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**Academic Board**

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**Meeting date** 3 February 2021

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**Paper reference** AB-21-02-03-02

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**Status** Final

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**Access** Members and senior executives

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**FOI release** Subject to redaction

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

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Meeting of the Academic Board to be held on **Wednesday, 3 February 2020** at 14.00 – remotely by Microsoft Teams

Please join via the calendar invitation

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**Agenda**

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|          |   |  |  |
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| <b>1</b> | <b>Welcome, apologies and notices</b>   |  | Chair  |
| <b>2</b> | <b>Approval of agenda</b>   | AB-21-02-03-02   | Chair  |
| <b>3</b> | <b>Unanimous Consent Agenda</b><br>(including Minutes of the Previous Meeting and Actions Log)  | AB-21-02-03-03.1<br>AB-21-02-03-03.2-3                       | Chair  |
| <b>4</b> | <b>Matters arising from the minutes</b><br>(i) Update on the Thomas Guy Statue<br>(ii) UG External Examiner Report - anonymity<br><br>Any other matters arising from the minutes not covered elsewhere on the agenda  | AB-21-02-03-04<br><i>Verbal update</i>                       | Chair<br>VP (Education)                                    |
| <b>5</b> | <b>Report of the President &amp; Principal</b><br>5.1 Summary Report on Key Issues (to note)<br>5.2 COVID-19 Update (to note)<br>5.3 [REDACTED]<br>5.4 King's Education Institute progress update (to discuss)  | AB-21-02-03-05.1<br><i>Verbal Update</i><br>AB-21-02-03-05.4 | Principal<br>Principal<br>VP (Education)<br>VP (Education) |
| <b>6</b> | <b>Portfolio Simplification</b> (to approve)<br>Curriculum Commission Recommendations<br>(On the Consent Agenda)  | AB-21-02-03-06   | VP (Education)   |
| <b>7</b> | <b>Reports of Committees</b><br>7.1 Report of College Education Committee<br>(i) Fair Assessment Policy (to note)<br>(ii) UG Progression & Award Policy (to note on consent)<br><br>7.2 Report of College Research Committee<br>(i) Academic Strategy (Research) (to discuss)<br><i>See Consent Agenda for remaining items – all to note.</i> | AB-21-02-03-07.1<br>AB-21-02-03-07.2                         | Chair, CEC<br>Chair, CRC                                   |
| <b>8</b> | <b>Equality Diversity and Inclusion Committee (EDIC)</b><br>8.1 Athena Swan (to note)<br>8.2 Lesbian, Gay, Bi and Trans Equality (to note)  | AB-21-02-03-08.1<br>AB-21-02-03-08.2                         | Director ED&I  |
| <b>9</b> | <b>Report of the President of KCLSU</b>   | AB-21-02-03-09   | KCLSU President  |

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|           |   |                  |                               |
|-----------|---|------------------|-------------------------------|
| <b>10</b> | <b>The Dean</b>   |                  |                               |
|           | <i>Items for Consideration</i>                          |                  |                               |
|           | 10.1 Report of The Dean (to note)                       | AB-21-02-03-10.1 | Dean                          |
|           | <i>Item on Consent</i>                                  |                  |                               |
|           | 10.2 To elect Associates of King's College (to approve) | AB-21-02-03-10.2 | Dean                          |
| <b>11</b> | <b>Report from Council</b>                              | AB-21-02-03-11   | AB members elected to Council |
| <b>12</b> | <b>Any Other Business</b>                               |                  |                               |

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Irene Birrell  
College Secretary  
January 2021

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**Academic Board**

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**Meeting date** 3 February 2021

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**Paper reference** AB-21-02-03-03.1

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**Status** Final

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**Access** Members and senior executives

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**FOI release** Subject to redaction

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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      |
|--|---|------------------|-------------|
| 3.2  | Minutes of 9 December 2020                        | AB-21-02-03-03.2 | Approve     |
| <b>Portfolio Simplification</b>                        |   |                  |             |
| 6  | Curriculum Commission reversal of prior approvals | AB-21-02-03-06   | Approve     |
| <b>Report of the College Education Committee (CEC)</b> |   | AB-20-12-09-07.1 |             |
| 7.1  | (ii) UG Progression & Award Policy                |                  | Note        |
| <b>Report of the College Research Committee (CRC)</b>  |   | AB-20-12-09-07.2 | All to Note |
| 7.2  | (ii) Research Performance                         |                  |             |
|  | (iii) Research Culture                            |                  |             |
|  | (iv) Research Misconduct                          |                  |             |
|  | (v) Security Sensitive Research                   |                  |             |
| <b>Report of the Acting Dean</b>                       |   |                  |             |
| 10.2   | To elect Associates of King's College             | AB-20-10-07-10.2 | Approve     |

**Academic Board****Meeting date** 3 February 2021**Paper reference** AB-21-02-03-03.2**Status** Unconfirmed**Access** Members and senior executives**FOI release** Following approval by Academic Board, subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data**Minutes**

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

**Date** 9 December 2020, 14.00**Location** Remote Meeting held by MS Teams

| Composition             |  |  | Members                         | Attendance<br>2020-21 |          |          |          |          |
|-------------------------|--|--|---------------------------------|-----------------------|----------|----------|----------|----------|
|                         |  |  |                                 | 07.10.20              | 09.12.20 | 03.02.21 | 28.04.21 | 16.06.21 |
| <b>Ex officio</b>       | President & Principal (Chair of Academic Board)                |  | Professor Sir Edward Byrne      | P                     | P        |          |          |          |
|                         | Senior Vice Presidents & Vice Presidents                       | SVP/Provost (Health)   | Professor Richard Trembath*     | P                     | P        |          |          |          |
|                         |  | SVP/Provost (Arts & Sciences)  | Professor Evelyn Welch          | P                     | P        |          |          |          |
|                         |  | VP (Education)   | Professor Nicola Phillips       | P                     | P        |          |          |          |
|                         |  | VP (International)   | Dr 'Funmi Olonisakin            | P                     | P        |          |          |          |
|                         |  | VP (Research)  | Professor Reza Razavi           | P                     | A        |          |          |          |
|                         |  | VP (Service)   | Professor Bronwyn Parry         | P                     | P        |          |          |          |
|                         |  | VP (London)  | Baroness Bull                   | P                     | P        |          |          |          |
|                         | College Chaplain & Dean  |  | Rev'd Canon Dr Ellen Clark-King | P                     | P        |          |          |          |
|                         | The President of the Students' Union                           |  | Salma Hussain                   | P                     | P        |          |          |          |
|                         | KCLSU Vice Presidents Education                                | Vice President for Education (Arts & Sciences)                       | Vatsav Soni                     | P                     | P        |          |          |          |
|                         |  | Vice President for Education (Health)                                | Aless Gibson                    | P                     | P        |          |          |          |
|                         |  | Vice President for Postgraduate                                      | Heena Ramchandani               | P                     | P        |          |          |          |
|                         | Executive Deans of Faculty                                     | Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care | Professor Ian Norman            | P                     | A        |          |          |          |
|                         |  | Social Science and Public Policy                                     | Professor Frans Berkhout        | P                     | P        |          |          |          |
|                         |  | Dickson Poon School of Law   | Professor Gillian Douglas       | P                     | P        |          |          |          |
|                         |  | Arts and Humanities  | Professor Marion Thain          | A                     | P        |          |          |          |
|                         |  | Institute of Psychiatry, Psychology & Neuroscience                   | Professor Ian Everall           | P                     | P        |          |          |          |
|                         |  | King's Business School   | Professor Stephen Bach          | A                     | P        |          |          |          |
|                         |  | Natural and Mathematical Sciences                                    | Professor Bashir Al-Hashimi     | P                     | P        |          |          |          |
|                         |  | Life Sciences & Medicine   | Professor Richard Trembath*     | P                     | *        |          |          |          |
|                         |  | Dentistry, Oral & Craniofacial Sciences                              | Professor Mike Curtis           | P                     | P        |          |          |          |
|                         | Dean for Doctoral Studies                                      |  | Professor Rebecca Oakey         | P                     | P        |          |          |          |
| <b>Elected Students</b> | One student from each faculty, split equally across UG/PGT/PGR | Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care | John Imaghodor                  | v                     | A        |          |          |          |
|                         |  | Social Science and Public Policy                                     | Bryan Strawser                  | v                     | P        |          |          |          |
|                         |  | Dickson Poon School of Law   | Rebecca Seling                  | v                     | P        |          |          |          |
|                         |  | Arts and Humanities  | Adam Roberts                    | v                     | P        |          |          |          |
|                         |  | Institute of Psychiatry, Psychology & Neuroscience                   | Malikkca Kanoria                | v                     | P        |          |          |          |
|                         |  | King's Business School   | Raghav Bansal                   | v                     | P        |          |          |          |
|                         |  | Natural and Mathematical Sciences                                    | Vacancy                         | v                     | v        |          |          |          |
|                         |  | Life Sciences & Medicine   | Bilyana Batsalova               | v                     | P        |          |          |          |
|                         |  | Dentistry, Oral & Craniofacial Sciences                              | Vacancy                         | v                     | v        |          |          |          |

|                      |   |  |                             |                  |   |   |  |  |  |
|----------------------|---|--|-----------------------------|------------------|---|---|--|--|--|
| <b>Elected Staff</b> | Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty. | Arts & Humanities (5 members)  | Professor Anna Snaith       | P                | P |   |  |  |  |
|                      |   |  | Dr Jessica Leech            | P                | P |   |  |  |  |
|                      |   |  | Dr Simon Sleight            | P                | P |   |  |  |  |
|                      |   |  | Professor Matthew Head      | P                | P |   |  |  |  |
|                      |   |  | Professor Mark Textor       | P                | P |   |  |  |  |
|                      |   | Dentistry, Oral & Craniofacial Sciences (4 members)                              | Professor Kim Piper         | P                | P |   |  |  |  |
|                      |   |  | Dr Barry Quinn              | P                | P |   |  |  |  |
|                      |   |  | Dr Anitha Bartlett          | P                | P |   |  |  |  |
|                      |   |  | Dr Ana Angelova             | P                | P |   |  |  |  |
|                      |   | Dickson Poon School of Law (4 members)   | Professor Alison Jones      | P                | P |   |  |  |  |
|                      |   |  | Dr Federico Ortino          | P                | P |   |  |  |  |
|                      |   |  | Dr Ewan McGaughey           | P                | P |   |  |  |  |
|                      |   |  | Professor Satvinder Juss    | P                | P |   |  |  |  |
|                      |   | King's Business School (4 members)   | Crawford Spence             | P                | P |   |  |  |  |
|                      |   |  | Dr Chiara Benassi           | P                | P |   |  |  |  |
|                      |   |  | Professor Riccardo Peccei   | P                | P |   |  |  |  |
|                      |   |  | Dr Susan Trenholm           | A                | P |   |  |  |  |
|                      |   | Life Sciences & Medicine (5 members)   | Dr Alison Snape             | P                | P |   |  |  |  |
|                      |   |  | Dr Samantha Terry           | P                | A |   |  |  |  |
|                      |   |  | Professor Maddy Parsons     | P                | P |   |  |  |  |
|                      |   |  | Dr Baljinder Mankoo         | P                | P |   |  |  |  |
|                      |   | Natural and Mathematical Sciences (4 members)                                    | Dr Susan Cox                | P                | P |   |  |  |  |
|                      |   |  | Professor Paula Booth       | P                | P |   |  |  |  |
|                      |   |  | Professor David Burns       | P                | A |   |  |  |  |
|                      |   |  | Professor Michael Kölling   | P                | P |   |  |  |  |
|                      |   | Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members) | Professor Sameer Murthy     | P                | P |   |  |  |  |
|                      |   |  | Dr Tommy Dickinson          | A                | A |   |  |  |  |
|                      |   |  | Professor Jackie Sturt      | P                | P |   |  |  |  |
|                      |   |  | Dr Julia Philippou          | P                | P |   |  |  |  |
|                      |   | Institute of Psychiatry, Psychology & Neuroscience (5 members)                   | Irene Zeller                | P                | P |   |  |  |  |
|                      |   |  | Professor Guy Tear          | P                | A |   |  |  |  |
|                      |   |  | Dr Marija Petrinovic        | P                | P |   |  |  |  |
|                      |   |  | Dr Yannis Paloyelis         | P                | P |   |  |  |  |
|                      |   | Social Science and Public Policy (5 members)                                     | Dr Eamonn Walsh             | A                | P |   |  |  |  |
|                      |   |  | Professor Robert Hindges    | P                | P |   |  |  |  |
|                      |   |  | Professor Kerry Brown       | P                | P |   |  |  |  |
|                      |   |  | Dr Rebekka Friedman         | A                | A |   |  |  |  |
|                      |   | Three professional staff   | Dr Clare Herrick            | A                | P |   |  |  |  |
|                      |   |  | Dr Ye Liu                   | P                | P |   |  |  |  |
|                      |   |  | Dr Jane Catford             | P                | P |   |  |  |  |
|                      |   |  | Syreeta Allen               | v                | P |   |  |  |  |
|                      |   | Two academic staff on research-only contracts                                    | Research Support            | James Gagen      | P | P |  |  |  |
|                      |   |  | Service Support             | Kat Thorne       | P | P |  |  |  |
|                      |   |  | Arts and Sciences Faculties | Dr Hannah Murphy | P | P |  |  |  |
|                      |   |  | Health Faculties            | Dr Moritz Herle  | v | P |  |  |  |

#### In attendance:

v= vacant post

Lynne Barker, Associate Director, Quality Standards & Enhancement

Darren Wallis, Executive Director, Students & Education Directorate

Chris Mottershead, Senior Vice President, Quality, Strategy & Innovation

Judy Raper, Dean and CEO TEDI-London (for item 6.4 – TEDI-London)

Tasnia Yasmin, KCLSU VP Community and Welfare (invited for Item 5 – decolonising the curriculum)

Professor Ben Forbes, head of Institute of Pharmaceutical Science (for Item 8 – Quinquennial Review Progress Report)

Dr Rebecca Browett, Head of Education Transformation, Students & Education Directorate

Dr Cat Mora, Director of Research strategy Delivery

#### Secretariat:

Irene Birrell (College Secretary)

Xan Kite (Director of Governance Services)

Joanna Brown (Governance Manager)

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**1 Welcome, apologies and notices**

The Chair welcomed members and guests in attendance to the meeting. In particular, newly elected members and the Revd Canon Dr Ellen Clark-King were welcomed to their first meeting.

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**2 Approval of agenda**

The Principal stated that Item 5 (Decolonising the curriculum through a new perspective to internationalisation) would be discussed after 3pm to accommodate the availability of the Vice President (International). The agenda was approved.

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**3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-20-12-09-03]**

The Academic Board noted a conflict of interest registered by the President of the KCLSU for item 11.2 (election of Associates of King's College (AKC), and her abstention from this particular vote.

**Decision**

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

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**4 Matters Arising from the Minutes**

The Vice President (Education) reported that regarding communications around safety net provisions, which had been raised at the previous meeting under Matters Arising, communications had been correct but that there had been an error in application for four students which has since been rectified. All 708 students in the 2% boundary had been triple-checked to ensure no one else had been missed.

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**5 Decolonising the Curriculum through a new perspective to internationalisation [AB-20-12-09-05]**

This item was taken later in the meeting to accommodate the availability of the Vice President (International).

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**6 Report of the President & Principal [AB-20-12-09-06]**

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**6.1 Key Current Matters**

It being his last meeting of the Academic Board, the Principal said that it had been a massive privilege to work at King's and to chair the Academic Board. Professor Shitij Kapur would begin his tenure as President & Principal s in June 2021. Professor Evelyn Welch would take on the role of Interim President & Principal (and interim Chair of Academic Board) from February 2021, ahead of Professor Kapur's arrival. He highlighted the following key current matters covered in his summary report: Coronavirus update; Admissions Update; and Rankings. With regards to the Admissions update he noted the positive variance, but that there remained uncertainty around the January enrolments.

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**6.2 COVID-19 Update (Education) [AB-20-12-09-06.2]**

The Executive Director, Students and Education, reported that since the Board had last met, the national situation had changed. The national lockdown had pivoted some of King's programmes online for the remainder of the term. That transition had happened smoothly, with learnings from the previous lockdown being applied. Faculties had been requested to think about plans for additional community building and extra-curricular activities in parallel with online learning. Extended access to library and learning spaces had been provided and those spaces were being well used; use of the spaces over the holiday period by students remaining in London would be monitored. Today was the last day of the student travel window.

While it was reported that students had appreciated the calibre of online teaching, they clearly were looking forward to more opportunities for an on-campus experience. The timetable for return to campus, which continued to project two-metre social distancing, was out for consultation with faculties and would be sent to students by the end of the week. Following recent guidance, a

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proposal for a staggered return for the second term was also currently with faculties for consultation and would be announced shortly. Clinical and practical programmes were to start any time after 4 January, with remaining programmes commencing after the week of 25 January.

The KCLSU President put on record thanks to the Executive Director, Students and Education and his team, and particularly to the timetabling team. She also underlined the need to address important issues that had been raised.

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**6.3 NMS Change of Faculty Name [AB-20-12-09-06.3]**

The Executive Dean of the Faculty presented the report, which requested approval for a minor change in Faculty name in order to recognise engineering, which was supported within the Faculty. The new acronym for the Faculty would be NMES.

**Decision:**

That the name of the Faculty of Natural and Mathematical Sciences be changed to the 'Faculty of Natural, Mathematical and Engineering Sciences'

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**6.4**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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**6.5 Report from Council [AB-20-12-09-06.4]**

The College Secretary had suggested a new standing report from Council which would briefly summarise key issues discussed, and decisions taken at Council, in order to improve the flow of information between the two bodies. She presented the report as a good example of the standard set of items that the College Council considers on a regular basis. The Southeast London Innovation Quarter item had been unusual, but provided early notice of a project, just as the Academic Board sometimes received.

As with Academic Board, the Council meetings were largely driven by the activities of its standing committees.

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**6.6 Academic Board Elections Report [AB-20-12-09-06.6]**

The College Secretary presented the results of the recent Academic Board elections, which filled two recent vacancies. Syreeta Allen and Dr Moritz Herle were welcomed as new members to Academic Board.

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**7 Portfolio Simplification Update and Decisions [AB-20-12-09-07]**

**7.1 Portfolio Simplification – Final report and plans for implementation**

The Vice President (Education) presented the final Portfolio Simplification report and plans for implementation. She put on record thanks to all those involved in Portfolio Simplification, and especially to the Portfolio Simplification project team, which had been working closely with faculties to ensure all processes were in place for monitoring and maintenance going forward. She stressed that one of the motivations behind the project had been to create space for new imaginative types of modules and academic offerings, that there was a lot of interest in sustainability in the curriculum, and in service-led learning, and that this final report did not signify the end of the introduction of new modules.

During discussion points raised included:

- There was no intention to dismantle research-led teaching and new colleagues would have the opportunity to raise new modules reflecting their research interests. However new modules would need to be consistent with the principles of portfolio simplification.
- Regarding study abroad opportunities it was recognised that simplification was at the point of entry. There was no intention to reduce study abroad opportunities

**7.2 Curriculum Commission reversal of prior approvals**

Academic Board was requested to approve minor amendments to a previous decision regarding PGT modules in the Department of English and a small modification regarding the MA History of War program in terms of the timetable for discontinuation.

**Decision:**

That the minor amendments to previous decisions made by Academic Board be approved as set out in the report.

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**8 Decolonising the curriculum through a new perspective to internationalisation [AB-20-12-09-05]**

The Vice-President and Vice Principal (International) presented the discussion paper. King's had been having discussions and focus groups on structural racism and decolonising the curriculum since 2017, following demands from students. These discussions had accelerated in the external context of the Black



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Lives Matter protests following the killing of George Floyd in June 2020; King's had been at the forefront of these conversations.

The VP (International) acknowledged the fine line between decolonising and internationalisation. While the definition was not easy to resolve there had been a consensus that there were several core points around power and privilege and how they manifested in the classroom and in student and staff experience. She noted the false assumption that internationalisation was about foreign students and stated that decolonisation is for everyone and everyone needed to become culturally competent.

The VP (International) raised three key points:

- Questions of inequity – the curriculum was an entry point to deal with cultural change at the university
- Questions of intersectionality - domestic and international students were one in talk about King's people.
- A lot of knowledge remained to be unearthed about teaching, learning and outcomes. Following research, this data would be brought to bear on decolonising the curriculum. Seeing the world through the eyes of another was a good starting point.

The VP (Education) emphasised that the report presented a way of framing the institutional approach to the issue of decolonisation but that there would need to be tailored responses across different subject areas. She noted that questions from members received prior to the meeting had informed the presentation.

During discussion the following points were raised:

- Decolonisation is about a sense of equal belonging and the curriculum is the engine that can drive this discussion.
- There would be central conversations about curriculum issues but individual disciplines would need to look at the pedagogy. Flexibility and the sharing of ideas would be important.
- Regarding attainment gaps, the key was to focus on how teaching was framed, and diverse ways of learning, rather than on grades; the student experience of teaching and learning ends up in grades and the wider academic processes had impact on the ability of students from different backgrounds to learn. A university degree would not resolve every issue about knowledge transfer and students must read interventions as interconnected.
- Cultural competency guidance and training would be needed across the board, for staff as well as for students. It was proposed that the academic teaching community be consulted on what kind of support would be helpful. People would be at different stages of need.
- Real institutional change was needed, with a need to address structural racism and inequality and to own King's colonial past and be clear about what decolonisation meant at King's, noting that it would mean different things in different faculties. A more holistic approach was needed particularly in relation to communicating to students.
- Temporary research staff and relocation expenses issues had the impact of attracting diverse individuals away from King's. The Principal flagged this as an issue to be responded to in depth. Ongoing visa fees were also raised as an issue to be responded to in more depth.
- The Thomas Guy statue had been contentious because of his legacy with investments in the slave trade. It belonged to the Trust, though it sat on King's owned the land, and the charity had been undertaking a survey and a lot of focus group work on what to do with the statue. The results of the survey were expected in the new year and would be used to inform some of the King's thinking. There would be an update report at the next Academic Board meeting.

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**9      Quinquennial Review Progress Report: Institute of Pharmaceutical Sciences [AB-20-12-09-08]**

The Head of the Institute of Pharmaceutical Sciences, Professor Ben Forbes, introduced the report, which outlined the actions taken in addressing the recommendations and issues raised in the quinquennial review. He reported that delays in recruitment to vacancies remained a problem to be resolved. The Executive Dean of the Faculty put on record his thanks to Professor Forbes for his leadership.

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**10      Reports of Committees**

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**10.1    Report of College Education Committee (CEC) [AB-20-12-09-09.1]**

**(i)      UG External Examiner Report**

The Vice President (Education) presented the report which detailed the main issues highlighted by external examiners in their annual reports, with a focus on judgements made on academic standards within King's. Overall, the reports were extremely positive but there were a number of ongoing concerns, mainly regarding inconsistencies in the quality of feedback.

