

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-02
Status	Final

Meeting of the Academic Board to be held on **Wednesday 30 October 2024** at 14.00, Great Hall, Strand Campus.

Agenda

1	Welcome, apologies and notices AB election results	Verbal	Chair
2	Approval of agenda	AB-24-10-30-02	Chair
3	Unanimous Consent Agenda including:	AB-24-10-30-03	Chair
3.1	Minutes of the Previous Meeting (to approve)	AB-24-10-30-03.1	
3.2	Actions Log (to note)	AB-24-10-30-03.2	
3.3	Academic Board Forward Plan (to note)	AB-24-10-30-03.3	
4	Matters arising from the minutes		Chair
STRATEGIC DISCUSSION			
5.1	Board Assurance Framework & link to Academic Board Functioning (to discuss)	AB-24-10-30-05.1	University Secretary
5.2	NSS and PTES and Student Experience (to discuss)	AB-24-10-30-05.2	VP (E&SE)
REGULAR BUSINESS ITEMS			
6	Report of the Vice-Chancellor & President		
6.1	Summary Report on Key Issues (to note)	AB-24-10-30-06.1	Chair
6.2	Chair's Action (to confirm)	AB-24-10-30-06.2	Chair
	(i) Revised Student Terms & Conditions 25/26	Annex 1	
	(ii) Mitigating Circumstances Policy amendment	Annex 2	
	(iii) Academic Regulations 2024-2025 amendments	Annex 3	
	(iv) Postgraduate Taught Dissertation Framework		
	(v) Singhasari Terms & Conditions 25/26	Annex 4&5	
7	KCLSU Officers' Report (to note)	AB-24-10-30-07	KCLSU President
8	Reports of Committees		
8.1	Report of the College Education Committee	AB-24-10-30-08.1	Chair, CEC
	(i) Ongoing conditions of registration for the Office for Students (to approve)	Annex 1	
	(ii) Revised Emergency Regulations (to approve)	Annex 2	
	(iii) Chief External Examiner Overview report (to approve)	Annex 3	
	<i>See Consent Agenda for all remaining items from CEC</i>		
8.2	Report of the College Research Committee	AB-24-10-30-08.2	Chair, CRC
	<i>See Consent Agenda for all items from CRC</i>		

9	The Dean		
9.1	Report of The Dean (to note)	AB-24-10-30-09.1	Dean
9.2	To elect Associates of King's College (to approve) <i>Item on Consent</i>	AB-24-10-30-09.2	Dean
10	Report from Council	AB-24-10-30-10	Council Member
11	Any Other Business		

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

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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 June 2024 meeting	AB-24-10-30-03.1	Approve
3.2	Actions Log	AB-24-10-30-03.2	Note
3.3	Academic Board Forward Plan	AB-24-10-30-3.3	Note
Report of the College Education Committee (CEC)		AB-24-10-30-08.1	
8.1	(i) Proposal for a new type of King's award: PG Award	Annex 4	Approve
	(ii) Intercollegiate Policy	Annex 5	Approve
	(iii) Academic Calendars - King's Digital New Model 2025-2026	Annex 6	Approve
	(iv) Academic Calendars - Proposed six-week cycle calendar for Online Programmes for 2025-26, for those Category B programmes	Annex 7	Approve
	(v) Artificial Intelligence (AI) update		<i>All the rest to note</i>
	(vi) Student Survey Management Group – Survey Cycle 2024-25		
	(vii) Module Evaluation Summary of Activity 2023-24		
	(viii) HESA Graduate Outcome Survey (GOS) Results for 2021/22 Graduating Cohorts		
	(ix) Higher Education Academy (HEA) Recognition Scheme: King's Professional Recognition of Teaching and Learning		
	(x) Quality Assurance Handbook 2024-25		
	(xi) Professional, Statutory and Regulatory Body: BPS and BABCP		
	(xii) Periodic Programme Review reports		
	(xiii) Admissions and Recruitment update		

	(xiv)	Academic Quality Assurance Refresh	Annex 8	
Report of the College Research Committee (CRC)			AB-24-10-30-08.2	
8.2	(i)	Research Publications Policy	Annex 1	Approve
	(ii)	Annual Progress Report on Researcher Concordat Action Plan	Annex 2	Approve
	(iii)	Research Integrity Annual Statement	Annex 3	Note
	(iv)	CRC Subcommittee Updates		Note
	(v)	King's Doctoral College		Note
	(vi)	Research Culture		Note
	(vii)	Environmental Sustainability Concordat		Note
	(viii)	DSAIS Board - Report from Workshop		Note
Report of the Dean			AB-24-10-30-09.2	
9.2		To elect Associates of King's College		Approve

Dr Sinéad Critchley
University Secretary & Director of Assurance
October 2024

Academic Board

Meeting date Wednesday 30 October 2024

Paper reference AB-24-10-30-03.1

Status Unconfirmed



Minutes

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

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

each faculty.	King's Business School (4 members, including HOD equivalent)	Dr Jack Fosten	A	P	P	A	P
		Dr Juan Baeza	P	P	A	P	P
		Dr Andrew McFaul	P	P	P	P	P
	Life Sciences & Medicine (5 members, including HOD equivalent)	Professor Susan Brain (HoD)	P	P	P	A	P
		Dr Manasi Nandi	P	P	P	P	P
		Professor Claire Wells	P	P	P	P	P
		Dr Baljinder Mankoo	P	P	A	P	P
		Dr Anna Battaglia	P	P	P	P	P
	Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Luc Moreau (HoD)	P	P	P	P	P
		Dr Andre Cobb	P	P	P	A	A
		Professor David Richards	P	P	P	P	P
		Professor Gerard Watts	P	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	P
		Dr Jocelyn Cornish	P	A	P	A	P
		Dr Wladzia Czuber-Dochan	A	A	A	P	P
		Irene Zeller	P	A	A	P	P
	Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Sarah Byford (HoD)	A	P	P	P	P
		Dr Eleanor Dommett	P	P	P	A	P
		Dr Rina Dutta	A	P	A	A	P
		Dr Yannis Paloyelis	P	P	P	P	P
	Social Science and Public Policy (5 members, including HOD equivalent)	Dr Eamonn Walsh	P	A	P	P	P
		Professor Jelke Boesten (HoD)	P	P	P	A	P
		Dr Hillary Briffa	P	A	P	P	A
		Dr Sunil Mitra Kumar	P	P	A	P	P
		Dr Tim Benbow	P	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.	Tomas Maltby	P	P	P	P	A
		<i>Sarah Shirley (see ex-officio)</i>	-	-	-	-	-
		Suzie Coates	P	P	A	A	P
	Three professional staff	Dr Michael Elliott	P	P	P	P	P
		Education Support	Thomas Seagroatt	P	-	-	-
		Research Support	Dr Natasha Awais-Dean	P	P	P	P
	Two academic staff on research-only contracts	Service Support	Akic Lwaldeng	P	P	A	P
		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)

Sam Smidt, Deputy Chair, College Education Committee

Joy Whyte, Strategic Director, Education and Students

Malcolm Ace, Senior Vice President (Finance)

Anette Schroeder-Rossell, Deputy Director - King's Language Centre & Chair - King's College Academic Standards Sub-Committee (ASSC)

Observers:

Incoming University Secretary & Director of Assurance, Dr Sinéad Critchley

Incoming VP Education (Art & Sciences), Madeeha Saher

Incoming VP Education (Health), Julia Kosowska

Secretariat:

Irene Birrell (College Secretary)

Sheron Balfour (Governance & Compliance Manager)

1 Welcome, apologies and notices.

Members and guests were welcomed to the meeting. The Chair gave a special welcome to Dr Sinéad Critchley the new University Secretary and Director of Assurance, to her first meeting of the Academic Board.

2 Approval of agenda

The Chair noted that the report of the College Education Committee (Item 7.2) would be taken earlier in the meeting than originally planned. The strategic discussion item would be later in the meeting than normal in order to accommodate the diary of the Senior Vice President (Finance), and agenda items would be shifted accordingly.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-24-06-26-03]

There had been some questions raised with respect to the College Education Committee report, specifically with regard to:

- CEC annex 3, MCF policy
- CEC annex 4, Postgraduate Taught Dissertation Framework
- CEC annex 9, Academic Regulations 2024-25
- CEC annex 16, Transforming Assessment for Students

Questions with respect to annex 3 and annex 4 had either been resolved or would be subject to further discussion and Chair's approval over the summer and remained on the Unanimous Consent Agenda. A verbal update would be provided at the meeting regarding Annex 9, Academic Regulations 2024-25, and this was removed from the Unanimous Consent Agenda. Questions remained regarding Annex 16, and this was removed from the Unanimous Consent agenda for discussion.

Decision:

That the remaining items presented in the Unanimous Consent Agenda were approved or accepted for information.

4 Matters Arising from the Minutes

AEP Progression Working Group

The Vice-Chancellor noted an update had been circulated to Academic Board members. He reassured members that this work had been progressed through the University Executive and remained a key priority over the next period.

5.1 Report of the Vice-Chancellor & President [AB-24-06-26-5.1]

The Vice-Chancellor presented his report, which highlighted current issues, events and developments since the last meeting of the Academic Board, including Admissions; Israel/Gaza response; Freedom of Speech legislation; and National Student Survey (NSS) 2024. Updates and discussion included:

Admissions: Application numbers were reasonable. Undergraduate applications were up, and postgraduate applications were down compared with last year. Following the previous year, when numbers had fallen short against target.

The Senior Vice President (Academic) confirmed that a large number of students with very high grades were applying, and there were no concerns about compromising on quality by making more offers.

In terms of de-risking recruitment and admissions in the future, Council would be seeking assurance from the Academic Board that academic standards were met and that Strategy 2026 milestones are being met.

Israel/Gaza: Regarding the student encampment, the University had tried as best as it could to respect the right of students to protest and had engaged in dialogue. There were some areas of constructive dialogue, for example ethical investments.

Freedom of speech legislation: The Vice-Chancellor stated that on the surface the new law was designed to protect academic freedom. It would create within the Office for Students the ability to sanction universities for what it viewed as breaching academic freedom and would provide complainants with the right to go to civil courts.

NSS: There had been a record response rate to the NSS this year,

University Rankings: A report would be prepared for a future Academic Board.

5.2 Freedom of Expression - Code of Practice and Statement on Academic Freedom [AB-24-06-26-5.2]

The Senior Vice President (Academic) stated that approval was sought just for the Code of Practice, at this point, the Statement on Academic Freedom still being under development.

Decision:

That 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, be recommended to Council for approval.

Approved on the Unanimous Consent Agenda:

5.3 *Student Terms & Conditions 2024-2025*

5.4 *King's Student Protection Plan*

5.5 *JEI SUSTech Student Protection Plan*

6 Report of the KCLSU President [AB-24-06-26-06]

The outgoing KCLSU President reported that sabbatical officers had achieved a lot that year in difficult circumstances. A key focus had been activating to stop donations from individuals with connections to the fossil fuel industry, and the Student Union had been working with FERG on that.

The Vice President for Education (Arts & Sciences) highlighted that she along with two other sabbatical officers had been suspended for the majority of that year by the KCLSU and had therefore been unable to achieve all of their objectives.

The Vice-Chancellor, noting that it was not in the remit of Academic Board to comment on all of the KCLSU matters, commended the sabbatical officers for what they had achieved in very difficult circumstances. The University was interested in how the KCLSU functioned, and to ensure that it had governance that was fit for purpose. The KCLSU Trustee Board had chosen to have a governance review.

7 Reports of Committees

7.1 Report of the College Education Committee [AB-24-06-26-07.1]

(i) Amended Emergency Regulations

The Chair of the Academic Standards Subcommittee (ASSC) presented the amended emergency regulations for approval. ASSC had established a working group to review the existing emergency regulations of the University. There had been extensive consultation with faculties on the proposed revisions throughout the year. The College Education Committee had discussed and recommended the emergency regulations to the Academic Board for approval.

The ASSC Chair noted that the changes were subtle and should be looked at comprehensively. These were emergency regulations, and the aim was to provide the highest level of academic integrity as part of the process: during the marking boycott that had been the key focus. A full set of guidelines would be issued that would stress that standards remained critical. Deans had been at the heart of consultations.

During discussion points made included:

Comments made regarding the Marking Assessment Boycott (MAB)

- Clear guidelines were needed on when an emergency would be called. Some members felt uneasy about calling industrial action an 'emergency'. The Vice-Chancellor noted the point, and that Covid was different from the Marking Boycott, and all emergencies would be different, but in the end, the University had a corporate responsibility to its students.
- During the recent marking boycott, students' concern had been about whether they were getting their marks back. It was also noted that timely issuing of marks could not override quality.
- The robustness of the quality assurance process, anonymous markers, and how a student could obtain feedback or appeal the mark: it was noted that appeals could only be made on procedural grounds not on academic grounds. It was felt by some members that there were modules that could not be marked adequately by someone who had not taught it.
- Anonymity of markers was felt to be a key problem, especially as the regulations were intended to be more transparent.
- It was not the students' responsibility to deal with the MAB. The University had the responsibility to deal with it for the benefit of the students.
- It was suggested, referring to 3.7.3 of the new emergency regulations, that confidence among the student body would not be inspired; that during industrial action the employer and the union need to negotiate and settle in good faith; that students could not have any recourse.
- The Union had settled its recent dispute with record speed because of the impact of the MAB to the benefit of staff. Emergency regulations would make getting to a settlement harder.
- There were issues with marking even when there was not an emergency, and normal processes were used: the outcome this time had not been markedly different.
- The Executive Dean of FoDOCS had observed that individuals on the assessment boards last year had taken their task incredibly seriously and stated that some of the comments being made did a great disservice to those colleagues, who had put students' interests at the heart of their efforts. He was very confident that these changes would not lead to any detriment. Furthermore, from a FoLSM perspective, regulatory bodies visit the Faculty on a regular basis and review regulations as part of that.

General comments:

- Emergency regulations were about getting the right balance between academic integrity and what was in the students' best interests.
- Vice-Deans of Education had been consulted and were comfortable with the changes.
- Tribute was paid to staff who work very hard to maintain quality and standards.
- Concern that the emergency regulations represented a depletion of King's academic integrity and academic standards: it was suggested that if students work was not marked by subject experts and assessment boards were rendered irrelevant, this would make students more dissatisfied, which would have impact on the University's reputation.
- Regarding the reweighting of components, it was suggested that heads of department might not always be involved in overseeing educational aspects and might not always be the most appropriate person.
- KCLSU sabbatical officers had been part of the consultation process. It was suggested that this was not adequate, and that there should be input from students in faculties.
- Use of emergency regulations was expected to be a rare occurrence.

The Chair of ASSC responded that the intent of the emergency regulations was to provide the highest level of academic integrity and was not about replacing the oversight processes. She, and other members, rejected inflammatory words used during the discussion such as "fake markers"

and “fake marks”. The anonymity of markers was a response to the fact that markers who were boycotting were permitted to be anonymous. The terms ‘willing/unwilling’ had been used on legal advice.

She could not comment on previous experiences but assured the Board that the intent was that at every step there had to be rigorous academic oversight. Faculties would need to find their own best ways of ensuring students were informed and provided proper feedback. The right to appeal remained.

The Vice-Chancellor commented that:

- ‘Natural’ emergencies where everyone pulled in the same direction were different to emergencies resulting from disagreements, and that the University had to have the right to mitigate.
- Use of emergency regulations would need to be judged on the basis of the situation.
- It was clear that the unions would not like to have any emergency regulations in the face of industrial action.
- The issue of finding different academic markers would have to remain the responsibility of management.

The Senior Vice President (Academic) reminded the Academic Board that the University had had emergency regulations in place since 2018, and that the paper before the Board was about improvements to current processes. She cautioned that the current emergency regulations would remain in place if an appropriate set of changes were not approved.

While thanking the Academic Standards Subcommittee (ASSC) for its work to date on the Emergency Regulations, it was requested that the ASSC Chair re-consult with the Emergency Regulations working group and respond to the points made in the discussion. A revised paper would come back to the Academic Board for approval, noting that in the meantime the current regulations remained in place.
[ACTION]

7.1 (ii) Academic Regulations 2024-25

This item had been removed from the Unanimous Consent agenda for an update. The Vice-Chair of the College Education Committee stated that regarding the query relating to the academic regulations, the regulations team had corresponded with colleagues in the Faculty of Natural & Mathematical Sciences (NMES), who had requested that the following update be noted at Academic Board:

The condonement allowance in tables 5.29 and 5.30 relating to the BEng and Meng programmes will be updated to ensure alignment with PSRB requirements after Academic Board and before final publication. Final clarification was being sought from NMES.

A correction is required in regulation 5.80 to exclude BSc Ordinary degrees as they are not awarded with classification. This will also be updated after Academic Board.

Agreement was given for approval via Chair’s Action by CEC, and Academic Board Chairs

7.1(iii) Transforming Assessment for Students at King’s (TASK)

This item had been removed from the Unanimous Consent agenda for discussion. The Vice-Chair of the College Education Committee stated that TASK was not a policy, but a framework – a set of principles – to guide a change of assessment culture. A pilot on programmatic assessment was being carried out across several faculties, the learnings of which would be shared across the University. The focus was on reducing workload for students and staff. It was acknowledged that this was the beginning of a journey and that changes would be needed over time. The plan over time was to develop a web presence. The framework was launched at an education conference last month to positive response. There was commitment to doing this work, but it was recognised that it was difficult and that disciplinary differences had to be recognised. If there were good pedagogic reasons for diverging from TASK there was a willingness to have those considered.

During discussion points made included:

- The diligence and academic aim were not being questioned, and it was understood it was just a framework, but it had a very rigid timeline for completing the process: A two-week principle for returning formative feedback would affect the quality of the feedback. It was suggested instead that feedback be returned 'in time' rather than establishing a fixed time. It was noted that the two-week principle was the practice at institutions that did well in NSS assessment and feedback: it would not be hard and fast where it could not fit – not all formative assessment was based on written work.
- It was recognised that there was an infinite variety of assessment processes, and that there therefore needed to be individual variation.
- Member concerns remained: costing in terms of staff time had not yet been done; risks had not yet been identified or mitigated; and a technical point on what 'mandatory' formative assessment meant.
- It was noted that not every aspect could be foreseen and that the process did not conclude until 2026-2027. A guiding principle was that on average this would lead to lower workloads.
- The document was welcomed but had there been a missed opportunity to look at staff experience?
- Could this sort of thing be put up for open consultation when it reached a certain stage of development?

The Vice-Chair of CEC stated that TASK had started with a round of faculty conversations. All Vice Deans Education had been asked to bring whomever they felt was appropriate into the conversation. Consultation had included an away day and full discussion with assessment boards, with a period of two months for feedback which was either incorporated or responded to. Following discussion at CEC there had then been a second round of consultations with faculties.

In terms of the costing, estimates had been made as to what might need to be made available in the way of support. It was not feasible to attach a meaningful cost until there was a clearer understanding of faculty aspirations; similarly, for risks it was going to be highly variable and could not be fully known at this stage.

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

- (iv) Education Governance Review
- (v) Review of UK Transnational Education Case Study
- (vi) Mitigating Circumstances Policy
- (vii) Postgraduate Taught Dissertation Framework
- (viii) Student Disability and Inclusion Policy
- (ix) Non-Academic Misconduct Policy
- (x) Fee Status Assessment Policy for Applicants and Enrolled Students (Student Admissions)
- (xi) Degree Outcome Statement 2024/25
- (xii) King's/SUSTech joint programmes: proposed regulatory framework
- (xiii) RADA Academic Regulations 24/25
- (xiv) The Inns of Court College of Advocacy Academic Regulations 24/25
- (xv) Complaints Policy
- (xvi) PGT External Examiners Overview 22/23
- (xvii) Sunset Clause Policy
- (xviii) King's Digital Update
- (xix) Afe Babalola Centre for Transnational Education at King's
- (xx) Transforming Assessment for Students at King's (TASK)
- (xxi) Higher Education Mental Health Implementation Taskforce: work underway at King's College London

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- (xxii) Access and Participation Plan (APP)
 - (xxiii) Community Charter
 - (xxiv) Continuous Enhancement Review overview
 - (xxv) College Teaching Fund: Innovations in teaching, assessment and feedback in the age of generative artificial intelligence
 - (xxvi) Periodic Programme Review reports
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7.2 Report of the Academic Board Operations Committee [AB-24-06-26-07.2]

The Chair of the Academic Board Operations Committee (ABOC) presented the report.

