terms of reference and membership**

**Education Governance Structure 2024/25**



- Key:
- Governance meeting – decision making body, with authority to make and enforce policies, regulations and procedures and tasked with oversight.
  - Management meeting – discussion body, on the application of policies and procedures. This body does not have the authority to approve policies but may approve procedures and can recommend decisions/approval to a governance body.
  - Formal Faculty Governance



The College Education Committee will provide strategic leadership of education for the University. It will ensure that the University's academic taught provision aligns with national and international expectations for quality and academic standards and enhances students' learning experience. The Committee will promote:

- Risk-management approaches in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, advising Academic Board of any issues and areas of good practice.
- The level of college compliance with external regulatory bodies such as the Office for Students.
- Enhancement in learning, teaching, and assessment
- An ethos of students as co-creators of the education experience

Duties:

- Consider and advise the Council and Academic Board on all matters and questions affecting the education policy of KCL.
- On behalf of Council and Academic Board to monitor and review the implementation of educational matters relating to Strategy 2026.
- On behalf of Academic Board to define, monitor and review KCL strategy, policy and procedure in respect of KCL's taught students (UG and PGT) relating to:
  - I. Student admissions and enrolment
  - II. Student attendance at, and completion of, programmes and assessments
  - III. KCL Academic Regulations governing taught programmes
  - IV. The annual and periodic review of the academic standards and the quality of the student experience on taught programmes
  - V. The operation of KCL student complaints, appeals and academic misconduct procedures for taught students and monitoring thereof by consideration of an annual report
  - VI. All aspects of the taught student experience
- Maintain oversight of the programme and module approval, amendment and withdrawal procedures, and receive reports on proposals for new programmes and/or withdrawal of existing programmes (and short courses) from the Programme Development and Approval Sub-Committee.
- To define, monitor and review KCL Academic Regulations governing the approval and review of programmes of study and their constituent modules.
- Oversight of the University's Access and Participation Plan.
- Monitor and report on the quality assurance and quality enhancement framework, taking into account both the internal and external context as they apply to taught education.
- To maintain oversight of KCL Academic Partnerships that involve KCL credit and qualifications.
- Oversee Faculty governance structures for education, receiving regular reports from Faculty Education Committee on their areas of business and any issues that need to be raised.
- To ensure KCL compliance with the following conditions of the Office for Students (OfS) Regulatory Framework
  - I. B1 (Course delivery)
  - II. B2 (Resources, Support and Engagement)
  - III. B3 (Student Outcomes)
  - IV. B4 (Assessment and Award)
  - V. B5 (Ensuring awards meet sector recognised standards)
  - VI. B6 (Teaching Excellence Framework)
  - VII. C1: (Consumer Protection Law compliance)
  - VIII. C2: (Student Complaints)
  - IX. C3: Student Protection Plan
  - X. F2 (Student transfer arrangement)

The Committee also has oversight of reportable events (matters relating to student and consumer protection), to be raised with Academic Regulations, Quality and Standards team as appropriate.

- Promote enhancement in learning, teaching, assessment, and the student experience through the identification and dissemination of good practice.
- Have oversight of the quality of students' learning opportunities and learning experiences, advising Academic Board of any rising issues or areas of good practice.

In support of these duties, the Committee will form subcommittees, management groups, working groups and task and finish groups as needed, including:

- Assessment and Regulatory Oversight Sub-Committee – reporting on the awards of the College, including matters relating to B2 (Resources and Support assessment related), B3 (student outcomes), B4 (assessment) and C2 (student complaints).
- Quality Assurance and Enhancement Sub-Committee – reporting on quality assurance framework relating to monitoring and review of programmes, conduct of the University's collaborative arrangements with partner institutions and for the strategic development of policies relating to collaborative provision, including OfS Conditions of Registration B1 (Course delivery), B2 (Resources, Support and Engagement) and B5 (Sector Recognised standards).
- Programme Development and Approval Sub-Committee – reporting on approval of new taught programmes and their subsequent amendment and withdrawal. Covers OfS Conditions of Registration B1 (Course delivery), B5 (Sector Recognised standards), C1 (compliance with Consumer Protection regulation) and C3 (Student Protection Plan).
- Student Experience Sub-Committee – reporting on B2 (Resources, Support and Engagement), student surveys (NSS, PTES, module evaluations), and other matters pertaining to the student experience.

The Committee will receive regular reports from the following areas:

- Student Success and Transformation Board – to provide updates on the status of transformation projects and their impact.
- King's Academy – to provide updates on the work and activities of the King's Academy, including the College Teaching Fund.
- King's College London Student Union (KCLSU) – to provide updates on the work and activities of the KCLSU Officers

In support of these duties, the Committee will:

- Review the relevance and value of its work on an annual basis.
- Review its terms of reference on an annual basis.

Chaired by: Vice Principal Education and Student Success

Deputy Chair: Nominated by the Vice Principal Education and Student Success from amongst the members of the Committee (currently Academic Director, King's Academy) Secretariat: Academic Regulations, Quality and Standards

Membership:

*Faculty Membership*

One Faculty member, normally the Dean/Vice Deans of Education. One alternate is required per faculty too.

One member from Centre for International Education and Languages, with an alternate identified.

Associate Directors of Education x 2 (one from Health and one from Arts and Sciences)

*Non-Faculty Membership*

Executive Director, Education and Students

Academic Director, Digital Education

Academic Director, King's Academy

Academic Director, King's Experience

Academic Director, Student Success

Executive Director, Transformation

Chairs of Education Committee Sub-Committees

KCLSU Sabbatical Officers: President or nominee, Vice-President for Education (Health), Vice-President for Education (Arts and Sciences), Vice-President for Postgraduate – except for reserved business

*In attendance*

Strategic Director, Education & Students x 2

Director, Library and Collections

Director of Academic Quality

Director of King's Online

Dean of King's College London

College Secretary

Other officers of the College may also be permitted by the Chair to attend the College Education Committee either permanently or for particular meetings, along with those presenting papers to the Committee at specific meetings.

Secretariat: Associate Director, Academic Regulations, Quality and Standards

Clerk: Head of Education Governance



The Programme Development and Approval Sub-Committee is responsible for the University's curriculum portfolio, advising Education Committee and Academic Board on:

- The strategic development of new programmes, including programmes with new collaborative activities.
- The level of college compliance with external regulatory bodies such as the Office for Students and the Consumer Protection legislation.
- The extent to which the University's curriculum complies with sector recognised standards.

This is done via the following Terms of Reference:

- Oversight of conditions of the Office for Students (OfS) Regulatory Framework:
  - B1 Academic Experience
  - B5 Sector Recognised standards
  - C1 Compliance with Consumer Protection rules
  - C3 Student Protection Plan
- Strategic overview of development of new programmes
- Overview of modifications to programmes that have an impact on CMA compliance (major modifications)
- Approve modifications that relate to introducing new awards, nested awards or pathways – treating them like new programmes
- Consider outline proposals for new programmes to ensure proposals are:
  - i. Consistent with University and Faculty strategic plans
  - ii. Have sound academic basis
  - iii. Have researched and considered the relevant market
  - iv. Have been fully costed and ensure the relevant resources are available to support the student experience
- Oversight and monitoring of Periodic Programme Review reports, re-approving programmes for a further 6 years where appropriate.
- Oversight of faculty approvals of modules.
- Approve complex taught programmes which have been identified as such at outline proposal stage.
- Approve short course that sit outside of a Faculty remit (e.g., King's Professional and Executive Development (KPED), Careers and Employability)
- Take a strategic view on behalf of Academic Board as to the necessity to suspend or withdraw taught programmes and to recommend suspension or closure to Education Committee
- Monitor the College's portfolio of collaborative programmes, including monitoring of published information, identifying any potential risks to the College.
- Consider and approve Activity Schedules for complex or new types of collaborative provision not currently defined by the College, or those which are escalated to the subcommittee, or those involving a non-UK PSRB.
- Consider and approve all new validated provision, including oversight of the validation review panel outcomes and recommendations.
- Consider and approve any changes to Memorandum of Agreements for validated partners once initially approved, including approving any changes to programmes that form part of the validated agreement.
- Consider and approve the renewal or termination of existing jointly delivered Taught programme activity and monitor the decisions made by College or Faculty committees to renew or terminate arrangements for Joint PhD programmes or for learning opportunities offered for a programme of study

*Student Consumer and Protection Board reports into this Committee*

Chaired by: Nominated by the Vice Principal Education and Student Success, current chair is Academic Director, King's Academy.

Deputy Chair: nominated by the Chair from among the members of the Sub-Committee

Secretariat: Quality Assurance Manager (Taught Curriculum), Academic Regulations, Quality and Standards

Membership:

One Faculty member, normally the Dean/Vice Deans of Education or the Chair of the Faculty Approval Panel (or equivalent). One alternate is required per faculty too.

One member from Centre for International Education and Languages, with an alternate identified.

Director of Academic Quality

Associate Director (Academic Regulations, Quality and Standards)

Head of Collaborative Provision

Data Governance and Security Representative (currently Head of Course Information)

Associate Director of Academic Affairs

Faculty Quality Assurance Managers x 2 (one from Health and one from Arts and Sciences)

KCLSU Sabbatical Officers: Vice-President for Education (Health) and Vice-President for Education (Arts and Sciences).

Representative from Marketing

Representative from Estates and Facilities

Programme Proposers to be invited along when their proposal is being discussed.





The Quality Assurance and Enhancement Sub-Committee is responsible for the University's overarching quality assurance framework, advising Education Committee and Academic Board on:

- Approaches in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, identifying any issues and areas of good practice.
- The level of college compliance with Office for Student's Ongoing Conditions of Registration and UKVI.

This is done via the following Terms of Reference:

- Oversight and monitoring of Continuous Enhancement Review reports
- Oversight and monitoring of Periodic Programme Reviews<sup>7</sup>
- Oversight of External Peers and their feedback on quality assurance processes.
- Oversight of conditions of the Office for Students (OfS) Regulatory Framework, specifically:
  - I. B1 (Course delivery),
  - II. B2 (Resources, Support and Engagement)
  - III. B5 (sector recognised standards)
- Review those OfS Quality Assessment Review reports, identifying causes of concern to be raised at CEC and/or Academic Board.
- Oversight of Professional, Statutory or Regulatory Body (PSRB) programmes accreditation reports, including arrangements involving a Professional, Statutory or Regulatory Body (PSRB) in the Partner Country that is attached to a programme leading to a King's award.
- Oversight of the University's Degree Apprenticeship provision.
- Develop and implement the quality assurance framework, including policies and procedures relating to all taught programmes, including those with collaborative provision, taking into account both internal and external reference points such as the Office for Students Condition of Registration: Quality and Standards and QAA's *UK Quality Code for Higher Education*.
- Maintain oversight of the risks associated with collaborative provision activity that are either complex arrangements or new types not currently defined by the College and advise Education Committee or College Research Committee as appropriate.
- Monitor Memoranda of Understanding (MoU) for UK Partners and consider Memoranda of Agreement (MoA) with UK Partners, recommending their approval to the Education Committee or College Research Committee as appropriate.
- Monitor Activity Schedules for UK and International Partners relating to straightforward collaborative provision approved by the Faculty Education Committee (or equivalent) or Joint PhD programmes approved by the Postgraduate Research Student Sub-Committee.
- Oversight of all aspects relating to validated partners, including consideration of any new validated partners, and receive the minutes for the annual monitoring of validated partners reporting into the Education Committee.
- To advise Education Committee or College Research Committee as appropriate on any action or issues in relation to standards or quality in the operation of collaborative partnerships for Taught and Postgraduate Research programmes.
- Have oversight of the University's register of collaborative partners for delivering programme activity.