Further to a query on the anonymity of assignments, the Professor Phillips undertook to review this and provide more detail.

There was an electronic vote by Microsoft Forms and it was resolved by majority vote:

**Decision:**

That the recommendations in the report be approved, namely:

1. The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure concerns regarding grade inflation are being addressed, asking Assessment Sub-Boards to investigate possible reasons why there has been grade inflation, once identified.
2. External examiner comments are included in the review of student feedback, as part of the measure of responding to the 2020 NSS results around assessment and feedback.
3. A review of how assessment mark sheets are presented to Assessment Sub-Boards, with the aim to limit the volume of errors that have been reported in recent years.
4. When designing online assessment for 2020/21, consideration is given to the type of assessment, and whether, for example, an open book MCQ 24-hour examination is appropriate or whether this assessment should be time restricted.

**(ii)    Degree Awards – I & IIA award analysis 2019/2020**

The Vice President (Education) drew attention to observations made by the Academic Standards Sub Committee (ASSC) and the College Education Committee (CEC) at Annex 2 to the report.

*Items noted on Consent*

- (iii) Decolonisation and Curriculum Design
  - (iv) KCLSU report
  - (v) Results of the institutional pulse survey
  - (vi) Student Mental Health & Wellbeing Update
  - (vii) C2029 Update
  - (viii) King's Business School First Year Pilot
  - (ix) Studentships
  - (x) Study Abroad Simplification Update
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**10.2    Report of College Research Committee (CRC) [AB-20-12-09-09.2]**

*Items approved and noted on Consent*

- (i) Research Integrity (approved)
  - (ii) RMID Transformation
  - (iii) Bullying and Harassment
  - (iv) Academic Strategy for Research
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**10.3 Report of the College International Committee (CIC) [AB-20-12-09-09.3]***Items noted on Consent*

- (i) Updated terms of reference
- (ii) International Collaboration Dashboard
- (iii) Safeguarding in an international context

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**10.4 Report of the College Service Committee (CSC) [AB-20-12-09-09.4]***Items noted on Consent*

- (i) Chair and Director's Report
- (ii) What is next for Service?
- (iii) Other business

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**10.5 Report of the College London Committee (CLC) [AB-20-12-09-09.5]***Items noted on Consent*

- (i) Chair's Report
- (ii) Faculty Annual London reports
- (iii) King's London Highlights
- (iv) Extracurricular Report
- (v) Homeless London

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**10.6 Report of the Academic Board Operations Committee [AB-20-12-09-09.6]**

The VP (Education) presented the report which set out three items in the report for approval (with a further two having already been approved under the Unanimous Consent Agenda).

**(i) Eligibility of Affiliate Staff to Serve on Academic Board**

There was an electronic vote by Microsoft Forms and it was resolved by majority vote:

**Decision:**

- (i) That staff participants in elections to the Academic Board, as nominees, nominators and voters must be employed by King's College London.
- (ii) That the category of "adjunct academics" be added to those eligible to take part in the election if it is found that this group is easily identifiable and appropriately verified, but that wording be added to the standing orders for Academic Board to make clear that, in accordance with the College Charter and Statutes, only staff employed by King's can stand for election to Council.
- (iii) That the definition of staff for the purposes of membership of the Academic Board be reviewed in the event of any future material changes to policy or procedure, balancing the principles of inclusivity with that of Academic Board staff seats being held by individuals whose primary employer is King's.

**(ii) PGR Seats on Academic Board**

There was an electronic vote by Microsoft Forms and via the chat function and it was resolved by majority vote:

**Decision:**

That the two self-nominating postgraduate research students, Hiba Asrar from Dentistry, Oral & Craniofacial Sciences and Jhanelle White from Natural & Mathematical Sciences, be acclaimed as elected members of the Academic Board.

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**(iii) Academic Board agenda planning**

The College Secretary stated that the long-term intention was to develop a calendar of business, which would be recommended through the Academic Board Operations Committee for Academic Board approval on an annual basis. This would provide Academic Board members the opportunity to discuss the key issues they wished to see over the coming year. There was an electronic vote by Microsoft Forms and via the chat function and it was resolved by majority vote:

**Decision:**

That Academic Board approve the following actions:

- (i) Long-Term Agenda Planning – that the Secretariat should prepare an annual forward Calendar of Business for the Board so that the issues to be discussed at each meeting are known in advance.
- (ii) Items from Members that arise from time to time –that every effort be made to accommodate issues that members wish to discuss that were not identified at the time that the Calendar of Business was approved. The following processes/principles would apply:
  - The College Secretary would need to receive the request to add an item to an immediately upcoming agenda at least two weeks in advance of the meeting.
  - The requested item must be within the terms of reference of the Academic Board or one of its standing committees to consider.
  - If a suggested item would normally be considered by a standing committee before being brought to the Board, the College Secretary would first refer it to the relevant standing committee for input before it came to Board, unless the member proposing the item indicated that there was an urgency to bring the matter immediately to the Board.
  - Where more items were received than time permitted discussion at a meeting, ABOC would be consulted on prioritisation.
  - The College Secretary would provide a report on requests received and their disposition at each Board meeting.

**(iv) Powers of Academic Board**

The VP (Education) reported that in response to concerns raised about lack of clarity and understanding about the ‘powers’ of the Board, the Secretariat would undertake a review of the terms of the reference of the Board and its standing committees with particular attention to delegations of authority and report back to the Board through ABOC in the spring.

*Items on Consent*

- (v) Committee Terms of Reference (approved)
  - (vi) Student membership of ABOC (approved)
  - (vii) Timing of Academic Board Paper Circulation (noted)
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**11 Report of the President of KCLSU [AB-20-12-09-10]**

Academic Board received the report of the President of the KCLSU. She stated that King's had very good policies but needed to address how the operationalisation of policies could be improved.

In response to a question on the extent that KCLSU interacts with the student rep system, the President confirmed this was a key issue for KCLSU, and that work was currently ongoing in response to a report completed a couple of years ago. During COVID there had been a need to have stopgap measures to use the student rep system effectively, and MTeams channels were being developed, for example to hold Town Halls.

The top three KCLSU issues for management focus in the second term were: face-to-face teaching, community building and student wellbeing.

A student member of the Board reported student frustration following the rapid return to online teaching following the second lockdown. Some had been extremely disappointed, and especially those students who had travelled far and spent a lot of money to come to the UK.

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**12 Report of The Acting Dean**

**12.1 Report of the Acting Dean [AB-20-12-09-11]**

The new Dean, the Revd Dr Ellen Clark-King commended the report of the Acting Dean, and stated delight with the AKC take up and the quality of lectures given.

*Item approved on the Unanimous Consent Agenda:*

**12.2 Election of Associates of King's College [AB-20-12-09-11]**

**Decision:**

Academic Board elected as Associates of King's College those students and staff listed in the report.

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**12 Any Other Business**

A member had been in communication with the VP (Education)/Chair of ABOC with a query about student conduct during examinations. The misconduct regulations already covered the situations that the member had in mind, but at the suggestion of colleagues in the relevant teams, more explicit mention in the misconduct guidance of expected behaviour in relation to assessment and examinations would be considered.

It being his last meeting, the Principal expressed his thanks to the Academic Board for its support over the years and stated that the quality of guidance for the university was getting ever stronger. He placed on record his thanks to Chris Mottershead, who is also retiring, for his contributions to Academic Board, and welcomed the incoming (interim) Chair of Academic Board, Professor Evelyn Welch.

The Provost (Health) and the Provost (Arts & Sciences) thanked the Principal and the Senior Vice President (Quality, Strategy & Innovation) for all the work they had overseen on the Board over the years, including the integration of the student voice as part of the recent reorganisation of the Board and for all that they had done for King's.

There being no other business, the meeting adjourned.

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**Irene Birrell**

College Secretary

December 2020

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**Academic Board**

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**Meeting date** 3 February 2021

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**Paper reference** AB-21-02-03-03.2

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**Status** Final

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**Access** Members and senior executives

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**FOI release** Subject to redaction

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

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## Actions Log

### Action required

- ☐ For approval
- ☐ For discussion
- ☒ To note

### Executive summary

The Board is asked to note the Actions Log.

| Meeting         | Minute | Topic                       | Decision for Action  | Owner                               | Original Deadline<br>(and any Revised Deadline) | Notes | Progress           |
|-----------------|--------|-----------------------------|--|-------------------------------------|---|-------|--------------------|
| 9 December 2020 | 8      | Decolonising the Curriculum | It was proposed that the academic teaching community be consulted on what kind of cultural competency support would be helpful.  | VP (Education) & VP (International) | Report to April meeting?                        |       | In progress        |
| 9 December 2020 | 8      | Decolonising the Curriculum | Temporary research staff and relocation expenses issues had the impact of attracting diverse individuals away from King's. The Principal flagged this as an issue to be responded to in depth.   | Interim President & Principal       | Report to April Meeting                         |       | In progress        |
| 9 December 2020 | 8      | Decolonising the Curriculum | Ongoing visa fees were also raised as an issue to be responded to in more depth.   | Interim President & Principal       | Report to April Meeting                         |       | In progress        |
| 9 December 2020 | 8      | Decolonising the Curriculum | The Thomas Guy statue had been contentious because of his legacy with investments in the slave trade. It belonged to the Trust, though King's owned the land, and the charity had been undertaking a survey and a lot of focus group work on what to do with the statue. The results of the survey were expected in the new year and would be used to inform some of the | Interim President & Principal       | 3 Feb 2021 AB meeting                           |       | In Matters Arising |

|                 |      |  |   |                   |             |   |                    |
|-----------------|------|--|---|-------------------|-------------|---|--------------------|
|                 |      |  | King's thinking. There would be an update report at the next Academic Board meeting.  |                   |             |   |                    |
| 9 December 2020 | 10.1 | UG External Examiner Report (CEC report)   | Further to a query on the anonymity of assignments, the VP undertook to review the report and provide more detail.  |                   |             |   | In Matters Arising |
| 9 December 2020 | 10.6 | Academic Board Operations Committee report | Academic Board agenda planning – develop a calendar of business to be recommended through ABOC on an annual basis   | College Secretary |             |   | In progress        |
| 9 December 2020 | 10.6 | Academic Board Operations Committee report | Powers of Academic Board – Secretariat to undertake a review of the Terms of reference of the board and its standing committees with particular attention to delegations of authority | College Secretary | Spring 2021 | To report back to the Academic Board through ABOC | In progress        |

Irene Birrell, College Secretary  
Xan Kite, Director of Governance Services  
Joanna Brown, Governance Manager

January 2021



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**Academic Board**

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**Meeting date** 3 February 2021

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**Paper reference** AB-21-02-03-04

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**Status** Final

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**Access** Members and senior executives

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**FOI release** Subject to Redaction

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

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## Matters Arising from the Minutes

### Action required

- ☐ For approval  
☐ For discussion  
☒ To note

### Executive summary

The following actions arose from the previous meeting of the Academic Board (see Actions Log at Item 3).

- (i) Update on the Thomas Guy Statue (Verbal Update)
- (ii) UG External Examiner Report – anonymity

Arts & Humanities have confirmed that the issue relating to anonymised marking flagged by one of their external examiners related to two departments: History and the Department of Theology and Religious Studies (TRS). History have confirmed that they have switched to anonymous marking this year. Part of the former rationale for the lack of anonymisation was for positive reasons (giving personalised, iterative feedback on short summative assignments).

TRS were also asked to be more vigilant regarding anonymous marking, with the External Examiner's comments in the body of the report suggesting that the biggest concern was with the fact that they could see students' names on Turnitin. The ASB Chair responded by clarifying that names become visible \*after\* the main marking timeframe, and are not visible to markers at the time of marking. (This is the institution-wide sequence, not one confined to TRS.)

TRS' response to this query from AB also notes: The External Examiner also commented on the fact that in a few cases, markers did appear to recognize the work and comment accordingly. This has been brought to colleagues' attention in a recent departmental Assessment Workshop, and highlighted in a specific section on anonymity in the yearly guidance for markers produced by the Department. The External Examiner also commented that some students save their work with their name. We are addressing this in the context of new guidance to students on how to submit work (the Department is producing instruction videos, in addition to the already existing guidance it provides).

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**Academic Board****Meeting date** 3 February 2021**Paper reference** AB-21-02-03-05.1**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interests and personal data

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## Principal's Report

### Action required

- ☐ For approval  
☐ For discussion  
☒ To note

### Executive summary

The report outlines key current issues for the attention of Academic Board.

# Principal's Report

## Executive summary

This is my first Principal's report to Academic Board. I have kept the format the same but will review this for the next report and would welcome feedback on any amendments you would like to see for future reports.

### Coronavirus update

The university continues to manage the risks and impact of coronavirus. The main focus during January has been to support our students and staff during the latest national lockdown. All teaching outside a small number of programmes that require face to face teaching including medicine and dentistry has pivoted online. We continue to offer a wide range of well-being activities for staff and students. We are exploring options for amending the academic calendar for the spring and summer term to support additional teaching and extra-curricular activities. We have started to receive petitions for rent rebates. This is a national campaign and as King's has provided one of, if not the most, generous offer to students in residences during the pandemic, we have offered to meet the students with KCLSU to ensure all our students are aware of the support on offer. A fuller update will be provided per the Academic Board agenda.

### Admissions Update

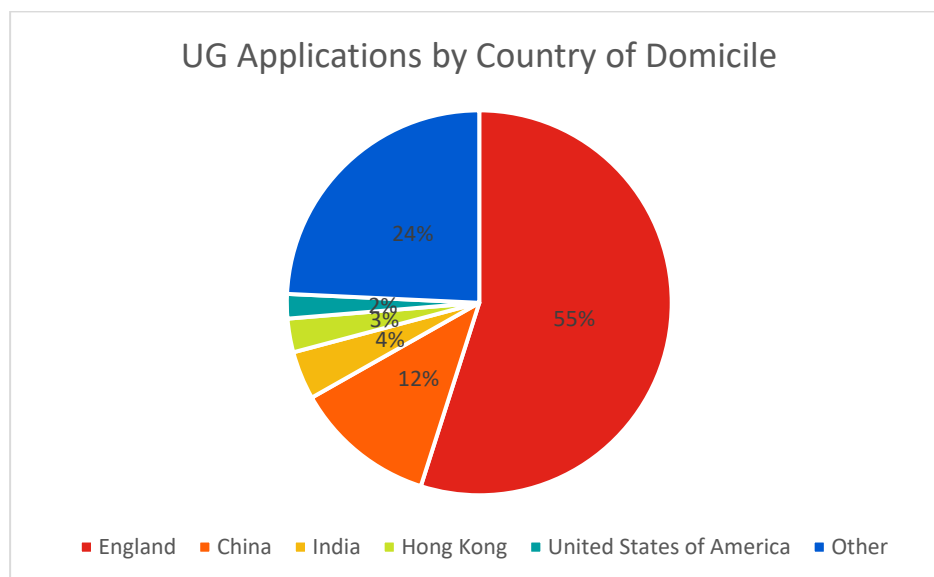
#### Undergraduate

Undergraduate application numbers

| Faculty  | 2020  | 2021  | Difference | Difference % |
|--|-------|-------|------------|--------------|
| Dentistry, Oral & Craniofacial Sciences                              | 1362  | 1943  | 581        | 43%          |
| Faculty of Life Sciences and Medicine                                | 9968  | 12336 | 2368       | 24%          |
| Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care | 2168  | 3408  | 1240       | 57%          |
| Institute of Psychiatry, Psychology and Neuroscience                 | 1904  | 2577  | 673        | 35%          |
| Dickson Poon School of Law   | 2824  | 3718  | 894        | 32%          |
| Faculty of Arts & Humanities   | 3981  | 4991  | 1010       | 25%          |
| Faculty of Natural, Mathematical and Engineering Sciences            | 6271  | 7520  | 1249       | 20%          |
| Faculty of Social Science & Public Policy                            | 5006  | 6139  | 1133       | 23%          |
| King's Business School   | 4479  | 5709  | 1230       | 27%          |
| Total  | 37963 | 48341 | 10378      | 27%          |

The total undergraduate application numbers this year have increased by 10,378 (27%), compared to the same point last year. The growth in application numbers is across all faculties. We are experiencing a continued growth in applications for Medicine and Nursing; this is reflected across the sector and in part is likely to be due to the focus on these areas over the last year.

#### Domicile of undergraduate applicants:



The chart reflects the domicile of applicants. This is broadly comparable with last year with the exception of the United States, where application numbers have increased from 700 to 1070 (52%) spread across a mix of programmes; this is not a trend shared across the sector and is likely to be down to a number of initiatives from marketing including: having a dedicated officer in California where a large majority of our applicants apply from, a greater focus on Alumni activity and stronger partnerships with US Schools and Councillors.

EU domiciled applications are down by 19% with most Faculties seeing a decrease, apart from a small increase for Dentistry, Oral & Craniofacial Sciences and Nursing, Midwifery & Palliative Care. This is to be expected given the impact of Brexit and the subsequent changes to fee status.

The 'equal consideration' deadline of 15 January has been extended until 29 January for applicants and advisers. This additional time allows schools and colleagues to support students who may not have easy access to digital devices.

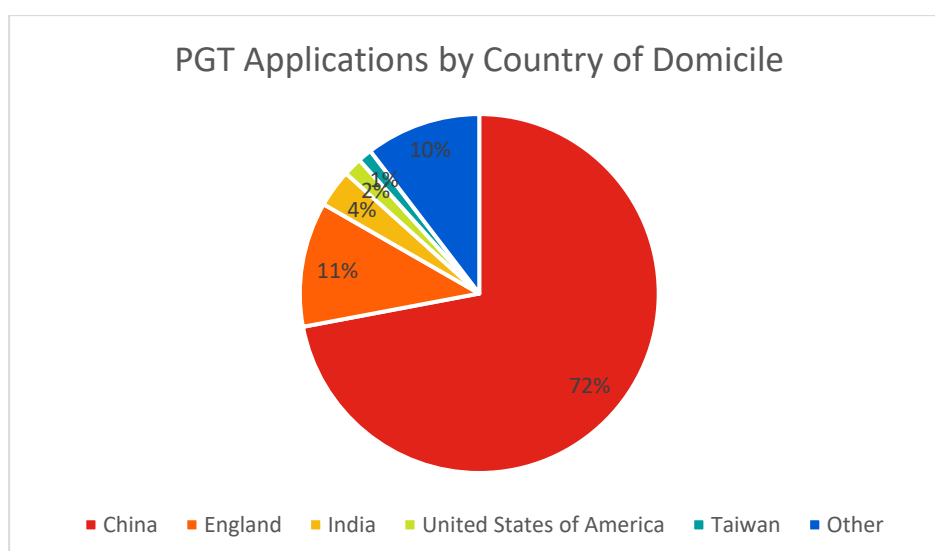
#### Postgraduate

##### Postgraduate taught applications numbers

| Faculty  | 2020 | 2021 | Difference | Difference % |
|--|------|------|------------|--------------|
| Dentistry, Oral & Craniofacial Sciences                              | 387  | 293  | -94        | -24%         |
| Faculty of Life Sciences and Medicine                                | 1378 | 1255 | -123       | -9%          |
| Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care | 79   | 70   | -9         | -11%         |

|  |       |       |      |      |
|--|-------|-------|------|------|
| Institute of Psychiatry, Psychology and Neuroscience | 824   | 1055  | 231  | 28%  |
| Dickson Poon School of Law                           | 1792  | 1619  | -173 | -10% |
| Faculty of Arts & Humanities                         | 3823  | 4347  | 524  | 14%  |
| Faculty of Natural & Mathematical Sciences           | 4607  | 5061  | 454  | 10%  |
| Faculty of Social Science & Public Policy            | 5323  | 5890  | 567  | 11%  |
| King's Business School                               | 8523  | 9041  | 518  | 6%   |
| Total  | 26736 | 28631 | 1895 | 7%   |

The total postgraduate application numbers this year have increased by 1,895 (7%), compared to the same point last year.



The chart reflects the domicile of applicants. This is broadly comparable with last year. We are again seeing growth in applicants from China, although slower growth compared to the previous few years. It should be noted that the first-round application deadline is the 26 March 2021 and historically large numbers of applications come in around the deadline date. We also know from previous application cycles, that Chinese applicants always apply early in the admissions cycle.

Similar to the undergraduate applications, there has been a decline in EU applications (25%), although this only equates to 300 applications. US applications have also increased by 160 applications (51%) compared to this point last year.

Overall, we are looking in a good position with the number of applications that are coming through. We have experienced a decline in EU applications, but this has been offset by increases in UK and International applications.

As with last year we will be working to make sure adequate numbers of offers are made to give the university the best chance to reach the enrolment targets.

### **Bush House community building project**

Following the Queen's opening of Bush House in March 2019 there was an independent review as to how and why some students were prevented from entering campus. The review's recommendations, which were accepted in full by the university, split into those focusing on compliance and procedure, and the remainder which were in terms of how to better build our community. There was a particular focus on how to have difficult conversations, maintaining freedom of expression whilst protecting everyone's dignity. At the heart of the incident was a question over what reasonable protest is and what is a reasonable response from the university.

The compliance aspects have been addressed, signed off by the Information Commissioner's Office and reported previously to the Board. In relation to community building, prior to the pandemic and college closure King's had partnered with The Tavistock Institute to undertake deliberative forums to co-create solutions with the community. COVID-19 disruption led to rescoping and rescheduling. The community building engagement and research will now take place in February and March 2021. During this period there are a number of events and focus groups planned with students, key student societies and across the King's staff community including key groups like the Freedom of Expression Advisory Group, Academic Board and operational staff involved in the managing of student events/protests. These engagement and listening events will examine the issues and also reflect on what is necessary now, particularly in relation to our new online ways of working.

The programme of work is governed by a sponsor group led by Professor Evelyn Welch and Denis Shukur, CEO KCLSU and a working group chaired by Sarah Guerra (Director of Equality, Diversity & Inclusion) and Tony Logan (KCLSU Director of Services).

### **Wellbeing Month**

In support of our approach to staff and student wellbeing, January was designated Wellbeing Month with events and activities planned to inspire, support and encourage a positive start to the New Year. Staff and students were also able to join Veganuary, Dry January and the King's Sport 30-day full body fitness challenge.

### **British Universities & Colleges Sport**

The King's Sport programme *Move Your Mind* has won the 2020 British Universities & Colleges Sport Participation Programme award. The programme quickly mobilised during the pandemic to provide over 50 physical activity classes a week, one to one coaching sessions and workshops free of charge. Since its launch in March it has received over 30,000 attendances and achieved global engagement from over 30 universities and 17 countries.

### **Guardian University Awards**

The King's Civic Leadership Academy and a year-long communications campaign to bring to public attention the health impacts of air pollution each won a Guardian University Award in November.