(i) Academic Board Membership and Faculty Numbers

The Committee had considered a wide range of options and recommended Option 7 as the optimal choice to better represent both research and early-career teaching/education staff, while achieving a more balanced representation across the faculties.

The College Secretary noted that while possible that opening the full range of academic staff seats to those with research-only contracts could result in a higher rate of turnover, it would be expected, as was currently the case for all those who stood for election to the Board, that candidates would only stand for election if they were aware that they would be able to serve a substantial part of a term. Further, she noted it would take some time to put the plan fully into operation as the Board currently had seats filled that would become ring-fenced or defunct as current terms end, and so for the next two years, the size of the Board would be marginally larger.

The report was commended as both comprehensive and transparent in approach.

Decision:

That the proposals outlined in the report for amendments to allocation of academic staff seats on the Board, effective for the academic year 2024-25, be approved, and that Option 7 be recommended to Council for approval.

(ii) Assignment of Seats to the Centre for International Education & Languages

Decision:

- (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; and
- (ii) That it be recommended to Council that the ex officio seat originally allocated to the Executive Director of PACE be discontinued.

(iii) Education Governance Review

Decision:

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

(iv) Discontinuation of the College International Committee, the College Service Committee and the College London Committee

Decision:

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

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

- (iv) College Research Committee Terms of Reference
 - (v) Academic Board Elections
-

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) Improvement of PGR Student Experience Across Faculties
- (ii) Data Science, AI and Strategy Update
- (iii) King's Doctoral College Update
- (iv) Revised Research Publications Policy
- (v) Planning for REF 2029: Interim Code of Practice and Draft Open Access Consultation Response
- (vi) Research Culture

8. Financial health of the higher education sector and the impact on King's academic strategy

The Vice President (Finance) presented his report, which was intended to aid shared understanding of the international student picture at King's, key interdependences, associated risks and how King's was positioned to respond. He noted that King's strategy for growth was based on an assumption of increased numbers of international students at a time of great political uncertainty:

The Russell Group had expanded strongly in the past few years driven predominantly by an increase in the number of international students and the fees they pay. King's had more than doubled in financial size in the past ten years from £600m to £1.2b, and from 5000FTEs (full time equivalent) to 8000FTEs. King's had probably never been as financially strong as it was today. However, it held the same systemic risk as other institutions in the higher education sector in the UK by being dependent on high numbers of international students with predictability of growth, and without delivery of that assumption was difficult to see King's being able to maintain its current size and shape. The University was a single ecosystem, and had benefited from specific success stories of growth, especially King's Business School, but if there was a downturn in international student numbers, it was stressed that all faculties would be impacted.

During discussion, points raised included:

- If King's could not grow as set out in its strategy, it would grow smaller. Marginal efficiencies could be exercised: at present there was £350m from international student fees, and the three-year planning cycle would see that increase to £600m.
- Although King's was ahead of peer institutions, this was not a stable equilibrium, and change of some kind was therefore needed over the next few years.
- The Vice President (Research & Innovation) stated there was a risk in the University not meeting its numbers for research: the difference between King's research income and research expenditures was negative. In order to continue to increase its research activities the University could not do nothing – there was a need to increase income but also control expenditure. It could be a lot more selective in the research opportunities pursued but some of the most critical research opportunities were not cost effective. A more detailed paper would be brought to Academic Board later that year. [ACTION]
- A member questioned the underlying assumption that the University would continue to grow, and why becoming smaller was a bad thing. Growth came with increased costs. The Vice-Chancellor stated that the single answer was British funding for home students and inflation: in order to hold the size of the University stable, there would then be a need every year to have fewer British undergraduates.

- King's students were made up of 45% international students FTE to 55% home students FTE. To stay the same size, King's would need to reduce the number of home students. However, the distribution of international students was variable across the institution: it was quite balanced for the University as a whole but in some individual courses/faculties there was a much greater dependence on China. King's was more diverse than some other institutions but still carried high risk.
- China was the single largest contingent providing students, but not the majority. It was also pointed out that the ability of students to pay international fees was not evenly distributed across countries.
- It was noted that, post-Brexit, King's still attracted European students. A lot of the University's Strand based programmes were focussed on maintaining that attraction.
- While fees matter a lot, King's was also competing with all other destinations in the world, and other places were offering more incentives than King's, and more than the UK. The Vice-Chancellor noted that UK universities did not have the endowments that North American universities did. They used student fees to create scholarships and bursaries. King's had tried this in one jurisdiction this year, with Vice-Chancellor's Awards in India.
- It was requested that at future Academic Board meetings, the Board receive more oversight of how diversification was going. [ACTION]

9 Report of The Dean

9.1 Report of The Dean [AB-24-06-26-09.1]

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.

9.2 Election of Associates of King's College (AKC) [AB-24-06-26-09.2]

Item approved on Consent.

10 Report from Council

Noted.

11 Any Other Business

The Chair thanked members whose term of membership ended on 31 July 2024 for their commitment to the Academic Board:

Professor Richard Trembath, who is stepping down as Senior Vice President Health & Life Sciences at the end of this academic year. (Professor Trembath had given his apologies for today's meeting).

Dr Hannah Crawforth (A&H)
 Professor Nick Harrison (A&H) (standing down)
 Professor Kim Piper (FoDOCS)
 Professor Jeremy Green (FoDOCS)
 Dr Jack Fosten (KBS)
 Dr Juan Baeza (KBS)
 Dr Manasi Nandi (FoLSM)
 Prof Luc Moreau (NMES)
 Tomas Maltby (SSPP – maternity cover)
 Dr Harriet Boulding (Research – A&S)

Student members:

Steven Suresh – KCLSU President
 Sadaf Abbas Cheema – KCLSU VP Education A&S
 Janvi Jagasia – KCLSU VP Education
 Alizeh Abrar – KCLSU VP Postgraduate

Jenee Gardner – A&H
Jekaterina Polomarenko - FoDOCS
Emilia Britain - DPSoL
Mariana Ferreira Teixeira Da Silva - FoLSM
Navye Jain - NMES
Marie Martos - NMPC
Emil Galanides - IoPPN
Joep Lahaije – SSPP

There being no further other business, the meeting adjourned at 16:30.

Irene Birrell
College Secretary
June 2024

Academic Board**Meeting date** 30 October 2024**Paper reference** AB-24-10-30-03.2**Status** Final

Actions Log

Action required

- For approval
- For discussion
- To note

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

Meeting	Minute	Topic	Action	Owner	Deadline (and any Revisions)	Notes	Progress
26 June 2024	7.1	Amended Emergency Regulations (CEC Report)	A revised paper would come back to the Academic Board for approval, noting that in the meantime the current regulations remained in place.	CEC/ASSC Chair	October 2024 Academic Board	ASSC Chair re-consulted with the Emergency Regulations working group and revised paper responds to the points made in the discussion.	Complete – on 30 October agenda under report of the College Education Committee
26 June 2024	8	Financial Health of the HE sector	Difference between King's research income and research expenditure – Academic Board to receive a more detailed paper in the autumn term	VP Research & Innovation	March 2025		In progress
26 June 2024	8	Financial Health of the HE sector	It was requested that the Board receive more oversight of diversification	SVP (Academic)/Chair ABOC	October Board Meeting	Included at Appendix A in the Vice-Chancellor's report	Complete
6 March 2024	11	AOB: Module Evaluation Process	The Module Evaluation Process was due for review this year and would be brought to the Academic Board through the College Education Committee.	College Education Committee	September 2025 implementation.	Education Executive discussed and agreed that current practices around module evaluation needs to be changed and that some proposals will be put forward to a later meeting, with a Task and Finish Group to then be established to consider survey design, ready for September 2025 implementation.	In progress

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

Academic Board Business Plan

Strategic discussion

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

Strategies

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

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

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

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

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

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

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

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

Periodic updates from the Equality, Diversity & Inclusion Team.

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

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

Academic Board Annual Agenda Plan

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

Date	Item	Action	Responsible	Next Steps
30 October 2024	NSS, PTES & Student Experience	Strategic discussion	VP E&SE	
	BAF and AB-Council working	Strategic discussion	Governance	
	Revised Emergency Regulations	Approve	CEC	
	<i>OfS Conditions of Registration</i>	Approve recommendation	CEC	Council approval
	<i>Chief External Examiner overview report</i>	Approve	CEC	
	<i>Regular items approved by CEC</i>	Approve & Note	CEC	Update as necessary
	<i>Research Integrity Annual Statement</i>	Note	CRC	Council approval
	Research Publications Policy	Approve	CRC	
	<i>Researcher Concordat Action Plan: 2024</i>	Approve	CRC	
11 Dec 2024 (Strategic focus)	Campus based, online and hybrid education delivery	Strategic discussion	ED (SED) VP E&SE	
	EDI Update on current activity and plans	Discuss	EDI	
	<i>Annual Report on Student Misconduct, Appeals & Complaints</i>	Note	CEC	
	<i>King's Education Awards</i>	Note	CEC	
	<i>Annual Report of Examinations & Assessment</i>	Note	CEC	
	<i>External Examiner Reports 22/23 – overview of UG programmes</i>	Approve	CEC	
	<i>Regular items approved by CEC</i>	Approve & Note	CEC	Update as necessary
5 March 2025	Research Topic – research income and research expenditure / research culture	Strategic discussion	VP (R&I)	
	<i>Regular items approved by CEC</i>	Approve & Note	CEC	Update as necessary
9 April 2025	Strategic discussion topic TBD			
	<i>Regular items approved by CEC</i>	Approve & Note	CEC	Update as necessary
2 July 2025	Strategic discussion topic TBD	Strategic discussion		
	<i>Student Terms & Conditions 2024-25</i>	Approve	ED (S&E)	Publish
	<i>Assessment Boards UG and PGT Awards Data</i>	Note	CEC	
	<i>Academic Regulations 2024-25</i>	Approve	CEC	
	<i>Degree Outcome Statement update 2024-25</i>	Approve	CEC	
	<i>External King's validation regs: RADA and ICCA</i>	Approve	CEC	
	<i>External Examiners Report (PGT)</i>	Approve	CEC	
	<i>EDI update</i>	Discuss	EDI	

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-05.1
Status	Final

Board Assurance Framework & link to Academic Board Functioning

Action required

- For approval
 To recommend for approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	To provide an update on the development of a Board Assurance Framework (BAF) (as recommended by the Governance Effectiveness Review 2023) and its' implications for the functioning of Academic Board
What are the key points/issues?	<ul style="list-style-type: none"> • Council has endorsed the introduction of a Board Assurance Framework as an enabler for successful delivery of the Strategy and as a single point of reference for ensuring that compliance and reporting obligations are met. • Twelve thematic areas have been identified by a working group of Council and mapped against assurance focus/associated strategic objective/enterprise risk/reporting metrics. • Governance oversight of the operation of the BAF will be undertaken on behalf of the Council by the Audit, Risk and Compliance Committee, with individual assurance areas overseen by individual committees of Council (including Academic Board). • Workshops with key stakeholders will be scheduled over the coming months, to test working proposals and seek to raise awareness, ahead of full implementation from March 2025.
What is required from members?	Feedback on (i) the Board Assurance framework (ii) those assurance areas assigned to Academic Board (iii) Engagement with workshops in Spring 2025

Paper History

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

Paper Submitted by:

Dr Sinéad Critchley, University Secretary and Director of Assurance

Board Assurance Framework & link to Academic Board

Functioning

In line with the expectations of the Office for Students (OfS) and the Committee of University Chairs (CUC) Higher Education Code of Governance, and in accordance with its own Ordinances, King's commissioned an external review of governance effectiveness in 2023. The terms of reference of the review, which was conducted by Advance HE, ensured that there was direct engagement with Council and its committees, but also with a wide cross-section of the King's community through a range of focus groups, meetings (including with UCU, Unison, Unite, KCLSU), and a wider consultation exercise with King's staff and students, with engagement of over 500 members of the community. The report is published here <https://www.kcl.ac.uk/about/assets/pdf/king's-college-london-governance-effectiveness-review-2023-24.pdf>

There are a number of recommendations relating to Academic Board contained within the report, which are at various stages of implementation, under the oversight of the Governance and Nominations Committee (GNC). Academic Board will receive a comprehensive update in due course, once GNC has considered the governance effectiveness review implementation update report at its next meeting.

At its meeting of 17 April 2024, Academic Board was advised that one of the governance review recommendations which would have implications for how Academic Board operates was the provision of academic assurance reports to Council (to be encapsulated within a wider Board Assurance Framework).

In the intervening months, a first iteration of the Board Assurance Framework (BAF) has been developed by a working group of Council, and a draft framework produced (see **Annex 1**).

The framework identifies twelve thematic areas mapped to King's strategic goals and enablers, to defined areas of assurance focus, identifies the responsible executive/executive committee/assurance committee, and references across to the relevant strategic objective and enterprise risk.

The framework also moves responsibility for oversight of risk from the Audit, Risk and Compliance Committee (ARCC) to individual standing committees of Council, which will be required to give scrutiny to those areas of assurance where they are expert (see **Annex 2**).

Implementation of the BAF will be overseen by the ARCC and will be workshopped over the coming months with Executive owners and with Committees of Council, including Academic Board.

It is anticipated that a full report will be presented at the March 2025 meetings of Academic Board and Council, ahead of implementation of the BAF across the governance structure.

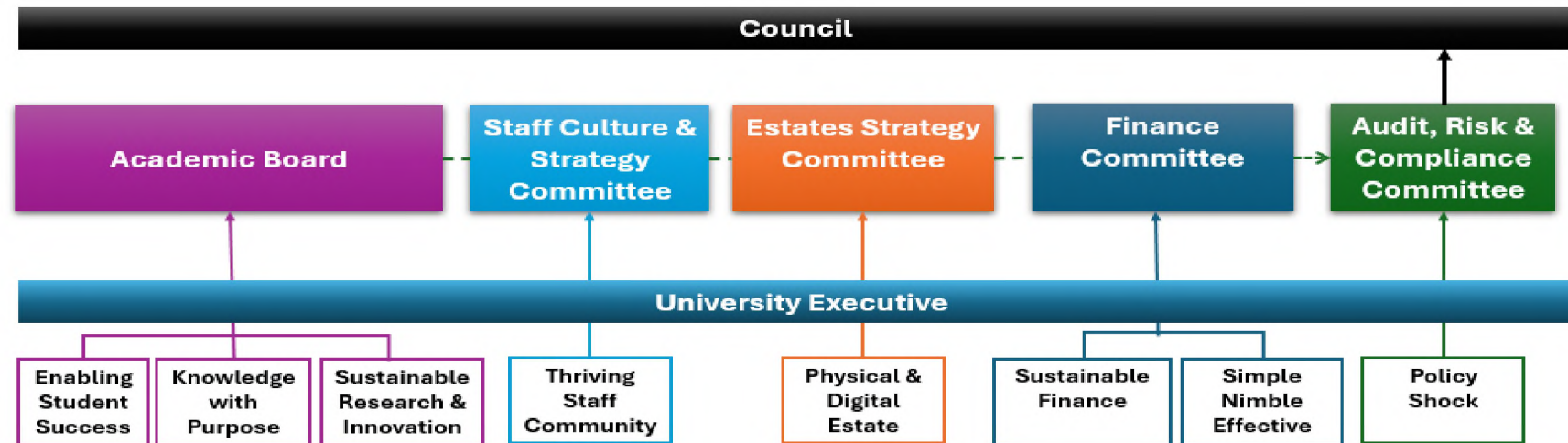
Dr Sinéad Critchley, University Secretary and Director of Assurance
October 2024

Board Assurance Framework

#	Strat theme	Strategy 2026 Goal & Enabler	BAF Assurance Focus	Responsible Executive	Executive Committee	Assurance Committee	Key Associated Strategy 2026 Objectives	Associated Enterprise Risk #
1	FOUR KEY GOALS	Enabling Student Success	That the value King's academic qualifications is maintained, that a high level of academic integrity continues to be a feature of those qualifications, and the quality of a King's degree remains above the minimum required by the regulator.	SVP (Academic)	University Executive	Academic Board	1.2	1
2			That a high quality of student experience is offered to King's students, including support throughout the student lifecycle and appropriate student outcomes.	VP (Education and Student Success)	University Executive	Academic Board	1.1; 1.4	1
3		Knowledge with purpose: service and impact	That teaching and research at King's has real-world impacts, either through the opening of education to groups who are vulnerable or under-represented in HE, through high-impact collaborations and partnerships, or through translational research.	SVP (Academic)	VMM	Academic Board	1.3; 3.4; 4.2; 4.3	1, 4, 12
4		Sustainable Research and	That the University continues to produce high quality and impactful research which is financially sustainable and geared towards attracting optimum level of funding through multiple channels and maintaining a supportive and thriving research environment and culture.	VP (Research)	University Executive	Academic Board	3.1; 3.2; 3.3; 3.4; B.2	3
5		Innovation Excellence	That the University continues to comply with its' regulatory and legal obligations, so that it can undertake the level of academic research required to remain cutting edge	VP (Research)	University Executive	Academic Board	3.5	2
6		Thriving Staff Community	That the University attracts, retains and motivates all staff to create a thriving staff community	VP (People & Talent)	VMM	Staff Culture & Strategy Committee	2.1; 2.2; 2.3	5
7		Simple, Nimble, Effective	That the administrative and ancillary support infrastructure for the core academic mission operates at an optimal level, providing both ease of use for those who need to access it and value for money corporately.	SVP (Operations)	VMM	Finance Committee	A.1; A.2; A.3; C.3	7, 8
8		Physical & Digital Estate	That the physical estate is fit for its current purpose and that appropriate measures are being taken to undertake planning for the future physical needs of the core academic mission.	SVP (Operations)	VMM	Estates Strategy Committee	B.1; B.3; C.2	

9	THREE KEY ENABLERS		That the digital estate is fit for its current purpose and that digital transformation is being approached at appropriate pace, taking into account all pedagogical, administrative & support needs as appropriate, whilst ensuring that the cyber security posture is appropriately mature.	SVP (Operations)	University Executive	Estates Strategy Committee	1.2; 3.3; B.1; B.2; B.3	8
10		Sustainable Finances	That the target for student numbers is capable of supporting the strategic plan and growth at the University and fully takes account of an appropriate market diversification, splits between level of study, and the mix of educational delivery methods.	SVP (Operations) / SVP (Academic)	University Executive	Finance Committee	1.3; C.1; C.4	9
11			That the year-on-year target operating surpluses (including income from all sources) are delivered in order to achieve a 7.5% surplus in 2029 to support capital investment ambitions.	VP (Finance)	University Executive	Finance Committee	C.1; C.2; C.3; C.4	9, 10, 12
12	OTHER	Underpins all	That the University is adequately prepared for policy shocks or the fallout from geopolitical events and has a horizon scanning & resilience capability which minimises the possibility of it being unsettled by unforeseen events.	SVP (Operations) / SVP (Academic)	VMM	Audit, Risk and Compliance Committee	C.1	11, 14

Governance Structure



Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-05.2
Status	Final
Access	Members and Senior Executives – Note RESERVED items due to S.43, commercial interests

NSS and PTES and Student Experience

Action required

- For approval
 To recommend for approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	The National Student Survey (NSS) achieved its highest-ever response rate of 78% (5,301 students), outperforming the national average. Despite this, King's College London's average score remained at 75.5%, consistent with last year.
What are the key points/issues?	Notable strengths were in Teaching on My Course (83.2%) and Learning Resources (84.8%). While there were slight improvements in Organisation & Management and Student Voice, Assessment & Feedback dropped. King's overall ranking fell from 19th to 22nd within the Russell Group.
What is required from members?	Discussion

Paper History

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

Paper Submitted by:

Professor Adam Fagan, Vice President (Education & Student Success)

NSS and PTES: Executive Summary

The National Student Survey (NSS) achieved its highest-ever response rate of 78% (5,301 students), outperforming the national average. Despite this, King's College London's average score remained at 75.5%, consistent with last year. Notable strengths were in Teaching on My Course (83.2%) and Learning Resources (84.8%). While there were slight improvements in Organisation & Management and Student Voice, Assessment & Feedback dropped. King's overall ranking fell from 19th to 22nd within the Russell Group (RG).