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<sup>7</sup> Programme Development and Approval Sub-committee have responsibility for re-approving programmes

The committee will receive annual reports relating to:

- Continuous Enhancement Review overview (UG and PGT)
- Student Attendance and Engagement monitoring
- University's register of collaborative partners for delivering programme activity

Chaired by: Nominated by the Vice Principal Education and Student Success – suggested Chair Academic Director King's Edge

Deputy Chair: nominated by the Chair from among the members of the Sub-Committee

Secretariat: Head of Education Governance, Academic Regulations, Quality and Standards

Clerk: Quality Assurance Officer (Collaborative Provision)

#### Membership

One Faculty member (normally Chair or Deputy Chair of FEC or approval panel (or equivalent)). One alternate is required per faculty too – suggested this is Vice Dean International and they can attend when meetings are covering activities relating to collaborative provision.

Faculty Quality Assurance Managers x 4 (2 x Health and 2x Arts and Sciences)

Representative from King's Academy.

Representative from King's Digital.

Director of Academic Quality

Associate Director, Academic Regulations, Quality and Standards

Head of Collaborative Provision

Associate Director, Global Mobility

Representative from Centre of Doctoral Studies

Director of Global Engagement (or their nominee)

KCSLU Sabbatical Officers: Vice-President for Education (Health) and Vice-President for Education (Arts and Sciences) – except for reserved business

Others to be invited when relevant to role, including representation from Partnerships Committee, Visa and International Advice team, and Legal team.

## Assessment and Regulatory Oversight Sub-Committee

The Assessment Sub-Committee is responsible for the oversight of the assessment framework of the University, advising Education Committee and Academic Board on:

- The strategic development of assessment policy and regulation.
- The level of college compliance with the assessment framework.
- The level of college compliance with external regulatory bodies such as the Office for Students.
- The extent to which assessment policies are transparent, fair, impartial, consistent and compliant with the values of King's.

This is done via the following terms of reference:

- Oversight of conditions of the Office for Students (OfS) Regulatory Framework:
  - B2 Resources and Support available assessment related
  - B3: Student Outcomes
  - B4: Assessment and Awards
  - B5: Sector recognised standards
- Monitor and advise the Education Committee on the academic policy and regulatory framework of the College, taking into account both the internal and external contexts, as they apply to academic standards.
- Provide a forum for Faculty Assessment Board Chairs as well as SED colleagues/Associate Directors to contribute to and shape discussions around academic policy and assessment.
- Examine progression and award data and make recommendations on any issues identified, taking into consideration the external context including the requirements of the Office for Students regulatory framework.
- Monitor student attainment data, identifying areas where the attainment gap is enlarging for them to take action.
- Oversight of Faculty Assessment Board/Assessment Sub-Board practices, receiving regular updates from Board chairs, along with an annual report of their activity.
- Review and approve Mark Translation Schemes on a 3-year cycle.
- Review and recommend approval of validated partners/bespoke partners academic regulations.
- Review and recommend approval to Academic Board and/or Education Committee:
  - Exemption requests to the regulations
  - College Academic Regulations
  - Regulations of our validated partners
  - Revisions to existing policies that relate to assessment
  - New policies that relate to assessment

The committee will receive annual reports and recommendation of actions where appropriate relating to:

- Student conduct and appeals
- Exemption requests
- Revocations of awards
- Exam, assessment and timetabling activities
- Personalised Assessment Arrangements
- Appointments of external examiners; and
- Summarising external examiner reports (UG and PGT)
- Progression and awards

Chaired by: Nominated by the Vice-Principal Education and Student Success (current chair is Anette Schroeder-Rossell)

Deputy Chair: nominated by the Chair from among the members of the Sub-Committee

Secretariat: Regulations Manager, Academic Regulations, Quality and Standards

Membership:

One Faculty member from each faculty (Chair of either UG or PGT Faculty of Assessment Board), nominated by the Dean/Vice Dean Education. One alternate is required per faculty too, and this should be the chair of the other Faculty Assessment Board.

University Chief External Examiner

Representative from King's Academy

Director of Academic Quality

Associate Director (Academic Regulations, Quality and Standards)

Associate Director (Examinations, Assessment and Timetabling)

Associate Director (Student Conduct and Appeals)

KCSLU Sabbatical Officers: Vice-President for Education (Health) and Vice-President for Education (Arts and Sciences) – except for reserved business

*In attendance*

Head of Academic Policy

Head of Course Information

Others to be invited when relevant to role e.g., Head of Examinations.

## Student Experience Sub-Committee



The Student Experience Sub-Committee is responsible for the oversight of the student experience of the University, advising Education Committee and Academic Board on:

- The strategic development of policies relating to the student experience.
- The level of college compliance with external regulatory bodies such as the Office for Students.
- Issues and good practice identified via student surveys (internal and external).

This is done via the following terms of reference:

- Oversight of conditions of the Office for Students (OfS) Regulatory Framework:
  - B2 Resources, Support and Engagement
- Reviewing results from student surveys (internal and external), identifying any areas of concern that require action plans to be developed and monitoring the outcomes from those action plans.
- Review Graduate Outcome Survey results, identifying any areas of concern that require a review of practice (faculty or centrally).
- Oversight of Careers and Employability Strategic Plan.
- Oversight of provision such as academic skills to students.
- Oversight of digital education enhancements and impact on student experience.
- Monitor and advise the Education Committee on the academic policy and regulatory framework of the University relating to the student experience via reviewing and recommending approval to Academic Board and/or Education Committee new and/or revisions to existing policies and procedures.
- Monitoring of the implementation of the University's Access and Participation Plan.
- Monitoring of the Turing Scheme and Study Abroad arrangements.
- Oversight of the resources/student experience with collaborative activities that relate to flying faculties and branch campuses.

The subcommittee will receive annual reports relating to:

- Enrolment and Welcome
- Student Funding
- Student Disability and Inclusion
- Counselling and Mental Health Support
- Student Success
- Inclusive Education
- Personal tutoring
- Library services
- Graduation

Chaired by: Nominated by the Vice Principal Education and Student Success – suggested Chair Academic Director Student Success

Deputy Chair: nominated by the Chair from among the members of the Sub-Committee

Secretariat: Head of Education Governance, Academic Regulations, Quality and Standards

Membership:

One Faculty member from each Faculty nominated by the Dean/Vice Dean of Education from membership of their Faculty Education Committee.

Faculty Student Experience Managers x 4 (2 x Health, 2 x Arts and Sciences)

Director of Academic Quality

Director of Operations

Director of Student Services

Director of Student Success

Associate Director (NSS/PTES Strategy)

Centre of Technology Learning Representative

King's Digital Representative

KCSLU Sabbatical Officers: Vice-President for Education (Health) and Vice-President for Education (Arts and Sciences) – except for reserved business

Others to be invited when relevant to role e.g., Associate Director, Global Mobility, Associate Director Widening Participation, representative from Estates and Facilities etc.

## Education Executive

The Education Executive is responsible for advising Education Committee on the development and direction of key Strategic Projects within the Education and Student Success portfolio and on developments in the external environment. A member from the Executive will be asked to “sponsor” items of the Executive, leading the discussions at relevant meetings. The Executive will monitor progress of such initiatives and will be a forum to help shape new opportunities and initiatives.

### Terms of Reference

Education Executive will conduct its business according to the following terms of reference:

- To review King’s progress in maintaining momentum in achieving the priorities under Strategy 2026, advising College Education Committee of any risk area in achieving the priorities on time.
- To provide a forum to contribute to and shape discussions around the Education and Student Success. Discussions should incorporate the full taught student life cycle.
- To receive regular updates and progress reports from relevant working groups and task-and-finish groups aligned with the areas of strategic priority. The Executive will then make recommendations to Education Committee, including recommendation for final approval.
- To provide a forum for discussing any proposed new or modified policy. The Executive will then make recommendations to Education Committee, including recommendation for final approval.
- To share and report any issues and areas of good practice with regards to Education and Student Success. Where deemed appropriate, the Executive will make recommendations to the College Education Committee on the good practice identified and discussed.
- To provide a forum for discussions to be held that result in agreed decisions that are collectively owned, that benefit the university and own faculty needs. The Faculty Vice-Deans (Education) will then implement those agreed decisions within their faculty.

Chaired by Vice-Principal Education and Student Success

#### Membership:

Deputy Chair, nominated by the Chair from among the members of the Education Executive - Director King’s Academy

Executive Director, Students and Education Directorate

Chair of Assessment & Regulatory Oversight

Subcommittee

Dean/Vice Dean Education from each faculty

Representative from the Centre for International Education and Languages

Associate Director (NSS and PTES Strategy)

Associate Director (Strategic Initiatives and Relationship Development (Education))

Secretariat: Academic Regulations, Quality and Standards



To have oversight of King's College London compliance with student and consumer protection legislation, providing assurance to the College that we are complying with external regulations, escalating causes of concern, where identified, along with resolutions.

### *Governance*

The Student and Consumer Protection Board will report into the Programme Development and Approval Sub-Committee, a sub-committee of the College Education Committee. The Board will meet twice a year but may require additional meetings if there are changes required by the external regulatory environment.

### Terms of reference

- Maintain oversight of consumer protection compliance of the University, via the following mechanisms:
  1. Receive updates from admissions on numbers of students per faculty/programme who decline their offer place due to programme information changing (noting where refunds have been given).
  2. Receive updates from the Student Conduct and Appeals team on student complaints (stage 1 and stage 2), along with indication on any compensations given, and OIA rulings.
  3. Receive updates from Academic Regulations, Quality and Standards team on queries received, identifying themes and areas of concern raised.
  4. Review any internal audit report relating to consumer protection, monitoring the outcomes, and reporting to the College updates where required.
- Share identified good practice (internally and externally), with the aim to enhance University processes relating to consumer protection.
- Review all Student Terms and Conditions annually, identifying who would be best for making updates, before forwarding to Academic Board for approval.
- Review the risk register, held by the Academic Regulations, Quality and Standards team, identifying new risks where applicable.
- Make recommendations about how to enact consumer protection rules and indemnify King's whilst enabling the kinds of emergent teaching, learning and assessment practices emphasised in the King's Education strategy.
- Review consumer protection documentation released by external agency's such as the Consumer Market Authority, Office for Students, and Advertising Standards Authority, and provide guidance to colleagues.
- Review the annual schedule established to manage processes relating to consumer protection *[this may be done outside of Board meetings]*. Any risks and issues identified will be brought to the attention of the Board for discussion.
- Receive updates from any Working/Task & Finish Groups that impact processes relating to consumer protection.