The King's Civic Leadership Academy won in the *Employability and entrepreneurship* category and was recognised for its work placing undergraduate second-year students – most from groups underrepresented at university – into paid internships with local charities and community organisations. Alongside their internships, students received training in social leadership. Both the internships and training help build students' confidence and enhance their employability.

In the *Marketing and Communications campaign* category, King's was recognised for its Air Pollution communications campaign. This campaign drew on King's research to bring to public attention the health impacts of air pollution as part of the university's mission to serve society, both locally in London and around the world. To achieve maximum reach, with no funding, a year-long campaign was planned around specific research projects, journal publications and key dates, in collaboration with companies, government bodies and charities.

### **Times Higher Employability Ranking**

A global employability ranking, designed by HR consultancy Emerging and published by *Times Higher Education* in November, revealed which universities the recruiters at top companies think are the best at preparing students for the workplace. These 250 universities span 43 countries, from the US to Japan. Employers voted for institutions both in their own country and around the world, if they recruit internationally. Fourteen UK universities appeared in the top 250, five based in London. King's was ranked 4<sup>th</sup> in the UK behind Cambridge, Oxford and Imperial and 21<sup>st</sup> in the world up from 31<sup>st</sup> last year.

### **New Year's Honours**

A number of King's staff were recognised in the 2021 New year's Honours List:

- Dr Mary Patricia Sheridan, Newborn and infant physical examination (NIPE) Lead and Midwifery Lecturer, Guy's and St Thomas' NHS Foundation Trust and King's College London has been recognised for services to Midwifery in the NHS.
- Dr Azeem Alam (Medicine, 2017), a Clinical Teaching Fellow and King's alumnus received the BEM for services to medical education during COVID-19.
- Professor Francesca Gabrielle Happe FBA, Professor of Cognitive Neuroscience, King's College London has been honoured for services to the Study of Autism.
- Dr Asha Thomson, Speciality Dentist in Oral and Maxillofacial Surgery, Senior Clinical Leadership Fellow East Anglia NHS England and Senior Clinical Teacher in Oral Surgery, Kings College Hospital London was recognised for services to the NHS, particularly during the Covid-19 Response.

### **Commemoration Oration**

On 20 January Sir Michael Barber, Chair of the Office for Students delivered the 2021 Commemoration Oration, Houses of Wisdom: Universities, Scholarship and Diversity of Perspective exploring the idea of the university in the 21st Century. The event was recorded and will be available on our intranet.

**Other updates (Annexes)**

- I. Staffing update
- II. Estates update
- III. HE environment
- IV. King's Health Partners
- V. Health & Safety update
- VI. Fundraising & Supporter Development
- VII. Equality & Diversity update

Evelyn Welch

Interim President & Principal, February 2021



## Staffing Update

### **New Dean**

The Revd Dr Ellen Clark-King took up her role as Dean in December. Ellen joins King's from Grace Cathedral in San Francisco where she was Vice Dean and Canon for Social justice. Responsible for fostering and promoting the spiritual development and welfare of King's diverse international multi-faith community, the Dean oversees the worship and the provision of pastoral care to all students and staff. It is a role that is highlighted in the original 1829 Royal Charter for the university, which has the explicit aim of ensuring that students are provided with an education that considers carefully the spiritual dimension to life.

Other key parts of the role include liaising with external religious and faith organisations and groups, overseeing the delivery of the successful Associateship of King College London (AKC) programme, promoting equality, diversity and inclusion within King's and providing pastoral, moral and welfare support to those that need it. Although founded in the tradition of the Church of England, present day King's is home to a diverse community of students and staff from across the world with a wide array of backgrounds, cultures and religions.

### **Interim Executive Dean, The Dickson Poon School of Law**

Following the retirement of Professor Gillian Douglas, Professor Alex Türk has been appointed interim Dean of the Dickson Poon School of Law for a period of 12 months from 1 January 2021. Alex will work with the Law School and the King's Senior Management Team to ensure that the Dickson Poon School of Law continues to play a crucial role in delivering King's Strategic Vision 2029, supporting the delivery of excellent research and innovative education while ensuring ongoing financial sustainability.

### **Interim Executive Dean, Faculty of Life Sciences & Medicine**

Following an internal recruitment process, Professor Ajay Shah has been appointed Interim Executive Dean of the Faculty of Life Sciences & Medicine. The role will provide leadership for the Faculty pending the appointment to the permanent position. Ajay has been at King's for over 20 years and has great breadth of knowledge of the Faculty, the university and our Trust partners. He is currently the British Heart Foundation (BHF) Professor of Cardiology and Head of the School of Cardiovascular Medicine and Sciences, the James Black Professor of Medicine, Director of the King's BHF Centre of Research Excellence and Honorary Consultant Cardiologist at King's College Hospital.

### **Deputy Provost, Arts & Sciences**

During my interim role as President & Principal, Professor Frans Berkhout has been appointed as Deputy Provost (Arts & Sciences).

These pages have been redacted

## King's Health Partners Update

- **KHP 5 Year Plan** – Professor Richard Trembath and Jill Lockett have presented the new KHP five-year plan to all partners to very positive feedback and engagement.
- **COVID-19 Vaccine Launch** – Guy's and St Thomas' NHS Foundation Trust have launched the vaccine delivery programme for South East London and plan to scale up to 15000 vaccines a day. Guy's is the central hub with the service available from a new marquee by the Science Gallery and from within the Guy's Atrium.
- **COVID-19 mass testing:** Plans continue to mobilise the pillar two testing laboratories within the university and expand the pillar one testing capacity at King's College Hospital NHS Foundation Trust. The Department of Health and Social Care asked King's Health Partners to submit proposals to deliver a further 5000 pillar two tests a day, which was submitted in late October and awaits their response.
- **Life Lines:** Since launching in April nearly 50,000 calls have been supported - amounting to more than 250,000 minutes - between families and their loved ones in intensive care units across the UK. The team has continued to provide further support to units as they have responded to increasing admissions. In October, the project and King's Health Partners were highly commended in the Health Tech Newspaper Health Tech awards category for 'Health Tech Project of the Year'.
- **Clinical Academic Groups:** On 11 November King's Health Partners hosted a clinical academic innovation workshop on theme one of the five-year plan; novel technologies, therapeutics and diagnostics. It featured three professors from King's College London: Professor Cathryn Lewis, Professor of Genetic Epidemiology and Statistics, Professor Adrian Hayday, Professor of Immunobiology and Professor Seb Ourselin, Professor of Healthcare Engineering. Topics included current and future applications of genetics, immunotherapies and the use of AI in preventing and treating ill health.
- **Population health and inequalities:** The first meeting of the new south east London Integrated Care System and King's Health Partners Population Health and Equality Executive, co-chaired by Jill Lockett, Managing Director, King's Health Partners and Andrew Bland, Chief Officer SE London CCG & ICS, took place on the 23 November.
- **Research funding highlights:** The COVID-19 Clinical Neuroscience Study (COVID-CNS) has received £2.3m from UK Research and Innovation/National Institute for Health Research to investigate 800 COVID-19 patients in the UK with neurological or neuropsychiatric complications (Gerome Breen; KCL-Liverpool joint leads). Two of six projects the UK Research and Innovation and NIHR COVID-19 Mental Health funding were awarded to King's College London, focusing on NHS staff and on adolescence/poverty (Professor Sir Simon Wessely, Professor Craig Morgan). A major publication [investigating link between COVID-19 outcomes and ethnicity was published](#).
- **Education and training:** King's Health Partners and Royal Brompton & Harefield Partnership courses: *COVID-19: From Bench to Bedside and Beyond - planning for the second wave* were delivered. The second Safety Connections network event focused on organisational perspectives for "Adapting and improving in the midst of COVID-19" took place on 21 October. The second series of "Meet the Expert" global clinical seminars began and has included speakers from the Hospital Universitari Vall d'Hebron, the Karolinska Institutet/Karolinska University Hospital,

King's Health Partners and the European University Hospital Alliance (EUHA). Following the EUHA Members' Assembly, it has been confirmed that the "Meet the Expert" seminars will now be run in association with EUHA.

- **Mind & Body:** an event was held for the Mind & Body Champions' third birthday, with an awards ceremony for outstanding contributions to mind and body care, as well as keynote speeches from Dr Irem Patel and Sir Norman Lamb. As part of the Maudsley Charity-funded 'Integrating our Mental and Physical Healthcare Services' project, we are continuing to support the physical health of South London and Maudsley NHS Foundation Trust service users. Key highlights include: Consultant Connect expanding to provide physical health advice to South London and Maudsley NHS Foundation Trust community teams, as well as inpatient areas. More than 200 calls have been placed so far, with more than 50% resulting in avoided referrals. The Virtual Physical Health Clinic now receives approximately one new referral a week and will be expanding to include clinicians and patients at Lambeth Hospital, as well as at the South London and Maudsley NHS Foundation Trust.
- **King's Health Partners Diabetes, Endocrinology and Obesity:** The Institute is working closely with South East London CCG and the Health Innovation Network to progress plans for a South East London Diabetes and Obesity Delivery Board, which will bring together primary and secondary care, community and mental health, public health and patient groups. The Delivery Board will seek to support a whole system approach to delivering improvements in diabetes and obesity across the south east London Integrated Care System (ICS). It will seek to ensure cohesive leadership and a single set of strategic priorities with a view to patients receiving excellent, joined-up care regardless of where they live or receive treatment. The strategy will also seek to address health inequalities which lead to disparities in outcomes, not only by borough, but also within boroughs. An outline proposal is due to be reviewed by King's Health Partners and ICS Executive teams in the coming weeks to determine the next steps.
- **King's Health Partners Neurosciences:** two of our researchers in the Division of Neuroscience, Dr Philip Holland and Dr Franziska Denk, working in the field of pain research, were recipients of the Medical Research Foundation 2020's Emerging Leaders Prize awards.
- **King's Health Partners Haematology:** planning is underway for a relaunch of the Haematology Institute Programme Board and associated work programme in January 2021. Work continues on the preparation of the Sickle Centre of Excellence Vision to allow broader partner engagement in December. We are also including Sickle Centre of Excellence activity in ongoing discussions with Lewisham and Greenwich, which focus on working more closely with King's Health Partners in the development of an Academic Health Science System.
- **King's Health Partners Women and Children's Health:** has developed plans for a "Knowledge Hub", as part of wider structures and processes to support culture change and ways of working focussed on improving the use of evidence and research in practice, and promoting relevant translatable research. The "Knowledge Hub" will be a "coordinating centre" for research advice and support for evidence-based practice and will host the responsive "Ask IWCH" advisory service to support clinical and managerial decision making.

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# Health & Safety Update

## SAFETY MANAGEMENT SYSTEM

### Accident Management System (AMS)

Work continues on content and function development. In consultation with IT, it was decided that notification to AIRSWeb of contract termination would be delayed for 12 months given the very tight timescale and to have the new accident management system fully developed and functioning as needed and balancing this against demands on H&SS team with regards to COVID-19 pandemic.

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### Auditing

A fire safety management gap analysis audit is being scoped by the Head of Fire Safety (H&SS) and Head of Fire Assurance (E&F) to be carried out in February 2021.

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### Occupational health

H&SS continues to liaise with King's College Hospital Occupational Health with regards to improvements to systems and processes associated with health surveillance for activities involving sensitisers, and in particular laboratory animal allergy.

H&SS continues to provide advice and support to KGHP in their development and provision of specialist mental health support services (via the university's Employee Assistance Programme) for volunteers travelling to Africa.

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### System Development

A revised Health, Safety & Welfare Policy statement of intent was approved at the October meeting of Health & Safety Management Group and submitted to the November meeting of SMT for endorsement. The Outbreak Plan produced by H&SS on behalf of Personal Health (Silver) is being reviewed and revised based on the experience gained through responding to recent outbreaks, liaison with local authority, LCRC and recent Government updates.

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## Health & Safety training and Compliance E-Learning

### E-learning

The number of students completing the COVID-19 Welcome to Campus e-learning continues to rise: 929 students have now completed the course compared to 680 in early November. 950 students have now completed the e-learning Student Induction. 5157 staff have now completed the COVID-19 Return to Campus e-learning course.

H&SS and E&F Assurance are collaborating to fully review and revise the Fire Safety Awareness course to implement the new arrangement that all new staff and PGRs are trained as Evacuation Marshals (see 4.1 below)

The Agile Working e-learning course is particularly relevant whilst staff may be working from and/or on site. At present 2642 staff and PGRs have completed the Agile Working course. H&SS continues to organise

DSE Assessor training to ensure that Faculties and Directorates are able to appoint sufficient DSE Assessors to assist with addressing workstation issues reporting by staff and PGRs.

## H&SS training programme

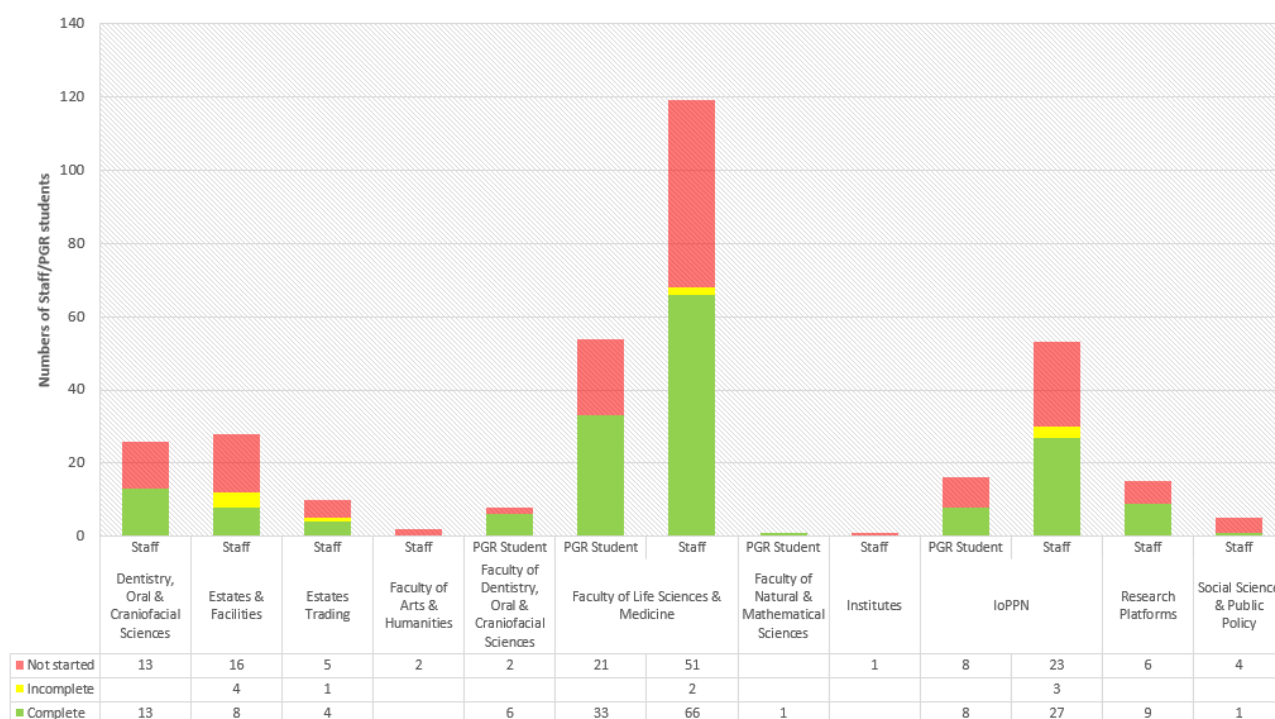
No change since last report.

## SERIOUS INCIDENTS / INVESTIGATIONS

### Health Surveillance

Health surveillance is identifying that there are some gaps in the local implementation of King's written arrangements for prevention and management of laboratory animal allergy which have been notified to the relevant managers. The Health Surveillance e-learning course introduced at the beginning of the summer is intended to raise awareness amongst technical and research staff of these new arrangements. Current completion rates of those who have identified themselves as undertaking activities that involve work with sensitisers such as wood dusts, laboratory animals, gluteraldehydes etc.

Staff & PGR Students who have chosen the Health Surveillance Module  
- December 2020



### Musculoskeletal issues

As mentioned above musculoskeletal issues continue to be reported associated with desk-based work. H&SS is liaising with Posturite to introduce a case management service to facilitate addressing higher risk issues (frequent discomfort). H&SS attended an HSE webinar on a new web-based tool for surveying musculoskeletal risks associated with moving and handling which will, in due time, be extended to upper limb activities. At present the tool is in its infancy and does not appear to be appropriate for King's.

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## RIDDORs (reportable to Health & Safety Executive (HSE))

None since last report

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## Significant incidents

Quad Project at the Strand reported on 12 December as a near miss - A section of wall has collapsed (750mm x 2.5m) near the feature stairs due to a combination: 1) temporary works not supporting a section they thought was supported; 2) excavation near the foundations that have undermined it. Awaiting outcome of investigation. Contractors are investigating and E&F Operational Assurance are conducting a separate investigation and liaising with H&SS.

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## Fire Safety

### Evacuation marshal provision & building evacuation moving forward

Return to Campus during the COVID-19 has brought into sharp focus the on-going challenge of how to ensure that King's buildings and embedded areas are quickly and effectively evacuated in compliance with its legal responsibilities. HSMG has recently approved a new approach to evacuation provision and training at King's. H&SS and E&F Assurance are developing the new arrangements to implement this new approach.

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## Fire Risk Assessments

Estates & Facilities are tendering for a single Fire Safety Consultant to enable the provision of invasive surveys and fire risk assessments of external façades to provide King's with assurances relating to the safety and security of our premises and making recommendations where necessary. The contract relates to thirteen (13) premises (including Champion Hill).

H&SS and E&F Assurance are collaborating on a business case to enable the university to fully meet its legal obligations for undertaking and maintaining Fire Risk Assessments based on similar arrangements at King's for managing legionella and asbestos risks which have proved effective.

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## Regulatory Visits and Enforcement

### King's: HSE Enforcement

HSE investigation into the RIDDOR report of occupationally acquired asthma, commenced November 2019 and continues.

Outstanding actions relate to BSU Code of Practice publication, engineering controls and Occupational Health protocols. H&SS continues to work with the Director of Biological Services, E&F SQART Compliance Team, Asset and Maintenance and KCH Occupational Health to progress these outstanding matters.

A Microsoft Teams site has been set up for ongoing monitoring of engineering controls, building and plant maintenance with joint ownership between E&F, Biological Services and H&SS: quarterly meetings begin in January. This is an operational group that will report to a new oversight group lead by the Directors of RMID and E&F which meets on a monthly basis.

Fees for Intervention have been issued for aspects of the inspector's investigation and the improvement notice has been published on the HSE enforcement register on the web. It is still unclear whether or not the investigation has been concluded as fees for intervention continue to be received for aspects of the HSE inspector's investigation. The focus continues to be on mitigation by ensuring that all actions are completed within the proposed target dates.

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## Communication and Consultation

### Safety Notices

No change since last report

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### Microsoft Teams & SharePoint

H&SS continues to use Microsoft Teams and SharePoint as its primary means of reaching stakeholders to raise awareness and collaborate on aspects of the university's arrangements.

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### Collaboration between Health & Safety Services and Estates & Facilities

H&SS and E&F Operational Assurance have been working together to model and plan new framework documents to unify approaches to our legislative obligations across the university for infrastructure and fire thereby improving communication, coordination and consultation between faculties and directorates. They will be submitting a briefing paper to the next HSMG for their endorsement. The new documents will cover the following topics:

- construction safety
  - fire safety
  - statutory inspections of university work equipment contractor management
- 

## Risk Management & Assessment

### Novel coronavirus (COVID-19)

The H&SS team is providing advice to faculties and directorates on health and safety matters relating to COVID-19 and continues to contribute to the following working groups:

- Personal Health (Silver)
- Personal Health (Silver) Case Management Team
- Operational Management Team
- Safe Campus Operations Team

H&SS continues to manage and develop (in consultation with the Chair of Personal Health (Silver)) the Microsoft Form and associated Flow for individual reporting and oversight of trends relating to self-isolation. H&SS collate and report positive cases to the Local Authorities twice weekly. Extended to reporting to LCRC on any outbreak if necessary.

The Acting Director and Head of Biological Safety continue to advise the King's testing project through membership of the Test Board and Test Management Committee respectively.

The Head of Biological Safety has provided significant support to the successful Lateral Flow Mass Testing project and the Acting Director contributed to the Silver Incident Team set up to deliver this testing prior to the Christmas Break. Uptake has however been low. This has been reflected in feedback from other HEIs that attended the Westminster Public Health regular liaison meetings. The general consensus was that it would be an uphill battle to persuade students to continue taking the tests upon return in the new year.



Westminster Public Health representatives visited King's Strand test site and reported positively back to Public Health colleagues and peer HEIs at their regular Microsoft Teams HEI update meeting: feeding back on main lessons learnt conveyed to them whilst on site (training requirements for contract staff, importance of 'dress rehearsal' runs prior to first test subjects and ways King's had improved throughput times),

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## Health & Safety Services Staff Resource

The Deputy Director and Head of Infrastructure continue to act in the role of Acting Director and Acting Deputy Director, further extended to the 31 January 2021.

These pages have been redacted

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## Equality and Diversity Update

Equality, Diversity & Inclusion underpins Vision 2029, a guiding principle of which is to create an inclusive environment where all individuals are valued and able to succeed.

We work across six themes and seven strategic objectives as published in our EDI Strategy:

<https://www.kcl.ac.uk/hr/diversity/di-at-kings/edi-strategy-final-1.pdf>.

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## Legal Compliance and Sector Trends

The EDI annual report was published in October and is available online<sup>1</sup>. The annual report fulfils our responsibilities under the Public Sector Equality Duty to identify our priorities, publish our data, and report progress. The report also brings to life our EDI achievements across the university

<https://www.kcl.ac.uk/hr/diversity/di-at-kings/final-annual-report-with-appendices-1920-20201030-5.pdf>.

Universities UK published a report, *Tackling racial harassment in higher education*<sup>2</sup> in November 2020. The report draws together evidence, recommendations and guidance for providers, synthesised by the UUK Advisory Group, in order to embed an anti-racist approach. Race equality progress at King's has been compared with the UUK recommendations.

The Higher Education Commission released a report *Arriving at Thriving*<sup>3</sup>. This report will act as benchmark to our disability inclusion. EDI and SED are collaborating to assess King's performance against this sector report.

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## Recognition – Race Equality and Athena SWAN

### Race Equality

King's has successfully renewed its Bronze Race Equality Charter award. This is encouraging. It provides external validation for quality and relevance of our planned race inclusion activity and underlines the importance of delivering our race equality action plan.

Summary feedback from the assessment panel conveyed "A thorough self-assessment has been carried out using sufficient data to identify key issues with some emphasis on cultural shift. There is clear institution wide commitment, with resources identified to address race equality and a wide-ranging plan of action."