The Postgraduate Taught Experience Survey (PTES) response rate was 28%, above the sector average. Overall satisfaction decreased by 1% to 82%, placing King's 67th out of 107 institutions, down from 50th last year. Improvements were noted in seven out of 11 themes. However, Students' Union and Community remained low scoring areas. Online students reported lower satisfaction in most themes. Key issues include timeliness of feedback and limited contact time with staff, with demographic satisfaction gaps remaining a concern.

Whilst our scores in 2023/24 did not worsen and there are clear signs of improvement, other universities (particularly in the RG) improved their ratings and thus our overall ranking within the RG has dropped.

Based on extensive analysis of the data, we have clear and cogent strategies for addressing the key issues (via Student Futures). For example, TASK <https://www.kcl.ac.uk/about/strategy/learning-and-teaching/task> will transform assessment and feedback and is responding to all of the issues raised by students in recent years; similarly, the wide-ranging system improvements relating to timetabling and course management will address issues raised as part of 'Organisation and Management'.

However, we cannot wait for the impact of such interventions to take effect – we have to respond quickly and decisively to address issues appertaining to student support, marking, staff availability and responsiveness, and the support processes around placements (health faculties).

All faculties have received detailed feedback and guidance from the Senior Vice President (Academic), Professor Rachel Mills, and the Vice President Education, Professor Adam Fagan. Action plans have been approved and the necessary resources agreed to ensure that we deliver progress quickly in the weeks and months ahead. Executive Deans and faculty senior leadership teams are fully on-board.

The action plans and progress will be closely monitored in the coming months and will form the basis of all interactions with faculties. This is a primary focus, and Academic Board will receive updates as and when appropriate.

Whilst PTES data are not published and do not inform national league tables, King's has a significant number of PGT students, and we need to respond with no less vigour. All faculties will develop specific action plans and will ensure that progressive initiatives introduced for UG students are, where appropriate, extended to cover master's programmes.

Detailed analysis:

NSS

- This year, we had our largest ever survey population and response rate, with 5,301 students participating (78% of eligible students), surpassing the national average of 72.3% and the highest in the Russell Group.
- Despite the improved response rate, the average score for King's remains at 75.5%, unchanged from last year. **Teaching on My Course** (83.2%) and **Learning Resources** (84.8%) also remain stable and are key strengths.
- Improvements were seen in **Organisation & Management** (66.7% to 68.5%) and **Student Voice** (66.5% to 67.9%), while **Assessment & Feedback** dropped from 67.9% to 66.2%, largely driven by a -6.1% drop in feedback timeliness. **Academic Support** continues to perform well, with only a slight decrease from 80.6% to 80.5%.
- Top-performing questions include **teaching staff's ability to explain** (89%) and **library support** (89%). The lowest-performing question was about **acting on student feedback** (52.8%), though there was a 3% improvement in how much student opinions are valued.
- The Students' Union score dropped from 68.9% to 66.7%, with King's ranking 17th in the Russell Group (down from 11th in 2023).
- While positivity increased across the sector, King's scores remain unchanged, lagging behind the Russell Group in all major categories. Our ranking dropped from 19th to 22nd out of 24 institutions. 11.5% separates the top (Sheffield) and bottom (Edinburgh) performing Russell Group institutions, with a very compressed inter-quartile range of 2.9%.
- The majority of respondents were from the 2021-22 intake, which experienced significant over-recruitment due to higher A-level grades. Some of the most affected areas, such as IoPPN and KBS, showed strong results, with satisfaction unaffected or improved despite the challenge.



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King's College Academic Board

Meeting date 30 October 2024

Paper reference KCC-24-10-30-06.1

Status Final

Access Members and Senior Executives – Note *RESERVED* items due to S.43, commercial interests

Vice-Chancellor's Report

Action required

- For approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	Report from Vice-Chancellor & President highlighting current issues and events and developments since the last meeting of Academic Board
What are the key points/issues?	Admissions; Israel/Gaza; King's/Portsmouth Medical School; SUSTech – King's School of Medicine.
What is required from members?	To note

Paper Submitted by:

Vice-Chancellor & President

Vice-Chancellor's Report

Section A - Current topics

Admissions update - RESERVED

[REDACTED]

[REDACTED]

[REDACTED]

Israel/Gaza Update

The campus has remained quiet over the summer, and we have used the time to gather lessons learned. We've strengthened operational policy and procedures; free expression is still protected but we will not authorize (implicitly) occupations or tents in the future – protest and free expression can be supported without either and this helps us to balance the rights of protestors with everyone else using the campus. Student protestors at different universities have spent the summer organising and there is now a national movement with stronger coordination in place. Whilst we have no immediate intelligence of disruption, we should expect activity over the autumn. We have communications and events in place for the 1-year anniversary and after. The extension of the crisis to Lebanon has meant we have proactively contacted students of Lebanese origin (c250) to offer support.

King's/University of Portsmouth Medical School Launch

As planned, 54 students were enrolled on the new KCL MBBS Branch Campus programme this summer, beginning their studies in the newly refurbished University of Portsmouth premises on 19th August. The branch campus was formally opened on 13th September by Professor Elizabeth Hughes, Medical Director, Workforce Training and Education Directorate at NHS England. Both

University V-Cs, Provosts, and several other senior colleagues were present alongside Faculty members, the Lord Mayor of Portsmouth, Stephen Morgan MP and the new student cohort.

The cohort of 54 home student places was provided by KCL, with a matched rise in capped overseas London student numbers agreed the UoP branch gains independent status (anticipated when the first cohort graduate). NHSE has provided a further 13 home places for 2024/5, as part of student expansion, and a further increase is anticipated. This development was possible at speed because of previous FoLSM business development experience gathered through work with SUSTech. It provides a useful model for a spectrum of similar initiatives in the UK and internationally in the future.

SUSTech-King's School Opening

King's College London and the Southern University of Science & Technology (SUSTech) have established the "SUSTech-King's School of Medicine" located on the SUSTech campus in Shenzhen, China. The School is delivering two joint undergraduate [as yet non-Clinical] programs from September 2024:

- BSc Biomedical Science; and
- BEng Biomedical Engineering.

The programmes are aimed at Chinese students and are taught completely in China by King's and SUSTech academics. The first cohort has 25-30 students on each programme; this will increase over four years to a steady state intake of 55 on the BSc and 70 on the BEng. Students are registered at both KCL and SUSTech and will receive double awards i.e. separate degree certificates from KCL and SUSTech attesting to the successful completion of a single programme.

We inaugurated the School with an enrolment ceremony for the first cohort of students on 2nd September 2024. The event included speeches by the SUSTech and KCL Presidents and concluded with the unveiling of a plaque to mark the new School building. A delegation from SUSTech is visiting King's on 28th-29th October to explore how this collaboration can be further enhanced.

Shitij Kapur, Vice-Chancellor & President
October 2024

These pages have been redacted

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-06.2
Status	Final

Report on Chair's Actions

Action required

- For approval
 For discussion
 To note

- Motion:** That the following Chair's Actions taken during the summer/autumn 2024 be confirmed:
- (a) Approval of Amendments to Student Terms and Conditions 2025/2026 **Annex 1**
 - (b) Mitigating Circumstances Policy – amendment **Annex 2**
 - (c) Approval of additional amendments to the Academic Regulations 2024-2025 **Annex 3**
 - (d) Postgraduate Taught Dissertation Framework
 - (e) Approval of Singhasari Terms & Conditions 2025/2026 **Annexes 4 & 5**

Paper Explanation for Members

Why is this paper being presented?	Council's Ordinances provide that for standing committees of Council, in between Ordinary Meetings of a Committee, the Chair of a Standing Committee of Council (or a Vice-Chair in the Chair's absence) may take action on behalf of that Committee in matters which, in the Chair's opinion, are urgent or non-contentious, and shall report such actions to the next meeting of the Committee for confirmation.
What are the key points/issues?	<ul style="list-style-type: none"> (a) Approval of Amendments to Student Terms and Conditions 2025/2026 – <i>Chair's Action 19 August and 10 October 2024</i> (b) Mitigating Circumstances Policy – amendment – <i>Chair's Action 5 July 2024</i> (c) Approval of additional amendments to the Academic Regulations 2024-2025 - <i>Chair's Action 1 August 2024</i> (d) Postgraduate Taught Dissertation Framework - <i>Chair's Action 1 August 2024</i> (e) Approval of Singhasari Terms & Conditions 2025/2026 – <i>Chair's Action 6 October 2024</i> <p>All annexes can be found by members in the Academic Board Teams Knowledge Area</p>
What is required from members?	Confirmation of decisions.

Paper Submitted by:

Dr Sinéad Critchley, University Secretary & Director of Assurance

Report on Chair's Actions

1. Amendments to Student Terms and Conditions 2025/2026

Academic Board approved 11 sets of Terms & Conditions at its June meeting. Ordinarily, after that approval process, the various sets of College T&Cs would then be published on the King's website and used for making offers to students.

Unfortunately, following Academic Board approval this year, King's in-house legal team became aware that the Office for Students (OfS) had just published reports into action taken by the OfS and National Trading Standard (NTS) against a couple of providers due to their respective student T&Cs. This included the University of Manchester. Legal Counsel revisited King's sets of T&Cs before publication, to ensure the risk of OfS/NTS intervention was mitigated.

Date of Chair's Action: 19 August 2024. See AB Teams Knowledge Area, [AB-24-10-30-06.2-Annex 1a](#)

The changes made to the 2025/2026 General also needed to be reflected in other sets of College T&Cs (as they are predominantly based on the General set for consistency).

Date of Chair's Action: 10 October 2024. Members: [See Teams Knowledge Area: Annexes 1b-g](#)

Summary of changes made to General Student T&CS 2025/2026 since Academic Board approval

Clause	Change
Throughout	General clarity to terminology throughout the T&Cs to aid students in their understanding of the respective provisions.
9.4.1	Addition of full refund wording where a student terminates their contract with King's due to a substantial change to their course prior to enrolment.
9.4.5	Addition of wording that a student "may" be entitled to a full or partial refund where they terminate their contract with King's due to a substantial change to their course post enrolment.
9.5.2	Removal of Covid-19 as a force majeure event.
9.5.5	Change of position: Original position – students remain liable for tuition fees and sales tax incurred up to the date they inform us they are terminating their contract due to a force majeure event. New position – students "may" be entitled to a full or partial refund "depending on the circumstances" which will be determined in accordance with our Student Protection Plan should they terminate their contract due to a force majeure event.
9.7.2	Removal of provisions which limit King's liability to students. King's should be providing secure IT facilities and the application of and need for (d) was unclear so it's been removed.
15.3	Removal of entire agreement clause given pre-sale/marketing information forms part of our offer to students.

The following sets of terms & conditions now aligned with the general set of terms & conditions:

- Pre-Sessional 25/26 T&Cs **Annex 1b**
- International Foundations 25/26 T&Cs **Annex 1c**
- Prepare for Postgraduate 25/26 T&Cs **Annex 1d**
- King's Digital Course Level 25/26 **Annex 1e**
- King's Digital Module Level 25/26 **Annex 1f**
- Executive MBA 25/26 **Annex 1g**

(The sets of Terms & Conditions for King's Language Centre (KLC) are not included as KLC had to advertise their programmes and therefore publish their sets of T&Cs over the summer. Legal Counsel works on the KLC T&Cs a year behind the rest so they will have the chance to realign the KLC Ts&Cs for their 25/26 intake in the new year when the usual annual T&Cs review is carried out.)

2. Mitigating Circumstances Policy

At Academic Board we couldn't finalise approval of the mitigating circumstances policy due to a member querying an aspect of the policy prior to Academic Board. Agreement was given for this work to be completed outside Academic Board, and for approval to be given via Chair's Action by CEC (for the revision to a policy CEC had already approved), and Academic Board.

Annex 2 is the final Mitigating Circumstances Policy. It includes the change requested prior to Academic Board, which is as follows:

7.12 has been amended to: Where a deferral or extension is offered, the University's policy on the provision of feedback will apply ~~from the date of submission, or the original deadline, whichever is later~~ from the revised deadline.

This was requested because "date of submission" is open to interpretation and could be seen as any date the student submits within the assessment window. This would make it very difficult for professional services staff to track effectively as they would be required to review feedback due dates on a daily basis.

Date of Chair's Action: 5 July 2024.

3. Academic Regulations 2024-2025

At the June Academic Board representatives from the Faculty of Natural, Mathematical & Engineering Sciences (NMES) queried some of the regulatory changes and the Board was therefore unable to approve those particular changes. Agreement was given for approval via Chair's Action by CEC, and Academic Board Chairs. See **Annex 3** for the revisions that have now been approved via Chairs' Action (NMES colleagues having seen and agreed to them).

Date of Chair's Action: 1 August 2024.

4. Postgraduate Taught Dissertation Framework

The June Academic Board meeting could not finalise approval of the Postgraduate Taught Dissertation. Agreement was given for this work to be completed outside Academic Board, and for approval to be given via Chair's Action by College Education Committee (CEC) and Academic Board Chairs. The revisions have now been made and the member of Academic Board who raised concerns is content with the amendments below. This has now received approval via Chair's Action from both CEC and Academic Board Chairs.

Date of Chair's Action: 1 August 2024.

Summary of changes and the rationale for each change:

1. Clause 4.3 (bullet point 1)

Current	Amendment	Rationale
Supervisors should be available for students throughout the dissertation period during working hours and should ensure students are provided with their professional contact details at the start of the process.	Supervisors should be available for students throughout the dissertation period during working hours (subject to 3.8 and the bullet points below) and should ensure students are provided with their professional contact details at the start of the process.	This text has been added to clarify that staff are not expected to be available where a cut-off point for supervision has already been communicated at the start of the year (clause 3.8), and/or where they have already communicated intended periods of absence where supervision will not be possible (bullet points in clause 4.3)

2. Clause 4.3 (bullet point 2)

Current	Amendment	Rationale
Supervisors should be contactable during the summer vacation period and should notify students in advance of intended holiday periods where supervision will not be possible. Any standardised cut-off points for supervision must be communicated at the start of each academic year (see 3.8).	Supervisors should be contactable during the summer vacation period and should provide students with suitable notice notify students in advance of intended holiday vacation periods where supervision will not be possible. Any standardised cut-off points for supervision must be communicated at the start of each academic year (see 3.8)."	<p>We have amended the word 'holiday' to 'vacation' as it was noted that the term 'holiday' could be misinterpreted as religious holidays, for example.</p> <p>We are mentioning summer (as opposed to winter, for example) as we understand from the Working Group that PGT dissertations are completed over the summer. The group did not raise any other dissertation patterns for consideration.</p> <p>We have amended 'supervisors... should notify students in advance of...' to "supervisors... should provide students with suitable notice of..." as this is less vague and clarifies the expectation that students are informed with appropriate notice.</p>

3. Clause 4.3 (bullet point 8)

Current	Amendment	Rationale
Supervisors should be able to indicate to the student the standard of work in progress and relate this to relevant marking criteria.	For work that will form part of the final assessed material , supervisors should be able to indicate to the student the general standard of work in progress and relate this to relevant assessment criteria. This work could include, but is not limited to, a draft chapter, a draft literature review, or a draft presentation.	This additional wording and the examples now provided clarify that the clause is referring to student work that will form part of the assessed submission (i.e., staff would not be expected to relate other types of non-assessed work, such as experiments/calculations, to the assessment criteria if they do not form part of the final assessment output).

4. Clause 6.3

Current	Amendment	Rationale

<p>All students are entitled to receive formative feedback (this may be written or verbal) on at least two occasions, which should be:</p> <ol style="list-style-type: none"> 1. Feedback on a project proposal at the start of the process. Where the initial proposal needs to be revisited due to substantial changes, a student is entitled to ask for further feedback on the proposal on one further occasion. 2. Feedback on at least one draft chapter. Students are responsible for ensuring that any drafts are sent to their supervisor in a timely manner ahead of any published deadlines. Feedback may not be provided if the draft is not received by the supervisor in a reasonable timeframe. 	<p>All students are entitled to receive formative feedback (this may be written or verbal) on at least two occasions, which should be:</p> <ol style="list-style-type: none"> 1. Feedback on a project proposal/plan (or equivalent) at the start of the process. Where the initial proposal/plan needs to be revisited due to substantial changes, a student is entitled to ask for further feedback on the proposal/plan on one further occasion. 2. Feedback on at least one draft chapter. Students are responsible for ensuring that any drafts are sent to their supervisor in a timely manner ahead of any published deadlines. Feedback may not be provided if the draft is not received by the supervisor in a reasonable timeframe. 	<p>It has been flagged that not all students will necessarily have to submit a proposal if they are in a department where the topic/project is set by the programme. However, there is still expectation that students in this situation will create some sort of project plan at the start of the process. The working group discussed this and felt that it was important to give students feedback at the start of the process so they feel confident with proceeding.</p> <p>We have added “/plan (or equivalent)” in recognition of the fact that not all students will have to submit a proposal.</p>
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5. Terms & Conditions 2025/2026 for students studying at the campus at Singhasari, Indonesia

- 5.1 A small number of the standard Terms & Conditions for Students do not apply to students studying for our programmes in Indonesia, including those relating to visas and to processes for paying fees. A modified version of the Terms & Conditions for Students has therefore been approved for these students.
- 5.2 King’s admitted its first cohort of students to take the MSc in Digital Economies (South East Asia) in October 2024. This programme is delivered in a campus purpose-built for King’s within the area of the Singhasari Special Economic Zone (SEZ) near Malang in the province of East Java, Indonesia, through a combination of asynchronous material, live weekly webinars delivered by colleagues in the Department of Digital Humanities (DDH), Faculty of Arts & Humanities, and face-to-face teaching by academics from DDH.
- 5.3 This is the first of a planned set of five programmes to be rolled out over the next five years. The second, MA Digital Futures (South East Asia) will be starting in January 2025.
- 5.4 The programmes are being developed in partnership with a Foundation set up for this purpose by Singhasari SEZ, called, Yayasan Kings Singhasari Indonesia (King’s Singhasari Indonesia Foundation). It is this Foundation that holds the license from the Indonesian Ministry of Education to deliver the programmes, although all academic elements of the programmes are delivered by King’s, including assessment, awarding of degrees etc. The first two programmes have been approved by PDASC and gone through all the standard King’s QA processes.
- 5.5 The license was only finally given to the Foundation in June 2024, due to various delays on the part of the Indonesian bureaucracy. Because of this it was not possible to have the Terms & Conditions for study beginning 2024/5 ready to go through the usual sequence of meetings within the Academic Year 2023/4. This is why it was necessary to use Chair’s action.
- 5.6 There are only small differences between the standard T&Cs and those being given to students on the Indonesian programmes. In this document ‘Standard T&Cs’ refers to General Terms and Conditions for Students for study beginning 2025/6. These were used as a model as they represent the most up-to-date version available. The main differences relate to:
- 5.7 Visas (4.2 in the standard T&Cs)

- 5.8 Fee payments (six in the standard T&Cs, seven in the King's-Singhasari T&Cs)
- 5.9 Visas: Since the students will not be travelling to the United Kingdom, King's has no responsibility for their immigration status. Students will in the first instance all be Indonesian citizens studying in their home country. This section has therefore been removed entirely.
- 5.10 Fee payments: the Foundation will be responsible for collecting tuition fees, and King's will invoice the Foundation. Issues relating to immigration status do not apply. Indonesian students do not have access to the Student Loans Company. We are expecting most students either to be sponsored by their employers, or to receive funding from the Indonesian government scholarship programme, Lembaga Pengelola Dana Pendidikan (LPDP).
- 5.11 To reflect this, there have been some changes made to the following paragraphs:
- 5.12 Standard T&Cs 4.2, 6.1.1, 6.3.3 (d), 6.5.2, 6.5.3, 6.8.1 (k), 6.9.2, 7.3,8.5, 8.6, 9.2.2, 9.5.6 – deleted
- 5.13 King's Singhasari T&Cs 1, 10.3.1 (d) – added
- 5.14 1.3 is replaced by 2.3
- 5.15 4.1.4 (e) is replaced by 5.1.4 (e)
- 5.16 6.4 is replaced by 7.5
- 5.17 6.5.1 is replaced by 7.6.1
- 5.18 6.6-8 are replaced by 7.7-9
- 5.19 7.1.8 is replaced by 8.1.8
- 5.20 8.2 is replaced by 9.2
- 5.21 8.7 is replaced by 9.5
- 5.22 9.4.2 is replaced by 10.4.2
- 5.23 11.3 is replaced by 12.3
- 5.24 Along with the T&Cs, students are sent a document called King's Singhasari Indonesia Foundation Registration, which provides details for them of arrangements for paying fees to the Foundation, and about data sharing and the complaints process.