### Membership

Associate Director (Academic Regulation, Quality and Standards)     *Chair*

Associate Director (Student Funding)

Associate Director (Student Admissions)

Associate Director (Student Conduct and Appeals)

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<sup>8</sup> Existing Board



Associate Director (Student Knowledge and Information)  
Head of Academic Policy  
Head of Course Information  
Head of Marketing Communications, Digital Marketing and Content  
Legal Counsel, Legal Services  
Faculty Quality Assurance Managers x 10<sup>9</sup>

Secretariat: Academic Regulations, Quality and Standards Optional

Attendee: Credit Manager, Finance and Planning Director

Additional members to be invited as needed at the discretion of the Chair

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<sup>9</sup>Including Centre for International Education and Languages



1. The primary purpose of the Safeguarding Oversight Group is to coordinate and monitor activity in relation to the safeguarding of children and adults at risk in the College.
2. The Oversight Group will promote, inform and support the work of the Student of Concern Procedure and the overarching Safeguarding Policy.
3. The Oversight Group will be responsible for ensuring accurate data collection with regards to all safeguarding monitoring processes.
4. The Oversight Group will be responsible for devising and embedding appropriate staff training activities to ensure that a shared awareness and understanding of safeguarding are maintained across the College.
5. The Oversight Group is responsible for coordinating and monitoring activity in relation to compliance with the Prevent Duty in the College. This will include ensuring the delivery of the obligations placed on the institution by the Counter-Terrorism and Border Security Act 2019, as set out in the Prevent Duty Guidelines for England and Wales by the Office for Students.
6. The Oversight Group will monitor safeguarding related policies and processes and identify those that need to be reviewed in the appropriate Steering Groups. The Group will receive regular reports about the Student of Concern Procedure; the Fitness to Study Procedure; and from the Sexual Harassment Working Group.
7. The Oversight Group will seek to engage staff and students to ensure that the communities are active partners in implementing safeguarding policies and procedures across the College.
8. The Oversight Group is a sub-group of the Safeguarding Steering Group and, as such, will report to the Steering Group twice a year.

### Membership:

Associate Director, Academic Regulations, Quality and Standards (co-chair)

Associate Director, Advice, Wellbeing and Welfare (co-chair)

Strategic Director, SED

Interim Director of Equality, Diversity and Inclusion

Director of Research Governance, Ethics and Integrity

Associate Director of Postgraduate Policy and Operations

Director of King's Global Health Partnerships

Deputy Director King's Foundations

Head of Mental Health Support

Associate Director, King's Residences

Director of Remuneration & Policy

Senior Assurance Analyst, King's Service Centre

Associate Director, Education, SSPP

Associate Director, Education, FNFNMPC

Associate Director, Widening Participation

Head of UG Admissions

Associate Director, Student Conduct & Appeals

Head of Event Operations

KCLSU Vice President Community and Welfare

KCLSU Head of Advice & Support

Partnerships Manager, Global Engagement

Head of Security

Associate Director, Counselling & Mental Health Support  
College Chaplain  
Head of Student Wellbeing and Welfare  
Head of Widening Participation (Post-16)  
Head of Operations and Strategy for Summer Programmes  
Head of Academic Policy, ARQS

Regulatory Compliance Manager, ARQS (Secretariat)

## Appendix two

### Draft Faculty / School Education Terms of Reference:

The [insert unit] Faculty Education Committee will provide strategic leadership of Education for the Faculty. It will ensure that the Faculty's academic taught provision aligns with the national expectations for quality and academic standards and enhances students' learning experience. The Committee will promote:

- Risk-management approaches in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, advising Education Committee of any issues and areas of good practice.
- Enhancement in learning, teaching, and assessment.
- An ethos of students as co-creators of the education experience.

Duties (this list should not be seen as exhaustive, Faculties may add to this as required):

#### Strategic:

- Develop the strategic vision of the Faculty's teaching, learning and assessment provision aligning to King's Strategic Vision 2026-29 and King's Strategy 2026.
- To advise and report to Education Committee on all matters relating to the organisation of teaching including curricula, assessment, examinations and wider student experience.
- To advise, implement and monitor new University policies and procedures (both internal and external) which affect the activities and/or administration of teaching, assessing and reporting on any implications.
- To support the development of bids for teaching and learning (and other related funds and initiatives) and to ensure projects arising from these funds are aligned to Faculty priorities and education strategy. To maintain oversight of such projects and their outcomes.

#### Quality and Standards:

- To identify through the annual monitoring, periodic programme review and other quality assurance mechanisms, good practice and innovation in learning, teaching and assessment and promote its dissemination across the Faculty and elsewhere in the University.
- Oversight of Degree Apprenticeships, where these exist, including receiving reports on tri-partite reviews held, reporting to the Quality Assurance and Enhancement Sub-Committee.
- To consider reports of Professional, Statutory and Regulatory Bodies (PSRB) on undergraduate and postgraduate taught provision and make recommendations for action as appropriate, before submitting to the Quality Assurance and Enhancement Sub-Committee.

#### Programme approval / oversight:

- On behalf of the Programme Development and Approval Sub-Committee:
- To consider and approve proposals for amendments to current modules / programmes and the introduction of new programmes, modules, or assessment models including mark schemes and, where conditions are attached, ensure these are signed off and reported back to the Faculty Education Committee and documented in minutes. To include validated partnerships and degree apprenticeships<sup>10</sup>.

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<sup>10</sup> Some faculties may use approval panels/quality assurance committees for this, but the Faculty Education Committee ultimately approves these

- To ensure complex collaborative agreements that are medium to high risk, such as jointly delivered programme activity and validated provision, are recommended for final approval to Programme Development and Approval Sub-Committee, and to monitor their arrangements.
- Oversight of the Programme Post-Launch Review Policy for new taught programmes, working with the Programme Development and Approval Sub-Committee for programme continuation or closure.
- Oversight of the monitoring and review processes for existing programmes (Continuous Enhancement Review and Periodic Programme Review), reporting to Education Committee key findings/recommendations.
- To consider changes to Memorandum of Agreements and Schedule of Business for validated partners, recommending final approval to Programme Development and Approval Sub-Committee. Oversight of annual meetings of validated partners, where these exist.

**Assessment:**

- To receive updates from the Faculty Assessment Board, including monitoring of progression / withdrawal rates and award data, and to discuss any issues raised in External Examiners' reports related to curriculum, teaching and assessment, to include validated partners.

**Student Experience:**

- To provide a forum for the discussion of student issues and to monitor the student experience, through consideration of data relevant to (but not limited to) the National Student Survey, Graduate Outcomes survey and Staff Student Liaison Committee feedback, reporting progress to Student Experience Sub-Committee.

*Where appropriate to appoint sub-committees to carry out the above responsibilities.*

The Committee will receive regular reports from the following areas:

- Overview summary of External Examiner reports
- Summary of Examinations and Awards overview report
- Summary of Student Conduct and Appeals report
- Overview summary of Continuous Enhancement Review reports
- Overview summary of module evaluation
- Overview of College Teaching Funds

In support of these duties, the Committee will:

- Review the relevance and value of its work on an annual basis.
- Review its terms of reference on an annual basis.

Chaired by: Dean/Vice Dean of Education

Secretariat: Nominated by the Associate Director of Education, but normally is the Faculty QA Manager

Membership:

- Heads of Department and/or Education Lead(s) (some faculties may call these Directors of Studies)
- Chairs of Faculty Assessment Boards (UG and PGT)
- Associate Director Education
- Technology Enhanced Learning (TEL) rep
- Dean/Vice-Dean International
- Representative from King's Academy
- Senior Tutor

- Internal Peer – this is a member of staff from another Faculty, who is a member of their Faculty's Education Committee.
- External Peer
- Student reps (this may include programme student representative(s), Forum student rep or relevant student body rep).

In attendance:

- GTA Lead
- Careers and Employability representative
- Libraries representative
- Disability Support Leads
- Student Experience Managers
- Inclusive Education rep

Others to be invited when relevant to role e.g. Student Success representative.

## College Research Committee, Committee of Academic Board

### Terms of Reference



#### 1. Authority

The primary responsibility of the College Research Committee is to advise the College through Academic Board on the development of College strategy and policy affecting research, on quality assurance and regulatory issues and the sharing of good practice.

#### 2. Duties

- 2.1 To advise the College through Academic Board on the development of College strategy and policy affecting research.
- 2.2 To advise the College through Academic Board on quality assurance and regulatory issues and on the sharing of good practice.
- 2.3 To provide a forum for problem-solving and the sharing of best practice in research and research management.
- 2.4 To identify and facilitate opportunities for cross-faculty interdisciplinary research and inter-institutional co-operation.
- 2.5 To liaise with Faculty Research Committees and other bodies as appropriate.
- 2.6 To consider research policy initiatives from ~~Research England~~, UKRI, and other external bodies and the College's response to them.
- 2.7 To allocate such resources in support of research as the College may from time to time make available to the Committee.
- 2.8 To monitor the implementation and effectiveness of the College's strategy and policies on research, including ~~its submission for the Research Excellence Framework, those relating to the Research Excellence Framework~~.
- 2.9 To oversee the College's strategy on research impact ~~and broader work of the Innovations and Knowledge Exchange Board (IKEB), including IP and licensing and commercialisation of research~~.
- 2.10 To oversee the College's strategy and policies on postgraduate research students.
- 2.11 To keep under review the support structures in place for research.
- 2.12 In support of these duties, the Committee will:

**Commented [RB1]:** Research England is part of UKRI

**Commented [RB2]:** 2 REF committees have been established, the REF planning group and the REF oversight group, the REF planning group reports into the REF oversight group, and provides reports to CRC. The REF planning group is chaired by the CRC Chair but also counts Rachel Mills, Richard Trembath and others as members.

**Commented [RB3]:** These activities now fall under the IKEB's remit

2.12.1 Form subcommittees, working groups and task and finish groups as needed. At present, the following report into the Committee:

- Innovations and Knowledge Exchange Board (IKEB)
- College Research Ethics Committee (CREC)
- Postgraduate Research Students Subcommittee (PRSS)
- Research Culture Committee (RCC)

2.12.2 ~~Other groups that were formed by the committee, but are not formal subcommittees, will provide reports to the committee as appropriate. Review the relevance and value of its work and the terms of reference on an annual basis.~~

Commented [RB4]: Example: REF planning group

2.13 Review the relevance and value of its work and the terms of reference on an annual basis.

### 3. Composition

3.1 The College Research Committee shall be appointed by Academic Board and comprise:

- 3.1.1 Vice-President (Research & Innovation) (acting as Committee Chair)
- 3.1.2 Senior Vice-President (Academic)
- 3.1.3 Faculty Vice-Deans for Research
- 3.1.4 Chairs of Faculty Research Committees
- 3.1.5 Director of Research Strategy and Development
- 3.1.6 Director of Research Strategy
- 3.1.7 Director of Research Grants and Contracts
- 3.1.8 Director of IP & Licensing
- 3.1.9 Director of Research Development (Health)
- 3.1.10 Director of Research Development (Arts and Sciences)
- 3.1.11 Director of e-Research
- 3.1.12 Director of Research Talent
- 3.1.13 Operations Director (Research and Researchers)
- 3.1.14 Head of Research Operations (RMID)
- 3.1.15 Head of Open Research



- 3.1.16 Director of Libraries and Collections
- 3.1.17 Director of Research Governance, Ethics and Integrity
- 3.1.18 Dean of Academic REF
- 3.1.19 Director of REF, KEF and Research Impact
- 3.1.20 Dean of Doctoral Studies
- 3.1.21 Chair of College Research Ethics Committee
- 3.1.22 Chair of Research Staff Representative Committee
- 3.1.23 Two research student members
- 3.1.24 Two postdoctoral researchers

3.2 The Committee may co-opt additional staff members as necessary.

3.3 Where members of the Committee are not able to attend a particular meeting, they are encouraged to send a delegate. In the case of members from the faculties, the delegate should be a member of academic staff.

3.4 Officers of the College may be permitted by the Chair to attend the College Research Committee permanently or for particular meetings.