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<sup>1</sup> <https://www.kcl.ac.uk/hr/diversity/di-at-kings/final-annual-report-with-appendices-1920-20201030-5.pdf>

<sup>2</sup> <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/tackling-racial-harassment-in-higher-education.pdf>

<sup>3</sup> [https://www.policyconnect.org.uk/sites/site\\_pc/files/apdf\\_raa40680\\_i\\_pc\\_i\\_disabled\\_students\\_inquiry\\_report\\_screen\\_reader\\_version\\_i\\_djl\\_i\\_f\\_raa.pdf](https://www.policyconnect.org.uk/sites/site_pc/files/apdf_raa40680_i_pc_i_disabled_students_inquiry_report_screen_reader_version_i_djl_i_f_raa.pdf)

In particular, the panel commended:

- The round table discussion with the Professional Services leaders interrogating issues of race and race equality for Professional Services staff in relation to culture, leadership and accountability. It is positive to read this commitment to tackling structural racism, and commitment to actions which will address recruitment disparities.
- In response to the murder of George Floyd, King's SMT and their reports (200 members of staff) came together in June 2020 to discuss race and race equality and the need to reinforce commitment and accelerate progress. Participants heard staff and student testimonies on racism at King's, observed an eight minute, 46 second silence, and engaged with REC and the 'stubborn' identified issues to develop a more focused anti-racist emotionally intelligent approach.
- Funding the interdisciplinary, decolonising the curriculum project of £94K is highly commended.

The race equality action plan spans six themes:

- Leadership & Accountability for Race Equality.
- Building Capability around Race Equality.
- Attracting, Appointing & Investing in Talent.
- Sensitively Discussing Race.
- Building a Culture of Inclusion & Tackling Unacceptable Behaviour including Microaggressions.
- Inclusive Education & Closing Attainment Gaps.

## Gender Equality

In November, King's applied for an Athena Swan Silver award. This is the culmination of almost two years of self-assessment using quantitative and qualitative data and follows wide internal and external consultation<sup>4</sup>.

17 universities currently hold Athena Swan silver, including 13 Russell Group institutions.

The Athena Swan Leadership & Action team believe the application submitted was credible<sup>5</sup>, demonstrating a thorough self-assessment, evidence of progress and impact, and an ambitious five-year action plan<sup>6</sup>. An executive summary is included in Appendix 2.

The action plan is based on seven themes:

- Improved working environment, including flexible working and tackling bullying and harassment.
- Leadership and data.
- Improved management capability.
- Recruitment, selection and redeployment.
- Role models and visibility.
- Career development.
- Student facing actions.

Our flagship actions include:

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<sup>4</sup> <https://internal.kcl.ac.uk/news/news-article?id=6fb03eba-8dd3-4de8-9d7d-c90e7e0e3d12>

<sup>5</sup> <https://www.kcl.ac.uk/hr/diversity/docs/pdf/2020-athena-swan-application.pdf>

<sup>6</sup> <https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athena-swan-action-plan-nov-2020-4-1.pdf>

- 1) A shift to 'day one' maternity and shared parental leave and pay to attract and retain talented applicants who are planning families.
- 2) A shift to six-week paid paternity / partner leave to increase equality in parental leave and reduce gendered impacts of caring responsibilities in a child's early years.
- 3) Improve recruitment processes, e.g. through use of valid and reliable assessments, data-informed short-listing, introduction of recruitment training, facilitating job shares and redeployment.
- 4) Continuing to reduce the proportion of our workforce on fixed-term contracts, targeting all staff on FTCs with more than four years' continuous service for transfer to open ended contracts.
- 5) Flexible by default campaign to support staff to manage their work life balance through flexible working, encouraging managers to design new roles and adapt to bring flexibility into as many roles as possible at King's.
- 6) Ensure that our learning from Covid19 around flexibility and remote working is built into new ways of working.
- 7) Research and investment into emergency childcare cover, e.g. My Backup Care to support parents and carers.
- 8) Global Institute for Women's Leadership Enhanced Diagnostic Assessment (for four areas) and a randomised controlled trial intervention to kick start gender equality and tackle stubborn challenges.
- 9) Update images in high status rooms to reflect greater diversity, e.g. Council Room.
- 10) Launch 'In Conversations With...' event series to role model successful women and men who balance family and career.

We also celebrate recent Athena Swan Department level success in NMS, with Chemistry, Engineering, Informatics and Mathematics holding Bronze, and Physics holding Silver.

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## Inclusive culture

The Dignity at King's - Bullying & Harassment Policy<sup>7</sup>

(<https://www.kcl.ac.uk/governancezone/assets/students/bullying-and-harassment-policy.pdf>) has been published and has been communicated to all staff via King's Essentials and local communication channels. This anti-bullying and harassment work is connected to the changes in Academic regulations, University-wide approaches from HR, and to 'on the ground' work in faculties. IoPPN has begun a pilot of department level anonymous reporting and HR will be evaluating the scheme in 2021.

SED appointed an Inclusive Education Senior Project Manager, with a defined focus on tackling structural inequality and embedding anti-racism aligning with SED's strategic priorities and the Race Equality Charter.

Internationalisation activity focused on Cultural Competency is crucial to deepening inclusive culture. Led by Professor 'Funmi Olonisakin with Jen Angel, there is common interest and ambition with EDI, such as tackling Sinophobia/Anti-Chinese racism, self-awareness and communicating and appreciating differences.

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<sup>7</sup> <https://www.kcl.ac.uk/governancezone/assets/students/bullying-and-harassment-policy.pdf>

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## Disability Inclusion

We welcome Professor Richard Trembath (Provost/Senior Vice President (Health)) as the Disability Inclusion programme senior sponsor. We are excited to begin working with Richard in ensuring that disability inclusion is comprehensively included in decision making processes and structures within King's. He will be an advocate for and positively drive disability inclusion activity.

Based on the *Arriving at Thriving* report, EDI, Disability Support and leaders in SED are collaborating to assess King's disability inclusion for students. This will review the activity, governance and delivery of disability inclusion for students.

Led by best practice and in consultation with ACCESS staff disability inclusion network and KCLSU, we will be adopting new language to refer to D/deaf and move away from outdated phrasing such as 'hearing impairment'. Preferred terms are 'people who are D/deaf / who have hearing loss / or who are hard of hearing'.

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## Governance, Executive Management and Leadership

### **Accountability**

SMT came together on the 24 November to demonstrate their accountability for equality at King's. This powerful event brought identities and vulnerabilities to the fore, raising individual members of SMT's personal accountability for anti-racism and to have a zero tolerance culture of inappropriate behaviour.

### **Mutual Mentoring**

Mutual Mentoring launched on 8 November, 22 pairs have been matched. The scheme is designed to increase confidence across King's in championing all areas of equality, diversity and inclusion by matching senior leaders with volunteers who have knowledge of experience of prioritised areas of EDI. The senior leader, in turn, can offer guidance of leadership, career progression and development.

### **Resourcing and prioritisation**

The EDI function is reviewing portfolio plans in January 2021 in light of resourcing changes. Improved connection between university-programmes and local activity, and between portfolios is anticipated.

These pages have been redacted

**Academic Board****Meeting date** 3 February 2021**Paper reference** AB-21-02-03-05.4**Status** Final**Access** Members and senior executives**FOI release** Subject to Redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

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## King's Education Institute - Progress Update

### Action required

- ☐ For approval  
☒ For discussion  
☐ To note

### Executive summary

In June 2020, SMT and Academic Board approved a position paper to bring together specific areas of educational activity which currently sit *outside* of a Faculty/Directorate structure. The areas in scope are King's Foundations, Online Professional & Executive Education (formed from King's Online & KPED), Modern Language Centre and Summer Programmes.

This paper updates on progress made in the formation of the new cross-cutting Institute at King's. It summarises the key drivers behind the formation of the Institute, feedback over the last few months and work completed or underway to address areas of identified focus. It outlines the proposed structure of the new Institute and timelines of work over the next 6 months. Academic Board are asked to provide input and comments on this project, endorsing and approving the next stages of the project, which includes the formation of the Institute and the initial implementation plan.



# Progress Update on the Formation of a new cross-cutting King's Education Institute

## 1. EXECUTIVE SUMMARY

This paper updates on progress made in the formation of a new cross-cutting Institute at King's. It summarises the key drivers behind the formation of the Institute, feedback over the last few months and work completed or underway to address areas of identified focus. It outlines the structure of the new Institute and timelines of work for implementation over the next 6 months. Academic Board are invited to comment and approve the next stages of the project, which includes the formation of the Institute and the implementation plan.

## 2. BACKGROUND AND PURPOSE OF THIS PAPER

In June 2020, SMT and Academic Board approved a position paper to bring together specific areas of educational activity which currently sit *outside* of a Faculty/Directorate structure. This is provisionally called King's Education Institute (*working title*). The areas in scope are King's Foundations, Online Professional & Executive Education (formed from King's Online & KPED), Modern Language Centre and Summer Programmes. In 20/21, there are over 8,000<sup>1</sup> students, taught either fully or partially by these areas, and over 200fte<sup>2</sup> staff working across them. The core driver in bringing these areas together is to support the delivery of Vision 2029, specifically the Education and International strategies, through widening our definition, understanding and enabling of what education means, and can mean, at King's. An Institute as a common home to these areas addresses key current challenges around both fragmented working and structural barriers to growth. It will also provide a common platform for realising potential synergies and ensuring consistency in educational governance. This will strengthen the visibility and potential impact of the areas in question.

The purpose of this paper is to provide an update to Academic Board on work undertaken over the last few months and to outline workstreams for the next stage of this project. The paper is being discussed at SMT on the 3<sup>rd</sup> February. Academic Board are asked to provide input and comments on this project and to approve the next stages of the project, which includes the formation of the Institute and the initial implementation plan. This paper reflects broad consensus from the Directors of the areas in scope about how they will align their areas and work together to deliver the mandate to widen education, enabling excellence in student experience in a wider setting.

## 3. SUMMARY OF FEEDBACK FROM SMT/AB

- a. Supportive of the aspiration to widen our notion of education and access to a King's education, particularly the potential to see our reach more globally.
- b. Supportive of the insights and opportunities aligning these areas could bring, noting these areas are ripe for review and alignment.
- c. The importance of aligning and governing these areas within the core education mission was fully supported. Support for the aspiration to create more flex and agility, with clear opportunities around

<sup>1</sup> Headcount. Broadly, around 4,500 of these students study within King's Foundations and Summer, with the rest studying a language where teaching is delivered via the MLC (noting those students are captured in Faculty headcounts). NB: MLC numbers fluctuate depending on semester. *Excludes* c3,800 students (headcount) studying in Faculties on programmes enabled by OPEE.

<sup>2</sup> Headcount is significantly higher at the various peak periods of teaching activity for the areas which deliver teaching, notably June-September (KF/Summer) and Semester 2 (MLC).

the insights and opportunities these areas would have, with far greater impact, through a holistic and joined up approach.

- d. The importance of the clarity of the Institute's mission and vision were noted, as was working with Faculties to ensure full synergies are realised and to avoid siloed working.
- e. Specific questions were raised around the position of the MLC and its relationship with A&H in particular. This has been picked up via a series of focused discussions and meetings between the VP Education, Exec Dean A&H, Exec Director King's Foundations and A&H Vice Dean Research (who has responsibility for modern languages).
- f. The potential name of the Institute was noted, specifically in relation to the *School of Education, Communication & Society*. Awareness of unintended comparisons with neighbours remains, noting the very different focus of this Institute compared to UCL IOE. Brand and marketing have been engaged in this process; however, proposals put forward have not yet captured fully the mission of the Institute. We have asked brand and marketing for further input and intend to run a competition to invite suggestions for our name as part of the wider communications approach across the College.
- g. Opportunities were noted for a greater sense of identification with the education mission for staff across the areas.
- h. The extent to which the areas complement and differ from each other was discussed briefly, noting the opportunities which could be realised. This has been picked up via a mapping exercise with the directors of the areas and is summarised later in the paper.
- i. Questions were also asked around digital education and the role of King's Academy. This stage of the project is very much focused on aligning areas *outside* of a Faculty/Directorate structure, bringing them within a common educational governance framework, and that has remained the focus of the work done in this stage. A broader review of digital education, and all of the areas which contribute and lead on this, will be picked up as part of a separate College review overseen by the VP Education around this area.

#### 4. MISSION, VISION & KEY WORKING PRINCIPLES

The strategic purpose of the Institute is to widen access to education at King's and to deliver King's ambitions to expand learning opportunities, reaching a broader audience beyond the current PG/UG focus and primarily on-campus experience. This is an ambition highlighted in Vision 2029 that is embedded in priority initiatives 2.1 and 2.4 in the [Education Strategy 2017-2022](#). It contributes to the long-term financial sustainability and Curriculum 2029 (priorities 1 and 3) in the [Vision 2029 Collective Delivery Plan](#) that restates the College's focus for 2020-2022.

The Institute will be primarily aligned to the Education Strategy with a clear and key secondary alignment to [Internationalisation 2029](#) through its contribution to expanding global reach. It will contribute to the Service and London Agendas, but it is not intended that the Institute have a research role.

Through a mapping exercise, the directors of the areas agreed a **working vision** for the Institute to capture an expanded understanding of education at King's:

*Our vision is to work with Faculties to deliver King's ambitions in expanding learning opportunities across the education spectrum. We aim to be a sector leader through fusing our collective expertise in design and pedagogy in our product development and educational delivery.*

The **working mission** to underpin this is:

- *By expanding what education means at King's, the Institute will offer a joined-up approach to facilitating a broader King's education experience to individual learners, public and private sector groups, and partners, both in the UK and internationally.*

- *We will achieve this through a collaborative approach with and across faculties, by conceptualising, brokering or leading a portfolio of innovative courses, products and initiatives.*

The following key principles underpin the Institute:

- Innovative Pedagogy & Excellence in Education:** We will be known for innovation and pedagogical excellence in our course and product design, development and delivery, working with colleagues in Faculties/ Directorates across King's to achieve this. We will support Vision 2029 through widening the definition and understanding of what a King's education means. The education we offer will be accessible to broad, diverse and novel groups of learners, nationally and internationally, with a clear focus on excellence in student/client experience.
- Impact, Influence & Productivity:** We will achieve more together than we do separately and will provide a more seamless interaction and collaboration with the academic community, and with Faculties/Directorates. Each area will retain responsibility and accountability for delivering on its goals. Each director will also be responsible for working across areas to realise the synergies and influence that working together can bring.
- Financial Sustainability:** We will support the College in widening the scope of education beyond degree level and will do this from both an academic and financially sustainable base.
- Developing our People:** We will create opportunities to share educational practice and skills across the Institute to support professional development across all staff. There will be both networks and communities of practice across colleagues involved in teaching and professional services.

As part of the engagement process with Vice-Deans Education, we will test the above to ensure they work effectively across all areas.

The strategic rationale and the imperative to make this change now are summarised below:

**Vision 2029** — King's aspires to widen access to education by opening up education to new groups of students across the globe, increasing the range of students experiencing King's in different learning moments; widening access to diverse constituencies and promoting professional development. Working collaboratively with Faculties to achieve this and to deliver excellence in student/client experience.

**Education trends** — There is increasing demand for online education, and short courses for personal & professional development. There is an opportunity cost if we don't take advantage of this trend. Our competitors are already responding.

**Business planning and financial sustainability**— In a post Brexit, Covid-19 world, widening access and diversification of markets (community, business and alumni) and developing new products aligned to market demand is increasingly important to deliver income targets.

**Growth potential** — All four areas are areas of growth for the College. They have been successful 'start ups' and are reaching maturity but cannot fulfil their potential in their current form. Organisational barriers have become an increasing impediment to growth and innovation. Alignment under a single Institute will facilitate the next stage of development. The synergies gained from the alignment will allow the four areas to pool resources for faster growth, through efficiencies (from increased scale) and through diversification (from increased scope).

**Innovation** – Learners increasingly want innovation in design, pedagogy and an excellent experience. These fit with the Institutes USPs.

## 5. IDENTIFIED COMMON AREAS OF ACTIVITY AND BARRIERS

As part of a mapping exercise with the directors, the areas under review identified areas where focus overlaps, more discrete areas of activity and common barriers faced. All areas already focus on opening up access to a King's education and delivering excellence in learning within and beyond the traditional degree structure. Crucially, all work across the College to deliver on this. That may be in facilitating the development of new ways of delivering education and short courses; offering pathways into King's degrees; offering programmes aimed at different learners; or offering opportunities for current students to have a richer co-curricular experience. It ranges from facilitation of educational development to the actual delivery of education.

Not all areas focus on the same stages of educational development and delivery- KPED and King's Online don't teach students and the MLC teaches some of the core language learning for UG degree programmes as examples- but all have numerous overlaps in their core business. These include offering study and educational opportunities for current and potential students of King's; developing financially robust and educationally successful programmes; teaching of modules in L2; teaching at different levels of study; expertise in cultural competency; developing and/or delivering programmes for external clients to diversify income streams; taking a pedagogically-led focus on embedding blended learning into the student/user experience; expertise in collaboratively developing and delivering online learning etc. It means the creation of communities of practice and networks to bring staff together so the potential for working across areas is seen by all. This will support the development of an Institute identity through the sharing of good practice and potential to share and co-locate teams/individuals working in common areas. Examples of this include student/user experience; TEL; developing short courses for different groups; education programme management; teaching; effective assessment design; business support; personal tutoring etc. During the implementation phase, we will invite staff to contribute to identifying these potential networks and leading on them.

From a process and policy perspective, the mapping showed many potential areas of focus which would result in a more streamlined and standardised approach across the Institute, freeing up time to focus on other areas. A common approach and common ways of working, where relevant, would increase quality, efficiency and consistency, ideally addressing some key frustrations already felt keenly by staff. Examples of this include approaches to short courses administration and overall approach to staff recruitment, specifically fixed-term staff. Together with our HR partner, we have already identified several areas where a common approach would result in greater efficiencies, including a more consistent focus on areas such as EDI and staff experience. This also chimes with the *ways of working* project currently being undertaken across the College.

Several common barriers were noted. These include:

- a. Being 'non-standard' / 'other' means routinely missing communications and/or involvement in College core business/processes given the areas don't slot into an Arts & Sciences/Health or directorate group structure. This creates barriers and operational inefficiencies that hamper growth. The label 'other' isn't helpful for staff identity. It also puts up barriers to enabling these areas to be integrated fully into core education. At the extreme end, this was realised in the perceived de-prioritisation for some areas in terms of their business given the focus was not on degree-level students.
- b. Having to work around processes and procedures designed for degree level study, working to timeframes which don't enable the agility required for different types of programmes. Looking for fixes and workarounds takes time away from the development and delivery of courses.
- c. Current lack of joined up planning both across the areas and then across/with other parts of King's.
- d. Always explaining who we are/what we do and lacking a systematic network across faculties/directorates to make engagement more efficient and focused.

- e. Lack of standard common approach for operationalising and managing short courses.

All of the above have informed the planned workstreams for the next stage of the process.

## 6. MLC AND ITS RELATIONSHIP WITH A&H

The MLC is not part of A&H but there is a close relationship between the two, which the formation of the Institute will preserve. That is a key principle. We have worked in detail through various aspects of this, including A&H concerns and some legacy issues from the move out of A&H c18 months ago. These included ownership of the modern languages strategy, approaches to the different types of teaching offered and the financial model. There is a far more detailed paper underpinning this short summary, which captures in detail the issues raised and looks at the optimum location for the MLC. To inform this, the activity of the MLC is best seen as three activity buckets, which are central to locating the MLC in the area where it can have most impact College-wide and can operate in the most optimum and efficient way:

1. The **core module** bucket: this includes language modules which are core/compulsory elements of a degree (e.g. in Modern Languages, Classics, Liberal Arts degrees) and would include language minors introduced as part of the flexible curriculum. Here, the MLC specialises in *ab initio* language teaching, which is a stream which widens the pool of students who can study the discipline of Modern Languages, thereby contributing to sustainability in the subject area. Teaching via the Faculty is generally at more advanced language levels and places more emphasis on the integration of culture and literature into the modules. These modules are Faculty-led. Income sits with the faculty. There is no established financial model here and there should be, with the intention to take a 'no gain, no loss' approach.
2. The **cross-institutional opportunity** bucket: this is the opportunity to learn a language whilst at King's and contributes to the educational enrichment King's offers to all students. Teaching (approach and focus) may be different to the approach in bucket 1 as the learning outcomes that students are looking for are different, as is the pedagogical significance of the language teaching to the degree programme as a whole. This is primarily a *service* offered by the MLC to **all** students at King's and, financially, there is a strong argument for the financial model underpinning this to be seen in a different way. Such a central service needs to be run and delivered in a financially efficient way.
3. The **additional income** bucket: this is around commercialising the income potential of short courses/tenders etc and should have clear profit margins established in a business case.

With the MLC as part of the Institute, several key working principles were agreed. A&H will lead on and own the academic strategy for modern languages at King's, involving colleagues from the MLC in those developments. Ownership of modules which form a core or minor part of a language degree will sit within the ML departments. The MLC will support teaching on these modules under the *no gain no loss* approach to finances. The promotion of language learning across the College (bucket 2) and in the wider community (bucket 3) is key to creating a vibrancy around language learning. These aims are best served by having the MLC within the Institute, including for commercial reasons. We are now working with Finance on the financial model. Two workstreams will be set up: the first to establish the detailed working principles and ways of working for the relationship between the MLC and A&H; the second to implement and maintain the agreed principles and ways of working .

## 7. OVERVIEW OF THE PROPOSED INSTITUTE

### **Structure & Governance**

- a. The formation of the Institute uses a structural solution to bring the widening education agenda into the core of education at King's. It will have the equivalent status of a faculty/directorate and will operate in many ways as a hybrid of the two. This hybrid structure recognises the Institute has multiple roles that

include teaching students, designing and developing courses and modules in partnership with faculties, and providing services to faculties. It also recognises that there is no research agenda.