Professor Hugh Bowden, College Academic Lead for Indonesia, 10 October 2024

Annex 4 – General Terms and Conditions for Students of King's Singhasari Foundation for study beginning 2024/5

Annex 5 – King's Singhasari Indonesia Foundation Registration

Date of Chair's Action: 6 October 2024.

Members can access all annexes on the Academic Board Teams Knowledge Area

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-07
Status	Final

KCLSU Officers' Report

Action required

- For approval
 To recommend for approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	Report of KCLSU introducing the officer team and covering developments to strategic objectives.
What are the key points/issues?	<ul style="list-style-type: none"> • Introduction to the 24/25 officer team. • KCLSU Strategic Updates: Building collective power for educational and social change, and equipping students to lead. • An overview of KCLSU's draft of 'The Union Agenda' and how officer priorities fit within this new long-term vision for change.
What is required from members?	The Officers welcome Academic Board colleagues to reach out if they can provide additional context or collaboration to help further their vision for change at King's. King's colleagues are also invited to get in touch with the relevant KCLSU staff teams to follow up or enhance collaboration regarding the staff-led activities outlined in this paper.

Paper History

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

Paper Submitted by:

VP Education Health, VP Education Arts & Sciences, and VP Postgraduate; Student Officers; King's College London Students' Union

KCLSU Officers' Report

The Academic Board receives a report from the King's College London Students' Union (KCLSU) at each of its meetings. This is the first paper from the 24/25 Officer team. This update summarises our recent activity, framed around three of KCLSU's four new strategic objectives. These objectives are:

Building collective power for educational and social change

Activity:

- Union Agenda: Our collective vision for change at King's
- KCLSU's Officers for 24/25
- Student Futures, Campus Futures and Transformation Office partnerships
- National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES)

Equipping students to lead

Activity:

- Academic Board Student Members

Developing communities for all

Activity:

- Low Participation Event Programme

The Officers welcome Academic Board members to reach out if they can provide any additional context to help develop our vision for change or would like to collaborate with us to further our objectives for the year.

Members are also invited to:

- Consider what Academic Board business, and in what format, might be suitable for Officers to share with the KCLSU Accountability Panel and with the wider student body
- Attend the King's Academy x KCLSU CPD session on enhancing student voice partnership for colleagues in leadership positions (24th October, 11am-12:30pm): [SkillsForge link](#)
- Encourage relevant staff to attend the range of King's Academy x KCLSU CPD courses on student voice: [Intranet link](#)
- Get in touch with relevant KCLSU staff teams to follow up or enhance collaboration regarding the staff-led activities outlined in this paper
- Share their views of what it would be helpful for us to include in future updates to Academic Board

Building Collective Power for Educational and Social Change

Union Agenda: Our collective vision for change at King's

We are pleased to announce the upcoming launch of KCLSU's Union Agenda: our collective vision for change at King's. We've consulted with our members and partnered with King's colleagues, Russell Group Students' Unions, the National Union of Students, Wonkhe, and the Office for Students, to commit to a longer-term, evidence-based vision for student voice, student rights, and best practice for universities.

We recognise that change takes time. Our new vision will allow us to think strategically beyond the one-year term of our Officer priorities and ensure that our work this year is incorporated into our six policy zones, sustaining momentum and ensuring our legacy. These policy zones outline our six key asks of King's:

1. Operation and Management of Education

- **Objective:** Ensure a smooth, efficient, and effective educational operation from admission to graduation.
- **Vision:** Timetables that accommodate both extracurricular activities and academic success, support for faith-based needs, and exam schedules that enhance student performance.

2. Student Life and Support

- **Objective:** Provide supportive, enriching, and inclusive services that improve the student experience.
- **Vision:** Affordable and accessible accommodation, a robust network of support systems, and career support that offers practical learning experiences.

3. Ethics and Values

- **Objective:** Foster a university experience driven by ethical principles and values.
- **Vision:** Transparency in university operations, engagement with ethical and social impact, and a collective student voice around humanitarian support and community advocacy.

4. Campus Spaces

- **Objective:** Develop well-equipped, purpose-built spaces that meet the needs of the current and future student population.
- **Vision:** Sustainable and adaptable campus spaces that support teaching excellence and personal development, with a focus on accessibility.

5. Enhanced Teaching and Learning






- **Objective:** Provide a stimulating educational experience with fair and high-quality learning opportunities.
- **Vision:** Simplified and transparent assessment processes, timely and tailored feedback, and diverse teaching methods that challenge dominant Eurocentric narratives.

6. Access to Education

- **Objective:** Ensure financial barriers do not hinder the student experience.
- **Vision:** Readily accessible financial support packages, lower costs across campus, and support for students from disadvantaged backgrounds.

KCLSU Officers 24-25

We were democratically elected in KCLSU's largest-ever election, reflecting a strong mandate from the student body. Below are our specific Officer Priorities that we will be working towards this year, and the Union Agenda policy zones that we will be furthering through our work.

	<u>Name & Role</u>	<u>Officer Priorities</u>	<u>Policy Zones</u>
	Sheeba Naaz VP Postgraduate vpp@kclsu.org	Decolonised and diversified curricula Festival-friendly timetables Focused employment guidance	Operation and management of education Student life and support Enhanced teaching and learning
	Julia Kosowska VP Education (Health) vpeh@kclsu.org	Cost of studying in London Transparency towards students System improvements (e.g., MCFs, personal tutors, assessment & feedback)	Operation and management of education Ethics and values Access to education
	Madeeha Saher VP Education (Arts & Sciences) vpeas@kclsu.org	Sensitive timetabling Transformed assessment and feedback Laptop bursaries	Operation and management of education Enhanced teaching and learning Access to education
	Virajit Singh VP Activities & Development vpad@kclsu.org	Bringing back the Cultural Ball Expanding student pantries Participation funds for extra- and co-curricular activity	Student Life & Support Campus Spaces Access to Education
	Haneen Farid (HF) VP Welfare & Community vpwc@kclsu.org	Women's gym access Affordable student housing Ethical engagement & social impact	Student life & Support Ethics & Values Campus Spaces

Student Futures, Campus Futures and King's Transformation Office Partnerships

KCLSU has collaborated with the Transformation Office (TO) to ensure student input in TO programmes, including a full-time Student Voice Design Manager (SVDM), Siyang Wei. The role is funded by Student Futures, with more Student Voice staff to be recruited in late 2024.

The role has enabled KCLSU to develop a consistent approach to student voice across the Student Futures portfolio, aligned with the Student Voice Partnership Agreement (SVPA) and by utilising the KCLSU Student Voice Design Framework (SVDF). During the project initiation phase, the SVDM has worked closely with TASK, Single View of Students, and King's Edge/Experience teams to develop their approaches to meaningful student voice.

KCLSU is also collaborating with Jo Turville, Mark French, and Campus Futures colleagues to develop sustainable student voice processes for King's estates and facilities. This term, the focus will be on students' needs for informal learning/social spaces and communicating Campus Futures activities and outcomes to our students.

This partnership has fostered positive relationships across King's. Through working with King's Academy colleagues on student voice for TASK projects, we have collaborated to launch new CPD [workshops](#) for 2024/25 focused on enhancing student voice and partnership and are developing guidance on implementing the SVPA and SVDF for all King's staff.

National Student Survey (NSS) and Postgraduate Taught Experience (PTES) Survey Results

This year, the positivity score Q25 asking students whether KCLSU represents their academic interests decreased by 2%. We acknowledge that the Union score is likely impacted by the student perception surrounding the 23/24 officer team and the confidential HR processes they were involved in. However, coupled with wider student voice scores (Q22-24), we recognise the need to continue the improvements identified in the Student Voice Partnership Agreement. Our relationships with faculties will be crucial here. We hope the new Union Agenda will also help students understand that the Union is championing issues they care about effectively.

We will continue to work with KCL colleagues to understand the scores and will be analysing the free-text comments to substantiate union policy and approaches.

PTES paints a more positive picture. PGT students at King's are happier with their students' union compared to last year (overall up 2%), following an upward trend since 2018.

Our strongest area is supporting PGT students' wellbeing and sense of belonging; 49% of respondents agreed that KCLSU has had a positive impact. This is especially important as only 60% of respondents agreed that they felt a sense of community and belonging with other PGTs at King's overall, while 22% disagreed. Again, scores are somewhat lower on questions asking whether students feel confident exercising their student voice (48%), and whether skills developed through Student Union activity will benefit them beyond their degree (46%). There are clear KCL partnerships to develop further here.

While the Students' Union scores appear low, the proportion of students responding negatively was also low – as most students selected the neutral 'neither agree nor disagree' option. From this, we can infer a lack of engagement, and thus recognise the need to find ways to engage a wider range of our PGT population to ensure our wellbeing benefits are felt across our membership.

Equipping Students to Lead

Academic Board Student Members

KCLSU recruits 9 Academic Board Student Members (ABSMS) from an existing pool of engaged students: Academic Associations and Academic Reps. In October, Joanna Brown and the Student Voice team at KCLSU will host collaborative training sessions for ABSMS to understand how to navigate the governance of Academic Board

and how to be effective and influential in the space. The Officer Team would like to warmly welcome the new ABSMs to their first meeting on the 30th of October.

At the ABSM training, and throughout the year, the KCLSU Officers will host pre-meets for ABSM input on paper submissions and to discuss circulated papers in advance of Academic Board.

If members would like to join these pre-meets to brief the student members on any upcoming paper submissions or to answer any questions in advance, please email representation@kclsu.org to arrange.

Developing Communities for All

Low Participation Event Programme

KCLSU regularly hosts a bespoke programme of events that are tailored to serve our hard-to-reach and low-participation groups. During Welcome, we hosted four Low Participation events targeting Postgraduate Taught, Postgraduate Research, Distance Learner, and Denmark Hill students. We saw 100 students attend across the programme with an average 'recommend to a friend' score of 9/10.

A particular highlight was our Denmark Hill picnic at Ruskin Park. This was the result of a fruitful collaboration between KCLSU and the IOPPN Student Engagement Team who advertised this opportunity effectively. Moreover, the IOPPN Student Association were able to suggest desired events and student availability. As a result, 37 students attended on the day.

At the last College Education Committee, colleagues noted a disparity between the Welcome offerings at the Strand campus and other smaller campuses such as Waterloo and Denmark Hill. Our next Low Participation events will take place across November and in the new year. Academic Board colleagues are invited to reach out to the Officer Team for any desired collaboration on events that increase student belonging, especially for campuses beyond the Strand.

DENMARK HILL PICNIC



Academic Board

Meeting date 30 October 2024

Paper reference AB-24-10-30-08.1

Status Final



Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Annual report to Council: Ongoing conditions of registration for Office for Students 2024/25	2 October 2024	Main	Approve	No
2. Revised Emergency Regulations	2 October 2024	Main	Approve	No
3. Chief External Examiner Overview Report 2023/24	2 October 2024	Main	Approve	No
4. Proposal for a new type of King's award: PG Award	3 July 2024	Consent	Approve	No
5. Intercollegiate Policy	3 July 2024	Consent	Approve	No
6. Academic Calendars - King's Digital New Model 2025-26	3 July 2024	Consent	Approve	No
7. Academic Calendars - Proposed six-week cycle calendar for Online Programmes for 2025-26, for those Category B programmes	3 July 2024	Consent	Approve	No
8. Artificial Intelligence (AI) update	3 July 2024	Consent	Note	No
9. Student Survey Management Group – Survey Cycle 2024-25	3 July 2024	Consent	Note	No
10. Module Evaluation Summary of Activity 2023-24	3 July 2024	Consent	Note	No
11. HESA Graduate Outcome Survey (GOS) Results for 2021/22 Graduating Cohorts	3 July 2024	Consent	Note	No
12. Higher Education Academy (HEA) Recognition Scheme: King's Professional Recognition of Teaching and Learning	3 July 2024	Consent	Note	No
13. Quality Assurance Handbook 2024-25	3 July 2024	Consent	Note	No
14. Professional, Statutory and Regulatory Body: British Psychological Society (BPS) and British Association for Behavioural & Cognitive Psychotherapies (BABCP)	3 July 2024	Consent	Note	No
15. Periodic Programme Review reports	3 July 2024	Consent	Note	No
16. Admissions and Recruitment update	2 October 2024	Consent	Note	No
17. Academic Quality Assurance Refresh	2 October 2024	Consent	Note	No

Annexes 1-8 available to members [here](#) or separately in the links below

For approval

1. **Annual report to Council: Ongoing conditions of registration for Office for Students 2024/25 (Main agenda)**

Motion: That the annual report to the College Council on how King's continues to meet the Office for Students Ongoing Conditions of Registration, be approved [see [annex 1](#)].

Background: The Office for Students (OfS) monitors higher education providers using "lead indicators, reportable events and other intelligence such as complaints"¹. As part of this monitoring the OfS expects higher education providers to continue to meet ongoing conditions of registration, including any new conditions introduced since the initial registration process. Assurance can be given that the University continues to meet these conditions of registration.

2. **Revised Emergency Regulations (Main agenda)**

Motion: That the revised emergency regulations, following the feedback received at the June 2024 meeting of the Academic Board, be approved [see [annex 2](#)].

Background: At its meeting on 26 June 2024, Academic Board received revised emergency regulations for approval. The Board noted some concerns regarding the initial proposal and the feedback was taken away and reviewed during the summer. This paper now provides revisions to the emergency regulations, based on the feedback received.

3. **Chief External Examiner Overview Report 2023/24 (Main agenda)**

Motion: That the overview summary report from the University's Chief External Examiner for the academic year 2023/24, be approved [see [annex 3](#)].

Background: The University introduced in 2022/23 a new University Chief External Examiner role. This role provides an external university oversight of our assessment practices and standards, working with Faculty Chief External Examiners (another new role introduced in 2022/23), and being a member of the Assessment and Regulatory Oversight Sub-Committee². This overview report is a summary of the Chief University External Examiners views from King's assessment practices during 2023/24, noting some reflections for the university to consider moving forward.

4. **Proposal for a new type of King's award: PG Award (Consent agenda)**

Motion: That a new award of King's College London, attached as [annex 4](#), be approved.

Background: The Academic Standards Sub-Committee and College Education Committee has approved a proposal for a new postgraduate award worth 30 credits. While the proposal for the award is due to a new programme being launched by the International School of Government, as a condition of a tender that they have won, the Academic Standards Sub-Committee agreed that this is an award of the University and therefore should be available to all, rather than limited to the one programme. While this is a new type of King's award, this type of professional 30-credit award is becoming increasingly recognized in the sector.

5. **Intercollegiate Policy (Consent agenda)**

Motion: That the revision to the University's 'Intercollegiate Policy' for use from the 2024/25 academic year, attached as [annex 5](#), be approved.

¹ Office for Students: Securing Secret Success: Regulatory framework for higher education in England

² Previously Academic Standards Sub-Committee

Background: The Intercollegiate Policy for use in the 2024/25 academic year was considered and approved by the Collaborative Provision Sub-Committee and College Education Committee with the following points highlighted

- The policy was last approved in August 2019 and was now subject to review.
- Updates to the policy have been made with a view to aligning more closely with the Office for Students Conditions of Registration.

6. Academic Calendar: King's Digital New Model 2025-26 (Consent agenda)

Motion: That the new academic calendar for King's online programmes that are new to King's from 2025-2026, attached as [annex 6](#), be approved.

Background: Following the approval of the Future of Online Education paper, the Academic Calendar Working Group considered the implications for King's Digital programmes. The new academic calendar aims to align, as much as possible, with the University's calendar, to bring about greater operational efficiencies; clarity of communication with students and stakeholders; and reducing barriers to student mobility, across programmes and study modes. The principles for the online academic calendar are:

- Three teaching terms and three entry points
- Teaching term three commencing following the Easter break, aligned with assessment period two in the calendar
- Each term has ten teaching weeks and optional reading weeks
- Week 12 of each term for teaching/ revision; week 11 identically labelled for programmes not including an optional reading week
- Three assessment periods (each two weeks)
- Three week Christmas and Easter breaks
- A gap of at least four weeks between the end of assessment period three and the start of enrolment for the next academic year

7. Academic Calendar: Proposed six-week cycle calendar for Online Programmes for 2025-26, for those Category B programmes (Consent agenda)

Motion: That the 2025-2026 academic calendar for King's online programmes that are part of the 6-week cycle teaching period (Boundless Learning programmes), attached as [annex 7](#), be approved.

Background: Academic Board approves the King's Digital Teaching Period Calendar on an annual basis. This academic calendar will be followed by the King's Digital legacy courses listed below in 2025/26 (including all nested awards attached to these courses):

- MA International Affairs
- MSc Applied Neuroscience
- MSc Psychology & Neuroscience in Mental Health
- MSc Global Security Studies
- MSc Global Finance & Banking
- MSc Global Finance Analytics
- MSc Marketing
- MA Global Cultures
- MSc Advanced Cyber Security
- LLM Corporate & Commercial Law
- LLM International Financial & Commercial Law

For note

8. Artificial Intelligence (AI) Update (Consent agenda)

8.1 The AI and Innovation in Education Lead, King's Academy, provided the Committee with a summary of AI for Education activity overseen or connected to the work of King's Academy for 2023/24 and priorities for 2024/25. The following was discussed:

- King's has been sector-leading in producing AI guidance for staff and students, with engagement from colleagues across all faculties, professional services and students. The MOOC has surpassed 7000 participants across 149 countries.
- The priorities for 24/25 include critical AI Literacy development and thinking about how technologies can support programme design and assessment, aligning AI work into existing initiatives e.g. TASK, and programme level engagement across the college ensuring consistency of messaging and clarity for students and staff.
- There are inconsistencies between messaging and practices across programmes, with dissemination of information at the right level proving difficult. The committee recommended the team to actively engage with forums such as Faculty Education Committees, senior leadership team meetings etc. in the first instance, and to ensure the Deans/Vice-Deans of Education and Associate Directors of Education know who their representation is on the working groups. The understanding of key principles will be key to underpinning quality and issues around misconduct, and ensuring programmes align to the University framework.