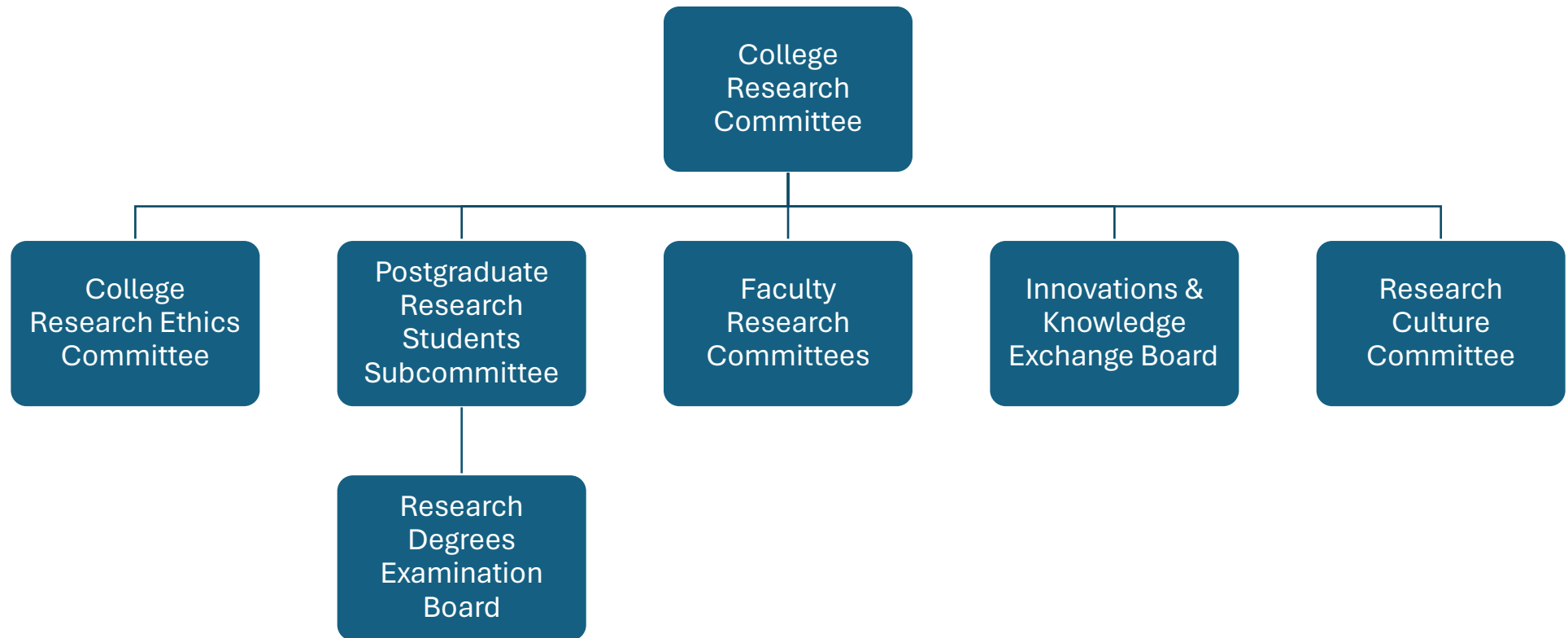
#### **4. Frequency of Meetings**

4.1 The College Research Committee meet approximately once per quarter, the meetings are aligned with those of the Academic Board.

#### **5. Reporting Procedure**

5.1 The College Research Committee submits a short report to the Academic Board following each meeting.

## Current College Research Committee structure



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# Process for Election of Academic Board Members to Council

Approved by Academic Board on 9 October 2019

## 1. Terms of Office

- 1.1 In accordance with the terms of reference and of the Academic Board set out in the Ordinances, the Academic Board shall elect three of its elected staff members to the membership of Council.
- 1.2 The term of office will run from 1 August to 31 July in whichever year of appointment and term end applies. Where an appointment to Council begins after 1 August, the term will end on 31 July less than three years after that date.
- 1.3 The members to be appointed to Council for 3 years even if Academic Board membership comes to an end earlier, provided they have left the Board in good standing and remain employed by the University.
- 1.4 Members may only stand for further election at the end of their period of Council Membership if they are still members of Academic Board.

## 2. Nomination

- 2.1 Any member of the elected staff membership of the Academic Board may be nominated for election to Council.
- 2.2 Members will be elected from the following categories provided that nominations are received from each: (i) senior academic staff; (ii) junior academic staff (iii) professional staff.
- 2.3 Members may self-nominate or be nominated by another member of the Academic Board. Non-elected Academic Board members cannot stand for election to Council, but they can nominate an elected member and they can vote.
- 2.4 Nominees will provide a statement of up to 150 words which will be included in the ballot information.
- 2.5 A period of not less than one week will be given for nominations.

## 3. Voting

- 3.1 All members of Academic Board will be eligible to vote for the elected staff members of Council.
- 3.2 The election shall be conducted by electronic ballot as three separate elections, one for each category, providing that sufficient nominations are received to run all three categories. Each Academic Board member shall have three votes, one in each election. In the event that no nominations are received for any category, the highest polling nominee from those put forward for the other categories shall take the position.
- 3.3 A period of not less than one week will be given for members to cast their votes.
- 3.4 The winner will be the candidate in each category that receives the highest number of votes, subject to the arrangements set out in 3.2 above.
- 3.5 In the event of a tie, the winner will be selected by coin toss in the presence of an independent witness. The tied candidates will be invited to attend the coin toss.

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**Academic Board**

<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-07.2
<b>Status</b>	Final

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## Report of the College Education Committee

<b>Contents</b>	<b>Meeting at which considered</b>	<b>Main or Consent agenda</b>	<b>Academic Board action</b>	<b>Reserved item?</b>
1. Education Governance Review	22 May 2024	Consent	Approve via ABOC report	No
2. Emergency Regulations	22 May 2024	Main	Approve	No
3. Review of UK Transnational Education Case Study	22 May 2024	Consent	Approve	No
4. Mitigating Circumstances Policy	22 May 2024	Consent	Approve	No
5. Postgraduate Taught Dissertation Framework	22 May 2024	Consent	Approve	No
6. Student Disability and Inclusion Policy	22 May 2024	Consent	Approve	No
7. Non-Academic Misconduct Policy	22 May 2024	Consent	Approve	No
8. Fee Status Assessment Policy for Applicants and Enrolled Students (Student Admissions)	22 May 2024	Consent	Approve	No
9. Degree Outcome Statement 2024/25	22 May 2024	Consent	Approve	No
10. Academic Regulations 24/25	22 May 2024	Consent	Approve	No
11. King's/SUSTech joint programmes: proposed regulatory framework	22 May 2024	Consent	Approve	No
12. RADA Academic Regulations 24/25	22 May 2024	Consent	Approve	No
13. The Inns of Court College of Advocacy Academic Regulations 24/25	22 May 2024	Consent	Approve	No
14. Complaints Policy	22 May 2024	Consent	Approve	No
15. PGT External Examiners Overview 22/23	22 May 2024	Consent	Approve	No
16. Sunset Clause Policy	22 May 2024	Consent	Approve	No
17. King's Digital Update	22 May 2024	Consent	Note	No
18. Afe Babalola Centre for Transnational Education at King's	22 May 2024	Consent	Note	No
19. Transforming Assessment for Students at King's (TASK)	22 May 2024	Consent	Note	No
20. Higher Education Mental Health	22 May 2024	Consent	Note	No

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Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
Implementation Taskforce: work underway at King's College London				
21. Access and Participation Plan (APP)	22 May 2024	Consent	Note	No
22. Community Charter	22 May 2024	Consent	Note	No
23. Continuous Enhancement Review overview	22 May 2024	Consent	Note	No
24. College Teaching Fund: Innovations in teaching, assessment and feedback in the age of generative artificial intelligence	22 May 2024	Consent	Note	No
25. Periodic Programme Review reports	22 May 2024	Consent	Note	No

## For Approval

### 1. Education Governance review (To be deal with via ABOC report)

**Motion:** That the proposed amendments to the College Education Committee processes, structure and terms of reference be recommended to Council for approval.

**Background:** College Education Committee (CEC) requested, as per its Schedule of Business, a review of the education governance structure, i.e. CEC and its subcommittees. The review has now been completed and took into account (a) current business of CEC and its subcommittees, (b) whether it is clear in the existing structure where oversight of Office for Students Conditions of Registration resides and (c) the recent Advance HE governance review completed on Council. This paper provides the proposed changes to the structure for 24/25.

The College Education Committee approved the revised structure.

### 2. Emergency Regulations (Main agenda)

**Motion:** That Academic Board approve the revised Emergency Regulations for 24/25 [see Annex 1]

**Background:** The Academic Standards Subcommittee established a working group to review the existing emergency regulations of the University. Faculties have been consulted on the proposed revisions throughout the year and these are now presented to Academic Board for final approval.

The College Education Committee approved the emergency regulations.

### 3. Review of UK Transnational Education Case Study (Consent agenda)

**Motion:** That Academic Board approve the case study to be published by the Quality Assurance Agenda for Higher Education (QAA) on our quality assurance approach to online learning. [see [Annex 2](#)]

**Background:** QAA undertakes a QE-TNE Scheme, that is applicable to all UK degree-awarding bodies on a voluntary basis. Fundamental to this scheme is the collaboration between QAA and local higher education bodies to build and deepen mutual understanding, cooperation

and trust. With this in mind, King's College London has been asked by the QAA to undertake a case study on our quality assurance approach for online programmes. While initially the case study was centering on our China TNE activity, the QAA requested that we broaden our case study to encompass all international partners where we have online learning. The case study will be published on QAA webpages, which will be accessible to all QAA members across the sector.

The College Education Committee approved the case study.

#### **4. Mitigating Circumstances Policy (Consent agenda)**

**Motion:** That Academic Board approve the revised Mitigating Circumstances Policy. [see [Annex 3](#)]

**Background:** In 2022/23 College Education Committee established a working group to review King's policy and practices on mitigating circumstances. In the first year of the working group changes were made to the evidence requirements accompanying mitigating circumstances, and this year work has centered on extensive revisions to the policy. Revisions have been made to provide: a supportive framework that maintains academic integrity; minimum standards in the application of mitigating circumstances; clarity and clear rules on the management of requests, expectations, and responsibilities.

The College Education Committee approved the revised policy.

#### **5. Postgraduate Taught Dissertation Framework (Consent agenda)**

**Motion:** That Academic Board approve the revised dissertation framework [see [Annex 4](#)]

**Background:** College Education Committee established a working group to review the existing Core Code of Practice for Postgraduate Taught Research Governance and Dissertation Framework. The working group have proposed a new policy on this area, along with revisions to the existing dissertation framework (including roles and responsibilities of staff and students). The working group have proposed a change in title to: Postgraduate Taught Dissertation Framework.

The College Education Committee approved the revised framework.

#### **6. Student Disability and Inclusion Policy (Consent agenda)**

**Motion:** That Academic Board approve the new Student Disability Support and Inclusion Policy. [see [Annex 5](#)]

**Background:** A new student facing disability support and inclusion policy is being proposed, which will bring King's in-line with other Russell Group universities. The policy provides boundaries and manages expectations in supporting students and sets out King's commitment to inclusion. Once approved, the existing [Disability Policy](#) will remove references to students, while HR undertake a comprehensive review of the policy.

The College Education Committee approved the new policy.

#### **7. Non-Academic Misconduct Policy (Consent agenda)**

**Motion:** That Academic Board approve the revised Non-Academic Misconduct Policy. [see [Annex 6](#)]

**Background:** A Task and Finish Group has been working to consider substantial changes to the existing policy on non-academic misconduct. However, given the scope of the work that needs to be undertaken in conjunction with other policies and that relevant sector guidance has

only recently been published, major policy changes will be proposed in 2024/25. The group however have agreed a series of minor revisions should be made to come into effect this September.