- b. The Institute will follow a similar pattern to other areas of the College in terms of its structure. It will be led by an Executive Director who will have overall accountability for the Institute's strategic and financial performance. The Directors of each area will form the Senior Leadership Team, responsible for its strategic priority setting and planning, as well as setting of policy and procedures where consistency across the Institute is important. There will be a small group of staff working across the areas to support effective cross-working, picked up in the BPR and planning workstream outlined below.
- c. All staff will continue to be classed as professional services, noting the range of focus within this broad grouping e.g. from tutors through to business support.
- d. The Vice President/Vice Principal Education will have oversight of the Institute from a strategic and educational delivery perspective, with the Senior VP Operations retaining an interest in the corporate professional services aspects.
- e. An advisory group will be formed from colleagues across the College to support the Institute in achieving its mission, ensuring a collaboration approach is baked into the Institute's priorities.
- f. The Executive Director of the Institute will sit on both SMT and PSE. The Institute will also be represented as appropriate in College committees such as CEC, CIC, PDASC, etc. Some of this is already in place but there will be a shift to a formal representation and recognition of the Institute.
- g. The Institute will **not** merge the four areas into one big team. Similar to departments or divisions in Faculties/Directorates, they will retain their focus and accountability, continuing to work with key Faculty stakeholders as required. They will retain their own successful identities in market. All areas will also be responsible for working effectively and collaboratively across the different areas. The Institute will provide a higher level of co-ordination across the four areas to support and embed these principles.
- h. The Institute will put in place a common strategic and operating framework with shared policies and processes as appropriate to realise efficiencies and opportunities. As outlined in the previous section, there are many gains to be made in sharing of functions and in ensuring a common approach in areas such as HR, Marketing, Finance etc.
- i. A workstream around effective QA, as appropriate to the needs of the Institute, will get underway more formally in the next couple of weeks, with guidance from colleagues in SED to address identified challenges. Informally, this has already begun.

## 8. PLANNED WORKSTREAMS

The following workstreams will facilitate the coming together of the areas and will mitigate **potential risks** around ensuring an optimum operating framework, taking a collaborative approach with Faculties, avoiding siloed working (within areas and across the College), staff engagement through change and support through leadership changes (King's Online). The currently identified barriers the areas face, such as integration in the core of education focus and governance, and operational inefficiencies due to current structure, further underpin the approach. Overall, this phase is intended to last up to 6 months. There will be a second phase of development after this as the areas work through the processes of change, improving as required as the Institute grows.

Different directors/senior staff across the areas will lead on the various workstreams.

### ***a. Planning and Approach to BPR***

The areas will be reviewed together in the upcoming BPR to inform a target operating model. Part of that approach will identify area priorities, educational and financial, as well as those which cross areas of the Institute, enabling the start of a shared strategic outlook and planning priorities which support Vision 2029 and Size and Shape. The six-month period February – July 2021 will comprise the first implementation phase, where working groups will tackle the detail required to enable and underpin the shift.

We will also work with Finance around the proposed approach to the MLC, alongside any other financial areas to review.

***b. Working with Faculties***

A key workstream over the next 3+ months is engagement with Faculties, specifically Vice-Deans Education, and colleagues in SED to ensure that interaction points with education teams in Faculties align common areas of priority, thereby strengthening education in the round. We will identify where a hub and spoke type approach is the most appropriate to delivering on these areas of education and where current models of interactions can be enhanced. The intent is to build on existing successful operational and financial arrangements with Faculties, improving relationship management by providing a more seamless point of interaction with Faculty staff. This will strengthen education overall and ensure an effective collaborative approach.

There will be a separate workstream, as previously outlined, to implement the ways of working and processes for the MLC and A&H.

***c. Establishment of advisory group***

We intend to form a small advisory group to act as a sounding board for the Institute and to ensure identified core priorities and processes align with other initiatives across the College.

***d. Staff Engagement & Change Management***

The intent and purpose behind this grouping is to facilitate better engagement, integration and recognition of these areas across the College, also resulting in better job satisfaction for staff. However, it is recognised that this change may well create anxiety for some staff at an already anxious time given Covid and, in the case of OPEE, a leadership change. A timeline around staff comms has been mapped and the leadership teams in each area will play a key role in landing the change. The creation of networks/ communities of practice will also support working across areas. There are no staff redundancies planned as a result of the areas aligning.

***e. Approach to QA***

Work with the Quality Standards and Enhancement team to develop the Institute's overall approach to QA. To ensure they align with other areas of education in terms of governance and that they meet the needs of the areas in the Institute. This workstream will be led by the Director of the MLC and colleagues with experience in this area. This is already underway.

***f. Processes & Policies***

Heads of Operations, along with Directors and colleagues from HR, Finance etc, will underpin the BPR through looking at where there are efficiencies and gains to be made, particularly in establishing common approaches to cross areas of business.

## **9. TIMELINES**

The following is a broad summary of timelines:

1. SMT and Academic Board endorsement of the progress made, approval for the approach taken and identified priorities: Jan/Feb.
2. Planning for the BPR: up to March
3. Final sign off from Academic Board, incorporating SMT/AB input: April
4. Staff engagement: underway
5. Naming of Institute: suggestions invited from Feb onwards once initial staff briefings within the areas have been concluded
6. Soft launch of Institute: May onwards
7. Official launch: new academic year



8. Working groups: first iteration up to July (informing priority actions)
9. Ongoing staff engagement to develop further a sense of identity and belonging.

## 10. CONCLUSION

This paper summarises the key drivers which have informed the establishing of the new Institute, the work already underway to provide a solid platform for growth and the workstreams planned to solidify this further. Academic Board are invited to comment and to approve the approach taken and the formation of the Institute.

**Author: Nina McDermott**

With contributions from Alexander Heinz (Summer), Ana Sousa Aguiar de Medeiros (MLC), Chris Green (KF), Philippa Swindall (OPEE), Karen Greetham (OPEE) & Liz Prendergast (SPA).



## Appendix 1: Benefits of creating the Institute



**Stronger contribution to strategic goals** Structuring under a single umbrella provides a coherent platform to accelerate development of different educational offerings beyond degree study at King's, both broadening the base and increasing the reach and access.



**Improves relationship management** Provides a more seamless point of interaction with Faculties, and co-ordination of external relationships and alumni engagement.



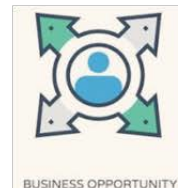
**Enhances reputation** All four Units bring expertise and standing in pedagogy, student experience and short course design and delivery. Aligning them creates critical mass and external profile.



**Increases external impact locally and globally** The Units are stronger together, confident, and working together with one voice. This creates greater influence and impact beyond King's by expanding our reach and our student base.



**Provides staff career opportunities** Staff with similar roles (e.g., TEL, business development, design) will have opportunities to work across the Institute, enhancing career pathways. The Institute creates interdisciplinary opportunities, sharing of educational practice and new knowledge and skills from a broader base.



**Expands into new education opportunities** A joined-up approach to personal and professional development will reach new audiences and markets: From pre-degree to alumni, covering foundation courses to professional and executive education, and open enrolment and bespoke programmes.



**Reduces internal barriers to innovation** A common framework and aligned strategic focus allow easier collaboration between units and across King's. Larger size lends weight to the rationale to tailor College policies and processes for non-degree study.



**Realises growth potential** Alignment allows the four areas to pool resources for faster growth, through efficiencies (from increased scale) and through diversification (from increased scope).



**Increases operational efficiencies** By not replicating functions and processes four times we can increase efficiencies. Cementing a unified, efficient and agile approach allows faster response to business development opportunities.



**Increases financial contribution through growth** All four areas are potential growth areas and alignment into a single larger Institute removes some barriers to growth. Diversification of markets and new products provides additional 3rd stream income.

|                        |  |
|------------------------|--|
| <b>Academic Board</b>  |  |
| <b>Meeting date</b>    | 3 February 2021  |
| <b>Paper reference</b> | AB-21-02-03-06   |
| <b>Status</b>          | Final  |
| <b>Access</b>          | Members and senior executives  |
| <b>FOI release</b>     | Subject to redaction   |
| <b>FOI exemption</b>   | None, subject to redaction for commercial interests or personal data |



## Portfolio Simplification – short paper

### Action required

- ☒ For approval
- ☐ For discussion
- ☐ To note

### Executive summary

Academic Board is asked to approve recommendations put forward by the Curriculum Commission to revise the list of PGT modules submitted previously in the second stage proposal by the Department of Film Studies in the Faculty of Arts & Humanities. Academic Board is also asked to approve a small number of revised decisions that were previously made by Academic Board from the Faculties of Natural, Mathematical & Engineering Sciences and Faculty of Dentistry, Oral and Craniofacial Sciences. The rationales put forward are provided in the following paper for review and approval.

#### Faculty of Arts & Humanities

Summary of recommendations: 30 modules in total.

Discontinue – Total 14 to be discontinued (was 9)

Reconfigure – 9 (was 1)

Retain – 7 (was 20)

#### Faculty of Natural, Mathematical and Engineering Sciences

Recommend: retain two modules that were previously marked for discontinue.

#### Faculty of Dentistry, Oral and Craniofacial Sciences

Recommend: change implementation timeline for 12 modules.

# Portfolio Simplification - short paper

## Curriculum Commission recommendations

### Faculty of Arts & Humanities: Film Studies second stage submission

Summary of recommendations: 30 modules in total. See appendix for a full list of recommendations.

Discontinue – Total 14 to be discontinued (was 9)

Reconfigure – 9 (was 1)

Retain – 7 (was 20)

| Department   | Level | Discontinue / not running | All modules kept 'on the books' (both in and out of scope) | Core/compulsory modules | Optional modules total | Optional modules offered |
|--------------|-------|---------------------------|--|-------------------------|------------------------|--------------------------|
| FILM STUDIES | PGT   | 14                        | 16   | 2                       | 14                     | 10                       |

### NMS - two modules to retain

Two cases where a recommendation was made in error.

#### 7CCPIX10 - Research Project

This module is a core module on the MSc Physics, and at the time of the original submission it was noted that it would be replaced as the revised Physics curriculum was gradually implemented. This was an error on the part of the department. The Department are seeking approval to retain this module as a core module on the MSc Physics.

#### 5CCS2ELC - Electronic Circuits

At the time of the original submission, this module was assigned to the Department of Informatics. The module now sits within the reinstated Department of Engineering and is a compulsory module on the BEng Electronic Engineering programme. As such it should be retained.

### FoDOCS - request change to implementation timeline for 12 modules

Four modules marked discontinue - *request delay of one year to implementation*

Proposal for a new DCLinDent Award with Y3 in place has been approved by ASSC. Old programme retained until then and hence modules also being retained. Once the DCLinDent Award is in place for the College, then Paediatric Dentistry and Special Care Dentistry will be converted to a DCLinDent programme. Modules will no longer be fit for purpose (i.e. part of the ACDP PgCErt Programme), so they will be discontinued when the programme is discontinued. Most likely to be 2022/23.

Eight modules marked for reconfigure 2021/22 - *request update year of implementation to 2022/23*

Proposal for a new DCLinDent Award with Y3 in place has been approved by ASSC. Estimated start for 2021/22 or 2022/23. Modules linked to the fate of the programme and also likely to be reconfigured to ensure suitability for the new DCLinDent Programme. Will ensure the module codes accurately reflect the Faculty and the Department.

## Modules to keep: Retain

| MODULE NAME  | TYPE     | NOTES   |
|--|----------|---|
| 1. Dissertation (Film Studies)                                       | Core     |   |
| 2. Formations Of Film Studies. An Advanced Introduction To The Field | Core     |   |
| 3. Media Aesthetics  | Optional | Merging with “21st Century Hollywood And The Cultural Politics Of Identity”, “Experimental Film And Philosophy” and “The Moving Image In Art” |
| 4. Critical Media Practice   | Optional | New module running 2021/22  |
| 5. Thinking Cinema: Theory Philosophy Ethics                         | Optional | Merge with “Ecology and the Moving Image” and “Reconfiguring Film and Media Philosophies: A Cross-Cultural Perspective”                       |
| 6. Internship  | Optional |   |
| 7. London Film Culture   | Optional |   |

## Modules to keep: Reconfigure

| MODULE NAME   | TYPE     | IMPLEMENTATION TIMELINE | NOTES  |
|---|----------|-------------------------|--|
| 1. Traditions of Post-War and Contemporary British Cinema | Optional | 2020/21                 | Will be renamed “ <b>Topics In British Cinema</b> ”. Merge with “Cinema And War”   |
| 2. Contemporary American Cinema And Media                 | Optional | 2020/21                 | Will be renamed “ <b>Topics of American Cinema</b> ”   |
| 3. Exploitation Cinema                                    | Optional | 2020/21                 | Will be renamed “ <b>Genre, Media and Form</b> ”. Merging with “Analysing Film Performance: Comedy” and “Indian Melodrama” |
| 4. Cinema and Sentiment                                   | Optional | 2020/21                 | Will be renamed “ <b>Feeling Cinema</b> ”  |
| 5. Cinema and the City                                    | Optional | 2020/21                 | Will be renamed “ <b>Media, Space and Place</b> ”  |

|  |          |         |  |
|--|----------|---------|--|
| 6. The Politics Of Aesthetics. Perspectives From Weimar Germany. | Optional | 2020/21 | Will be renamed “ <b>Topics in European Cinema</b> ”. Merge with “Contemporary French Cinema: 1990–2005: From Heritage Productions to the New Extremism”; “French Cinema: History, Ideology, Aesthetics” and “Popular European Cinema” |
| 7. Global Art Cinema   | Optional | 2020/21 | Will be renamed “ <b>Topics in Global Cinema</b> ”   |
| 8. History and Memory in Film                                    | Optional | 2020/21 | Will be renamed “ <b>History, Society and the Screen</b> ”. Merge with Global Queer Cinema.  |
| 9. New Directions In Chinese Cinema                              | Optional | 2020/21 | Will be renamed “ <b>Topics in Asian Cinema</b> ”  |

### Discontinue list:

| MODULE NAME   | TYPE            | IMPLEMENTATION TIMELINE | NOTES  |
|---|-----------------|-------------------------|--|
| 1. 21st Century Hollywood And The Cultural Politics Of Identity                         | Optional        | 2020/21                 |  |
| 2. Experimental Film And Philosophy   | Optional        | 2020/21                 | Not run in last 3 years; discontinued              |
| <b>3. The Moving Image In Art</b>   | <b>Optional</b> | <b>2020/21</b>          | <b>Previously retain</b>                           |
| 4. Indian Melodrama   | Optional        | 2019/20                 | Not run in last 3 years; discontinued              |
| 5. Analysing Film Performance: Comedy   | Optional        | 2020/21                 | Not run in last 3 years                            |
| 6. Cinema And War   | Optional        | 2020/21                 | merge with 7AAQS590, Topics in British Cinema      |
| 7. Contemporary French Cinema 1990-2005: From Heritage Productions To The New Extremism | Optional        | 2020/21                 |  |
| <b>8. French Cinema: History, Ideology, Aesthetics</b>                                  | <b>Optional</b> | <b>2020/21</b>          | <b>Previously retain</b>                           |
| 9. Popular European Cinema  | Optional        | 2020/21                 |  |
| <b>10. Ecology And The Moving Image</b>   | <b>Optional</b> | <b>2020/21</b>          | <b>Previously retain</b>                           |
| <b>11. Reconfiguring Film Theories And Philosophies: A Cross-Cultural Perspective</b>   | <b>Optional</b> | <b>2020/21</b>          | <b>Previously retain</b>                           |
| 12. Film And Philosophy   | Optional        | 2019/20                 | Already approved for discontinue at Academic Board |

| MODULE NAME             | TYPE     | IMPLEMENTATION<br>TIMELINE | NOTES                   |
|-------------------------|----------|----------------------------|-------------------------|
| 13. Global Queer Cinema | Optional | 2020/21                    | Previously retain       |
| 14. Music And Film      | Optional | 2020/21                    | Not run in last 4 years |

|                        |   |
|------------------------|---|
| <b>Academic Board</b>  |   |
| <b>Meeting date</b>    | 3 February 2021   |
| <b>Paper reference</b> | AB-21-02-03-07.1  |
| <b>Status</b>          | Final   |
| <b>Access</b>          | Members and senior executives                                       |
| <b>FOI release</b>     | Subject to redaction  |
| <b>FOI exemption</b>   | None, subject to redaction for commercial interest or personal data |



## Report of the College Education Committee

| Contents  | Meeting at which considered | Main or Consent agenda | Academic Board action | Reserved item? |
|---|-----------------------------|------------------------|-----------------------|----------------|
| 1. Fair Assessment Policy <b>Annex 1</b>        | 15 January                  | Main                   | Note                  | No             |
| 2. UG Progression & Award Policy <b>Annex 2</b> | 27 January                  | Consent                | Note                  | No             |

### For note

#### 1. Fair Assessment Policy [Annex 1]

The Fair Assessment Policy sets out the King's arrangements for assessment in 20/21 in the context of the Covid pandemic. It will apply to undergraduate and taught postgraduate students currently registered on programmes of study, including those who interrupted or deferred from 2019/20, and those who are resitting the year.

The policy sets out an integrated framework to ensure all students are able to achieve fair outcomes in the context of the pandemic while protecting academic standards and the integrity of students' degrees.

These measures are in addition to existing quality assurance processes whereby Assessment Boards and external examiners approve and review module marks in the context of historical performance, and review student results at a module level to ensure outcomes are equitable and that King's standards remain robust.

The College Education Committee was convened for an extraordinary meeting on 15 January to make a final determination on the Fair Assessment Policy. There had been an extended discussion at ASSC on Wednesday 13 January and it was felt that it was appropriate to transfer the final decision back up to CEC as no definitive outcome was reached in that meeting. Conversations and discussions about the policy had been extensive in formal meetings such as the Academic Strategy Group, Academic Standards Sub-Committee and the Senior Management Team as well as informal meetings for the past few weeks.

The Chair of ASSC noted that there had been support for the policy but that KCLSU had raised some concerns, one of which was around the application of mitigation at programme rather than module-level. The College Education Committee noted that module moderation is carried out each year for each module as part of the Quality Assurance processes and through External Examiners. Where there was a high level of module sharing, a 'clustering' approach would be adopted for programme-level mitigation.

All faculties recorded their strong support for the policy, noting that it presented a robust, broad and appropriate set of mechanisms to support students during this stage of the pandemic. The cohort mitigation was welcomed and recognized that it was intended to function as a 'sense-check', in addition to the enhanced Mitigating Circumstances policy designed to accommodate the disadvantages that individuals may have experienced.

Students would be informed of the policy via Student News and a [Student Services Online article](#) on 26 January and then through local, departmental communications.

#### 2. UG Progression & Award Policy [Annex 2]

The paper provides an update to the implementation.

# Fair Assessment Policy 2020/21



| <b>Fair Assessment Policy 2020/21</b>                 |  |
|---|--|
| <b>Policy category</b>                                | Academic   |
| <b>Subject</b>  | Assessment, Feedback   |
| <b>Responsible officer</b>                            | Vice President & Vice-Principal (Education), Director, Students & Education                                  |
| <b>Delegated authority</b>                            | Chair of the Academic Standards Sub-Committee, Associate Director, Academic Regulations, Policy & Compliance |
| <b>Related university policies and regulations</b>    | Academic Regulations, Mitigating Circumstances   |
| <b>Related procedures</b>                             | N/A  |
| <b>Approving authority</b>                            | College Education Committee  |
| <b>Date of approval</b>                               | 15 January 2021  |
| <b>Effective date</b>                                 | 15 January 2021  |
| <b>Supersedes</b>                                     | N/A  |
| <b>Expiry date</b>                                    | 1 September 2021   |
| <b>Review date</b>                                    | N/A  |
| <b>Who will communicate the new or amended policy</b> | Education & Students   |



## Summary of approach

King's Fair Assessment Policy for 2020/21 is designed (a) to ensure that our students continue to be assessed fairly and that we honour our commitment that no student will be academically disadvantaged by the impact of the Covid pandemic, and (b) to meet our obligations to students in protecting academic standards and the integrity of their degrees.

The extensive range of measures that were put in place for AY 19/20 have been reviewed and updated, recognizing the important differences between this academic year and last, and all that we have learned over the last year. The key principles that guided our decision making last year remain important and relevant, and will guide us through this year as well. With some small modifications to phrasing for clarity and succinctness, these are:

1. Our priority is the wellbeing of both students and staff, and an approach which offers fairness and equity for all students across the university.
2. We are committed to the protection of academic standards and the quality of our students' education, as well as the integrity and standing of the degrees and professional training they will take from King's.
3. We will ensure that all assessments are inclusive and fair for all students, and introduce an integrated package of enhanced mitigation arrangements to this end.
4. We will provide as much academic continuity as possible for our students, and seek to support all students to progress as planned and to graduate on time.

A new, fifth principle has been added for 20/21:

5. Our approach is guided by lessons we have learned from 19/20 in relation to the effectiveness and impact of particular measures.

## Fair Assessment policy for 20/21

The Fair Assessment Policy sets out the King's arrangements for assessment in 20/21 in the context of the Covid pandemic. It will apply to undergraduate and taught postgraduate students currently registered on programmes of study, including those who interrupted or deferred from 2019/20, and those who are resitting the year.

The policy sets out an integrated framework to ensure all students are able to achieve fair outcomes in the context of the pandemic while protecting academic standards and the integrity of students' degrees.

These measures are in addition to existing quality assurance processes whereby Assessment Boards and external examiners approve and review module marks in the context of historical performance, and review student results at a module level to ensure outcomes are equitable and that King's standards remain robust.

*NOTE: The application of the Fair Assessment Policy measures may need to be adjusted for programmes regulated by a Professional Statutory or Regulatory Body (PSRB). If this is the case, suitable arrangements will be agreed with the relevant faculties, and students will be informed.*

1. **Redesign of assessment formats:** extensive work has already been undertaken through our academic strategy and planning process to ensure that the volume and formats of assessment are suitable for ensuring fairness, consistency and rigour in the context of the flexible academic model, with a much greater proportion of teaching, learning and assessment online.
2. **Support for students lacking access to facilities and suitable study environments:** we remain committed to doing everything within our power to support students without access to the equipment, facilities or conditions needed to undertake assessment.
3. **Enhanced mitigating circumstances arrangements for individuals:** our processes have been redesigned to capture the wide range of challenges that students may face as a result of the Covid pandemic, offering a streamlined process and enhanced flexibility.
4. **Enhanced possibilities for deferral of assessments:** students will be able to choose to defer one or more of their assessments if pandemic-related circumstances necessitate, with enhanced guidance to ensure they are aware of the potential consequences for the timing of progression and graduation where deferral proves necessary.
5. **A new mechanism of 'cohort mitigation' for all years:** so as to recognise the overall impact of the pandemic alongside individual impact, for all years checks will be carried out to compare this year's cohort profile of outcomes on each programme with previous years, and if necessary grades adjusted upwards to ensure comparability.
6. **Further enhancements to mitigation in borderline cases for UG and PGT students:** we will maintain and enhance policy provisions developed last year to apply enhanced mitigation at the point of award where a student's c-score falls in the 2% borderline zone between degree classifications. Aside from being applied for this year's finalists, this provision will be applied at the point of final award for all UG students currently in the second year and above of their degree.
7. **Removal of the first year from the degree algorithm for current first year undergraduates:** it has already been decided by Academic Board that, as in 19/20, this year's first year undergraduates will not have their marks included in the calculation of their final degree classification.
8. **Modification of progression requirements for first year UG students:** as in 19/20, we will maintain the modification to progression requirements for first year students who do not quite meet the minimum requirement but have 30 credits in the condonable range.
9. **Guidance to Assessment Sub-Boards:** we will continue to provide clear guidance to Assessment Sub-boards to ensure that all mitigation measures are applied fully.
10. **Invocation of emergency regulations to ensure the smooth running and completion of assessment periods in the context of external disruption.**

The following provides greater detail on each of these ten components of the Fair Assessment policy, and clarification of additional measures for 20/21.