9. **Student Survey Management Group – Survey Cycle 2024-25 (Consent agenda)**

9.1 The Associate Director NSS and PTES Strategy provided a summary of upcoming changes to surveys and marketing campaign options. The following was considered:

- The NSS have reversed their decision on combining Academic Support and Organisation and Management themes, with results presented as last year.
- The Student Survey Management Group (SSMG) is working with King's Digital to look whether PTES is suitably designed for online programmes, contributing to a wider consultation with AdvanceHE.
- NSS is expected to launch mid-February, closing at the end of April. The shortened campaign will impact how and when King's prepare and promote the survey and will impact other core institutional surveys. Four campaign timeline options were presented, with SSMG unable to reach a consensus. In all scenarios, PTES would run between February and May.
- A simultaneous launch of NSS and PTES would simplify campaign design and allow for combined promotion activity, but risks an overload on resources, particularly Student Experience Managers who lead on promoting response rates. It was noted the anonymisation of data is a huge undertaking for Data Analysts, so results of surveys would need to be staggered.
- There was concern that a mid-February PTES launch could be too early for some PGT programmes, with the project element of the course yet to commence. A short response window for PGT students was not recommended.
- Exam results for UG Medicine are due w/c 24th February, which could positively influence survey responses.
- It was noted that the Student Wellbeing Survey is a regulatory requirement of the Access and Participation Plan (APP) and moving its launch date would likely have a negative impact on response rates, and data trends analysis. Module evaluation is another institutional survey that falls within this period.
- A 'soft launch' of surveys would run the risk of a lack of campaign presence on campus, which the committee advised against.
- There was no agreement on the proposal to implement a policy to prevent running any surveys during the NSS/PTES period, but an acknowledgement the survey environment needs to be controlled. It was agreed that the feedback from this committee would be discussed with the new Student Experience Sub-Committee (SESC) in September.

9.2 In addition to the discussion on survey management, the Associate Director NSS and PTES Strategy and the Director of Analytics presented a tabled paper of the PTES summary report 2024.

10. **Module Evaluation Summary of Activity 2023-24 (Consent agenda)**

The Associate Director (Academic Regulation Quality & Standards) (ARQS) provided the committee with an overview of response rates and closing the loop rates for module evaluations up to the

latest survey period, as well as a comparison of module evaluation results between 2022/23 and 2023/24. The following was discussed:

- Significant work has been undertaken to improve response rates and closing the feedback loop (CfL) rates. Work will continue next year in reviewing existing practices of undertaking module evaluation, with consideration on introducing mid module evaluation practices, and the impacts this may have on end of module evaluations. Any new practice will require revising the existing set of questions used for module evaluations.
- Faculties would be consulted on the review of survey questions, with proposals coming to College Education Committee and Academic Board later in the academic year.
- It was recognised module evaluation discussions are high on the agenda for many HE institutions, with a need for innovation across the sector. The incoming Director Digital Education has been heavily involved with the work UCL have been undertaking, with pulse surveys replacing end of module evaluation. The committee noted that timing of module evaluation needs to be carefully considered, with a tailored approach across programmes considered. Successful module evaluation should feed into our continuous monitoring processes and metrics, providing early warning signs and predictability of NSS outcomes.

11. HESA Graduate Outcome Survey (GOS) Results for 2021/22 Graduating Cohorts (Consent agenda)

The Committee received a report under its unanimous consent agenda on the latest Graduate Outcome Survey (GOS). The report noted that there has been a fall in response rates across the sector, including King's. However, the key outcomes remain steady and similar to previous years:

- 90.48% of all respondents in highly skilled employment
- 85.77 UG respondents in highly skilled employment
- 87% of all respondents agree that their current activity is meaningful to them
- 81% of respondents agree that their activity fits with future plans
- 70% of respondents have articulated that they are using what they learned during their studies

12. Higher Education Academy (HEA) Recognition Scheme: King's Professional Recognition of Teaching and Learning (Consent agenda)

The Committee received a report under its unanimous consent agenda regarding an update on the 2023-24 HEA Fellowship submission numbers and setting out key changes for the new accredited Programme. Some 2023-24 academic year figures at a glance are:

Activity	Figures	Comments
HEA Fellowship submissions	373	Includes the June 24 submission. All applicants on waiting lists were accepted on main submission list.
D1 Associate Fellow submissions	91	Includes the Doctor as Teacher submission (5 th year medical students who teach peers).
D2 Fellow submissions	225	66% of D2 applicants were on Academic Probation
D3 Senior Fellow submissions	57	5 times the number of applications received in 22-23
Success rate for 1 st submission	81%	3% increase from 22-23 figures
Number of support synchronous workshops provided to applicants all categories	93	Includes Orientation, Application Writing, Writing Spaces, Draft drop-in and Microteaching sessions

13. Quality Assurance Handbook 2024-25 (Consent agenda)

The Committee approved, via the unanimous consent agenda, revisions to the Quality Assurance Handbook for 2024-25. It was noted that the Director of Academic Quality will be undertaking a review of the Academic Quality Framework during 2024/25

14. Professional, Statutory and Regulatory Body: British Psychological Society (BPS) and British Association for Behavioural & Cognitive Psychotherapies (BABCP) (Consent agenda)

The Committee received via its unanimous consent agenda re-accreditation reports from the British Psychological Society (BPS) and British Association for Behavioural & Cognitive Psychotherapies (BABCP), both providing assurance of our provision.

15. Periodic Programme Review reports (Consent agenda)

The Committee received the following periodic programme review reports from reviews held in 2023/24

- Department of History
- LLM International Corporate and Commercial Law & LLM International Financial and Commercial Law

All programmes were re-approved for a further six years.

16. Admissions and Recruitment update (Consent agenda)

The Committee received the July and September minutes of the Marketing, Recruitment and Admissions Committee. It was noted:

- That concerted effort is being made to support students post confirmation, with 92% of those invited enrolled. The first census date for 2024/25 intake is the 14th October, and a further census will be taken in late October. Class size, appropriate room allocation and timetabling finalisation are recognised pressure points and are being monitored weekly. Requests to move teaching online due to teaching space shortage are considered on a case-by-case basis, and only approved once all other options are explored – including teaching on protected Wednesday afternoons. Quality assurance issues and falling foul of UKVI regulations are a risk when moving provision to online.
- An external review of the positioning of King's marketing activity took place over the summer, with publication of the report due shortly. Changes to the external climate, including competitiveness of the overseas market, will require a significant change to future marketing strategies and improved links between faculties and marketing leads.

17. Academic Quality Assurance Refresh (Consent agenda)

The Committee received an outline for an Academic Quality Assurance Refresh [see [annex 8](#)]. In deliberations it was noted:

- Activities to support the refresh have been reviewed against priorities, with working groups to further develop the plans for 2024/25 activity areas.
- A review of approval and modification processes, closely linked to the curriculum management rollout, will support the IPP and budget setting processes as well as improving student experience.
- Reducing the complexity of regulations will ensure Academic regulations are clear, consistent, and easily understood with the aim to significantly reduce exemption requests. It was noted the reduction of complexity in regulation should not be transferred by default to process and policy.
- A review of Assessment Boards and Assessment Sub-Boards will take place. Following roll-out during COVID, there has not been an opportunity to review what was supposed to be a pilot project. There was a strong consensus that the two-tier system in faculties should not be dissolved, and it was clarified the purpose of the review was to explore the roles of both Assessment Sub-Boards and Faculty Assessment Boards to strengthen the relationship and standardise processes between the two. A clear link between the two Boards and other governance structures within the Faculty is needed, e.g. Faculty Education Committees, with a clear line of reporting for Chairs.
- The further development of Continuous Enhancement Review as a risk-based process will ensure a continual action planning process covering student experience and outcome metrics.
- It was noted the stakeholders identified in the paper would be expanded as the plans are developed.

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-08.2
Status	Final

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Research Publications Policy	25 September	Consent	Approve	No
2. Annual Progress Report on Researcher Concordat Action Plan	25 September	Consent	Approve	No
3. Research Integrity Annual Statement	25 September	Consent	Note	No
4. CRC Subcommittee Updates	25 September	Consent	Note	No
5. King's Doctoral College	25 September	Consent	Note	No
6. Research Culture	25 September	Consent	Note	No
7. Environmental Sustainability Concordat	25 September	Consent	Note	No
8. DSAIS Board - Report from Workshop and Next Steps	25 September	Consent	Note	No

For approval

1. Research Publications Policy – Annex 1

Motion: Academic Board are invited to review and approve the revised research publications policy.

Background: The Research Publications Policy has been revised and updated following the discussion at the College Research Committee in May 2024. The new policy extends the provision of 'rights retention' to book chapters which will aid funder compliance in light of new open access requirements. The Associate Director (Research & Impact), Libraries and Collections presented a revised version of the Research Publications Policy to the College Research Committee at the meeting on 25 September. The Committee approved the revised policy, though it was noted that books and book chapters will now not need to be made open access until after the next REF submission, and that a note should be added to clarify this.

Notes: Members noted that that the licence mandated by many funders is a Creative Commons Attribution Licence (CC-BY), which allows for adaptation of outputs, which could include derivative commercial publications or inaccurate re-workings. The Associate Director, Research & Impact, Libraries & Collections explained the stricter Creative Commons Attribution Licence - No Derivatives (CC-BY ND), is accepted by some funders and likely more appropriate for faculties such as A&H. A meeting will be held to discuss the approaches that could be taken and to agree a forward plan.

2. Annual Report on Researcher Concordat Action Plan - Annex 2

Motion: Academic Board are invited to note the progress made over the last year and to approve the report and its onward passage to College Council.

Background: King's is a signatory to the Concordat to Support the Career Development of Researchers. Signatories are required to submit an annual report on their approved action plan outlining the progress that has been made at their institution. The Associate Director, Research Staff Development presented the progress report to the College Research Committee at the meeting on 25 September. The Committee welcomed the progress made in the last year and approved the presentation of the report to Academic Board.

For note

3. Research Integrity Annual Statement – Annex 3

King's is a signatory to the Concordat to Support Research Integrity. Signatories are required to submit an annual statement summarising the work undertaken to support research integrity at their institution.

In the last year the Research Integrity team have: created training modules; planned and hosted research integrity awareness days; produced guidance on use of generative AI in research; continued to contribute to the UK Reproducibility Network's open research programme. In the next year, the team intend to: launch online training modules; finalise the Code of Good Research Practice.

The Committee endorsed the annual statement and recommended it to ARCC for approval.

4. CRC Subcommittee Updates

IIKEB (Impact, Innovations and Knowledge Exchange Board)

The Board is being expanded to cover the remit of the College Research Impact Committee (CRIC), which has been disbanded, and will be renamed the Impact, Innovations and Knowledge Exchange Board (IIKEB). Revised terms of reference will be presented to CRC for approval in November.

Whilst to date the college has not had an overarching strategy for its knowledge exchange work, it will be valuable to have one for the next KEF (Knowledge Exchange Framework) return. A strategy development process has been initiated.

PRSS (Postgraduate Research Students Subcommittee)

PRSS, King's Doctoral Students' Association (KDSA) and the Centre for Doctoral Studies (CDS) have worked closely with the faculties on a project to establish teaching load quotas for PGR students and provide related guidance.

The process for completing Right to Work checks for examiners is slow and cumbersome, a working group has been set up to try and improve the process.

Training grants will now be costed by the Pre-Award team and included on Worktribe. As well as operational benefits this also means staff contributions to these will be visible in PURE.

King's is one of the key partners in a national programme funded by Research England developing the next generation of approaches to supporting and developing research degree supervisors, the programme is called 'RSVP', the launch event will be held at King's.

5. King's Doctoral College

King's Doctoral College (KDC) will be launched at a dedicated event on 2 October, to improve the visibility of doctoral research at King's and the level of support available. Ideally KDC will engage doctoral students as soon as they enrol at King's and continue to provide support for several years after they leave.

6. Research Culture

The Head of Research Culture presented two papers for approval, both of which have been endorsed by the REF planning group:

Coalition for Advancing Research Assessment (CoARA)

Contributor Roles Taxonomy (CRedIT Policy)

CoARA

- CoARA is now the leading body for research assessment reform. The preceding Declaration on Research Assessment (DORA) had been signed by King's in 2018, committing to key principles in assessment, but this has not had a formal 'home' within the college and no evaluation is required. Unlike DORA, CoARA is an active, collaborative, practice-sharing community, and requires signatories to publish an action plan within a year of signing.
- Members noted that although CoARA supported some clear positive principles around assessment of individuals, it also addressed wider areas of assessment without a clear position on best practice. The CoARA principles are often seen to oppose use of national/global rankings and could conflict with King's aims here. It is also sometimes seen as opposing the use of bibliometric data, not just inappropriate uses.
- The committee agreed that further discussion was needed before taking any action.

CRedit Policy

- The team proposed adoption of the CRedit taxonomy to provide a consistent way of recognising and documenting contributions to all research outputs, which would support King's goals for research culture and integrity. Members welcomed the initiative but noted that more work would be needed on interpretation within research in A&H, KBS and SSPP. It would also be helpful if the King's PURE repository could implement the CRedit taxonomy.
- The committee are supportive of the policy in principle and would recommend returning to the committee with an update following discussion with A&H, KBS and SSPP.

7. Environmental Sustainability Concordat

The Assistant Principal, King's Climate and Sustainability presented the background the Concordat on Sustainable Research, and explained what King's would commit to by signing, its alignment with the college's ongoing initiatives focused on Climate and Sustainability, and the key communications messages. King's intend to sign the Concordat by February 2025.

Members were strongly supportive of King's signing. In terms of areas that would need action, Estates and Facilities have already made significant progress on infrastructure and will be taking these further; laboratory waste and choice of consumables is another area that requires attention. While supporting the laboratory accreditation framework initiative (LEAF), members noted that 'bottom up' initiatives in individual laboratories were not always optimal or sufficient, suggesting that King's should identify areas where broader, consistent changes in practice should take place, while still allowing researchers the flexibility they require.

8. DSAIS Board - Report from Workshop and Next Steps

The Director, Research Strategy presented a report for discussion. The initial actions discussed at the workshop, including those relating to internal funding schemes such as King's Together, were in hand, and members were invited to discuss the next stages of action to build better connected communities and areas of strategy across faculties.

Members welcomed the progress but noted that the college still had some way to go in identifying its key focus areas or strengths to support consideration of strategy within faculties and also what should be promoted externally. The workshop will need to be followed with further work, both in faculties and across the College around the focus areas that are emerging.

The Chair suggested that the DSAIS/CRC workshop should be held annually, with future meetings taking stock of annual progress made in developing focus areas.



Policy Category:	Research
Subject:	Research Publications Policy
Approving Authority:	Academic Board
Responsible Officer:	Vice President (Research & Innovation)
Responsible Office:	Libraries & Collections
Related Procedures:	None
Related College Policies:	Research Data Management Policy Institutional Affiliation & Acknowledgement of Funders Policy Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits
Effective Date:	1 October 2024
Supersedes:	Research Publications Policy, March 2023
Next Review:	October 2026

I. Purpose & Scope

I.I. What the policy is intended to do

King's College London is an internationally renowned university delivering exceptional education and world-leading research. We are dedicated to driving positive and sustainable change in society and realising our vision of making the world a better place. This policy formalises the institutions' commitment to the effective stewardship and dissemination of research publications by King's authors in pursuit of this goal – including the drive towards open research, and commitment to complying with research funder mandates regarding open access publishing.

I.II Scope

This policy applies to employees of King's College London where publication is an expectation of their employment, and to postgraduate research students. Persons meeting this specification shall be referred to as 'Researchers'. The policy does not apply to undergraduate and master's students, but they are encouraged to follow the policy's principles.

This policy covers research outputs that constitute journal articles and conference contributions, as well as books, monographs, and book chapters. The Rights Retention element of the policy applies to journal articles, conference proceedings and books chapters. It does not apply to whole books or edited collections; King's may extend this to all research outputs in the future depending on developments in the open access publishing landscape and the requirements of research funders and the REF.

I.III Context

The policy takes into account the requirements of researchers at King's College London, evolving policy and practice in scholarly communications, funder policies, relevant legislation, the ethical conduct of research, and institutional strategies for research and innovation. This policy sits alongside and should be read in conjunction with King's [Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits](#).

I.IV Policy drivers:

- Open Access Publishing Policies - The principle of Open Access for the outputs of publicly funded research is now firmly embedded in Government and Funder Policies. Most notably:
 - *Research England* – Mandated open access for journal articles and conference proceedings to be submitted for REF2021, where accepted for publication after 1st April 2016. Books and book chapters are proposed to be Open Access for [REF2029](#).
 - *UKRI* – A new [UKRI OA policy](#) came into effect in 2022, tightening the requirements for journal articles and introducing mandated OA for books and chapters [in 2024](#).

- *The Wellcome Trust* – a new [Wellcome Trust OA policy](#) that came into effect in 2022, which also tightened the requirements for journal articles and mandated OA for books and book chapters.
- *Plan S* - UKRI and WT are signatories of [Plan S](#), an initiative for Open Access publishing supported by cOAlition S, an international consortium of research funding and performing organizations. Plan S requires that *“With effect from 2021, all scholarly publications on the results from research funded by public or private grants provided by national, regional and international research councils and funding bodies, must be published in Open Access Journals, on Open Access Platforms, or made immediately available through Open Access Repositories without embargo.”*
- Financial sustainability – Paying Article, and Book Chapter Processing Charges (APCs and CPCs) to make individual works openly accessible is simply not financially viable. There is a huge shortfall between OA funds provided by funders to institutions and what it would cost to pay individual charges for every work to be made OA via this means.
- The scholarly publishing industry – Some publishers, especially larger commercial ones, are resisting the demand from funders to supply their publishing services at more reasonable rates and support the move to OA on a financially affordable basis.
- Research intelligence – Greater use of our CRIS and institutional repository Pure supports the effective management of research information, enabling King’s to collect, evaluate, and return data to national assessment exercises such as the REF, monitor research performance by a range of indicators, make forecasts and calculate benchmarks.
- King’s ambition - Open Access provides greater visibility worldwide to the breadth and diversity of King’s research, with the potential for increased citations and research collaborations. As King’s builds on its achievements and consolidates its place as a world-leading university it needs to ensure its research reaches the widest possible audience.

II. Definitions

Article/ Paper	A short form contribution to a scholarly journal
APC, BPC, CPC	Article, Book, or Book Chapter Processing Charge
Author Accepted Manuscript	The version of a paper after peer review and corrections, before typesetting by the publisher
Creative Commons Licences	Creative Commons copyright licenses provide a simple standardized way for the creators of works – such as academic authors writing journal articles and books, to grant copyright permissions to their outputs, clarifying the terms of use so that there is no uncertainty about what is permitted. They operate within the framework of the traditional “all rights reserved” usage that copyright law creates, enabling some rights to be reserved e.g attribution (acknowledgement of authorship), and some rights waved – e.g., the necessity to seek permission from the author to use the work (in some cases). There are several Creative Commons Licences that can be utilized.
Longform Publication	A monograph, book chapter or edited collection
Open Access (OA)	Where a scholarly publication is available to read online without payment being made, with limited restrictions on re-use. Green OA refers to open access via a repository and without charge to the author. Gold OA refers to open access from a publisher’s website upon payment of a fee.
Version of record	The fully copy-edited, typeset and formatted copy of a manuscript as published.