The College Education Committee approved the new policy.

#### **8. Fee Status Assessment Policy for Applicants and Enrolled Students (Student Admissions) (Consent agenda)**

**Motion:** That Academic Board approve the revised Fee Status Assessment Policy for Applicants and Enrolled Students (Student Admissions). [see [Annex 7](#)]

**Background:** The Admissions team have reviewed the existing policy (in use since September 2022), and after testing the policy, it is clear that some adjustments are needed in the complaints escalation section of the policy and procedure for enrolled students (section 5.16). It is deemed that the admissions team would be best placed to receive complaints from students due to the nuanced detail involved with the complaints.

The College Education Committee approved the revised policy.

#### **9. Degree Outcome Statement 2024/25 (Consent agenda)**

**Motion:** That Academic Board approve the Degree Outcome Statement for 2024/25. [see [Annex 8](#)]

**Background:** In May 2019, the UK Standing Committee for Quality Assessment (UKSCQA) published a statement of intent, proposing that providers should publish a degree outcome statement analysing their institutional degree classification profile and articulating the results of an internal institutional review. The statement is updated annually in terms of the data relating to the University's award of Good Honours, with every three years a fuller review being undertaken.

Following last year's full review undertaken, this statement is the updated data relating to good honours for 2023/24 publication. The next full review of the statement will be completed during 2025/26.

The College Education Committee approved the revised Degree Outcome Statement.

#### **10. Academic Regulations 24/25 (Consent agenda)**

**Motion:** That Academic Board approve the Academic Regulations for 2024/25. [see [Annex 9](#)]

**Background:** The University's academic regulations are reviewed on an annual basis. The majority of changes relate to clarifications on existing regulations, and to aligning with sector-recognised standards such as the Framework for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ). Discussions continue to be held on how additional credits should be managed at King's, and while these discussions continue the regulations for 24/25 propose to remove additional credits from the overall degree classification whilst further work is undertaken.

The College Education Committee approved the academic regulations.

#### **11. King's/SUSTech joint programmes: proposed regulatory framework (Consent agenda)**

**Motion:** That Academic Board approve the King's SUSTech joint programmes: regulatory framework. [see [Annex 10](#)]

**Background:** The University has entered into an agreement with the Southern University of Science and Technology (SUSTech) in Shenzhen, China to establish a Joint Education Institute (JEI), and to develop and deliver joint undergraduate programmes leading to double degree awards. A bespoke regulatory framework has been created for the JEI, which brings together elements of King's and SUSTech regulations, keeping those principles that are key for each institution whilst creating procedures that will work in the JEI context.

The College Education Committee approved the SUSTech joint programmes regulatory framework.

#### **12. RADA Academic Regulations 24/25 (Consent agenda)**

**Motion:** That Academic Board approve RADA's Academic Regulations 24/25. [see [Annex 11](#)]

**Background:** As part of the process for validated partners, King's annually approves the partners regulations for the forthcoming academic year. This year RADA have requested some minor changes to be made to their academic regulations. The Academic Standards Sub-Committee have reviewed these changes and have approved them.

The College Education Committee approved the academic regulations.

#### **13. The Inns of Court College of Advocacy (ICCA) Academic Regulations 24/25 (Consent agenda)**

**Motion:** That Academic Board approve ICCA's Academic Regulations 24/25. [see [Annex 12](#)]

**Background:** As part of the process for validated partners, King's annually approves the partners regulations for the forthcoming academic year. This year ICCA have requested some minor changes to be made to their academic regulations. The Academic Standards Sub-Committee have reviewed these changes and have approved them.

The College Education Committee approved the academic regulations.

#### **14. Complaints Policy (Consent agenda)**

**Motion:** That Academic Board approve revisions to the Complaints Policy. [see [Annex 13](#)]

**Background:** A Task and Finish Group has been working to consider substantial changes to the University's Complaints Policy. Given the scope of the work that needs to be undertaken in conjunction with other policies, and that relevant sector guidance has only recently been published, major policy changes will be proposed in 2024/25. In the meantime, it is proposed some minor revisions to the existing policy, to come into effect this September.

The College Education Committee approved the minor revisions to the policy.

#### **15. Postgraduate Taught External Examiners overview 22/23 (Consent agenda)**

**Motion:** That Academic Board approve the External Examiner 2022/23 report for postgraduate taught programmes, including the recommendations put forward. [see [Annex 14](#)]

**Background:** The report summarises the PGT External Examiner reports submitted for the academic year 2022/23, along with suggested recommendations for the forthcoming academic year.



## 16. Sunset Clause Policy (Consent agenda)

**Motion:** That Academic Board approve the revisions to the Sunset Clause Policy, which includes a change in name of the Policy to: Programme Post Launch Review Policy.  
[see [Annex 15](#)]

**Background:** The Academic Regulations, Quality and Standards team have reviewed the existing Sunset Clause Policy, and discussed revisions with the Programme Development and Approval Sub-Committee. Revisions made aim to strengthen alignment with the Office for Students Conditions of Registration, and to bring into the review those new programmes that do not recruit for two academic years.

The College Education Committee approved the minor revisions to the policy.

## For note

### 17. King's Digital update (Consent agenda)

The Committee received an update on the work King's Digital have been doing to date, noting:

- Phase one is centred on re-launching Category B programmes as well as several other courses that had been developed by King's Digital and approved by the Programme Development and Approval Sub-Committee for delivery in 2024/2025. Phase two builds on strategic and operational direction established in Phase One, with an increase in scale and ambition.
- It was noted that there are mixed messages around timeframes required to get programmes live, with the team suggesting a lead period of 8-12 months should be expected upon completion of the ideation process, subject to complexity. The alignment with the Integrated Planning Process (IPP) allows the opportunity to set structured time slots but requires careful negotiation with faculties.
- The team is working with colleagues in King's Academy regarding e-proctoring of exams.

### 18. Afe Babalola Centre for Transnational Education at King's (Consent agenda)

The Committee received an outline for the development and establishment of the Afe Babalola Centre for Transnational Education at King's, along with consultations and engagement and implementation priorities for the future noting:

- Priorities for the Afe Babalola Centre for 2024 to 2026 were agreed by the Project Board in December 2023.
- An online PG Cert in Professional Development (Education) aims to train educators in delivering education across Africa, with the first cohort beginning in 2025. Programmes will be delivered through a soon to be established, King's Education, rather than housed in a specific Faculty, and proposals will be presented to College Education Committee once developed.
- A Hub will be established in Nairobi to co-ordinate and manage testing of edtech solutions for delivering curriculum as well as mapping, tracking, and supporting student journeys.

### 19. Transforming Assessment for Students at King's (TASK) (Consent agenda)

The Committee received and approved a proposal for a new assessment framework at King's, recognizing that there is variety of assessment approaches utilized by King's currently, reflecting the variety of disciplinary cultures across the University [see [Annex 16](#)]. In deliberations the following was noted:

- The proposed assessment framework aims to reduce the overall workload for students and staff in response to clear and consistent feedback, to diversify assessment, and to give students a sense of 'fairness' in the King's approach.

- The principles allow for change, flexibility and adaptation in a fast-moving technology landscape, with a shift to more formative assessment to support students as they work toward their summative assessment. The framework allows the incorporation of AI whilst maintaining academic integrity.
- The Committee welcomed the framework as guidance rather than policy, something which has been mirrored in wider feedback. The framework would need to be implemented within the context of Faculties and programmes.
- It was noted that any move toward authentic assessment should be carefully considered within the culture of a faculty and discipline.
- Further work is required in developing a student workload model to support assessment load being in proportion to a module, and it was recognised the need to engage PSRB's when demonstrating evidence of learning outcomes.
- Implementation is aimed for 2026/2027, but this could be extended where further work is required. A scoping exercise will be required to be completed by the end of 2024.

## **20. Higher Education Mental Health Implementation Taskforce: work underway at King's (Consent agenda)**

The Committee received an update on the work King's is doing in light of the sector's Higher Education Mental Health Implementation Taskforce, noting:

- Significant work is already completed or underway at King's in relation to four areas of focus identified by the Taskforce. These are:
  - Supporting higher education institutions to identify students who may be vulnerable due to mental distress. King's intends to build further on its well-established Student of Concern Process.
  - Promoting an approach that ensures policies and procedures are written, communicated, and operationalised in a sensitive, inclusive, and compassionate way. Guidance has been drafted and is available to review on request.
  - Principles for a student commitment. An institution-wide project is underway to embed a student attendance system to support this requirement.
  - Collating student suicide investigations. As per the 'Death of a current student policy and procedure', King's already conduct case reviews where deaths occur that might likely require an inquest.

## **21. Access and Participation Plan (APP) (Consent agenda)**

The Committee received an outline of the objectives, targets, intervention strategies and investment plan included in the APP, which will be reviewed and approved by Council before submission. The APP was submitted to the Office for Students (OfS) at the end of May 2024. In deliberation the following was noted:

- The revised plan will commence next summer and covers a four-year period. Targets are ambitious, including a new strategy to manage contextual offers and to close gaps in access and student success.
- The OfS is likely to come back with points of clarification before approval.
- Academic Regulations, Quality and Standards team will be engaged to ensure targets are embedded within quality processes and reported through the continuous enhancement process.

## **22. Community Charter (Consent agenda)**

The Committee received an update on the work being done to revise the existing Community Charter, noting:

- The Executive Director of Communications and External Relations had met the team and provided some feedback to be resolved before submitting the final charter to University Executive for approval.
- Students are asked to confirm that they will abide by the principles in the Charter at enrolment and re-enrolment, and it was agreed a headline statement at the beginning of the Charter would be useful to capture attention and ensure its part of the continuous student lifecycle.
- The Charter is predominantly student focussed and revisions should be made to ensure the wider King's community is captured, particularly considering recent external events. The language used should be aligned with other initiatives across the University.
- The title of the section 'Academic Integrity' could be revised to avoid confusion over what contributes academic misconduct, and reference to partnership work should be included in the document.
- The updated version needs to be included in the student enrolment task which will be sent to students in eleven weeks' time.

## **23. Continuous Enhancement Review (CER) overview (Consent agenda)**

The Committee received an overview report of those CER reports during 2023/24, following a scrutiny panel which reviewed all reports submitted and identified themes across the faculties. The committee was asked to approve minor revisions to the process for 2024/25.

## **24. College Teaching Fund: Innovations in teaching, assessment and feedback in the age of generative artificial intelligence (Consent agenda)**

The Committee received an update on those projects submitted to the College Teaching Fund that related to Innovations in teaching, assessment and feedback in the age of generative artificial intelligence

## **25. Periodic Programme Review reports: MSc Affective Disorders (Consent agenda)**

The Committee received the periodic programme review report for MSc Affective Disorders, noting that the programme has been reviewed and re-approved for a further six years. There were no major recommendations to note.

All annexes can be found on the Academic Board "[Knowledge Area](#)" on Teams

# ASSC Working Group: New Emergency Regulations

## Background

The Emergency Regulations are a framework to allow progression and/or award where performance is prevented by acts or events which may be beyond the control of the University. The University's Emergency Regulations (academic regulations 9.8 – 9.17) were initially approved by the College Assessment and Standards Committee (CASC – later succeeded by the Academic Standards Sub-Committee (ASSC)) by Chair's Action on 2 October 2018 and by Academic Board at its meeting on 10 October 2018, for use in 2018/19.