### 1. Redesign of assessment formats

A review of assessment formed a core dimension of our academic strategy planning for 20/21, and much work has been undertaken to ensure that all assessment arrangements are appropriate. This work was undertaken in a different context from 19/20, where the sudden emergence of the

pandemic and imposition of lockdown immediately before the start of assessment period 2 necessitated a rapid, emergency response to changed circumstances in very short timeframes. By contrast, we have been able to plan carefully for 20/21 to ensure that assessment has been designed so as to ensure fairness and consistency for all students, and compatibility with the intended learning outcomes for programmes and the maintenance of academic standards.

Steps taken have included the consolidation of assessments so as to manage overall volume, alternative assessment formats to ensure suitability for remote assessments, moving to more generous time windows for online exams where possible, and redesigning the content of assessment to ensure the integrity of online assessment.

Faculties and departments are now asked once again to review all of these arrangements in the light of the latest developments, to ensure that arrangements are appropriate for ensuring these aims are met.

Assessment planning has sought to enable all students to participate effectively irrespective of their geographical location and time zone. Arrangements for Personalised Assessment Arrangement (PAA) students will be preserved.

## **2. Support for students lacking access to facilities and suitable study environments**

Last year we put in place extensive measures to support students who lacked access to the equipment, facilities and conditions needed for assessment, and we remain committed to doing all we can this year similarly to support students. While it may not be within our power to resolve every challenge a student may face, our priority is to understand student's individual circumstances and find ways to help wherever possible.

This will include continuing to provide laptops and wifi dongles, and to offer space on campus (government guidelines permitting) for those students who lack access to a suitable environment to undertake an assessment. Study spaces are available in libraries and computer rooms for students who have good reasons for needing to be on campus.

## **3. Enhanced mitigating circumstances arrangements for individuals**

Last year we comprehensively redesigned our Mitigating Circumstances processes to capture the wide range of challenges that students may face as a result of the pandemic, offering a streamlined process and enhanced flexibility. The process has now been moved fully online, making it easier for students to submit, for departments to respond, and for the university to track (and respond to) trends in factors underpinning mitigating circumstances requests.

The key features of this approach are the removal of requirements for evidence for pandemic-related mitigating circumstances, a default presumption in favour of extensions for coursework, and accommodating any difficulties that occur while sitting assessments, such as those arising from problems with technology.

Where a problem is generalised in nature (such as a KEATS outage at the time of an assessment or similar event), we will mitigate at a cohort level rather than an individual level.

## **4. Enhanced possibilities for deferral of assessments**

Students will be strongly encouraged to complete all outstanding assessments by the end of the academic year, but it is accepted that there may be a range of valid reasons that prevents them from doing so. If a student feels the need to defer assessments due to specific pandemic-related circumstances, no additional evidence will be required to support their request (continuing our approach from 2019/20).

Learning from last year, we will refine the information provided to students so as to underline that students who choose to defer some or all of their assessments are still required to meet the progression requirements in order to advance to the next stage of their degree.

Some students may feel that the challenges of the pandemic necessitate an interruption of their studies, rather than a deferral of their assessments. This is a big decision to make, and students considering an interruption will be advised to explore options with their programme director or personal tutor before a final decision is made. Where they are clearly necessary and the student understands the consequences, requests will be treated sympathetically.

In all cases, any impact of deferring or interrupting must be made explicitly clear to the student, such as the consequences of reaching the maximum period of registration, or implications for progression and graduation, career progression, professional recognition requirements where the programme is regulated by a Professional, Statutory or Regulatory Body (PSRB), visa status etc.

**Additional enhancement for 20/21:** Where a request to defer/interrupt has an impact on maximum periods of registration on a programme, exemption requests will be approved to permit this deferral, PSRB requirements permitting.

## **5. A new mechanism of ‘cohort mitigation’ for all years**

For 20/21, we need to recognize the impact of the pandemic by combining individual-level mitigation with a mechanism to ensure collective ‘cohort mitigation’. This year, Assessment Sub-boards will review the profile of cohort outcomes for each programme against previous, pre-pandemic years, and grades will be moderated upwards if variation is identified which falls outside the anticipated range of variation.

Key points to underline are as follows:

- The benchmark years would be the three academic years preceding the pandemic – ie three years up to AY 18/19 – so that the comparison is with cohorts who were not affected by the pandemic
- There would only be the possibility of upward adjustment; if the cohort profile is higher in 20/21 than in previous years, no action will be taken to adjust downwards.
- This provision would operate at programme level, not module level
- In the case of new programmes that did not run in those benchmark years, or not in all three years, a comparable, cognate programme will be selected as a proxy benchmark

Further work will be conducted to specify how exactly cohort mitigation will work in practice and design the model to be applied.

For the reason mentioned in the final bullet point above, this approach carries a slight risk of inequity across cohorts depending on the programme of study. However, we are confident that

this can be managed appropriately, and it is important that this arrangement is seen as one in an integrated suite of measures making up the Fair Assessment Policy.

Based on evidence from institutions which pursued this kind of measure last year, we expect that this provision will only need to be invoked in a very small number of cases, if at all. It is nevertheless felt to be important in ensuring – and reassuring students – that the *overall* impact of the pandemic is recognized alongside the individual impact.

## **6. Enhanced consideration of borderline cases for UG and PGT students**

In 19/20, we put in place a number of provisions to apply enhanced mitigation where a student's c-score fell in the 2% borderline zone between degree classifications, which will be continued and enhanced for 20/21.

In 19/20, we introduced at PGT level a variant of the 2% rule already in place at UG level – a measure which was already under active consideration prior to the outbreak of the pandemic. We also developed a variant of this approach for intercalating BSc students, given the absence of any prior (pre-pandemic) indicators of performance that could be used for the 'safety net' policy we introduced specifically for 19/20.

**Additional enhancement for 20/21:** on the basis of these precedents, we will *maintain* the 19/20 arrangement at PGT level and *extend* an enhanced 2% rule to UG level as a key feature of our Fair Assessment policy. The enhancement at UG level would involve reducing the required volume of credits in the higher classification from 60 (in the current regulation) to 45 at level 6/7, with the stipulation that these credits must be found in at least two modules.

*In addition*, aside from being applied for this year's finalists, this provision will be applied at the point of final award for all UG students currently in the second year and beyond of their degree. For example, students currently in the second year of a three year degree programme will benefit from the application of this provision when their final degrees are awarded in 2022. It does not need to be applied for current first years given the specific additional mitigations that are to be applied for first year students, outlined below.

This will allow us greater possibilities in ensuring that no current student's final outcomes are adversely affected by the impact of the pandemic.

Specifically, this enhanced provision would function as follows:

### **For UG final year students and intercalating students:**

*A c-score within two percent of a higher classification boundary (i.e. 68/58/48) is automatically upgraded to the higher classification, at the point of award, where at least 45 credits at level 6 (level 7 for Integrated Masters programmes) or above are in a higher classification, in a minimum of two modules.*

### **For postgraduate taught students:**

*Students with an overall score within two per cent of a higher classification boundary (58-59, 68-69) will, at the point of award, be automatically upgraded to the higher classification (Pass with*

*Merit/Pass with Distinction) where at least 60 credits are in the higher classification or above, in a minimum of two modules.*

## **7. Removal of the first year from the degree algorithm for current first years**

The new Progression and Award policy stipulates the removal of the UG first year from the degree algorithm. In 19/20, we accelerated the implementation of this aspect of the Progression and Award Policy for 19/20 first years as a part of our suite of mitigations, and it has already been decided by Academic Board that we will continue with this arrangement for 20/21 pending the full roll-out of the Progression and Award policy with the same provision.

A commitment has already been made that grades from assessments taken in the first year (2020/2021) will not contribute towards these students' final degree classification at the point of award, and only marks obtained from year two onwards (2021/2022 and beyond) will be used in the degree algorithm. Progression to the second year will be on a pass/fail basis.

This principle will remain in place until the new Progression and Award Policy is fully rolled out.

## **8. Progression requirements**

As in 19/20, standard rules will apply with the following exception for current first year students:

*At level 4, if a student does not meet the minimum progression requirements but has up to 30 credits in the condonable range, the regulation that prohibits condoned fails from being included in the progression minimum will be suspended to enable the student to progress carrying up to 30 deferred credits. In other words, the 90 credits that are required for progression can include up to 30 credits of condoned fails.*

## **9. Guidance to Assessment Sub-Boards**

We will continue to offer clear guidance to ASBs to assist them in ensuring that all mitigation measures are implemented fully.

The Chair of ASSC is to consult further with the Vice-Deans (Education) and Chairs of Assessment Sub-boards to identify lessons from 19/20 and whether any further refinements to the guidance are required.

## **10. Emergency regulations**

The College's Emergency Regulations were authorized for use from March 2019 until completion of 2019/20 business. In light of the ongoing situation, the Principal has authorised use of specific Emergency Regulations (summarised below) for the remainder of this academic year 20/21. With the exception of G4.9, all will require the additional authorization/consultation detailed in the full regulations which can be found [here](#):

### **Marking**

(G4.9) In the event that marking cannot be completed in accordance with the marking model assigned to a module, an alternative marking model can be used and/or there can be a relaxation of some of the rules contained within the marking models.

As was the case in 2019/2020, the Chair of the Academic Standards Sub-Committee (ASSC) has approved the following approach:

- for dissertations - double marking
- for all other work - single marking with retrospective sampling of at least 10%

Further approval will not need to be sought to use the models above. However, a clear audit trail must be kept of any changes made to marking models, the reasons for them, and the committee in which it was discussed and agreed, for report to ASSC later in the year. King's must be able to demonstrate appropriate Quality Assurance, defend appeals around our process and satisfy the Office of the Independent Adjudicator that we are maintaining standards.

### **External Examiners**

(G4.10) In the event that an External Examiner is unable to fulfil their duties, the assessment process can proceed.

### **Assessment**

(G4.11) In the event that students are unable to be assessed in the original format, the method of assessment of a module and/or the relative weighting of the assessment components, may be modified

### **Assessment Boards**

(G4.13) In the event that the Assessment Sub-Board and/or the Assessment Board is inquorate, the Head of Faculty may allow progression, ratify results and/or ratify awards.

## **Other relevant considerations**

### **Timing of assessment periods**

There is no need to alter the timings for assessment periods 2 or 3, nor for the meetings of the Assessment Sub-boards, given the much longer period that we have had to plan. The extension to assessment period 2 last year was not used, and our priority remains to ensure the possibility for students to graduate or progress on time, and to maintain stable workloads for staff during the key marking and administration periods.

### **Marking timeframes and assessment boards**

Wherever possible, departments will provide feedback within our standard timeframe, but it should be recognised that in some cases this may not be possible. While it is to be hoped that by assessment periods 2 and 3 the public health situation will be significantly improved, students will be asked to understand that the circumstances of staff may lead to some alterations to expected timescales for feedback, while being reassured that staff will be doing their level best to return results to them as quickly as possible.

These issues are appropriately managed locally, and faculties and departments will make sure that students are kept informed. Any difficulties should be managed on a case-by-case basis, and there will be no change to the feedback policy.

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**College Education Committee****Meeting date** 27 January 2020**Paper reference** CEC: 20/21: 40**Status** Final**Access** Internal**FOI release** After one year**FOI exemption** None

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## Undergraduate Progression & Award Policy: Changes to Implementation

### Action required

- ☒ For approval
- ☐ To endorse
- ☒ For discussion
- ☐ To note

### Executive summary

The new Undergraduate Progression & Award Policy is due to be implemented in September 2021/22. This paper outlines the current context and progress towards implementation and notes an adjustment to the implementation plan.

The changes to implementation were approved by CEC on 27 January 2021.

### Background

In November 2018, the College Education Committee (CEC) endorsed the paper '[Transitional First Year Proposal](#)' ([CEC: 18/19: 22](#)), which outlined the principles for the new degree algorithm. The paper was approved at the December 2018 meeting of Academic Board. CEC subsequently endorsed a recommendation for a [new undergraduate degree algorithm](#) ([CEC: 18/19: 49](#)) at its April 2019 meeting. This proposal was approved by Academic Board on 1 May 2019.

The final Undergraduate Progression & Award Policy was approved by CEC in June 2020 ([CEC: 19/20: 73](#)) and subsequently approved by Academic Board on 17 June 2020. It should come into effect for new undergraduate students starting in September 2021.

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### Covid Measures

In recognition of the considerable disruption to students' lives and studies caused by Covid-19, King's introduced a range of enhanced mitigations to support students.

First year students who enrolled in 2019/20 will continue on the 1:3:5 algorithm, but marks from the first year's assessments will not contribute to their final degree classification. In recognition of the fact that this was different to the algorithm detailed in their Regulations, the following exceptions were included:

- When considering a student's final degree outcome, if their c-score places them within one percentage point of the 'two percent' borderline zone between classifications (47-9/57-9/67-9), a second c-score will be calculated, including their first-year marks, to determine whether this makes a difference to the outcome.
- Where the inclusion of their first-year marks moves their c-score up into the borderline zone, the existing 'two per cent' rule for managing borderline cases will then be followed in order to determine whether the higher classification should be awarded. Where the inclusion of first year marks moves their c-score over the boundary for the higher classification, this is the outcome that will be awarded.

First year students who enrolled in 2020/21 will be on the 1:3:5 algorithm but marks from the first year's assessments will not contribute to their final degree classification.

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### Current Context

King's response to the pandemic has led to and continues to create significant change in our educational provision. The crisis management response meant that activity and priority had to shift to supporting the delivery of our Academic Strategy.

Some of the work towards implementing the UG Progression & Award Policy was paused during the initial covid-19 response and now needs to be re-started. The UG Progression & Award Policy is significantly different to our current policy, and its implementation involves the following:

- New progression requirements at level 4;
- Aligning level of credit to year of study;
- Condonement of non-core modules (within certain parameters);
- Students opting into resits of condonable modules at levels 5 and 6;
- A new degree algorithm (0: 2: 3).

Where required, faculties have made changes to their programmes to fit with this new policy, and the following work is still underway:

- redesign of our SITS configuration;
- redesign of the process to manage resits and exam period 3;
- support and guidance for students and assessment boards.

As a result of the review of priorities during the pandemic, we have not been able to advance the implementation of the UG Progression & Award Policy as originally envisaged. Faculties and departments have done a great deal of work to prepare for the roll-out of the policy and much progress has been made, but the challenges of competing priorities and workload pressures continue across the institution. Due to the short timescales and the interruptions to progress over the past year, implementing this policy for 21/22 would carry a high level of risk of failure to deliver, and continuing to work to the original timetables would place unreasonable demands on staff across the faculties and SED in the current circumstances.

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## New Approach

The UG Progression & Award policy is critically important to our Education Strategy and for supporting students' transition into university, and its full implementation remains a high priority. It nevertheless needs adequate time, attention and resource to be implemented properly and must operate well, the first time-round.

The following adjustments to the timetable for implementation have therefore been approved by CEC:

- Pilot the Undergraduate Progression & Award Policy in one Faculty/Programme for September 21/22;
- Move the full implementation of the Undergraduate Progression & Award Policy to September 2022/23;
- In the meantime, maintain the current 'Covid' degree algorithm for 21/22 (1:3:5 with the marks from the first year not contributing to the final degree award).

A Project Manager under EAST (Education & Students Transformation) will be assigned to oversee implementation of the policy and the additional time will allow for thorough and careful system changes to create a fully automated process for progression within SITS, rather than implementing complex work-arounds. It will also allow the projects to integrate with the development of new policies and processes around e-assessment and marking schemes.

A full communications and engagement plan has been developed to ensure that said proposal would be communicated quickly and effectively to affected staff. The postponement of the full roll-out of the policy will also allow for briefings with key colleagues across the College and training and support to be developed for Assessment Boards.

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|------------------------|---|
| <b>Academic Board</b>  |   |
| <b>Meeting date</b>    | 3 February 2021   |
| <b>Paper reference</b> | AB-21-02-03-07.2  |
| <b>Status</b>          | Final   |
| <b>Access</b>          | Members and senior executives                                       |
| <b>FOI release</b>     | Subject to redaction  |
| <b>FOI exemption</b>   | None, subject to redaction for commercial interest or personal data |



## Report of the College Research Committee

| Contents  | Meeting at which considered | Main or Consent agenda | Academic Board action | Reserved item? |
|---|-----------------------------|------------------------|-----------------------|----------------|
| 1. Academic Strategy for Research<br><b>Annex 1</b> | 29 September 2020           | Main                   | Discuss               | No             |
| 2. Research Performance                             | 16 December 2020            | Consent                | Note                  | No             |
| 3. Research Culture                                 | 16 December 2020            | Consent                | Note                  | No             |
| 4. Research Misconduct                              | 16 December 2020            | Consent                | Note                  | No             |
| 5. Security Sensitive Research                      | 16 December 2020            | Consent                | Note                  | No             |

### For discussion

#### 1. Academic Strategy for Research (discussed at the September meeting of CRC) **Annex 1**

The Committee was briefed about progress on the development of the new Academic Strategy for Research. A revised draft has been produced following consultation with Faculty leadership teams, and stakeholder engagement meetings took place in October 2020 ahead of a Town Hall meeting on 3 November 2020. Following feedback from these events, a final version of the strategy has been developed with the aim of publishing it following the February meeting of the Academic Board. The Committee acknowledged the need for a short-term strategy to address the uncertainty caused by the current situation (including the COVID-19 pandemic and the approaching end of the transition period for leaving the EU). It was also highlighted that having a longer-term outlook remains important, and the commitment was made to start working on a new long-term research strategy following the approval of the Academic Strategy. The final draft Strategy is attached at Annex 1.

### For note

#### 2. Research Performance

The Committee was asked to consider how research awards should be attributed across Investigators in the context of a research reporting system. The recent change in the College's grant management system (Worktribe) has presented some short-term challenges. As a result, the College will need to develop and implement a research reporting system that can be utilised in the interim period. The Committee agreed that research awards and applications should be split between Investigators, with a larger portion (e.g. 50%) attributed to the Principal Investigator, and the remainder split equally between the Co-Investigators. The benefit of this model is that whilst the contribution of all Investigators is recognised, the leading role of the PI is still acknowledged.

The Strategy, Planning and Analytics team have created a Power BI dashboard for research income that is scheduled to go live in January. The College will still produce and publish quarterly reports, but the dashboard will allow staff to access live data at their own convenience. The Strategy, Planning and Analytics will begin creating Power BI dashboards for research applications and awards in January; these are expected to go live in the first quarter of 2021.

### **3. Research Culture**

The Committee was asked to consider what methods the College could employ to ensure that research culture is a central component of research at King's. The Chair of the Research Culture Task and Finish group suggested the following actions: appointment of a senior individual that would be responsible for leading on Research Culture on behalf of the College, and coordinating or overseeing all existing activity in this area; identification of a dedicated Research Culture champion at each of the faculties; creation of an externally-facing website, to detail all initiatives and activities that are currently being undertaken across the college, to promote positive research culture.

It was agreed that the Committee should obtain and collate details of all activity that is currently occurring in this area across the College, to enable them to identify possible gaps, but also to prevent the duplication of work. The Vice-Deans of Research at each of the faculties will consider how they can progress the initiative locally and feedback to the Vice-Principal (Research). Additionally, the Committee agreed that an individual should be appointed or a process should be implemented to oversee the coordination of all existing activity, given the ever-increasing importance of research culture on funding applications and audit reports.

### **4. Research Misconduct**

The Committee received an update on the ongoing revision of the existing misconduct procedure. A representative from the Research Ethics Office stated that the team had received misconduct allegations of increasing complexity over the past two years, which has resulted in the need to make significant changes to the document. As the procedure requires extensive revisions, the Research Ethics team have compiled a document that can be referred to in the interim period. The Research Integrity champions across all faculties have reviewed the document and it was approved by this Committee at the December meeting.

### **5. Security Sensitive Research**

The Committee was briefed on the Research Ethics Office's plans to implement a centralised process for researchers wishing to access security sensitive information. The Research Ethics Office has drafted a process document and a set of principles, though they have stated that faculties that already have a local process in place can continue to follow it, providing they follow the principles which have been established.

At present, the College's IT policy states that any security sensitive information must not be stored on its servers. The Research Ethics Office would like to change this, in order to benefit and protect King's researchers. The Research Ethics Office is working with the IT service team to create a platform where this information can be stored. The question of how and whether the College should monitor the data and resources that its researchers are accessing has been raised. The Director of Research Governance, Ethics and Integrity is currently seeking legal advice to inform how this activity will be progressed.

# An Academic Strategy for Research in 2020-21



## Foreword

Research is a core element of King's identity, and plays a central role in everything we do, care about and teach. There has been considerable progress in research over the past few years, with research funding increasing almost 50% since 2015/16 and ever-increasing activity at the interface between disciplines. Our focus is on innovative research, underpinned by a commitment to open access and the highest standards of research integrity. Recent successes include the award of our first Economic and Social Research Council Centre (Society & Mental Health), investment of c.£30m into AI research, the university's first ever ERC Synergy Award in Arts & Humanities, the university's largest ever grant awarded (in autism research); and our 4th UK Research Partnership Investment Fund award (£16m).

Our research endeavour faces considerable challenges from the COVID-19 outbreak, particularly through disruption of our ability to access on-site research facilities, library and archival resources, and to conduct face-to-face research, including with patients, and to conduct patient-facing research. A further challenge will take effect in 2021 when we reach the end of our "transition period" with the European Union. Whatever the difficulties presented by the current circumstances, delivering "research to inform and innovate" remains central to our Vision, and it is of paramount importance that we ensure that the King's community works together to enable research to continue to progress.

Equality, diversity and inclusion are cornerstones of King's Strategic Vision 2029, and we firmly believe in the importance of creating an inclusive environment where all individuals are valued and able to succeed. Our commitment to equality, diversity and inclusion is even more crucial in times of crisis, since this can often compound inequalities, having a disproportionate effect on already-disadvantaged groups. In defining our vision for research in this coming year, we must ensure that we retain our commitment to make the world a better, fairer place. We also recognise the important role that our research can play in addressing structural inequalities and their consequences.

The public health crisis caused by COVID-19 has demonstrated the strength and agility of our world-leading research community. Researchers from across the university have collaborated to tackle questions ranging from development of therapeutics, ventilators and diagnostics, to mental health, social science and emerging legal issues. King's Health Partners has played a leading role in the national healthcare response to the outbreak, treating over 3,200 patients and participating in over 55 clinical trials; academics from across our Arts & Sciences Faculties are at the forefront of research into the effects of the pandemic on business, employment and consumer behaviours, as well as on culture and the arts. We must build on this spirit of urgency and cooperation to drive research forward across the university over the next year.