III. Policy

Policy requirements Summary

This policy requires that:

- **Researchers are aware of their responsibilities as a result of any Funder requirements**, and the Research England (REF) policy on open access, when considering where to publish, in order that they make informed decisions throughout the publication process.
- **Researchers are aware that upon acceptance of publication King's College London asserts a non-exclusive, irrevocable, worldwide licence** to make manuscripts of scholarly articles, conference papers and book chapters publicly available under the terms of a [Creative Commons Attribution licence](#) - known as 'Rights Retention'. By exception, a more restrictive CC licence (e.g., CC BY NC ND) may be applied, provided that funder requirements are still met.
- **Researchers take responsibility for the creation of bibliographic records within King's institutional repository and CRIS system (currently Pure) for all research outputs they have authored**, so that there is a comprehensive institutional record of research activity. Upon acceptance by a publisher, researchers must deposit into King's repository the Author Accepted Manuscript (AAM) version of the full-text - attached to the appropriate bibliographic record, without embargo - for all peer reviewed journal articles and conference papers. Book chapters may have an embargo applied if permitted by the research funder (see point 4 below).

Where researchers do not comply with this policy, they should be aware that they are risking future grant applications not being approved by research funders who are increasingly monitoring OA compliance. They are also risking their research outputs not being eligible for submission to research assessment exercises such as the REF.

Policy requirements Detail

When preparing to Publish

The choice of where to publish is an academic one. It is however very important that researchers are aware of their responsibilities as a result of any funder requirements and the Research England (REF) policy on open access when considering where to publish, in order that they make informed decisions throughout the publication process.

The policy requires that:

- Researchers ensure their chosen publication route meets any mandated funder requirements and external research assessment requirements. Where a researcher receives external funding from a funder which mandates OA and supplies funding, the researcher should contact Libraries & Collections via openaccess@kcl.ac.uk to check if funds are available. Please note that funds are limited, L&C and research funders may place a cap on the maximum charges payable from grants.
- Researchers acknowledge all funding sources, including relevant external grant numbers, within the text of their research outputs.
- Researchers acknowledge King's College London on all their research outputs. See [King's Policy on Citation and Acknowledgment of Funders](#) for guidance on the correct format to employ.
- Researchers use a persistent author identifier (PID) – such as an [ORCID ID](#), when submitting author details for a publication.
- Researchers add a data accessibility statement (see the Citation tab of this webpage <https://www.kcl.ac.uk/researchsupport/managing/share>)

When publishing, Retaining Rights in Research Publications – applies to journal articles, book chapters and conference proceedings

Researchers at King's College London and other universities have traditionally signed publishing agreements resulting in the majority of journal articles and scholarly works being under partial or complete ownership by commercial academic publishers.

In order for the University and its researchers to comply with funder requirements and REF, and to enable King's to disseminate its research and scholarship as widely as possible whilst enabling its researchers to publish their work in a journal of their choice, King's College London is adopting the following:

1. King's College London confirms the current practice that the University waives certain of its rights and the assignment of certain of its rights to enable researchers to publish the scholarly works they have created.
2. Upon submission to a publisher researchers should insert a rights retention statement into the acknowledgement section of their work – see [this Library webpage](#) for wording. (This is a recommended step, but is not essential. Authors can still deposit under Rights Retention if the statement is not included).
3. Upon acceptance of publication, King's College London asserts a non-exclusive, irrevocable, worldwide licence to make the Author Accepted Manuscript publicly available under the terms of a [Creative Commons Attribution \(CC BY\) licence](#) (or a more restrictive licence by exception).
4. Each researcher will deposit into King's CRIS and repository system (Pure) the author accepted manuscript (AAM) version of the full text, attached to an appropriate bibliographic record, without embargo, applying a Creative Commons Attribution (CC BY) licence. If required by the publisher, an embargo may be applied to book chapters. This embargo must be no greater than that permitted by the REF or relevant research funder.
5. This requirement applies to all scholarly articles, including conference proceedings (published with an ISSN), authored or co-authored while the person is a researcher of King's College London, and includes any third-party content where rights in that content have been secured. Any articles submitted or accepted for publication before the initial adoption of this policy on 1 March 2023 are exempt.
6. This requirement applies to book chapters considered in scope for [REF2029](#), and to those acknowledging funding where the funders require open access publication, including but not limited to [UKRI](#) and the [Wellcome Trust](#).
7. The University strongly encourages researchers to make all outputs as openly available as possible, and to access open access funds administered by Libraries & Collections.
8. This policy only relates to copyright in authored research publications. It does not extend to other Intellectual Property Rights (IPR) in research, which are covered in the University's [IP Code](#)
9. The University recognises that there may be situations where it is difficult to follow this policy exactly. In this case it will be permissible for researchers to make alternative arrangements to ensure they meet funder and REF requirements for open access, e.g., by applying a more restrictive Creative Commons licence such as CC-BY-ND, with funder approval.

IV. Responsibilities

College Research Committee (CRC)

The CRC, chaired by the Vice-President (Research & Innovation), is the owner of this policy.

Faculty Research Committees (FRC)

FRC's and Faculty Deans/Heads of Research are responsible for promoting awareness and compliance with this policy in their Faculty.

The University

The University is responsible for ensuring that the infrastructure, systems, and staffing are in place to support the policy.

Research Management & Innovation Directorate (RMID)

RMID are responsible for:

- Securing high level buy-in of the policy
- Raising awareness at all levels of the university, from senior management through to faculty academics and administrators
- Collaborating with Libraries & Collections on advocacy and communications
- Overseeing university level assessment exercises in relation to research outputs
- Horizon scanning for technological, funder and sector developments that may impact on scholarly publishing

Libraries & Collections (L&C)

L&C are responsible for:

- Providing advice and guidance on all aspects of this policy, funder open access policies, publisher policies, and the use of Pure as an institutional repository
- Leading on advocacy, training and promotional activity around open access publishing
- Administering Open Access funding streams to pay for 'gold' OA, including record keeping, funder and publisher liaison
- Ongoing Library support for King's CRIS 'Pure', including data quality checking bibliographic records and full-text, importing records, and helping researchers upload full-text

Researchers

- Individual authors are responsible for meeting the requirements articulated in the policy
- It is the responsibility of the principal investigator (PI) to ensure that any funder requirements are complied with, including making papers gold open access and depositing copies in an appropriate subject repository

Annual Report for the Concordat to Support the Career Development of Researchers

Universities and Research Institutes

Name of Institution	King's College London
Reporting period	June 2023-May 2024
Date approved by governing body	
Date published online	
Web address of annual report	https://www.kcl.ac.uk/research/research-environment/professional-development/centre-for-research-staff-development
Web address of institutional Researcher Development Concordat webpage	https://www.kcl.ac.uk/research/research-environment/professional-development/centre-for-research-staff-development
Contact for questions/concerns on researcher career development	Kathy Barrett, Associate Director (Research Staff Development) kathy.barrett@kcl.ac.uk
Date statement sent to Researcher Development Concordat secretariat via CDRsecretariat@universitiesuk.ac.uk	

Statement on how the organisation creates, maintains and embeds a research culture that upholds a positive and inclusive environment for researchers at all stages of their careers (max 500 words)

In our most recent strategy, Strategy 2026, we have outlined in the Thriving Staff Community section how “Our people are at the heart of King’s strategic ambitions”. This entails us actively cultivating an inclusive and welcoming community that respects individual differences and values collaboration. As part of this strategy, King’s has set up a high level Staff and Culture Strategy Committee whose members include research staff and students and that contributes to governance by monitoring progress on achieving agreed objectives.

We now have an established central department and multiple faculty-based posts addressing research culture. A key project that will start this year is to enhance equality and inclusion and increase the numbers of minorities in more senior roles at King’s. Each faculty also has its own local plan addressing research culture, one example of which is to support the experience and career development of research staff. We also work within the sector more widely, contributing to research culture communities and policy and practice, for example the current People, Culture and Environment aspect of the REF.

We regularly review our policies and procedures in line with current good practice, delivered with input from the unions and relevant staff. Current examples include how we manage requests for transfer to an open contract after 4 years of continuous employment. Our investment into “Report + Support”, a mechanism for managing all aspects of bullying, harassment and victimisation, is enabling us to improve our responses to this important issue. Using “Our Principles in Action”, a set of behavioural competencies that support positive interactions between our staff and students, also demonstrates our aspirations with regard to the culture we espouse.

In 2016 we established the Centre for Research Staff Development (CRSD) to provide professional development and to engage in policy and best practice for research staff. This centre is now well established and is seen as an important hub for research staff issues and information. In tandem with the CRSD we also have a team of careers consultants dedicated to support research staff in their career planning and development.

King’s is a signatory to a number of initiatives that support a positive research culture, including The Concordats to Support the Career Development of Researchers and Research Integrity, The Technician Commitment and the San

Francisco Declaration on Research Assessment. We hold Athena SWAN Silver Awards at Institutional and Faculty level, a Bronze Race Equality Charter Mark and the HR Excellence in Research Award.

We routinely carry out surveys of research staff, the last one being in 2023 alongside an All Staff Survey that demonstrated we are focusing on required initiatives. These surveys also enable us to monitor long-term trends in our efforts to uphold the principles espoused by the Researcher Development Concordat.

In the last four years we have increased our resources to support wellbeing, including courses for staff and their managers and online information for all. There are also significant workload evaluation and management projects being carried out to minimise poor practice in this area.

Provide a short summary of the institution’s strategic objectives and implementation plans for delivering each of the three pillars of the Concordat (environment and culture, employment, and professional development of researchers) for your key stakeholder groups together with your measures for evaluating progress and success (max 600 words)

Strategic Objectives and monitoring

King’s College London is now in its 12th year of receipt of the HR Excellence in Research Award, demonstrating our commitment to upholding the principles described in the Concordat to Support the Career Development of Researchers. We have described a variety of actions, with more detail available in the [action plan for this award](#). Critically, much of the work that we do is now considered business-as-usual as our implementation of a large number of the principles is longstanding. We are now focussing on projects that will bring new and substantial change.

King’s has made a commitment in [Strategy 2026](#) to “Enhance our research culture, focusing on research careers in academia and beyond, supporting ethical, open research and research-enhanced education.”

Opinions and viewpoints held by our research staff are gathered biennially through a college-wide survey of Research Staff (last run in 2023) and via the Research Staff Representative Committee (RSRC). In 2023 we also had an All Staff Survey. Faculties also carry out local evaluations. These enable monitoring of trends in how staff experience their time at King’s and the success of the action plan.

Environment and culture

Our Positive Workplace Initiatives is a central programme to address leadership, Training & Awareness Raising, Reporting, Monitoring & Support and Reward, Retention & Recognition. Embedded within this is “Active Bystander Training”, designed to enable staff to understand what is meant by Bullying and Harassment (B&H) and how to address it.

We have also invested in a new central system, “Report + Support”, to guide those seeking information and wishing to record incidents. This has been running since October 2022 and has proved popular. Locally, faculties are appointing “Confidential Advisors” as first responders to incidents and to address governance and monitoring.

Faculty-led and central training programmes addressing environment and culture included in the action plan cover Mental Health First Aid Training and specifically “Diversity THRIVE” for those from racial or other minority backgrounds being piloted in one faculty. This will be rolled out across the university as part of the INKLUDE Project run by the central Research Culture team.

Employment

Our priority employment project has been to review the use of fixed-term contracts (FTCs). Progress in this project has been evaluated by completion of key stages, e.g. research goals, internal processes reviewed.

There is new central training for Managers of research staff incorporating the “Managers Toolkit” and local training for line managers offered within specific faculties, along with data gathering on attendance and uptake.

The process for promotion of research staff remains opaque and inaccessible to research staff. Our future approach will focus on providing insight into what options are available.

Professional Development of Researchers

Professional development opportunities for managers around their obligations to researchers is generally increasing across the university. Specifically included in this action plan is a new course developed by the CRSD in collaboration with managers that also touches on the use of the Managers Toolkit, with increasing attendances from the first to second year.

Our dedicated Researcher Careers Team have established new courses and resources in this action plan addressing careers both within and outside of the academic environment.

To encourage research staff to gain new skills one faculty has created an award scheme recognising contributions to wider agendas, e.g. committees and project leadership, now copied by other faculties. We have also set up an award to recognise contributions to postgraduate research project supervision by research staff. These projects are monitored and evaluated by participation. In addition, we have reestablished funding to cover the cost of professional registration through the Science Council to encourage engagement with professional development among our technical community.

<p>Summary of actions taken, and evaluation of progress made, in the current reporting period to implement your plan to support the three pillars in respect of each of your key stakeholder groups [Institution; Academic Managers of Researchers (Deans, Heads of Schools/Departments/PIs); Researchers]</p>	
<p>Environment and Culture (<i>max 600 words</i>)</p>	<p>Institution</p> <p>Positive Workplace Initiatives</p> <p>Establishment of a central “Strategic Programme Manager – Preventing and Addressing B&H” post to take forward actions and interventions to support staff and students enabled improved management of cases</p> <p>Report and Support launched in October 2022. This is now fully integrated into King’s systems and the number of reports is increasing, with many where individuals are named now resulting in investigations and resolutions. Unnamed reporting is also providing information about repeated patterns by individuals and within specific locations, which will enable increased opportunities to address issues.</p> <p>Active Bystander training continues to be popular and now includes guidance and scripts for managers dealing with B&H. A B&H toolkit is under development, to be launched in September 2024.</p> <p>One faculty has been carrying out qualitative research with their staff on their perception of research culture in their faculty and have incorporated findings into an action plan based on the results.</p> <p>One faculty is also working towards raising awareness of what B&H is and how King’s deals with it. The role of their Research Integrity Advisors is being made more visible and all the Advisors are fully aware of resources such as “Report + Support”. The appointment of a new Research Integrity Facilitator will enable evaluation of how effective these roles are.</p> <p>Academic Managers of Researchers</p> <p>One faculty has initiated a “Catalyst Project” that saw an event held in early 2024 at which inclusivity of job roles was encouraged, rated 4.19/5, additional research staff events, and an improved induction process. Initial stages of the project are now concluded with new roles created for the next phase.</p>

	<p>Within one faculty Confidential Advisors were appointed in May 2023. Over the last year they have been shown to have a positive impact on B&H. Their appointment is following on from the success of similar posts in a separate faculty.</p> <p>One faculty is working on an EDI action plan with a specific strategic group to address workload, flexible working and long working hours. Initially delayed this work has now recommenced following appointment of a new Associate Dean, resulting in enhanced training availability.</p> <p>One faculty has set up an EDI hub that includes details of all training and awareness courses available online, now also linked to dedicated people and culture pages, impact to be addressed in the next year.</p> <p>One faculty hosted a mindfulness, wellbeing and time management event with inclusivity at its heart. This included speed talks by colleagues at all levels and backgrounds to encourage inclusivity. The event exceeded attendance expectations.</p> <p>Researchers</p> <p>Two faculties have created dedicated Sharepoint hubs to be a central portal for all relevant information their Research Staff need. One includes links to induction materials with views steadily increasing, currently 500, the other is used regularly for signposting. One other faculty now holds regular annual events to raise awareness of available resources, the most recent one having received 25/26 rating for attending again.</p> <p>Mental Health First Aid Training has been so successful that courses are now provided centrally, improving access to all across the university.</p> <p>Diversity THRIVE, a training programme for researchers from racial or other minority backgrounds, has been successfully developed in one faculty. The programme is now being rolled out across the university as part of a Wellcome funded project to improve recruitment and retention of minorities.</p>
Employment (<i>max 600 words</i>)	Institution

We have carried out an extensive review of the use of FTCs at our own and other universities. When open contracts have been offered with a limited by funding clause research staff have viewed them as disingenuous. Consequently we have moved to a new approach of ensuring that our processes around the use of FTCs are transparent, equitable and applied fairly. The first stages of this project are almost complete with extensive revisions being made to existing processes. Following implementation of phase 1 that addresses changes to requirements at 4 years of employment we will move to a second phase exploring improvement in contract length.

HR are also addressing the use of FTCs by raising awareness among managers of the appropriate process for contract termination. A new tool created for redeployment has been rolled out in autumn 2023.

Inductions are variable across the university and many staff tell us that they are not aware of what is available to them. The CRSD and RSRC have been working together to generate new resources, which will be available towards the end of 2024. One faculty has been piloting a researcher-supervisor agreement signed during induction. Awareness of this document is now rising with 7/11 of the latest recruits having signed it and other faculties considering adopting it

Other faculties have been updating or enhancing their induction programme, creating induction packs and buddy schemes and focusing on specific topics relating to research staff.

Mentoring and buddying continues to be on the agenda but uptake is lower than anticipated. This may have an impact on the willingness of faculties to devote time to running such programmes, although they remain a popular concept.

One faculty has created an App for use in monitoring uptake of PDRs now into the 3rd year of use. This has provided accurate data, e.g. % take up, enabling the faculty to target areas where improvements are required. Use of the app will be reviewed annually.

Academic Managers of Researchers

	<p>Uptake of the <u>Managers Toolkit</u> is still low and evaluation has yet to be carried out, although there appears to be greater awareness of its existence.</p> <p>Researchers</p> <p>Promotion processes for academic and research staff vary. One faculty has merged local processes to create a consistent faculty policy. Research staff continue to request clarity and opportunities in this area, making it something that King's should address.</p> <p>In early 2023 we initiated the Mentoring and Support Awards for those who have given support to PGR students beyond their official role. The first round resulted in 4 nominations and 2 winners from the research staff community and the award will be continued annually.</p> <p>Research staff and those who manage them continue to have mixed levels of awareness of their right to 10 days per year to devote to professional development. Between surveys in 2021 and 2023 there was an increase from 6 to 8 out of 10 considering that they spend at least 1 day a month on professional development. Although King's is going in the right direction we intend to initiate a new campaign to highlight this right.</p> <p>For one faculty, appointing a Learning & Development Champion was expected to address this issue. After an initial delay the Champion has been appointed and we expect progress to be made.</p> <p>One faculty has set up funding for professional development beyond the internal programme. This has proved popular and are now widely applied for, with research staff being more aware of CPD options.</p>
<p>Professional development (max 600 words)</p>	<p>Institution</p> <p>Institutional funding for professional registration with the Science Council (RSci, RSciTech, CSci) has now been reinstated indefinitely. Initial registrations are slow, but this is in part because our technical colleagues are also awaiting changes in the application process for this important accreditation. We anticipate there will be many more applications in the coming year.</p>

One faculty has posted clear statements regarding their support of a range of careers on their webpages and at the top of their dedicated SharePoint hub. It has also been circulated via emails. In hindsight, it is difficult to evaluate this measure, other than to note that the statements have been posted, but the faculty reports that it helps to facilitate conversations around research staff career development. Data from our biannual surveys also hint at greater confidence that there is support for a wider range of career options.

Academic Managers of Researchers

The CRSD's Challenge & Support Course, designed in collaboration with managers to support them specifically in managing research staff, ran 3 times in 2022-3 and 2023-4. Booking numbers increased with each iteration resulting in more than 60 attendances in year 1 and 80 in year 2. Course participants continue to report a learning gain immediately after the course and 3 months after the course in the first year 100% of respondents reported a direct change to their working practice due to attending the course. We plan to continue running this course in the forthcoming academic year.

Since the original action plan was written, UKRI and other funders have requested that grant applicants include how they will support their staff during their projects. The CRSD have piloted extending the above training to cover this topic, starting with a one faculty and a large meeting. In both instances the reception was sufficiently favourable that we will seek out other opportunities to roll out such training more widely.

Researchers

One faculty piloted an award scheme to recognise contributions of research staff to a wider agenda, e.g. committee contributions and project leadership. The intention is that research staff will be encouraged to broaden their skills and experience by this award. Overall the scheme was considered so successful that other faculties are following the example. We have yet to evaluate if it has had the desired effect on research staff.