Following the covid pandemic and recent industrial action, the Working Group (see appendix 1 for Terms of Reference and membership) was tasked to review the existing emergency regulations in order to identify areas where they do not provide a sufficient framework to address situations that arise as a result of an emergency. As with other regulations, the revised Emergency Regulations were submitted to the Academic Standards Sub-Committee for recommendation to College Education Committee and Academic, with discussions also being held at Education Executive.

## Timelines

2 <sup>nd</sup> Nov 2023	1. Meeting	Discuss draft ToR, bring and discuss examples of recent problems with the ER, supply via SharePoint. Write draft, share with members for comments.
22 <sup>nd</sup> Nov 2023	2. ASSC Meeting	Inform ASSC of ER Working Group.
4 <sup>th</sup> Dec 2023	2. Meeting	Discuss 1 <sup>st</sup> draft and implement feedback from WG.
11 <sup>th</sup> Dec 2023		2 <sup>nd</sup> draft based on feedback submitted on SharePoint. WG to comment by 15/12.
15 <sup>th</sup> Dec 2023		Agree on 2 <sup>nd</sup> draft and take away to VDEs (FEC) for comments.
10 <sup>th</sup> Jan 2024		Draft submitted to ASSC members for consultation. WG to feed back from their VDE consultation.
17 <sup>th</sup> Jan 2024	3. ASSC Meeting	Discuss draft with ASSC. ASSC to return feedback from FAB/ASB members by 3 <sup>rd</sup> February (= 2 weeks). Implement ASSC and VDE (FEC) feedback.
23 <sup>rd</sup> Jan 2024	3. Meeting	Agree on provisional ER with input from ASSC.
3 <sup>rd</sup> Feb 2024		Deadline for comments from ASSC, Education Executive, VDEs, FECs. Implement feedback and finalise provisional ER 3 <sup>rd</sup> draft, share with WG.
13 <sup>th</sup> Feb 2024	4. Meeting	WG to discuss changes recommended by ASSC and faculties (1).
27 <sup>th</sup> Feb 2024	5. Meeting	WG to discuss changes recommended by ASSC and faculties (2).
7 <sup>th</sup> March 2024		New draft submitted to ASSC members for meeting 13 <sup>th</sup> March (= 1 week).
13 <sup>th</sup> March 2024	Extraordinary ASSC meeting	Discuss updated ER to go to Education Executive and to be recommended to CEC. See ASSC minutes for requested changes.
27 <sup>th</sup> March 2024		Deadline for WG to comment on ASSC feedback.
28 <sup>th</sup> March 2024		Amended draft with track changes submitted to ASSC for recommendation, deadline to respond 8 <sup>th</sup> April. Also submitted to EE.
8 <sup>th</sup> April 2024		Deadline for ASSC comments.
9 <sup>th</sup> April 2024	6. Meeting	Finalise ER with feedback from ASSC/Education Executive. Resubmit. Start Guidance paper.

## Consultation and Feedback

Feedback was sought throughout the process from members of the working group as well as colleagues attending the Academic Standards Sub-Committee meetings, Education Executive (Vice Deans of Education), Faculty Assessment Boards, Assessment Sub-Boards and KCLSU. Feedback from KCLSU was further submitted in the ASSC meetings. All feedback was distributed to the members of the working group and discussed at each meeting. A wide range of points were made and acted upon.

Two faculties submitted feedback regarding the first two statements (1.1 and 1.2) in the new regulations that the working group felt were outside of its remit, and agreed that these points need to be escalated to Academic Board:

- The request to define the powers of the Vice Chancellor to call an emergency and act upon it.
- The definition of what constitutes an “emergency”.

One faculty disputed the wording ‘unwilling’ or ‘not willing’, used several times in the document and relating to markers as well as Faculty Boards, Assessment Sub-Boards, their chairs, and External Examiners in regard to fulfilling their role (5.1, 8.1, 9.2, 10.1, 10.2). The working group discussed this at length but was unanimously of the opinion that this was the best phrasing for any emergency situation. The University’s Legal Team will be consulted to clarify before these revisions are submitted to College Education Committee and Academic Board.

Comments were also received regarding the turnaround time for Faculty Boards and Assessment Sub-Board Chairs to comment on the drafts. As the timeline above shows, all deadlines were in the usual range for ASSC papers of one week and longer, and feedback received after the deadline was still considered.

## Guidelines

The working group has already made some notes of additional information and case studies to be included into an accompanying guidelines document. A full draft will be distributed to ASSC members for consultation later in the academic year and will include operational guidance as well.

## Next steps

Once the Academic Standards Sub-Committee has recommended the new Emergency Regulations, they will be submitted to CEC.

# New Emergency Regulations – Third Draft to ASSC

<b>1</b>	<b>INTRODUCTION</b> King's Emergency Regulations have the overarching aim to ensure that in an emergency, students are not disadvantaged, and academic standards are maintained.
<b>1.1</b>	The Vice-Chancellor and President of King's College London (or nominee) may declare a University-wide or campus-specific emergency which will authorise the Emergency Regulations to be implemented for a prescribed period.
<b>1.2</b>	Once an emergency has been declared, the Emergency Regulations provide the framework to allow progression and award where regular compliance with the Academic Regulations is significantly disrupted and/or prevented by acts or events which may be beyond the control of the University.
<b>1.3</b>	The Vice-Chancellor and President of King's College London as Chair of Academic Board may use Chair's Action to make revisions or apply additional measures to the Emergency Regulations made necessary by the emergency. Any changes will be reported to Academic Board.
<b>1.4</b>	The role of the Faculty Assessment Boards and Assessment Sub-Boards and their chairs is to ratify marks and graduate their students. All business must be conducted fairly and impartially.
<b>1.5</b>	Where an individual role is specified in these Emergency Regulations, should that individual not be available to allow these regulations to be applied, the action or decision required can be performed by an individual nominated by the Executive Dean of Faculty.
<b>1.6</b>	Where appropriate and reasonable, faculties should engage with students about the implementation of the emergency regulations.
<b>2</b>	<b>Disruption of Teaching</b>
<b>2.1</b>	When an emergency has a prolonged or significant impact on teaching and learning on some or all teaching cohorts or campuses, alternative teaching arrangements may be established. The focus will be on providing a consistent and equitable approach as far as possible.
<b>2.2</b>	Any substantial changes to teaching patterns must be approved by the Head of Department and will be reported and logged.
<b>2.3</b>	The changes to teaching will focus on the delivery of content that allows students to meet the learning outcomes of the module and/or programme affected.
<b>2.4</b>	Departments are responsible for engaging with their students and delivering alternative teaching arrangements in a timely manner in order to minimise the disruption to student learning.
<b>2.5</b>	Support will be given to students and staff delivering teaching where teaching methods or patterns have changed.
<b>3</b>	<b>Assessment and Assessment Mitigation</b>
<b>3.1</b>	When considering assessment and assessment mitigation during an emergency, the guiding principles are to ensure that: <ul style="list-style-type: none"> <li>• Students are not disadvantaged.</li> <li>• Students can graduate or progress on time where this is appropriate in academic terms.</li> <li>• Any degree awarded accurately reflects a students' academic achievement.</li> </ul>
<b>3.2</b>	Any assessment mitigation must be approved by the Faculty Assessment Board Chair, who will consult the Chair of the Academic Standards Sub-Committee (ASSC) and the Director of Academic Quality (or their nominees). The Chair of the Assessment Sub-Board must record any mitigation to assessments and all changes must be reported at the Assessment Sub-Board. External Examiners are to be involved where possible to ensure that the alternatives remain rigorous. For lines of communication see also 1.4.
<b>3.3</b>	The impact of the emergency may vary from assessment to assessment, hence each assessment must be considered individually. The guiding principles are that, as far as possible, mitigation is consistent, and no student should be disadvantaged. Care must be taken to ensure that the module learning aims and outcomes have still been met. Academic standards and Professional, Statutory and Regulatory Body (PSRB) standards need to be maintained.

3.4	Assessment Sub-Board Chairs, in consultation with the Internal Examiner have discretion to amend assessment deadlines where these cannot be met by students due to the impact of the emergency. External Examiners are to be involved where possible to ensure that the amendments are fair and proportionate.
3.5	Assessment mitigation should be applied consistently to all students of a module affected by the emergency to ensure parity of treatment for all students. If marks are available only for some students of a cohort these marks may stand as long as they are not disadvantaging the student.
3.6	<b>Mitigation for non-finalist students</b>
3.6.1	If no assessment has taken place for a module and/or no marks are available, the assessment needs to take place and/or must be marked as soon as possible or when the Vice-Chancellor and President has declared that the emergency has ended. <b>See also 3.4.</b>
3.6.2	If some but not all assessments for a module have taken place and/or not all marks are available, the missing assessment marks may be omitted from the final module mark calculation and the remaining assessment(s) will be reweighted. Assessments weighted less or equal 39% of the module mark cannot be reweighted to more than 50% and the missing assessment needs to take place and/or must be marked as soon as the emergency has ended.
3.7	<b>Mitigation for finalist students</b>
3.7.1	If no assessment has taken place for a module, the assessment needs to take place and must be marked as soon as possible or when the Vice-Chancellor and President has declared that the emergency has ended. <b>See also 3.4.</b>
3.7.2	If an assessment for finalists has taken place, marking must be prioritised and marks must be made available in time for graduation. See also 4.1.
3.7.3	If not all assessments for a module have taken place and/or not all marks are available, the missing assessment(s) may be omitted from the module mark calculation and the remaining assessment will be reweighted. Assessments weighted less or equal 39% of the module mark cannot be reweighted to more than 50%.
3.7.4	If a module mark is not available in time for graduation because the assessment has taken place but a mark is not provided, the missing module mark may be omitted from the C-score. Up to 30 credits may be condoned this way as long as a student has condonement allowance remaining and provided they meet the requirements of the regulations on condonement.
4	<b>Markers and Marking</b>
4.1	If a marker assigned to mark an assessment is not able or willing to mark, the Head of Department in consultation with the Education Lead or Internal Examiner will assign a different marker to the assessment. The final responsibility to assure the University that the new marker has the relevant subject matter expertise lies with the Vice Dean of Education.
4.2	Once assigned, substitute markers may remain anonymous on request.
4.3	Marks submitted by substitute markers may be disclosed ahead of the board only at the discretion of the board ratifying the marks.
4.4	The Head of Department must ensure marking remains consistent and that regular marking processes are applied as far as possible.
4.5	If marking cannot be completed in accordance with the marking model assigned to the assessment, the Chair of the Faculty Assessment Board may, with the approval of the Chair of the Academic Standards Sub-Committee (ASSC), relax some of the rules contained within the marking model or assign a different marking model.
5.	<b>Mark Ratification</b>
5.1	If an Assessment Sub-Board is not able or not willing to ratify marks, the Vice Dean (Education) will delegate the board business to the Faculty Assessment Board.
5.2	If an Internal Examiner or marker assigned to mark an assessment is not able or willing to mark, the Chair of the Assessment Sub-Board ratifying these marks will determine whether they need to attend the board. See also 5.1.
6	<b>Progression</b>
6.1	If students cannot be assessed in any format and/or results are unavailable for some or all students, Faculty Assessment Boards may relax the rules for progression and progress students pending assessment and/or