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*King's Academic Strategy for research aims to support our research activity in the best possible way during the 18-24 months crisis caused by the COVID-19 outbreak, maintaining research momentum and ensuring that King's research is in the best possible place to resume growth in 2021.*

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Professor Reza Razavi  
Vice Principal & President (Research)



## Goals and Priorities

In order to sustain the momentum of our research, we will focus our activity on 6 enabling priorities:

- *Transforming the way we deliver research on-site.* We must create new ways of working to maximise our inclusivity and research capabilities while keeping our staff and students safe at all times.
- *Maintaining our momentum for outputs and grants.* Research is easy to stop but hard to re-start. A continued focus is needed to maintain our upward progress, and regular monitoring of our performance (through the agreed research KPIs) will inform targeted activities and future action.
- *Supporting the academic pipeline.* Delivering a positive research culture, that offers the best opportunities and training, from postgraduate students to postdoctoral and early career researchers, and senior academics, actively seeking to diversify and address areas of underrepresentation.
- *Focusing on equality, diversity and inclusion.* To understand and mitigate the effect this crisis has had in widening inequality, and to enhance King's appreciation, development, and support for under-represented groups.
- *Facilitating impact, engagement and commercialisation.* Pursuing partnerships that deliver societal and economic benefit and increasing the transformation of our research into commercial activity.
- *Enhancing our research infrastructure.* Improving the platforms and facilities that enable our research is critical to maintain our momentum; a particular focus will be on e-research, which is a major unmet need across the university.

For each priority we identify a number of Highlight Actions, which we recommend implementing in order to deliver our goals. This should initially be run as a 2-year pilot, and its impact evaluated in late 2022.

## 1. Transforming the way we deliver research on-site

Much of our research relies on access to laboratories, libraries, and archives, as well as work with patients, test subjects or collaborators, which was interrupted with little warning in March 2020 as part of the country's lockdown measures to contain the COVID-19 pandemic. We recognise the importance of re-establishing onsite research as a matter of priority. It is clear, however, that the use of on campus research facilities and access to resources in the short/medium term will be at a reduced capacity; this makes it critical to set out clear principles to guide the prioritisation of on-site activity.

With the safety and wellbeing of our staff and students remaining our prime concern, in prioritising access to campus the following factors need to be considered:

- Projects nearing completion or approaching (critical) milestones: this includes *PhD projects* approaching submission date.
- Fair and balanced distribution across Faculties, Schools/Departments and Groups within them.
- Funded research projects.

In all circumstances, appropriate evaluation will take place to ensure that there are no adverse ED&I consequences in the prioritisation process.

### 1.1 Return to campus

Summer 2020 has been characterised by the phased resumption of on-campus activities following lockdown. Throughout this phase the focus has been on minimising risk for staff by combining risk assessment procedures with appropriate risk mitigation measures. The key principles that have guided (and are still guiding) our approach to on-site activity are:

- *Limiting contact with non-staff* through, e.g., expansion of bike-rack provision to encourage the avoidance of public transport, or flexibility in working hours to encourage travel at non-peak times.



- *Limiting contact with other staff members* through limiting the number of staff in any area or room, working in designated bubbles, introducing shift patterns and/or staggered working hours, and creating one-way systems in corridors.
- *Hygiene and personal protection* through provision of centrally funded personal protective equipment (where appropriate) and increasing hygiene measures (disinfecting areas, marking safe distances on floorplates, washing / disinfecting hands).
- *Mitigation planning*, in case a rapid shutdown is required, to include tidying away equipment and materials at the end of each day or period of work, and a light-touch process where this is not possible.
- *Supporting staff*, proactively recognising the diversity of our community's needs, from caring responsibility, vulnerability to infection, through to difficulty travelling to work, and more.

It is apparent that the COVID-19 outbreak is unlikely to be resolved in the very short term, and it is crucial that going forward we develop a dynamic and agile approach to on-site activity, able to adapt to changing circumstances. Guided by the principles above, each Faculty will continue to lead the monitoring and prioritisation processes for on-campus activities, with due consideration given to the requirements imposed on externally funded research, the overall balance across the research base (range of research topics and priority research areas), ED&I, research impact and productivity.

### **Highlight action: supporting carers**

We recognise that returning to campus whilst the effects of the COVID-19 crisis endure is particularly challenging for staff with caring responsibilities. We also note that the inability to undertake duties on campus has a particularly damaging effect on many of our staff, including research and teaching staff, particularly where there is a short window of opportunity to deliver the academic success needed to enable a long-term career in universities. For this reason, as part of our hardship support for staff, we will look to ensure staff with caring responsibilities whose careers are being particularly adversely affected will get help with access to campus facilities.

## **1.2 Longer term approach**

The COVID-19 outbreak has had a profound impact on the way we work, with lockdown and social distancing measures forcing us to review standard practices and reconsider the importance of physical presence and proximity. Whilst these changes were effectively imposed on our community by the circumstances, they have proved that there are alternative ways of working from those that have characterised our past endeavours, and we believe this experience gives us the opportunity to review what our working environment should look like in future.

- *Supporting remote working.* The experience of spring 2020 has taught us that high level of activities can be carried out effectively off-campus, often with a positive impact on staff satisfaction and wellbeing, as well as a registered increase in productivity. It is therefore critical that, in future, we recognise the potential of remote working and ensure that our staff and students are supported appropriately in working from home (for example through appropriate provision of equipment and other resources).
- *Working on-site.* Research is an activity that benefits from the exchange of ideas and from the engagement with colleagues and the community, and we know that some of the most fertile interactions are serendipitous. For this reason, we acknowledge the need to balance on- and off-site research activity.
  - Regular reviews of the balance between remote and on-campus working will be undertaken as our community's needs and the Government's guidelines evolve.
  - We will set up processes to encourage on-site collaboration and support across groups and between individuals. As a specific example, we will develop a platform where tasks that need to be done in person are shared with colleagues on campus who will have the opportunity to volunteer complete said tasks (thus reducing the need for many to travel to the campuses in person).

The Flexible Working Group is working with the RTCWG and Faculty leadership to ensure that flexible working is not conflated with remote working; it provides up-to-date guidance on flexible

working and is drawing up 'return to campus' interviews to ensure that managers and staff follow best practice.

- *Increasing on-site productivity and flexibility.* The Bookkit system (<https://www.bookkit.org/>) is being rolled out across college to enable better planning of research activity, optimise the use of space and resources across multiple projects, and facilitate contact tracing operations. We will also develop and deliver short training programmes on research project planning and on the use of planning tools, to help staff and students plan their research within the additional constraints due to limited space and resources.

### **Research Spotlight: The June Almeida Laboratory at Guy's**

King's College London, Guy's and St Thomas's Hospital and Viapath have set up the June Almeida laboratory in KCL academic facilities at Guy's Hospital to perform SARS-CoV-2 testing using RT-qPCR, reflecting demand from NHSE/I and PHE. Led by Dr Rocio Martinez-Nunez, Research Lead for KCL and Dr Penny Cliff, Lead Clinical Scientist for Viapath, a joint working party manages the new laboratory, and it is staffed by a mixed team with equipment drawn from all three partners. Before opening on the 11<sup>th</sup> May, the lab passed a full National Testing Audit by NHSE and is now operating at full capacity.

KCL brought scientists with understanding of RNA virus biology, host-pathogen interactions and protective immunity, innovation and laboratory expertise as well as valuable technology and laboratory space. Viapath brought deep understanding of providing scale diagnostic lab services across multiple sites, broad community geography and the logistics and IT expertise to provide specialist testing to over 400 UK hospitals.

The success of this programme shows the benefits of bringing together an innovative team comprising clinical academics, research scientists, and healthcare scientists with diagnostic operational delivery expertise in a focused goal-driven environment. It is the seed of future success and the plan is to build on relationships created to take on the next challenges. Whether it be wide community and staff and student testing or bringing antibody testing to general diagnostic function, or any future clinically driven requirement, we have now created an agile and responsive team.

- Return to campus for researchers and those who support research in professional services includes careful consideration of diverse needs via dialogue between central and Faculty leadership teams and our researchers. Considerations include access to workspaces for those with disabilities where layouts may have changed; access to public transport; access to nurseries and other caring spaces for those with children or other care responsibilities; and the impact of Coronavirus on mental health.

### **Research Spotlight: Arts and Humanities Research Institute**

The constituent research centres of the Arts & Humanities Research Institute (AHRI) have risen to the challenge of COVID-19 through devising a range of digital engagement activities. With campus closed and staff working from home, centres responded by developing new, creative methods of engagement that targeted existing and new publics for their research. Centres delivered a programme of virtual events, rapidly developing new skills and collaborations with teams across King's and with external partners. The [Centre for Digital Culture](#) moved their annual conference, *'Memos: The Cultural Logic of Late Capitalism'* online, attracting 1687 attendees. The recording of the conference can now be viewed on the [Centre for Digital Culture's YouTube channel](#). To celebrate Pride 2020, [Queer@King's](#) developed a series of online interviews and discussions with queer artists titled ['Queer@King's online with... Queer Artists on their Work'](#). The centre focused on producing accessible virtual events, with each event including BSL interpretation. The [Centre for the Humanities and Health](#) transformed a traditional book club into a [virtual offering](#), utilising platforms such as Goodreads to engage with new audiences. Some centres took the opportunity to grow their social media presence. The [Centre for Hellenic Studies](#) developed #HellenicFridays, sharing podcasts, recipes and theatre livestreams connected to their research activity, resulting in 10,000 Twitter impressions in July 2020 compared with 264 impressions in July 2019. Alongside the Centre for the Humanities and Health, the Centre for Life-Writing Research collaborated with [King's Cultural Community](#) to contribute to [King's Reflecting Together](#). The project will develop a time capsule and archive of creative work that reflects the struggles and the strength of community during this unprecedented period.

## 2. Maintaining our momentum for outputs and grants

High-quality research requires a long-term outlook and sustained activity over extended time periods; it is not an activity that can be turned off and on without disruption. It is therefore critical to maintain our research activities despite the challenges created by the current situation. We must ensure that research funding is maintained, to secure the future research pipeline, and we must maintain our production of high quality, high impact outputs *underpinned by outstanding research conducted to the highest standards of research integrity*. We must also ensure we take full advantage of increased government research funding with an additional £1.5bn added to the UKRI budget for 20-21 and a planned doubling of research funding in the next 4 years.

In our pursuit of research excellence, we are proud signatories to the Concordat to Support Research Integrity and run an ongoing programme on the development of policy and training to support research integrity, including open research.

King's undertakes a wide range of internal coordination and “pump-priming” activities, both centrally and at Faculty level, which we know are effective in supporting disciplinary and inter-disciplinary research. We must maintain these as far as possible during the current crisis, to ensure that we can capitalise on future large-scale funding opportunities.

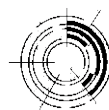
### 2.1 Research Development

Research development supporting our grant capture builds on previous successes and broad experience to enable growth of research in terms of both scope and scale. It plays an important role in ensuring that our academic strengths translate into success in national/international strategic funding competitions, forging partnerships academics and non-academics, within and across disciplines, and at every career stage, to obtain highly competitive research funding.

### ***Research Spotlight: the ESRC Centre for Society and Mental Health***

The ESRC Centre for Society and Mental Health was awarded in 2019, and is the first centre to examine modern society's impact on mental health, particularly focusing on transitions between life stages. Led by Professor Craig Morgan (IoPPN) and Professor Nik Rose (SSPP), it focuses on young people; marginalised communities; and work and wellbeing. An investment of £8m over five years, it aims to tackle the rising mental health problems experienced by some demographics and communities.

<https://www.kcl.ac.uk/research/centre-for-society-mental-health>



Centre for  
**Society and  
Mental Health**



**Economic  
and Social  
Research Council**

### ***Highlight action: mentoring and internal peer review***

COVID-19 has had a significant impact on research productivity for many colleagues, who will benefit from the support and guidance of mentors as they focus on research during the next 12 – 18 months. We will work with Faculties to champion mentoring and internal peer review schemes, which we know bring multiple benefits to all who engage in them. We will provide particular targeted focus on addressing the potential disproportionate impact of COVID-19 on BAME and female colleagues. Examples of mentoring best practice, such as seen at the IoPPN, will be celebrated, publicised, and made accessible for implementation across different areas of the university.

Maintaining the current level of this activity will be critical to allow King's to retain a competitive position in a rapidly changing environment. For this reason we will maintain the highest quality research development support for researchers at King's, with a particular focus on:

- *Large and strategic initiatives.* Supporting ambitious, long-term and multidisciplinary research programmes, to deliver research of high visibility and ambition.
- *Research pump-priming.* Through our King's Together scheme we will continue to support research into ambitious, cross-disciplinary areas, providing our research community with a platform to support the development of externally-funded research. The KHP Research and Development Challenge Fund will continue to bridge the transition between discovery and translational research.

#### ***Spotlight: COVID-19 rapid response calls***

We have launched two rapid-response King's Together calls since the lockdown was announced in late March 2020; combined, the rounds received more than 350 applications; 50 awards were made to a value of more than £700,000.

These awards encompass the health and social implications of the pandemic. Health research funded includes Professor Mitul Mehta on cognitive outcomes following SARS-CoV-2 infection, and Professor Tim Spector and Dr Clare Steves for the development of the COVID symptom study app, which has now been downloaded by nearly 4 million people across the UK. Social science and humanities research funded includes Professor Bobby Duffy, working with Professor Anand Menon, on the impact of COVID-19 on perceptions of and attitudes to inequality, and an award to Professor Catherine Boyle to explore the ways in which the pandemic has been narrated and understand the impact COVID-19 has had on our language and how we see the world.

- *Fellowships and early career researchers.* Support at an early career stage is critical to foster the next generation of research leaders, and it will be even more important in 2020/21 as we seek to strengthen our research capabilities.
- *Translational research.* Essential for delivering impact from our research. Supported by Wellcome, we will create a new team of translational research specialists, working with our Biomedical Research Centres to accelerate the transition from fundamental research to new therapies, diagnostics and devices.
- *International partnerships and funding opportunities.* Given the risks posed by Brexit, it is critical to maintain a focus on our international activity, building on our partnerships and expanding our portfolio of research funders abroad to mitigate the potential impact of the loss of EU-funded research.

#### ***Spotlight: Life Lines***

The Life Lines project was set up during the early phases of the COVID-19 outbreak to address the needs of families to stay connected when they cannot be near, by allowing patients' relatives to see and speak to their loved ones via a tablet through a secure online platform. Life Lines provides families with the opportunity to meet the clinical team providing care, ask questions and better understand the environment in which the patient is being treated.

The project, led by Prof Rose (Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care), Dr Meyer (critical care consultant at GSTT), has been developed by a unique partnership of clinicians, academics, companies and charities who have shared expertise and resources to help patients and families stay connected.

Initial seed funding was provided by the True Colours Trust and the Gatsby Charitable Foundation.

## 2.2 Research Administration

The heart of the research lifecycle is the grants process. Over the past few years we have recognised the need to replace the research tracking IT system, remap business processes, and reevaluate the structures of key units and our working relationship with faculty-based colleagues. This is a complex process, and we are now halfway through the transformation journey.

The first 3 modules of our new IT (Worktribe) research tracking system – pre-award, costing and contracts – went live at the end of June 2020 (and rolled out research and academic staff from August 2020). The second tranche of deployment of post-award modules is scheduled for launch at the beginning of 2021. This project will enable huge gains in administrative efficiency for support staff and researchers. As an example of how the system will benefit researchers the new costing module will allow real time and very simple building of a research project budget that will be seamlessly migrated to the financial system as a research spending account is set up.

Alongside system renewal a complete remapping of our business processes and restructuring of the units involved in the grant life cycle will reduce administrative burden and increase efficiency; we have increased capacity of both post-award and the contracts unit, reducing turnaround time.

### **Highlight action: RMID-Help**

RMID Help is a new service launched to provide an effective centralised resource for all RMID queries, with the goal of ensuring researchers and admin staff have access to real time solutions.

The new Helpdesk is led by Solara Halwatura and Sian Warr and will provide fast and effective resolution on RMID related queries. And where specific know-how is required, they will be able to redirect queries directly to the person with the expertise to help.

(@: [rmid-help@kcl.ac.uk](mailto:rmid-help@kcl.ac.uk) ; T: 020 784 82500)

## 2.3 Research Performance

We expect 2020/21 to combine increased pressure on resources, due to the need to develop new teaching and working models, and a challenging financial situation due to increased Covid-19 related costs. Despite this, it is essential to recognise the central role of research in the university's mission, reputation and financial sustainability. For this reason, it is critical that we maintain and enhance our efforts to monitor and enhance research performance. This will allow us to have up-to-date information to guide resource allocation and decision-making processes, to best support research. The following three activities are priorities for 2020/21:

- *REF 2021.* The delay to the REF 2021 means that we will need to sustain activity to support the best possible submission for King's.
- *Research KPIs and Management information.* Continuing to monitor our performance in key research metrics (quality outputs, new research awards, post-graduate students) is critical to measure the impact of the crisis on our research, and to implement timely and effective measures to support our research activity.
- *ED&I.* Given the disproportionate impact the COVID-19 outbreak has had on certain groups, it is important that we understand the extent and underlying mechanisms of this, and that this knowledge informs the development of appropriate policies and processes to ensure that we recognise performance fairly across our community.

### **Highlight action: research focus**

Research Management and Innovation teams will work with Faculties on messaging around research, publishing guidelines and case studies which remove confusion over the cost of research, to encourage increased high-quality research grant applications; these will be published in parallel with guidance on cost recovery within research grants, which will dovetail with the introduction of the new Worktribe research costing system.



### 3. Supporting the academic pipeline

Staff and students are the heart of King's, and of our research and innovation. In such a time of crisis, it is critical that we support our academic community, ensuring continued growth and development in their careers.

#### 3.1 Postgraduate Research Students

King's continues to work towards the ambitious objectives of its PGR (postgraduate research student) Strategy, aiming to recruit an extra 1000 PGRs by 2029, such that our ratio of PGRs:academic staff is at the Russell Group average. These extra PGRs, exclusively focused in health, science & technology, will strengthen our research base and further enliven our research environment. These high quality PGRs will enjoy a world-class student experience and develop into highly skilled researchers, able to transition into a diverse range of careers, as well as progress in research/academia.

Whilst, in light of COVID-19, short term increases in funding for scholarships may be challenging to achieve, we can enable the strategic use of fee remission to leverage both PGR student stipends and bench fees and attract high quality PGR students internationally. The PGR Strategy is led by the Deans for Doctoral Studies, in coordination with the Centre for Doctoral Studies and in partnership with Faculty Associate Deans.

- *Growth and finance*, including the establishment of three internally funded Centres for Doctoral Training and the renewal of our flagship PGR programmes, the review of the suite of scholarship opportunities (with particular focus on international programmes), the implementation of a revised Graduate Teaching Assistant policy and the delivery of financial support for PGRs impacted by the COVID-19 outbreak.

- *Quality assurance, data and processes*, including the review and refresh of a suite of regulations and processes, with a focus on equality, diversity and inclusion, and the implementation and release of improved data management and online tools.
- *Researcher support and development*, with a focus on increasing training support for PGR and supervisor mental health and wellbeing, and expanding our training provision for both PGRs (e.g. work with London Arts & Humanities Partnership to pilot revised development initiatives for PGRs in early years) and supervisors (with the launch of the 'doctoral supervisor hub').
- *ED&I*. We will establish a PGR equality, diversity & inclusion task & finish group to conduct a mapping and gapping exercise to identify and share good practice across the university and highlight issues which need addressing.

#### **Spotlight: UKRI Centre for Doctoral Training on Safe and Trusted Artificial Intelligence**

The Safe and Trusted Artificial Intelligence (STAI) CDT was awarded by the Engineering and Physical Sciences Research Council and was established in 2019. Led by Professor Michael Luck of the department of Informatics, it will train around 65 students, a significant investment in the future of AI research. The students will work on model-based AI approaches and their use in developing safe and trusted AI systems; the implications of AI for wider society including the relevance of safe and trusted AI to legislation and regulation, and to different industry sectors and application domains.

<https://safeandtrustedai.org/>



### 3.2 Research Staff

King's research staff are a critical community for the delivery of our world-leading research. Research assistants and postdoctoral research fellows and associates, alongside technical staff, enable us to achieve our research goals - fulfilling the requirements of our funding and ensuring that funding results in outputs which enhance our reputation. As a result of COVID-19, research staff are understandably concerned about the numbers of roles available in research/academia, at least in the short term. King's remains fully committed to supporting research staff in transitioning to the next stage of their careers, a fact also demonstrated by King's signing up to the revised Concordat to Support the Career Development of Researchers in January 2020. This will enable us to further embed best practice for our researcher community across the College, led by our dedicated team in the Centre for Research Staff Development.

Our priorities over the next 18 months are:

- *External engagement and awards*, including the renewal of our HR Excellence in Research Award, and the submission of our Concordat action plan.
- *Research Culture*, to ensure that the environment at King's is welcoming, equitable and inspiring: this will focus on three key aspects of *career pathways, reward and recognition* and *addressing bullying and harassment*.
- *Professional development*, including specific initiatives to assist staff in light of the impacts of COVID-19, e.g. exploring new ways of working.
- *Re-evaluation of fixed-term contracts* and their impact on research, with the aim of reducing our dependence on them (in collaboration with the VP Education and with the Russell Group).
- Our *King's Prize Fellowships* scheme will continue to play a pivotal role supporting the most promising early-career researchers transition to independence, providing 2 years of pump-priming salary support and enabling the transition to independent fellowships. (Note that this scheme is supported by the Wellcome Trust and therefore only open to research within the relevant remit).

### Spotlight: UKRI Future Leader Fellowships

Dr Isabel Dregely is a physicist who has been awarded a UKRI Future Leader Fellowship for her project 'DIFFERENCE: DIFFusion magnetic resonance imaging with Enhanced Resolution ENCoding - Precision Imaging in Cancer'. The project focusses initially on prostate cancer, the most common male cancer, diagnosed in 1.3 million men each year, where her imaging method will improve MRI-based detection and characterisation accuracy, reducing the need for biopsies and avoiding overtreatment; as well as radiotherapy treatment planning. The FLF gives her long-term support to develop her research ambitions to improve early diagnosis and precision treatment planning for cancer patients, ultimately enhancing quality of life and health. Isabel's Fellowship is based in the School of Biomedical Engineering and Imaging Sciences and takes advantage of both clinical and industrial partnerships with GSK and Siemens. Isabel was supported in the development of her research through a KHP R&D Challenge fund award as well funding support from EPSRC and Siemens which allows her to supervise two 4-year PhD students.