	<p>Following on from the success of our suite of 20 case studies of King's Postdocs who have moved on to careers outside of the academic environment we are extending this project to examine hidden careers within HEIs. This project is supported by funds for Research Culture from Research England. Initial steps include obtaining ethical approval with future publication in mind and scoping of potential candidates.</p> <p>King's Careers & Employability's courses addressing academic progression that are targeted to specific groups, e.g. Advancing in Academia for Natural & Mathematical Sciences, What's up Doc for research assistants considering a PhD and a generic online version of Advancing in Academia have all been delivered and received good feedback. They are now in a process of review and updating to ensure they remain relevant and accessible.</p> <p>Mental Health First Aid training has proved sufficiently popular that King's has now established and filled posts to deliver this in house. The first sessions will be rolled out over the next reporting period. The effect of trauma encountered during some research projects is now more widely recognised, prompting pilot projects on support for affected researchers in the forthcoming year.</p> <p>We have reestablished our apprenticeship scheme for technicians. This is expected to provide a large cohort of our established technical colleagues with the opportunity to gain management and organisational skills.</p>
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Comment on any lessons learned from the activities undertaken over this period and any modifications you propose to make to your action plan and measures of success as a result. (max 500 words)

We continue to see growing enthusiasm from senior management and the faculties to engage with the principles of the Researcher Development Concordat as the Research Culture agenda takes root. This is enabling us to drive through relevant initiatives as they are included in an increasing number of strategic plans.

Most of our projects were new at the beginning of this action plan and many on a larger scale than previous projects. We are confident that the majority of them are making good progress and we anticipate seeing more impact in the next reporting period. Early signs of success are that we are seeing a number of projects being copied from one faculty to the next. We ran our biennial survey last year and identified an increase in the amount of professional development undertaken since the previous survey.

We continue to be enthusiastic about having ceased reporting on what has become business-as-usual and focusing on ambitious projects that we anticipate will result in substantial benefits. We have already noticed this with our courses for the managers of research staff and our approach to B&H.

We anticipate that our project to address the use of FTCs will similarly yield positive results. We have reviewed our processes and found ways in which we can improve those addressing requests for transitions to open contracts following 4 years of continuous employment. While the legal requirement is for those who have had 2 or more FTCs we have agreed to extend this to those on 1 FTC. In carrying out the project we have also uncovered approaches to maintain the connection between contract and cost allocation, thereby making open contracts more feasible for all our research staff. We anticipate making changes to the existing processes later in 2024. Once this is delivered we intend to focus our attention on the length of contracts for research staff supported by external funding.

The implementation of “Report + Support” in its early days appears to be having an impact on the perception of how King’s responds to B&H. While we anticipate that reporting may increase we would like to think that this is because our colleagues are more willing to come forward. Early indications from the King’s Research Staff Survey are that there is an increase in reporting and knowing how to report. We continue to watch the outcomes from this initiative with enthusiasm, including data on the number of cases dealt with, the time it takes to deal with them and the kinds of resolutions reached.

Supporting managers in their ability to serve their research staff is an area that we continue to see needs more attention, as does improving knowledge about the entitlement to professional development time. We will continue to broaden our offering for the managers and understanding of professional development over the final year of the action plan, tapping into the requirement for professional development to be written into grant applications. The CRSD will measure this by the numbers of staff we discuss these issues with and the success of grant applications containing this information.

**Outline your key objectives in delivering your plan in the coming reporting period
(max 500 words)**

Key objectives around our three priority projects are outlined here. There are other projects not listed here that can be found in our HR Excellence in Research Action Plan, some of which are described above.

Fixed-term contracts

1. Clear policy regarding how we manage transfer to open contracts following 4 years continuous service
2. Increase in transfers from fixed-term to open contracts following 4 years continuous service or reasons why applications are not made or granted
3. Functioning redeployment process that provides continued employment for those whose contracts come to an end. We anticipate that not all staff will want to take advantage of this so will be monitoring those who decline the opportunity as well as those who take it up. Evaluation may include input from those who have been redeployed and their new manager regarding the success of the process and fit of the new role.
4. Initiation of a project to review contract length vs grant length. The initial findings suggest that there are multiple reasons for any discrepancy, some of which are fully valid. We will aim to identify those that can be changed without disruption, e.g. length of time between the grant being awarded and staff being recruited, and make those the focus.
5. Clear communications to help those affected understand how the project is unfolding and what our aims are, monitored by responses to these communications and appreciation of what our aims are.

Bullying and Harassment

1. Continue to monitor the use of “Report + Support”, creating clear data to demonstrate the value of the information within it and the success of resolution of conflict prior to official registration of cases and outcomes of cases that are officially registered.
2. Roll out work on anonymous reporting where trends and multiple reports pinpointing individuals and locations enable action to be taken.
3. Continue “Active Bystander” training, monitoring uptake and feedback from participants to ensure it continues to be of value together with additional advanced courses and similar evaluation.

Training and Resources for Managers

1. Continuation of existing courses and creation of new ones to support good practice in the management of research staff and creation of new courses and resources for those needing to include professional development of their staff into grant applications. Monitoring will be by long term feedback from course participants and research staff employed on such grants, together with success rates of grant applications.

Projects not described in the existing plan

1. Following on from the success of our Career Tracks project we are now focusing on the identification of the career paths taken by those who start as researchers and remain in Higher Education in roles other than becoming an academic. The outcome will be a resource for research staff and their managers to understand the options for those who wish to take alternative paths and the strategies used to do this.
2. There is still a lack of awareness about the entitlement for research staff to 10 days per year to undertake professional development. We are starting a new campaign that addresses this.

Please provide a brief statement describing your institution's approval process of this report prior to sign off by the governing body (*max 200 words*)

The report is compiled by the CRSD. Content is provided by faculties and central departments via individual communications, consultation with the CRSD's Oversight Group and the RSRC. It is then submitted to College Research Committee, the body responsible for research and the research environment at King's. This committee is responsible for delivering on the actions outlined in the plan and includes faculty Vice Deans for Research, the Dean for Research Culture and the Vice President (Research & Innovation).

Following approval at this level the report passes to Academic Board for scrutiny. The Academic Board is the body responsible on behalf of the Council for the academic work of the university in teaching and examining and in research. The Board is established under the Charter and Statutes and its responsibilities are defined in the Ordinances.

The report passes from there for final approval by the university's governing board, College Council.

Current timeframes are for College Council to receive the report for discussion at their November meeting, with the reporting period coinciding with that of the HR Excellence in Research Award submission, typically ending in May. Publication of the action plan aligns with the HR Excellence in Research Award renewal, typically November.

Signature on behalf of governing body:

Contact for queries: Kathy Barrett, Associate Director (Research Staff Development)
kathy.barrett@kcl.ac.uk

This annual report will be analysed by Universities UK, secretariat for the Concordat to Support the Career Development of Researchers, to identify good practices, themes for development and information to improve national research culture policy and practice.

If you have any questions, or suggestions on how the reporting process could be improved, please contact the secretariat at CDRsecretariat@universitiesuk.ac.uk
www.researcherdevelopmentconcordat.ac.uk

Template developed by the UK Research Integrity Office with the research integrity concordat signatories group

Annual statement on research integrity: Academic year 23-24

Section 1: Key contact information

Question	Response
1A. Name of organisation	King's College London
1B. Type of organisation: higher education institution/industry/independent research performing organisation/other (please state)	Higher Education Institution
1C. Date statement approved by governing body (DD/MM/YY)	XX/XX/XX
1D. Web address of organisation's research integrity page (if applicable)	https://www.kcl.ac.uk/research/research-environment/rgei/research-integrity
1E. Named senior member of staff to oversee research integrity	Name: Stephen Large
	Email address: stephen.large@kcl.ac.uk
1F. Named member of staff who will act as a first point of contact for anyone wanting more information on matters of research integrity	Name: Alex Miller Tate / Serena Mitchell
	Email address: alexander.miller_tate@kcl.ac.uk / serena.mitchell@kcl.ac.uk

Section 2: Promoting high standards of research integrity and positive research culture. Description of actions and activities undertaken

2A. Description of current systems and culture
Since 2019, King's College London has had a dedicated stand-alone function to ensure the maintenance of high standards of research integrity, and the promotion of good conduct in research as well as a positive research culture, the latter of which has, since 2023, been the purview of a separate central research culture

team. The Concordat to Support Research Integrity provides the framework for all activities of the Research Integrity Office (RIO), which adopts a four-pillar approach to achieve this, covering: policies and procedures; training; engagement; and research misconduct. Three Research Integrity Managers (RIMs) take responsibility for these elements, taking responsibility for researcher engagement within three faculties, with research misconduct investigations or more complex research conduct enquiries being divided equally following triage. The RIO also supports a 0.6 FTE Project Co-ordinator who works solely on the UKRN's Open Research Programme (ORP).

Additionally, a Research Integrity Officer took up post in November 2023 (on a temporary basis) to assist with various elements of the work undertaken by the RIO.

The Office manages and supports two staff networks: the Research Integrity Advisor network which provides all research staff at King's with a local point of contact to speak to for advice and guidance on good research practices; and the Research Integrity Champions network who are Vice-Deans (Research) or their nominated equivalents and hold responsibility for ensuring that a culture of good practice and research integrity is promoted and embedded within their faculties.

To ensure co-ordination between central and Faculty activities, the Research Integrity Champions meet on a regular basis with the Research Integrity Office at the Research Integrity Champion Forum and the Research Integrity Office meet with the Research Integrity Advisors on a termly basis

Policies and systems

We expect all King's research to be conducted in accordance with the UK Research Integrity Office's (UKRIO) Code of Practice for Research and this expectation is set out on our externally facing webpages, where research-active members of the university are also directed to adhere to the commitments for researchers under the Concordat. Assurances on proper and timely reporting to funding bodies of issues related to research integrity or bullying and harassment are provided by the Memorandum of Understanding existing between the RIO and HR and the Pre-Award Reporting Standard Operating Procedure. A framework is in place to support authorship dispute resolutions, where these are not appropriately handled under the research misconduct procedure. This now uniformly involves recommending the use of the CRediT taxonomy when writing authorship and contributor statements, both as good practice for publishing

research outputs and as a tool to help clarify and resolve disagreements among contributors.

King's has a formal procedure to investigate and resolve allegations of research misconduct ('the Procedure') to ensure that we manage fairly, robustly, and effectively any allegations of potential research misconduct. The Procedure aligns with the model version published by UKRIO.

Training

The RIO offers termly training on the fundamentals of research integrity to all research-active staff and students and all colleagues within research support related roles. This training is bookable via the King's training portal, SkillsForge. This interactive 90-minute session receives consistently positive feedback through evaluation. The team also delivers joint sessions with the Research Governance and Ethics teams where requested by Faculties. Typically these are requested for new cohorts of PGR students. The Research Governance and Ethics teams also deliver their own standalone or joint training sessions. More bespoke, discipline-specific training is offered by the RIO in collaboration with our local Research Integrity Advisors (see below for more information on this network). This offers more in-depth consideration of research issues through a discussion-based format using a range of relevant case studies and dilemmas.

Training on topics under the research integrity banner are also delivered by other central teams: Libraries & Collections, including on research data management and open research; the Centre for Research Staff Development, for example on building successful collaborations and managing research funds; and the Centre for Doctoral Studies, such as on writing grant applications and analysing qualitative data.

Communications and engagement

Effective engagement with faculties is facilitated through the Research Integrity Champion (RICH) and Research Integrity Advisor (RIAd) networks, designed to ensure that research integrity is embedded within our academic communities. These networks support more bespoke localised training efforts (as outlined above), provide the RIO with visible, local advocates for research integrity, and assist the RIO in understanding discipline-specific norms. Success of these networks is reflected by the inclusion of King's as a case study in the UKRIO guidance on this model and is additionally evident in a range of ways, as outlined below:

- ♦ Inclusion of research integrity on faculty and departmental meeting agendas.
- ♦ Research integrity included in local induction processes for new starters.
- ♦ Internal faculty web presence, including in staff handbooks, PGR handbooks and online message boards.
- ♦ Discussion of research integrity in grant set-up meetings with Principal Investigators.
- ♦ Local promotion of research integrity events (online and in-person).
- ♦ Information on good practice shared in faculty and/or departmental newsletters.

The Libraries & Collections (L&C) team has a dedicated researcher focused web presence to provide information and advice on good open research practices and additionally communicates via various newsletters and by providing verbal updates at institutional, faculty and departmental meetings.

In addition to maintaining strong internal networks across King's, the RIO engages in the national and international conversation on research integrity through a range of mechanisms:

- ♦ Subscribers to UKRIO.
- ♦ Institutional members of UKRN and a contributing member of the ORP.
- ♦ Members of the Russell Group Research Integrity Forum (RGRIF); in October 2023 RIO co-organised a RGRIF meeting at University of Birmingham and co-presented a session on research misconduct with a representative from Cambridge University Press
- ♦ Co-lead of the London Research Integrity Consortium (LRIC); in January 2024 RIO co-organised a LRIC meeting to discuss recent challenges, research misconduct processes and to share best practice
- ♦ Contributors (via a poster presentation and broader attendance) to the World Conference on Research Integrity: in 2024 held in Athens, Greece.
- ♦ In the reporting period, the RIO contributed to several UK Committee on Research Integrity (UKCORI) workshops on indicators of research integrity, intended to eventually output a standardised metric for institutions to self-assess how advanced their research integrity initiatives and practices are.

Culture, development and leadership

The RICH and RIAd networks support the promotion of a positive research environment, with the research integrity advisor network in particular allowing for colleagues to lead and drive change within their local areas. The ability to self-nominate to this role means this opportunity is open to all. Individual faculties have a range of initiatives to address the areas of culture, development and leadership of their researchers.

The Faculty of Dental and Oral-Craniofacial Sciences have established a dedicated Research Staff Committee, which represents the interests of all research-active staff in the faculty, including postdocs, both junior and more experienced PIs, as well as technical and research support staff. They have spearheaded several important initiatives around improving the integrity and culture of research.

Monitoring and reporting

The department of Research Governance, Ethics and Integrity tracks training delivered across the university. This records the area receiving the training, the audience (staff or students), approximate numbers of attendees, and the subjects covered by the training. This enables us to identify gaps in our coverage, thereby allowing us to adopt a targeted approach in the future.

The RIO continues to monitor inquiries into research conduct which helps identify trends and problem areas within the University. The Office is also responsible for reporting allegations/findings of research misconduct or bullying & harassment to research funders, as required by the terms of their contracts with the College. The RIO liaises with HR for these purposes where needed, which is aided by the use of a standard proforma and the memorandum of understanding.

2B. Changes and developments during the period under review

During the period under review (1 September 2023 – 31 August 2024) awareness of research integrity at King's has continued to increase steadily, as shown by an increasing number of inquiries received by the RIO.

Initiatives, Policies & Guidance

The Procedure for Investigating and Resolving Allegations of Research Misconduct is currently under review, with the primary goals of making the user-facing document more accessible, and streamlining the process itself to prevent undue delays to resolution. This work is being led by the RIO with assistance from the Research Culture Team and part-time seconded support from Research Impact. Further input will be sought at a later stage from our network of RIAds and RIChs. The RIO has also been developing an institutional code of good research conduct to outline the responsibilities of researchers at King's and to act as a signposting document to relevant research policies.

The RIO has developed guidance for the responsible use of generative artificial intelligence in the conduct, writing-up and dissemination of research at King's. This guidance is available on the RIO internal webpages, includes an infographic for ease of reference, and will be updated at regular intervals according to advances in both the technology and norms regarding its use within the HE sector. This is a part of several broader initiatives to support King's faculty to make effective use of this novel technology in their projects should they wish to, while maintaining research excellence.

King's has continued to make a significant contribution to the UKRNs ORP, The Project-Coordinator has co-developed the programme evaluation framework, built internal networks, created new induction materials for new programme members and set up local processes to facilitate the initiation of the train-the-trainer workstream, The King's Dean for research culture led the training project for the duration of the reporting period which has released two tranches of train-the-trainer sessions for participating institutions. As part of the ORP the RIO has also been involved in the open research indicators project, co-leading a group of 9 institutions that are looking to develop tools for assessing the prevalence of the use of CRediT taxonomy in authorship statements. This work is scheduled to be completed at the end of 2024.

The central RC team have developed a Contribution and Authorship Policy to encourage the uptake of CRediT taxonomy with the aim of more effectively recognising all contributions to research. The policy is due to be considered by the College Research Committee last September 2024.

The Research Governance team have established a Security Sensitive Research (SSR) Expert Advisory Panel to support and provide advice on security sensitive research applications prior to submission through the college ethics processes. The first meeting of the panel was held in February 2024 and the panel have contributed to the development of the SSR registration forms and SSR procedure. Our Clinical Governance team has continued to develop their sponsorship and amendment review guidance and supporting documentation for King's sole sponsored research requiring IRAS submission. The team have also improved internal review processes by introducing a validation step into their sponsorship reviews which from initial data is demonstrating improved timeframe efficiencies of <12%. In May 2024 the Governance team also finalised an International Studies Risk Assessment matrix and procedure which is now being piloted on all King's sole sponsored clinical studies involving overseas sites, and international clinical trials submitted through the College Ethics processes.

The Research Ethics team have published a new policy that sets out the principles, responsibilities and requirements for all research involving human

subjects conducted under the auspices of King's College London and provides details of the ethical review process operated by the University. The team have also published guidance on their internal webpages around the use of deception and incomplete disclosures in research, incentives for research participants and guidance around the ethical considerations when using trials as a research method.

The Faculty of Arts & Humanities have led several initiatives to support staff engaged in research on potentially traumatic or emotionally demanding subject areas – this included a session in October 2023 led by the Co-Chairs of the UK/IE Community Interest Group “Protecting the Investigator in Traumatic Research Areas”, and a support group for Ph.D students and ECRs undertaking this kind of work led by Dr. Zoe Norridge.

The Institute of Psychology, Psychiatry & Neuroscience has conducted and hosted a series of blog-style interviews with staff called “Research Culture Insights”, which have discussed many topics under the research culture and integrity umbrella.

The RIO has continued contributing to an electronic laboratory notebooks project which has assessed a variety of options and vendors for the provision of institutional electronic laboratory notebooks. LabArchives was selected and is currently being piloted before full institutional rollout in late 2024. Site-wide access to this software will allow for accurate documenting, retrieval, and timestamping of data, to improve research integrity.

Training

The RIO has developed three online training modules on the Articulate platform, covering a general introduction to research integrity, an overview of the research integrity environment at King's in particular, and an outline of the topic of research misconduct in the context of the King's Procedure. These are expected to be made available to researchers by the end of this calendar year, and will become mandatory for all new research staff and post-graduate researchers over the course of the next two academic years.

Similar to the RIO, the Research Ethics team have also set up a termly training session for staff and students that anyone can book onto through the institutional training portal.

In addition to the general training sessions described above, the RIO has also provided a few bespoke sessions on particular research integrity topics during the reporting period. These include:

- An overview and case-study based discussion session on research integrity and the use of generative artificial intelligence at the (part of King's Business School) research staff away day (June 2024).
- A brief overview of research integrity and the use of generative artificial intelligence at the FoDOCS Research Staff Away Day (July 2024).
- An overview of funder reporting requirements in research misconduct and B&H investigations for the Employee Relations team in HR (March 2024).
- A seminar with Prof Cary Moskovitz speaking on the topic of text recycling and self-plagiarism (October 2023)

The Institute of Psychology, Psychiatry and Neuroscience hosted two research integrity-related events in the reporting period. The first was an afternoon session in December 2023 co-organised by the RIO and the Faculty Research Integrity Advisors. This saw presentations from the RIO, the Dean of Research Culture, local researchers as well as representatives from Wellcome, UKRI and Cambridge University Press. During the summer, the Faculty also hosted an Open Research Summer School from 22-26/07 2024, (co-organised by the Research Innovation Committee and the RIOT Science Club) Topics covered at talks and roundtables included scholarly communication, questionable research practices, and open research practices. There were also hands-on workshops covering topics in reproducibility, open data, and more.