	ratification at a later date, unless prohibited by a Professional, Statutory and Regulatory Body (PSRB). Approval must be sought from the Chair of the Academic Standards Sub-Committee (ASSC) and the Director of Academic Quality (or their nominees).
<b>7.</b>	<b>Awards</b>
<b>7.1</b>	There are no exceptions to the award rules and Regulations 5.43 and 6.13 (Academic Regulations) will continue to apply. Boundaries cannot be lowered and exceptions cannot be made. The method of assessment for research degrees is by oral examination.
<b>8</b>	<b>External Examiners</b>
<b>8.1</b>	If an External Examiner is unable or unwilling to fulfil their role, their duties may be given to another External Examiner if qualified and available or to the Faculty Chief External Examiner (FCEE). The assessment process may proceed without external scrutiny, with the approval of the Chair of the Academic Standards Sub-Committee (ASSC).
<b>8.2</b>	External Examiners resigning from their role need to follow regular College Regulations to re-apply.
<b>9</b>	<b>Assessment Sub-Boards</b>
<b>9.1</b>	If an Assessment Sub-Board is not quorate, an Executive Board may be held.
<b>9.2</b>	If an Assessment Sub-Board is unable or unwilling to fulfil its role, the Vice-Dean (Education) will delegate all board matters to the Faculty Assessment Board.
<b>10</b>	<b>Faculty Assessment Boards</b>
<b>10.1</b>	If the Faculty Assessment Board Chair or Deputy Chair is unable or unwilling to fulfil their role, the Executive Dean will chair the board.
<b>10.2</b>	If a Faculty Assessment Board is unable or unwilling to fulfil its role, the Executive Dean will delegate all board matters to the Vice-Principal (Education) who will delegate approval of results on behalf of Academic Board to a faculty-specific board to report to ASSC. For membership of this board see Appendix A in the University Regulations.
<b>11</b>	<b>Academic Misconduct and Academic Appeals</b>
<b>11.1</b>	Assessment Sub-Boards and Faculty Assessment Boards consider any academic misconduct, mitigating circumstances and academic appeals through relevant processes such as Academic Integrity Meetings (AIMs), panels and board meetings. If this is not possible during an emergency, the Vice-Dean Education will nominate appropriately qualified colleagues to do so.



## Appendix 1:

# Emergency Regulations Working Group – Terms of Reference

The Emergency Regulations are a framework to allow progression and/or award where performance is prevented by acts or events which may be beyond the control of the College. The College Emergency Regulations (academic regulations 9.8 – 9.17) were approved by the College Assessment and Standards Committee (CASC – later succeeded by ASSC) by Chair’s Action on 2 October 2018 and by Academic Board at its meeting on 10 October 2018, for use in 2018/19.

### Working Group Terms of Reference:

1. This group will be seeking to review the existing emergency regulations in order to identify areas where the existing regulations do not provide a sufficient framework to address situations that arise as a result of an emergency.
2. It will do this by;
  - a. collecting feedback from faculties and student services regarding recent emergency situations (Covid-19/Pandemic, Industrial Action, Marking and Assessment Boycott);
  - b. considering University as well as faculty guidance created and how this interacts with the emergency regulations;
  - c. considering how emergency regulations correlate with academic regulations;
  - d. considering the challenges of progressing and awarding students during emergencies and whether the emergency regulations support this in a clear and unambiguous manner;
  - e. considering the mitigations put in place as a result of an emergency (progression with missing marks, exceptional resit opportunities, condonement of credits, etc., work through the repercussions and consider if these or any additional measures should be implemented into the emergency regulations;
  - f. considering how to operationalise any emergency measures.
3. The working group will propose revised emergency regulations for 24/25 onwards.

This group is time-limited and will convene from November 2023 to March 2024. It will report updates as appropriate to the Academic Standards Sub-Committee for the work being undertaken and is expected to submit a final paper to ASSC in February (ASS Meeting 28<sup>th</sup> February 2024) but will continue for a few weeks longer to deal with feedback from CEC, Legal Team, Academic Board.

### Expectations of Members:

1. Members are expected to read all documentation in advance of a scheduled meeting and consult with colleagues as necessary to ensure that feedback is reported back to the group and any issues identified in a timely manner.
2. Members are expected to actively contribute to meeting discussions to ensure a broad range of perspectives feed into decision making as well as to report progress back to their respective areas. Where possible, members are encouraged to bring a solution-focused mindset to discussions to aid with resolving any identified problems.
3. All members should consult with their respective areas on any key policy or procedural changes that may have operational or delivery implications before a document is submitted to committee for endorsement/approval.
4. Once a policy or procedure has been agreed by the group and submitted to committee, the working group has collective responsibility for that document and its progress through governance.

**Ways of Working:** Meetings will be hybrid and the group will meet monthly. Papers and information will be shared via a [SharePoint](#) site.

## Members

<b>Chair</b>	Anette Schroeder-Rossell, Chair of ASSC
<b>Members</b>	Lynne Barker, AD, ARQS
	Katie Kelly, Head of Academic Policy
<b>A&amp;H</b>	Rob Templing, Director of Operations
<b>Law</b>	Rabia Harrison, Director of Operations
	Jamie Lee, Professor of English Law
<b>FoDOCS</b>	Adam Hasan, Associate Dean for Assessment
<b>IoPPN</b>	Mike Deakin, Director of Undergraduates
	Hannah Feakes, Senior Programme Manager – Taught Programmes
<b>FoLSM Biosciences</b>	Helen Collins, VDE
<b>FoLSM Medicine</b>	James Galloway (MBBS/ASSC Rep/AB Chair)
<b>FoLSM</b>	Helen Lofthouse QAM
<b>KBS</b>	Caroline Sims, PG Programme Manager
<b>SSPP</b>	James Brown, ADE
	Rob Francis, VDE
<b>NMES</b>	Andre Cobb
<b>CIEL</b>	Chris Green
<b>KCLSU Advice</b>	Julia Pointon-Haas, Head of Student Advice
<b>Student Operations</b>	James Cochrane, Head of Taught Assessments
	Pete Tonge, Acting Taught Assessment & Award Manager
	Lynn Marston, AD, Student Operations
<b>Student Lifecycle Systems</b>	Tom Whitelaw, AD Student Lifecycle Systems
<b>Officer</b>	Alison Clarke, Regulations Manager

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**Academic Board**


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**Meeting date** 26 June 2024
 

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**Paper reference** AB-24-06-26-07.3
 

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**Status** Final
 

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## Report of the College Research Committee

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Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Improvement of PGR Student Experience Across Faculties	22 May	Consent	Note	No
2. Data Science, AI and Strategy Update	22 May	Consent	Note	No
3. Data Science, AI and Strategy Update	22 May	Consent	Note	No
4. Revised Research Publications Policy	22 May	Consent	Note	No
5. Planning for REF 2029: Interim Code of Practice and Draft Open Access Consultation Response	22 May	Consent	Note	No
6. Research Culture	22 May	Consent	Note	No

### For note

#### 1. Improvement of PGR Student Experience Across Faculties

The President, King's Doctoral Students' Association (KDSA) presented a paper, and summarised as follows:

- In Academic Year 2022-2023, two surveys revealed that PGR (Postgraduate Research) students had concerns regarding: workload separate from teaching activities; mechanisms for feedback on student/supervisor issues; and limited opportunities for development of PGR Coordinator/Lead roles. In response, the President, with the support of the PRSS (Postgraduate Research Students' Subcommittee) and staff at CDS (Centre for Doctoral Studies), worked with the Associate Deans Doctoral Studies at the Faculty of Dentistry, Oral & Craniofacial Sciences (FoDOCS), the Faculty of Life Sciences & Medicine (FoLSM), the Institute of Psychiatry, Psychology & Neuroscience (IoPPN), and the Faculty of Nursing, Midwifery & Palliative Care (NMPC), and agreed that the following changes should be implemented: recommended thresholds for PGR supervision of UG/PGT (Undergraduate/Postgraduate) projects will be set; PGR work will be recognised through awards or one-off payments at departmental level; it will be highlighted that Academic Tutors/PGR Coordinators are well-placed to provide informal feedback on PGR student issues.
- The Director, Research Talent proposed adding questions to the annual review process for doctoral research to monitor implementation.

#### 2. Data Science, AI and Strategy Update

The Director, Research Strategy presented a paper, and noted the following:

- A cross-faculty workshop focused on data science, AI and strategy will be held on 8 July. Members of the new DSAIS (Data Science, AI and Strategy) Board, Vice Deans Research, and others have been invited to attend.

- The King's Health Partners Digital Health Academy has collated resources to help digital innovators to develop and deploy digital health solutions. It was suggested that this activity should be highlighted at the workshop, to enable connections to be made, and avoid duplication of work.

### **3. King's Doctoral College Update**

The Director, Research Talent presented a paper, and noted the following:

- The King's Doctoral College (KDC) will launch at the start of academic year 2024/2025. The purpose of the centre is to raise visibility of doctoral research/the doctoral student community, and consistently improve the doctoral student experience.
- A plan to create an effective external web presence and a refreshing of PGR recruitment/application webpages is being devised with the Deputy Director, Marketing Operations to coincide with the launch of KDC.
- The CDS internal website was relaunched as King's Doctoral Research Hub on Sharepoint at the end of January. This will become King's Doctoral College Hub at the launch and will be the central, internal source of information for doctoral students/supervisors.
- Two stakeholder engagement workshops were held in May, one notable point that was made was the need to address engagement and isolation in the international doctoral student community. Further focus groups with doctoral students are scheduled for June.
- External funding for PhD studentships and for King's doctoral scholarships remain challenging, particularly in the short term. CDS are continuing to support external applications and working with Fundraising and Supporter Development to identify new funding sources. In the context of the Integrated Planning Process, the Chair encouraged Vice Deans Research to discuss with their respective Deans what priority should be given to PhD studentships in the next business planning round.

### **4. Revised Research Publications Policy**

Following discussion at the January meeting, the Associate Director, Research & Impact, Libraries & Collections presented slides for discussion on extending rights retention to longform publications, and on the feasibility of establishing a King's Open Access (OA) book fund and King's press. A revised version of the Research Publications Policy was presented to the committee for approval.

#### UKRI OA Fund

- The Associate Director, Research & Impact, Libraries & Collections noted that since 1 January, 14 applications have been submitted by King's researchers, all of which have been approved by UKRI. This has resulted in £104k of funding, but price caps have left a deficit of £24k which faculties have had to absorb.

#### Revised Research Publications Policy

- Members feel that a strong push, largely driven by REF (Research Excellence Framework) policies, towards OA as the norm for books and chapters would be very disruptive for academic publishers and result in high costs for universities (compliance for REF 2021 would have cost > £5m). Author accepted manuscripts often differ significantly from a book's version of record, and CC-BY (Creative Commons Attribution Licence) rights would be too permissive of derivative re-use. King's consultation response argued it was premature to make such significant changes for the next REF and this was also the Russell Group's consensus.
- Only a small fraction of King's book outputs are funded by the Research Councils and their current OA requirement could be met with lower costs and less impact, rights retention by King's could help address the funding shortfall for OA here. The consensus view was that a staged policy response would be best, avoiding committing to larger-scale changes until the REF position is clear.

### **5. Planning for REF 2029: Interim Code of Practice and Draft Open Access Consultation Response**

#### Draft Response to REF 2029 Open Access Policy

- The document was informed by consultation with staff A&H, IoPPN, NMES, SSPP and Libraries & Collections, and had been circulated to the REF 2029 mailing list.
- The Committee endorsed the document, subject to two further points being added:
  - The estimation of what it would have cost the college to observe the proposed policy based on our submission for REF 2021

- Though in principle King's are supportive of OA the REF is not the correct vehicle to introduce longform OA publications

#### Interim Code of Practice

- Members questioned whether a point under Section 6: Selecting Outputs was realistic.  
*The central REF team will monitor reading group lists, and the metrics used to assess these lists, in order to ensure that these expectations are being met, and to intervene when they are not.*  
The Chair suggested the point should be reworded to avoid setting unrealistic expectations for some faculties.
- In light of the fact that discussions relating to REF and promotions are often contentious, it was suggested that a sentence should be added stating that REF is an exercise in maximising institutional output rather than making judgements of individuals.