The Faculty of Arts & Humanities ran a series of informal lunchtime sessions on a variety of topics falling under the area of good research practice (the "Research Development Programme"). Several of these sessions were supported directly by the RIO and other RGEI teams, while others had support from Libraries & Collections. This series was run twice over the course of the year.

The Faculty of Dental and Oral and Craniofacial Sciences organised two in-house refresher sessions on lab etiquette and safety (covering topics such as health & safety, good research/laboratory practices and laboratory research culture) after identifying the specific need via input from the Centre for Host Microbiome Interactions.

A detailed package of export control training was rolled out in February 2024 as a pilot project for relevant King's researchers and support staff. The training materials and the portal that delivered it was compiled by HEECA (The Higher Education Export Control Association) and made available to the entire UK HE

sector. More than 90 institutions are actively engaged with this training. As the subject matter was likely to be relevant to only a relatively small number of academics and administrators the training was deemed by King's to be non-mandatory, nevertheless more than 120 King's staff members have now completed it. The King's International Regulations Manager participated in a full day workshop to review feedback from participants across the UK and to draft improvements for the latest version. The International Regulations Manager also represented King's at two high profile HEECA conferences at the Fraunhofer Institute in Munich in February 2024 and in Glasgow in June.

Developments

1FTE Head of Research Culture and 2 x 1FTE 24-month Research Culture Managers joined RGEI in Autumn 2023, focused their initial energies on the co-creation of the King's Research Culture Vision and Delivery Plan, a document detailing the King's specific definition of research culture growth and guiding target intervention at central and faculty levels. After publishing and disseminating this plan, the team have focused on designing mechanisms for monitoring research culture locally and across the institution, on policy intervention in responsible research assessment and authorship, and on the consolidation of King's place in the national and international Research Culture space, culminating in the inaugural King's Research Culture Symposium in January 2025. The RIO is increasingly working in collaboration with the central Research Culture team, with fortnightly joint meetings, regular feedback on each other's ongoing projects, and the design and delivery of joint training sessions. This is aided by the current Head of Culture's interim appointment as Head of Culture & Integrity.

The Faculty of Arts & Humanities have appointed a Research Integrity Facilitator on a 0.6 FTE contract, who will (among other duties) act as a point of contact within the faculty for confidential advice and guidance on research integrity issues, and develop area-appropriate training, all in collaboration with the central RIO and local research integrity advisors where necessary. The RIO are in regular contact with the individual in-post to provide any required support.

The Faculty of Arts & Humanities also launched a research hub in Autumn of 2023, which is a one-stop shop signposting researchers to support and advice available to them in the areas of research integrity and culture. The goal is for the hub to eventually share toolkits and training materials to assist individual departments with their own awareness raising in ways that are specifically relevant to research in Arts & Humanities.

The Faculty of Social Science & Public Policy, and the Institute of Psychology Psychiatry & Neuroscience have appointed dedicated professional services managers (Research Culture Manager/Research Culture Support Manager, respectively) to lead in the area of research culture, who have been in post since February 2024, and who are leading on initiatives to promote a positive research environment within the faculties. They join a Research Culture Manager in post within the Faculty of Arts & Humanities.

The Faculty of Dental and Oral and Craniofacial Sciences' research staff committee have developed a template agreement document to be completed by all supervisors (of Ph.D and postdoctoral researchers) and supervisees within the Faculty, with the goal of standardising expectations around support and responsibilities on all sides in these critical supervisory relationships. This is in use within the Faculty, and others (including the IoPPN) are working on similar initiatives.

International Regulations is a growing area of work at King's and addresses practical and legal obligations arising from export control regulations, national security, sanctions and embargos, U.S. extraterritorial regulations and, recently, compliance with access and benefit sharing obligations arising from the Nagoya Protocol.

King's International Regulations policy was published late in Academic Year 2022/23 and was backed up by a programme of outreach to all faculty Vice Deans of Research and appropriate Research Committees during the course of the reporting period.

The International Regulations Manager also established a Trusted Research Committee with executive sponsorship from the **Vice President (Research & Innovation)** and **Senior Vice President (Operations)** and held its inaugural meeting in early July 2024. The Committee has been established at the encouragement of the UK government but will also address an increasing and very wide-ranging level of scrutiny from funders. We hope that this will provide an integrated, holistic, approach to matters such as process and procedure, ownership and accountability, staffing and resiliency, to name just a few.

2C. Reflections on progress and plans for future developments

This should include a reflection on the previous year's activity including a review of progress and impact of initiatives if known relating to activities referenced in the previous year's statement. Note any issues that have hindered progress, e.g. resourcing or other issues.

Review of progress and impact

In line with last year, the total number of inquiries and cases have risen although there was a slight decrease in formal cases which may indicate that staff and students are approaching RIO or RIADs at an earlier stage with issues. This, in turn, may facilitate informal resolution of these issues.

Plans for future development

- RIO will initiate pilot testing of the online training modules with the intention that these become mandatory for PGR students and new research staff in the first instance.
- RIO plans to finalise, publish and promote the institutional Code of Good Research Practice.
- The UKRN ORP will continue to rollout the train-the-trainer project and over the next reporting period, trainers will go on to deliver training at King's.
- The Research Ethics team have developed a training session for supervisors of students and staff conducting research that requires ethical approval and this is planned to be rolled out over the coming year.
- The Research Culture team will be supporting the King's Research Culture Symposium in January 2025.
- The Faculty of Dental and Oral and Craniofacial plans to roll out the lab safety & etiquette training sessions and promote the use of electronic laboratory notebooks across the Faculty.
- The Faculty of Nursing, Midwifery & Palliative Care is hosting an inclusive research and education practices project, which will get underway in the next academic year. This is looking at three workstreams: increasing the diversity of researchers in the Faculty; increasing the diversity of research participants; and increasing the diversity of patient and public engagement members.
- The Institute of Psychology, Psychiatry & Neuroscience plans to run an annual Faculty Research Integrity event as well as running an open research survey, to identify strategic training objectives, map the current familiarity with and practice of Open Research, and identify pockets of good practice.
- The Faculty for Social Science and Public Policy intend to host a workshop on ethics and integrity in research collaborations as well as a PGR research culture lunch to allow PGRs an opportunity to feedback

views on local research culture and new workshops/training sessions they think are needed. They also intend to develop an ECR new starter pack which will highlight both research culture and research integrity and develop local authorship guidance.

- The Faculty for Arts & Humanities plans to set up a reflective practice group in January 2025 to be offered to researchers working in traumatic/sensitive areas externally facilitated by Youth Beyond Borders who have experience of running these sorts of session in schools. They also intend to include research integrity in PGR induction material and

Issues hindering progress

There has been a significant resourcing issue within the Research Integrity Office within the reporting period. For various reasons, including delays appointing a new RIM after a resignation and another RIM being seconded to another role, for most of the reporting period there have effectively only been two RIMs in post at any given time, rather than the intended three (though the effect of this has been mitigated to some degree by the appointment of the temporary Research Integrity Officer noted above).

Although the increase in informal case resolutions (noted above) is a positive indication, responding to and dealing with a high-volume of informal inquiries is still time consuming for the RIMs and takes away from time that could be spent on proactive initiatives, training and policy work.

2D. Case study on good practice (optional)

Please describe an anonymised brief, exemplar case study that can be shared as good practice with other organisations. A wide range of case studies are valuable, including small, local implementations. Case studies may also include the impact of implementations or lessons learned.

[Please insert response]

Section 3: Addressing research misconduct

3A. Statement on processes that the organisation has in place for dealing with allegations of misconduct

King's College London is committed to conducting its business in a fair and transparent manner. As an institution, we are committed to creating an inclusive and respectful environment for all members of our community. We are a large and complex organisation, with many different stakeholders, and therefore many different routes for resolving varied concerns or complaints.

A simple way for students, staff, and visitors to report incidents of inappropriate behaviour and access support services is through the Report + Support portal. Our Bullying & Harassment Policy outlines the University's commitment to preventing and effectively addressing bullying and harassment, enabling a culture where all individuals are valued and supported to succeed.

The University has a formal Procedure to investigate and resolve allegations of research misconduct (the 'Procedure'). The Procedure should be reviewed every three years. The Procedure is currently under a thorough, systematic review as part of the 'revamp' described above.

The Procedure is to be carried out in accordance with the principles of fairness, confidentiality, integrity, prevention of detriment, and balance, and these are defined with Annex 1 of the Procedure. There are appropriate mechanisms and safeguards in place within the Procedure to ensure adherence to these principles and that the process is transparent and robust. Accompanying guidance for managing an appeal, to promote a robust and fair process, is made available in the event of an appeal.

King's makes every effort to meet its obligations to external bodies, including regulatory and professional bodies, regarding the initiation or completion of a formal investigation. To the knowledge of the Research Integrity Office, King's has met such obligations.

Any concerns, complaints, or allegations may also be made under the King's Whistleblowing Policy.

Creating a safe environment for concerns to be raised

The network of Research Integrity Advisors was developed to support informal liaison processes. Enquiries reported from various faculties suggests this approach

has been successful and that students and staff feel comfortable in approaching a trusted colleague. The Faculty of Arts & Humanities are building on this successful network by creating a dedicated PS Research Integrity Facilitator post within the faculty.

Processes (formal and informal) for reporting concerns about research conducted in King's name is communicated to our community of research-active staff and students through our 10 training sessions and is also visible on our webpages. The RIO provides assurance to researchers that they should feel safe to report poor research practices, either to us or at local level. The RIO encourages researchers to approach us or local contacts (ordinarily the Research Integrity Advisors) if they feel that they or others have failed to meet the expected standards of good research practice, so that we can offer appropriate advice on how to mitigate any risk, and then advise on the next steps should it be appropriate to report research misconduct.

Information about the Procedure is available on our Research Misconduct webpage, along with advice and support, to all staff, students, and individuals external to the university who wish to raise an issue about the conduct of research undertaken in King's name.

During an investigation, we may signpost to mental health support provided by King's to staff and students, where appropriate.

Lessons learned

The proportion of cases where one or more parties seek or mention legal representation/action have continued to slowly increase during the reporting period. This has, in turn, resulted in concerns from panel members regarding personal liability/risks for findings made and reports issued in the course of investigating, and in some cases made it difficult to confirm panel members. The RIO has worked with the KCL Legal team to provide prospective panel members with reassurances regarding these concerns.

Outcomes of cases and investigations continue to show that guidance on good authorship practices are needed, especially where there are significant seniority gaps between authors, or commercial/Intellectual Property implications. It is hoped that the Contribution and Authorship policy mentioned above, developed by the central RC team, will assist with this issue.

3B. Information on investigations of research misconduct that have been undertaken

This table reports on the number of **allegations decided on** during the academic year 23-24 (including those associated with investigations which completed during this period but started in a previous academic year). Information from ongoing investigations has not been submitted. The information below concerns the total number of allegations made and reviewed, which arise from six separate investigations under the *Procedure*, including one for which no allegation proceeded beyond the screening phase.

The Procedure includes a screening stage to determine whether an investigation needs to be completed into an allegation. Allegations subject to screening have been included in the first column but only those that proceeded past this stage, to initial investigations and/or full inquiries, have been included in the second column.

Type of allegation	Number of allegations			
	Number of allegations reported to the organisation	Number of formal investigations	Number upheld in part after formal investigation	Number upheld in full after formal investigation
Fabrication				
Falsification				
Plagiarism	6	6	0	0
Failure to meet legal, ethical and professional obligations	8	7	0	0
Misrepresentation (eg data; involvement; interests; qualification; and/or publication history)	10	8	2	0
Improper dealing with allegations of misconduct				
Multiple areas of concern (when				

received in a single allegation)				
<i>Other*</i>				
Total:	24	21	2	0
<p>*If you listed any allegations under the 'Other' category, please give a brief, high-level summary of their type here. Do not give any identifying or confidential information when responding.</p>				
<p><i>[Please insert response if applicable]</i></p>				

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-09.1
Status	Final

Report from the Dean

Action required

- For approval
 For discussion
 To note

Paper Explanation for Members

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

Paper History

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

Paper Submitted by:

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

Report from the Dean

1. Dean's Office

- a) It was an honour to work with Professor Rachel Mills in hosting the Opening of Year Ceremony in the Strand Chapel on Friday 20 September, and a delight to be joined by our Olympic alumna Dina Asher-Smith, as well as representatives from a range of student societies, to welcome (back) new and returning students and staff. If you weren't able to join us, either in the Chapel or at one of the streaming locations, or if you want to look back at the event, the recording of the ceremony is available [on the intranet](#).
- b) The Dean's Office and Chaplaincy held a Vigil for Peace on 7th October to remember lives lost not just in Israel and Gaza and the wider region, but in all the world's conflicts and to pray for peace and justice. There will be an event on 5 November to hear Israeli peace activist, Magen Inon, and Palestinian peace activist, Hamze Awawde, speak both about their personal losses and the way they work together across the divide.

2. AKC (Associate of King's College)

- a) With the start of the new academic year, the AKC is busy enrolling people on to this year's programme. At time of writing, we currently have 3,329 students enrolled, including 2,181 first-year students, and 106 King's staff members. We also have 89 King's alumni participating in the AKC via the AKC for Alumni route. As a reminder, the two lecture series for this year are:
 - i) **Semester 1 2024/5 - 'Why War? Living with Peace and Violence', coordinated by Dr Taushif Kara, Lecturer in Modern Islam (Department of Theology & Religious Studies)**
 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 academics 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 2024/5 - 'Enduring love? Intimacies and Care in Turbulent Times', coordinated by Dr Ruth Sheldon, Lecturer in Religion and Social Science.**
 This AKC 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.
- b) As part of this term's lecture series *Why War? Living with Peace and Violence*, we will be hosting an AKC Conversation on Conflict and Antisemitism on Wednesday 13 November which will be moderated by Dr Ben Gidley ([Birkbeck Institute for the Study of Antisemitism](#)). This will be a ticketed event; for more details and information on how to register, please email akc@kcl.ac.uk.
- c) Members of staff wishing to enrol on the AKC this year should email akc@kcl.ac.uk (sooner rather than later, if possible, please!).
- d) As always, all staff and students can catch up on AKC lectures via the [podcast](#), or by emailing akc@kcl.ac.uk for access to the lecture videos.

- e) Following Professor Clare Carlisle's move to the Philosophy Department in August, we are very pleased that Dr Edward David joins King's on 14 October as Academic Director of the AKC (0.5FTE) and Lecturer in Ethics and Values in the Department of Theology & Religious Studies (0.5FTE). Dr David comes to us from the University of Oxford, where he has been the McDonald Postdoctoral Fellow in Christian Ethics and Public Life. His research areas include Christian and Religious Ethics, Historical and Systematic Theology, and Science and Religion.

3. Chaplaincy

- a) We once again played a full part in the programme of Welcome to King's events for new students. Activities included mindful meditation sessions, afternoon tea and cake in the Chaplaincy rooms on all campuses, and a 'faith crawl' around various places of worship (of different faiths) around the Strand and Soho.
- b) Our regular pattern of services and events is now underway, and full details of both regular and one-off activities can be found on [our website](#).
- c) Special services to note within the regular pattern are the upcoming [Memorial Evensong for David Trendell](#), our former colleague (Chapel Choir and Music Department) on Tuesday 22 October at 6pm, marking the 10th anniversary of his death; [the All Souls'-tide Requiem Eucharist](#) on Tuesday 5 November at 5.30pm; and the [Memorial Evensong for Lord Judge](#) on Tuesday 12 November at 6pm. As always, all are welcome at all services in the Strand Chapel.
- d) The annual King's [Act of Remembrance](#) will be held at the Memorial Arch on the Guy's campus on Monday 11 November at 10.45am, including the laying of wreaths and the Last Post.
- e) Although we're not far into term yet, we are already looking ahead to Advent and Christmas! Our ever-popular Advent Carol Services will be held in the Strand Chapel on [Wednesday 4](#), [Thursday 5](#) and [Friday 6 December](#), at 5.30pm each night; booking for free tickets (to monitor numbers) will open at the end of October, and links and other details will be on the webpage for each service. There will then be Christmas Carol Services in the Strand Chapel on Tuesday 10 December at 5.30pm, and in the Guy's Chapel on Thursday 12 December at 5.30pm – these are not ticketed, and all are welcome to join us.

4. Chapel Choir

- a) The Choir have definitely hit the ground running for the new academic year! Having taken part in the Opening of Year Ceremony (see 1.a) above), they also sang at the Vice-Chancellor's welcome and recognition for newly-promoted Professors in the Strand Chapel on Monday 7 October, and of course are back into the routine of the weekly sung services.
- b) External commitments which have either already taken place or which are coming up include: taking part in the opening event (Thursday 3 October) for Es Devlin's "[Congregation](#)" project, a collaboration between King's Culture, the Courtauld Institute, and the UNHCR; and giving one of the concerts in the ['Joy and Devotion' series](#) at St James' Church Piccadilly celebrating Polish sacred music (Friday 8 November).
- c) Looking a bit further ahead, the Choir's latest CD will be available from Friday 29 November. This is ['Nativity'](#), a recording of Christmas music by [Edward Nesbit](#), Senior Lecturer in Composition in the Department of Music. It's never too soon to start thinking about Christmas presents!

Ellen Clark-King
Dean of King's College London
8 October 2024

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-09.2
Status	Final
Access	Members and senior executives
FOI Release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 personal information

Election of Associates of King's College London

Action required

- For approval
 For discussion
 To note

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

Paper Explanation for Members

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

Paper Submitted by:

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

These pages have been redacted

Academic Board	
Meeting date	30 October 2024
Paper reference	AB-24-10-30-10
Status	Final



Report from Council

Action required

- For approval
 For discussion
 To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	<p>This report presents a summary of key issues discussed and decisions taken at the meeting of Council held on 10 July 2024.</p> <p>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.</p>
What is required from members?	One of the elected members on Council will present the report.

Paper History

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

Paper Submitted by:

Dr Sinéad Critchley, University Secretary & Director of Assurance, on behalf of Irene Birrell, College Secretary to 31 July 2024

Report from Council – meeting of 10 July 2024

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

Community Story

Council welcomed the Vice President (Education & Student Success), the Director of Students & Education, and three King's students to the meeting, to hear the students' experiences of careers and employability at King's.

Governance & Nominations Committee (GNC) report

(i) Council and Committee memberships

Council reappointed Donna Catley to a second three-year term as an independent member of Council and Chair of the Staff & Culture Strategy Committee, and re-appointed three co-opted members of the Finance Committee for their second three-year term on the Finance Committee: Diego Cervantes-Knox, Debbie Gupta and Professor Paul Guest.

(ii) Chair of the Estates Strategy Committee

Jon Zehner was appointed as the new Estates Strategy Committee Chair, and new independent member of Council, following an update from the GNC.

Finance Committee report

Council received and noted several reports, including Management Accounts, Projection to Year End Financial Statements; and King's Tuition Fee Bandings 2025/26.

Council received a report on the Integrated Planning Process (IPP) which was the business planning approach to connect faculty and professional service directorate plans to the University's overarching strategic goals and financial resources and targets. The Draft Integrated Planning Process 2024-2027 and 2024-2025 Budget Setting plan was approved.

Council received and discussed an update on Student Futures (previously named the Student Success Transformational Project), and approved Phase 2, including investment from the Strategic & Capital Investment Fund.

Audit, Risk & Compliance Committee (ARCC) report

Council approved the report of the Fundraising Ethics Review Group, and the annual fundraising compliance report – both for the 2022-2023 academic year.

Council received updates on the Board Assurance Framework (BAF); Cyber Security, and a need to reconcile the independence of academic communities and the University's mitigation of risk; and noted the Annual Internal Assurance Plan 24/25; and the Compliance Assurance Annual EDI Report.

Other Committee reports:

Council received reports from the Academic Board, the Estates Strategy Committee and the KCLSU.

Council's next meeting is scheduled for **18 November 2024**

Irene Birrell, College Secretary