### **6. Research Culture**

The Dean, Research Culture presented slides summarising the Research Culture team's vision, governance, and delivery plan, which has been devised through a process of review by stakeholders within the University. The following was noted and discussed:

- The Research Culture Committee was relaunched in March. At the first meeting, a list of 65 possible focus areas was reviewed by members, and condensed to under 20, resulting in eight short-term, seven medium-term, and four long-term priorities.
- The Research Culture team are leading/supporting the planning of two high-profile events to be held in winter 2024/2025:
  - First research culture conference – January (intention to hold annually)
  - First INKLUDE (Inclusion as a Norm at King's - Leadership, Understanding the issues, Developing individuals, Enacting Change) event - February (aligned with Black History Month)
- Members welcomed the progress being made, and discussed the anticipated opportunities and challenges, specifically:
  - Dissemination - whilst many staff are actively engaging, there are also a significant number who could benefit from further education and information. Members questioned how best to disseminate information to groups that are harder to reach.
  - Alignment between central priorities and work being undertaken in faculties - particularly the projects supported by the Research Culture Fund - is important. There are strong links in some faculties but not others. The plan is to reinforce linkage by embedding the work of central team members in faculties but this is in early stages of development.
  - Further development of metrics and KPIs could be valuable in motivating change - e.g. open access publishing and use of credit statements - but also in demonstrating broader progress internally and externally.
  - It is important that we build a visibly connected programme, with a small number of high-priority themes that directly connect with the larger set of faculty and cross-faculty projects, leading to concrete actions and outcomes.
  - King's should be proud of the work it has completed in the area of research culture to date, and preparing to present this to national audiences, supported by the increasingly focused and connected plans, should be a priority.
- The Governance Manager, Office of the Chairman and College Secretariat suggested that an item on research culture should be presented at a future Academic Board meeting. The Committee Chair proposed waiting until the first meeting in academic year 2024/2025.

These pages have been redacted

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-09.1
<b>Status</b>	Final

## Report from the Dean

### Action required

- For approval  
 For discussion  
 To note

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	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.
<b>What are the key points/issues?</b>	Updates on: Dean's Office, AKC (Associate of King's College), Chaplaincy, Chapel Choir
<b>What is required from members?</b>	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 Submitted by:

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

# Report from the Dean

## 1. Dean's Office

- a) I mentioned last time that I record a greeting for one major festival of each world religion each year. Since the last Academic Board report, different parts of the King's community have celebrated the festivals of Easter (Christian), Vaisakhi (Sikhi), and Wesak (Buddhist), and my videos for all three were shared in King's Essentials (editions of 28 March, 10 April, and 23 May respectively). They can also be found [on the Dean's Office webpages](#). (Eid al-Fitr (Muslim) was also celebrated in this period, but since this was in the vacation, my message to our Muslim staff and students was released at the start of Ramadan in March.)
- b) I was delighted to host (with the Department of Theology & Religious Studies) and introduce a seminar discussion in the Chapel towards the end of May on the topic of ['Divine Musicality and the Rhythm of Nature: A Theological Conversation between Karl Barth and James Cone and an Exploration into Howard Thurman's Rhythm of Nature and the Meaning of Social Justice'](#). It was an honour to welcome three distinguished scholars from the USA in the field of Black Theology (Raymond Carr, Harvard University; Aaron Grizzell, The Northern California Dr Martin Luther King, Jr Community Foundation; and Dwight N Hopkins, Alexander Campbell Professor, University of Chicago), and we hope that this may be the start of an ongoing conversation, which has great potential for exploration.
- c) The annual Eric Symes Abbott Memorial Lecture, organised through the Dean's Office, was this year delivered by Canon Paula Gooder of St Paul's Cathedral (and [a Visiting Professor in TRS](#)). She spoke at Westminster Abbey and Keble College Oxford on the theme of 'On storytelling and truth telling', and her lecture was very well received at both venues. The text of this year's lecture, as well as the previous 37 lectures, is available on [the Dean's Office webpages](#).
- d) Looking ahead, I am very pleased that we will be hosting a celebration for the start of the new academic year in the Strand Chapel on Friday 20 September at 11.10am, to be livestreamed to all campuses. This will involve contributions from across the King's community, and I hope that if colleagues aren't able to join us in person, they will be able to engage via the livestream.

## 2. AKC (Associate of King's College)

- a) The final opportunity to catch up on quizzes for this year's lectures is taking place at the time of writing, so final results for this academic year are not yet available.
- b) Following the announcement of Prof Clare Carlisle's move to a full-time academic role in the Department of Philosophy from 1 August, the recruitment process is well underway for a new AKC Director (half-time, plus half-time Lecturer in Ethics & Values in the Department of Theology & Religious Studies). Interviews are due to take place in the first week of July.
- c) Summaries for the lecture series for 2024/25 have now been confirmed:
  - i. Semester 1 will look at 'Why War? Living with Peace and Violence', coordinated by [Dr Taushif Kara](#), Lecturer in Modern Islam. Conflict has been a constant feature of history. But our present moment seems to be defined by civil war, renewed forms of state violence and genocide, and the sustained persecution of minorities around the world. Must conflict be resolved by recourse to violence? What are the consequences of war? And what makes peace possible? This AKC series invites intellectuals and artists to reflect on the causes and effects of violence both past and present, as well as the possibilities for peace, peacebuilding, and nonviolence in our own times. Drawing together a range of perspectives – from religion,



philosophy, and political science to law and contemporary art – this series asks: why must we live with war?

- ii. Semester 2 will examine ‘Enduring love? Intimacies and Care in Turbulent Times’, coordinated by [Dr Ruth Sheldon](#), Lecturer in Religion and Social Science. This series will explore a universal human concern that takes radically different forms across times and places: what is love and how can we love well? Bringing together diverse academic, activist, and practitioner voices, we will grapple with the contemporary challenges of sustaining love in the face of the violence, and injustices affecting people and planet. Our topics will take in the ethics and politics of marriage, belonging in marginalised communities, subversive cultures of intimacy, love in times of environmental extinction, and possibilities of care in the university itself.
- d) As always, all staff and students can catch up on AKC lectures via the [podcast](#), or by emailing [akc@kcl.ac.uk](mailto:akc@kcl.ac.uk) for access to the lecture videos.

### 3. Chaplaincy

- a) Our regular pattern of services and events has now ended for the academic year, but that doesn't mean that all our activities have wound down just yet. We're very glad to be taking part in the Great Big Green Week (8 to 16 June), with a number of sustainability-focused events including a 'Mend & Fix' session organized with the Proudly King's network.
- b) We are also organising a couple of residential events which we are delighted are fully-booked: the Revd Dr Jenny Morgans, Chaplain to the Denmark Hill campus, is leading a writing retreat for postgraduate students and post-docs at [Worth Abbey](#) in mid June; and at the same time the Revd Jim Craig, Chaplain to the Guy's campus, will be taking a group of students and staff on pilgrimage to the Holy Island of [Lindisfarne](#).
- c) Before the summer term ended, it was lovely for our last Choral Evensong service of term to be a memorial event for [the late Professor Arthur Burns](#), as part of the History Department's seminar day in his memory.
- d) Presuming that the meeting doesn't go on too long, Academic Board members are warmly invited to join us for a summer cream tea on the Strand River Terrace (weather permitting!) on Wednesday 26 June from 2.30pm to 5pm. Do please also let colleagues know about this, as all staff are welcome.

### 4. Chapel Choir

- a) Summer activities include the familiar including (returning to [the Thaxted Festival](#) for a concert with the English Chamber Orchestra on 7 July) and the very unfamiliar, as the Choir will be participating in the 17<sup>th</sup> China International Chorus Festival in Beijing from 15 to 19 July. We are particularly grateful to colleagues in a number of other teams and departments who have helped with sorting out arrangements for the visit to China, which has not always been straightforward!
- b) When the various concerts finish at the end of July, we will be saying goodbye and best wishes to six Choir members, most of whom are leaving us at the end of their time at King's. We then hope to be welcoming ten new Choral scholars in the new academic year in September, A-level results permitting!

Ellen Clark-King  
Dean of King's College London  
5 June 2024

<b>Academic Board</b>	
<b>Meeting date</b>	26 June 2024
<b>Paper reference</b>	AB-24-06-26-09.2
<b>Status</b>	Final
<b>Access</b>	Members and senior executives
<b>FOI Release</b>	Restricted due to Data Protection Act requirements
<b>FOI exemption</b>	s.40 personal information

## Election of Associates of King's College London

### Action required

- For approval  
 For discussion  
 To note

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

### Paper Explanation for Members

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

### Paper Submitted by:

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

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**Academic Board**

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**Meeting date** 26 June 2024

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**Paper reference** AB-24-06-26-10

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**Status** Final

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## Report from Council

### Action required

- For approval  
 For discussion  
 To note

### Paper Explanation for Members

<b>Why is this paper being presented?</b>	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.
<b>What are the key points/issues?</b>	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meeting of Council held on 9 May 2024.  Council receives reports from the Vice-Chancellor and from the KCLSU President at each meeting, as does the Academic Board. Summaries of these reports are therefore not included.
<b>What is required from members?</b>	One of the three elected members on Council will present the report.

### Paper Submitted by:

Irene Birrell, College Secretary  
irene.birrell@kcl.ac.uk

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## Report from Council – Meeting of 9 May 2024

Agenda materials and minutes of the 9 May meeting will be found [here](#) following the 10 July meeting of Council.

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

**1. International Students and University Funding**

Council received a presentation from the Senior Vice President (Academic) and the Vice President (Finance) on international student trends at King's in the Russell Group and in the UK, and on the business model of English Russell Group Universities and the critical role of international student fees for King's and for all UK universities. It was noted that the single biggest risk to all universities remained a political pivot regarding visas, and that home students were not being crowded out by international students, but rather that international students cross-subsidised both home students and research. King's received student fees of £9250 for home students, and an extra £1000 for STEM subjects, which did not meet the costs of laboratory subjects. This was a whole-university problem.

A similar presentation would be provided to the Academic Board in June 2024.

**2. Access & Participation Plan**

Council formally approved the proposed new direction of the Access & Participation Plan 2025-2029, noting that the APP was due to be submitted to the Office for Students on 31 May 2024

**3. Governance & Nominations Committee (GNC) report – Academic Board Representatives on Council**

Council approved the recommendation from the Academic Board and the GNC that elected Academic Board representatives on Council be permitted to remain as members of Council and complete their terms even if Academic Board membership comes to an end earlier noting that members may only stand for further election at the end of their period of Council membership if they are still members of Academic Board.

**4. Governance & Nominations Committee (GNC) report – Update on the Chair's Search**

The Chair of the Governance & Nominations Committee provided a comprehensive update on the search to date, next steps and a timeline for completion. *[In a special meeting held on 21<sup>st</sup> May, Council approved the appointment of Simon Stevens, Lord Stevens of Birmingham Kt as the next Chair. An announcement was made to the College community in the following week.]*

**5. Other Committee reports**

Council received reports from the Academic Board, the Finance Committee, and a joint meeting of the finance Committee and Estates Strategy Committee.

Council's next meeting is scheduled for **10 July 2024**.

Irene Birrell, College Secretary, June 2024