Dr Hannah Murphy has also been named one of UKRI's Future Leaders Fellows for her research project on the pre-modern history of medicine and race. The £1.4m project, entitled, *Medicine and the Making of Race, 1440-1720*, will develop a global prehistory of race through the lens of medical encounters and practices of enslaved and free Black Africans forcibly transported during the African slave trade. The project will ask among other things what role medical practitioners played in the increasingly systematic enslavement of African peoples, both in Europe and in the New World? Hannah's fellowship will be based in the Department of History and is part of emerging research themes in Arts and Humanities on race and on the health humanities. Hannah was supported in the development of her project and the ERC application by the Arts and Sciences Research Office and the research and impact team in Arts and Humanities.

### 3.3 Academic Staff

In considering our commitment to supporting our staff in their future development, it is critical that we extend our provision to our emerging and established research leaders, who underpin our research excellence and are pivotal in fostering the next generations of research excellence.

- Our flagship *Leading Researchers Programme* is now in its fourth year. This programme gives those with significant research expertise a focused skills development toolkit which will allow them to move toward building strategic research groups with the development of early career research talent at their heart, underpinned by grant capture at programme, centre, and large grant level. This year, in response to COVID-19, we have moved the entire programme online, delivering tailored virtual training to a cohort of 20, which sits alongside the 1-2-1 coaching every cohort member receives so that they can examine their own trajectory with an external coach. The programme is accessed via a transparent application system, developed in partnership with the Organisational Development team, and diverse candidates and experiences are encouraged.

#### **Highlight action: Emerging Research Leaders**

We will launch an early career *Emerging Research Leaders Programme* to support those at the early stages of their independent academic career to develop the skills they need to lead successful research groups and continue their research trajectory. A transparent application process will encourage those with diverse career experiences and backgrounds to apply, and the provision of mentoring will be built into the programme, recognising the structural barriers which can slow the career progress for some parts of our research community.

- Through the *King's Translational Academy*, run in collaboration with our two Biomedical Research Centres, we will deliver a new training programme in translational research open to a College-wide audience and providing participants with sufficient understanding of translational research to move their own research into this area – acting as a “passport” to entering translational research.

#### **Spotlight: NIHR Professorship**

Professor Richard Emsley (IoPPN) is a statistician who has been awarded a prestigious NIHR Professorship (one of only 5 nationally, and the first one ever awarded to a methodologist). The professorship aims to implement the use of more innovative clinical trial designs to test new treatments for mental health conditions. In partnership with South London and Maudsley NHS Foundation Trust and the NIHR Maudsley Biomedical Research Centre, the research programme will develop new adaptive and personalised trial designs that allow researchers to speed up the evaluation of new treatments and maximise the involvement of trial participants. A significant aspect of the programme will be collaborating with service-users, clinicians, funders and the public to work out how these trials can best be used in the future. Ultimately this will benefit patients by more efficient trials being funded, quicker delivery of effective treatments and fewer patients being randomized to ineffective treatments.

Richard had taken part in the 2018/19 Leading Researchers Programme.



- We will develop a bespoke *training programme for Heads of Department/School* to provide local leadership within College with the appropriate tools, information and resources needed for their role to be carried out effectively.

### **3.3 Technical Services Staff**

King's technical community is essential to the success of the university, working across all areas and disciplines to underpin our world-leading research and education activities. As founding signatory of the Technician Commitment, in 2017 we committed to ensure the visibility, recognition, career development and sustainability for our technical services staff. More recently, we have recognised all technical staff in our interpretation of the Researcher Concordat and have expanded our support for professional development.

- Guaranteeing a 10 days pro rata per year allocation to engage with professional development; including conference attendance.
- Provision of central support to gain and maintain Professional Registration with a relevant awarding body through the Science Council.
- Access to a range of training and mentoring opportunities through the Centre for Research Staff Development.
- The thriving Technical Network provides both peer support and a route for communication to the Senior Management Team.

### ***Highlight action: King's Fellows***

We will launch a major programme across King's to attract the brightest early career academics. We will combine externally funded fellowships (split between 80% research and 20% teaching) with the prospect of a permanent academic position once the fellowship ends (conditional on passing a performance review covering both the research and the teaching elements). Fellowships will be targeted in areas with vacancies or where we are expecting staff retirement and/or student growth.

## 4. Focusing on equality, diversity and inclusion

Difficulties emerging in times of crisis often exacerbate and deepen inequalities, and there are indications that the COVID-19 outbreak is no exception. It is critical, therefore, that while we concentrate on delivering our future vision for King's research, we keep our attention focused on enhancing our commitment to equality and inclusivity.

### 4.1 Athena Swan

King's has a bronze Athena Swan institutional award, and several Faculties hold silver awards. Our recently launched EDI strategy outlines our goals including moving to an institutional silver and Faculty gold awards and sets out detailed plans to achieve them. The overarching areas of focus for our research community are reducing gendered attrition through staff career pipeline; moving towards gender parity in recruiting senior roles; equitably implementing progression, promotion, reward and recognition for staff; enabling flexible working and support for staff returning from a prolonged absence (e.g. maternity and shared parental leave). Action taken to reflect these include:

- Pay equality analysis, which informed a restructure of the Professorial salary system.
- Increased funding and revised approach to the Parents and Carers Fund, which supports those whose caring responsibilities have affected their research.
- Clearer governance: for example, the Equality, Diversity & Inclusion Committee now reports directly to the Senior Management Team (the College's executive committee).

### ***Spotlight: inequalities research***

King's has significant expertise in research which addresses inequalities across society, whether based on race, gender, poverty, or the intersections between these and other areas.

Publications in this area have drawn significant attention from the global research community (with over 40% of outputs in the top 10% for field-weighted citations) and national and international news outlets. Recent high-profile publications include Professor Ben Bowling's Automated Policing: the case of body-worn video and Professor Brian Bell's Top earnings inequality and the gender pay gap: Canada, Sweden, and the United Kingdom.

Research in this topic is underpinned by over £34m of active grants from a wide range of funders including the Wellcome Trust, UKRI and the EU. Awards in this area include the INDIGO Network (International Study of Discrimination and Stigma Outcomes), HERON (Health Inequalities Research Network) and HYPE (Improving the Health of Young People).

### ***Highlight action: Harold Moody Fellowships***

We will launch the Harold Moody Fellowship scheme, a new fellowship scheme aimed at Black candidates that will support 2 excellent researchers every year in the transition to an academic post. Each fellowship will include funding for 2 years, and fellows will be assigned a mentor to offer advice on research and career development.

## **4.2 Stonewall**

King's became a Stonewall Diversity Champion member in 2016 and is committed to providing an outstanding research and teaching environment which is underpinned by inclusivity, equity, diversity and opportunity for all members of the campus community, including our lesbian, gay, bisexual and trans community.

## **4.3 Race Equality Action Plan**

The Race Equality Action Plan (REAP) has been developed by the Equality, Diversity & Inclusion Team through extensive engagement with ~3,000 staff and students (particularly Black and Ethnic Minority communities) and endorsed by the Race Equality Leadership and Action Team, Senior Management Team and the Race Equality Staff Network. The plan identifies four 'stubborn issues' to be addressed as a priority, including increasing the ethnic diversity of our senior leaders; supporting staff and students discuss race and racism, as well as identify and report racial microaggressions, and for King's to act appropriately; continuing to close King's BME Attainment Gaps and to develop inclusive curricula. Of particular relevance for research are the following initiatives:

- Creation of a post-doctoral research fellowship in the Department of History to explore King's historic links to the trans-Atlantic slave trade.
- Commission of research to uncover the hidden and erased contributions of BME people to our university, and academic disciplines.

## **4.4 King's Civic Charter**

King's Civic Charter sets out the university's commitment to London and the communities in which we make our home. The Charter pledges that King's will support our communities in challenging disadvantage and inequality through research, teaching and service activities in collaboration with residents, local authorities, schools, businesses, civil society organisations and community groups.

### ***Spotlight: Leverhulme Trust Senior Research Fellowship***

Professor Elaine Player of the Dickson Poon School of Law has won a Leverhulme Trust Senior Research Fellowship, on Rehabilitation and women prisoners: a study of the therapeutic community. This fellowship on the rehabilitative treatment of an under-researched population of women prisoners, namely those serving long custodial sentences for serious offences. Renewed interest in prison rehabilitation and the proliferation of cognitive behavioural programmes, has led to considerable criticism by feminist writers of the ways in which dominant strategies of risk management translate rehabilitative needs into criminogenic risks.

### ***Highlight action: targeting inequalities in PGR research***

In 2019/20 we launched our Africa International PGR Scholarships, to encourage international students from Africa join King's to undertake a full-time PhD. In addition we are undergoing advanced discussions with our PLuS Alliance partners and a range of African universities to build a broader collaboration for PGR training. We will complement this by developing a Scholarship scheme to increase representation of students from lower- and middle-income countries at King's.

In addition, as part of our Race Equalities Charter action, we will set up a Scholarship scheme targeted at local Black communities who are under-represented within our PGR body.

## 5. Facilitating impact, engagement and commercialisation

We firmly believe that our research should have impact, delivering on our vision to make the world a better place. Whether translating research into a marketable product, patenting new technologies and inventions, changing policy and engaging young people, or changing the narratives we tell and our shared cultural agenda. We are fully committed to supporting our academics to maximise the impact of their research.

### 5.1 Partnerships and engagement

We believe that external collaborations and engagement are key to ensuring that our research has a real impact on society, and we are committed to supporting our academic staff as they develop and maintain relationships with external stakeholders (from public services to cultural institutions, and from international organisations to local communities).

- Science Gallery London has been extremely successful in driving innovation and public engagement with science by facilitating new ways to explore research ideas through collaborations with artist and designers. This is part of a university wide strategy to enhance research and education through external partnerships and networks across arts and culture, in the UK and internationally.
- Engagement with national and international government departments, international organisations and specialist agencies is key to ensure that our research has a tangible impact on society by changing practice and influencing understanding, behaviours, policy and culture.
- The integration of cutting-edge research with clinical care is critical to improving the healthcare experience and outcomes for patients and is facilitated by our close connections with our partner NHS Trusts.

### ***Highlight action: Improving coordination of Research Impact***

Whilst in the last year the focus of much of the activity around impact has been on preparations for REF 2021, we will soon be in a position to be able to look to our longer-term strategy for impact. We recognise that within College there are significant opportunities to learn from each other, improving our ability to share resources and best practice.

Led by our Dean of Research Impact, we will undertake a broad consultation to provide a current picture and future recommendations for a revised coordinated cross-college impact strategy and action plan. This will include a review of how impact literacy, development, delivery, evaluation and amplification of impactful research stories, might be enhanced across the College.

We aim for implementation within 12 months.

### ***Spotlight: Better Economic Data: Developing New Techniques to Measure the Economy More Accurately***

Research by a group of KBS academics has shaped the production of high-profile statistics published by the Office for National Statistics (ONS) and the Republic of Ireland Central Statistics Office (CSO), which are fundamental for the public understanding of economy and society. Prof Martin Weale and colleagues improved the work of the ONS by increasing the precision and granularity of their GDP estimates and by producing a new summary indicator of income growth that is sensitive to household income distribution. Prof Mary O'Mahony developed new measures of human capital and helped the CSO to develop new measures of productivity growth. Dr Augustin De Coulon, working with Prof Jonathan Portes from the Department of Political Economy, contributed to new, improved measures of migration. This King's research was supported by and mediated through the Economic Statistics Centre of Excellence (ESCoE), a research centre associated with the ONS.

## 5.2 Commercialisation

The paper “*Commercialisation and Industrial Partnerships: A roadmap for implementation*” was approved by King’s Senior Management Team in February and proposed a restructuring of the IP & Licensing and Commercialisation Institute teams into a single operational unit. This comes alongside a new, nascent industry partnerships function, and specific activities to create a joint venture across KHP in MedTech, with matching innovation fund.

The new single IP&L structure has just been operational and will have:

- Increased number of FTE in tailored roles to drive the growth of an expanded IP asset (enabled by an increased patent budget) and IP transaction portfolio, with efforts directed to developing projects, marketing and commercialisation.
- A single brand and point of access/ reference info for staff (web presence) and a single set of operating procedures but a wider membership and participation of forums that receive and review opportunities (the “New IP” and “Commercialisation” Committees).
- A single reporting line into senior management.

These changes will aim to:

- Increase translational literacy of staff, disclosure of innovations and the proportion of disclosed innovations that can be supported.
- Grow (1) the volume of innovations supported, (2) marketing activities supported, (3) the volume of innovations actively transacted from the portfolio, (4) the support that can be offered to newly established spin outs and (5) the volume of revenue or equity achieved through transactions.

### Spotlight: Quell Therapeutics

Quell Therapeutics was founded by KCL academics in March 2019, in the exciting field of T regulatory cells (Tregs). Tregs are a subset of T cells capable of down regulating the immune system. Quell Therapeutics is developing therapies which harness the suppressive capacity of Tregs to address several conditions of immune dysfunction utilising gene-modified cells. The company aims to address a range of conditions including solid organ transplant rejection, autoimmune and inflammatory diseases. Syncona led the Series A financing committing £34m with a further £1m being contributed by UCL Technology Fund.

<https://quell-tx.com/>

### Highlight action: Joint Venture (KCL and GSTT)

A Joint Venture (JV) between King’s and other KHP partners will create a vibrant MedTech Accelerator ecosystem that will accelerate the development of new MedTech innovations, supporting venture building from proof of concept through development, and ultimately a successful exit. The JV MedTech Accelerator will form an integral part of the South Bank MedTech Hub initially operating from Beckett House at the St Thomas’s campus in close collaboration with the London Artificial Intelligence Centre for Value Based Healthcare. The JV MedTech Accelerator will provide Med Tech start-ups and projects with serviced office accommodation if required and also support them with a range of commercialisation support services.

### ***Highlight action: South London Innovation District***

The Innovation District is a geographical cluster connecting the university, King's Health Partners NHS Trusts, and industry (both SMEs and large companies) across South London. The synergies between academic research and education, the KHP clinical substrate, and commercially-focused research combined with the fertile innovation environment offered by the MedTech Accelerator will form an internationally-recognised cluster, delivering world-class research, attracting investment, improving health and creating technology-driven approaches for healthcare sustainability.

Lambeth and Southwark Councils, alongside the Greater London Authority, will play a key role in supporting and enabling the creation of the innovation district.

### ***5.3 Industry partnerships***

King's has had some significant success in creating research partnerships with industry, including strategic partnerships with Siemens, Nvidia, GSK, UCB and others. However, these do not reach into all parts of the university and have often been created and managed in an *ad hoc* manner. By professionalising and increasing the scale of our industry research partnership development and management, we can bring the benefits of this type of activity to research across the university and ensure consistency of approaches. We can also ensure that our research culture and values are adequately represented across all our partners. We have recently begun the process of creating a new (small) cross-university team to coordinate industry research partnerships, and the level of engagement from industry has been very high. The new industry partnerships function aims to create, support and enhance long-term, strategic research partnerships with industry, across the university's research activities, starting with biomedicine and engineering.

### ***Spotlight: RAEng Enterprise Fellowship***

Dr Michael Ebner was awarded a prestigious Enterprise Fellowship from the Royal Academy of Engineering to support the development of a novel lightweight camera system that helps surgeons differentiate tumour from healthy tissue and translate the technology into a commercial device. The prize is awarded to support outstanding entrepreneurial engineering researchers, working at a UK University, to enable them to develop the skills to spin-out a business around their technological idea. With the support of the RAEng, Dr Ebner and Professor Tom Vercauteren (RAEng Research Chair in Machine Learning for Computer-Assisted Neurosurgery), have co-founded a university spin-out, Hypervision Surgical Ltd, to refine the prototype and develop the technology into a commercial device.

### ***Spotlight: King's-Globe Partnership***

King's and Shakespeare's Globe have a long shared history – we have collaborated closely on our highly successful MA Shakespeare Studies for twenty years now – and we are currently strengthening and deepening the relationship, particularly on the research side. Farah Karim-Cooper, head of higher education and research at the Globe, is now also a Professor of Shakespeare Studies at King's, and we plan over the next year to bring the work of the London Shakespeare Centre and Globe Research into greater harmony with a view to sharing both major research projects (in addition to current King's grants on Shakespeare and war, Shakespeare and the Royal Collection, and the gendering of the early modern stage) and key diversity initiatives, notably the 'Early Modern Scholars of Colour Network' that Professor Karim-Cooper has developed from the 'Shakespeare and Race' symposia she established at the Globe and that is being championed by her and by Professor Lucy Munro at King's.



## 6. Enhancing the research infrastructure

Providing world-class research infrastructure is essential to ensure that our discovery research remains at the cutting edge, and that it can be translated rapidly and effectively into societal impact. It also plays a central role in our ability to attract and retain the best academics across a wide range of disciplines. We will continue to support, enhance and expand our core facilities, while increasing our strategic oversight.

### 6.1 e-Research

High performance computing and data storage are critical for a wide range of research undertaken at King's but have suffered from under-investment in the past few years. This was underlined by a recent external review (undertaken in 2018/19 by Paul Bonnington, Director of eResearch, Monash University), which confirmed that King's fell well short of providing top quality service and support. In response to the recommendations we have developed an action plan that we have started to implement, and which remains a priority for King's Research in the coming 12-18 months.

#### ***Highlight action: pump-priming for research software development***

At King's we recognise the critical role that research software plays in advancing our knowledge, as well as the challenges the software development community faces in getting support for their research.

We will launch a pump-priming call to facilitate the development of software for experimental facilities and instrumentation, modelling, simulation and data analysis. We will support both the development of novel code and the development of new functionality for, or re-engineering of, existing codes.

- *Leadership and support.* We have hired a new Director of the e-Research function and key additional senior personnel to support various aspects including high-performance computing.
- *Infrastructure and facilities.* We are also in the process of delivering a new data storage facility and replacing our obsolete high-performance computing capacity. We anticipate the data storage facility will be in place before the end of 2020 and the HPC facility before the end of 2021.

#### ***Spotlight: Artificial Intelligence and Autonomous Systems***

We have recently invested in the creation of the *King's Institute for Artificial Intelligence* (funded through the King's Together scheme), led by Prof Michael Luck, that will act as a focal point for the College's wide-ranging activity in AI. The Institute draws together expertise from across King's building ties across disciplines, from core technical areas (e.g. computer science, engineering) to areas such as policy, ethics, law, health, economics, politics and the breadth of application domains.

The *London AI Centre for Value-Based Healthcare* has been established, with £26m of funding from UKRI alongside industry contributions of c.£10m. The Centre, led by Reza Razavi, combines the potential of artificial intelligence with the substantial patient data within King's Health Partners and NHS Trusts across the South East. It aims to produce transformative health and economics benefits by using AI to transform patient care pathways, across a wide range of clinical areas.

King's jointly hosts the *UKRI Trustworthy Autonomous Systems Hub* (a five-year investment of c.£12m from UKRI's Strategic Priorities Fund) which will lead and co-ordinate a UK-wide multidisciplinary research effort to ensure autonomous systems are trustworthy by default and deliver the maximum benefit to society and industry.

## 6.2 Research Platforms

Our research platforms provide a key aspect of our research environment, and include a variety of high-end, distinctive capabilities that differentiate us from competitors. Recent additions to our platforms include:

- The opening of the London ultra-high field MRI Clinical Research Facility, supported by Wellcome Trust, at St Thomas' Hospital. This features the UK's first clinically-embedded, whole body 7T MRI scanner. (Director: Professor Jo Hajnal)
- The creation of the Microscopy Innovation Centre at Guy's Campus – a new facility (supported by the MRC and BBSRC) for the development and uptake of cutting-edge optical microscopy methods for biological imaging, working alongside the Nikon Imaging Centre at King's. (Director: Professor Maddy Parsons)
- The revamped Proteomics core facility provides high resolution peptide and protein mass spectrometry analysis to a wide array of projects; linked to this, the London Metallomics Facility provides national leadership for this area. These facilities are supported by Wellcome and BHF. (Directors: Professors Manuel Mayr, Phil Blower)
- The team of research software engineers based at King's Digital Lab provides state of the art e-Research solutions to researchers working across the full span of the humanities and social sciences. They build web applications and use data modelling, data visualization, machine learning, and emerging technologies such as virtual and augmented reality to answer colleagues' research questions. (Director: Dr James Smithies)

Within *Biological services*, we will develop new systems to provide increased support to researchers around compliance checks, Home Office licenses, and related procedures.

### ***Highlight action: A commitment to sustainability***

King's has made the ambitious commitment to achieve net-zero carbon emissions by 2025, and while significant progress has been made (41% reduction between 2005-06 and 2018-19), there is still much to do.

Laboratories are essential to scientific research, discovery, learning and innovation. They also require immense investments of energy and materials, and represent approximately two thirds of energy consumption within King's. A typical laboratory will consume 3-10 times more energy than the same non-laboratory spaces, while 1.8% of global plastic waste was estimated to have originated from laboratory settings.

With a growing urgency to mitigate our environmental impacts, laboratories represent an opportunity for incorporating sustainability into operational and research practices.

The recently launched Laboratory Efficiency Assessment Framework (LEAF) aims to be a standard in sustainable science, akin to health & safety standards. It contains set criteria for labs to work towards, and helps users quantify their impacts both in financial savings and CO<sub>2</sub> reductions.

In 2019/20 we successfully joined the first LEAF pilot, and recorded significant savings were reported from procurement, waste, and energy). In the next 12-18 months we aim to expand uptake of LEAF, as well as set up a new Sustainable Science Committee to provide a forum for the review and approval of the various support systems laboratories require, with a focus on efficiency and environmental sustainability.



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**Academic Board**

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**Meeting date** 3 February 2021

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**Paper reference** AB-21-02-03-08.1

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**Status** Final

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**Access** Public/Members and senior executives

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**FOI release** Subject to redaction

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

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## Athena Swan – Summary of self-assessment and future activity

### Action required

- ☐ For approval
- ☐ For discussion
- ☒ To note

### Executive summary

King's has undertaken a thorough gender equality self-assessment against the sector's Athena Swan framework, giving us a clear understanding of our issues, and a clear plan to improve gender equality at King's. The self-assessment also identified areas of progress and impact since 2016. King's has significant work ahead to tackle gender inequality, and the Athena Swan Delivery team (ASDT) will have oversight and accountability for the Athena Swan Action Plan (ASAP).

Our Silver Athena Swan submission will be peer assessed and our results and feedback are due in March/April 2021.

The application is available here: <https://www.kcl.ac.uk/hr/diversity/docs/pdf/2020-athena-swan-application.pdf>

The action plan is available here: <https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athena-swan-action-plan-nov-2020-4-1.pdf>

## Athena Swan – Summary of self-assessment and future activity

Athena Swan is the sector-wide benchmark and accreditation for gender equality in UK Higher Education. King's is proud to have held an Athena Swan Bronze Award since 2008, when the scheme was first launched, and has had ambitions for Silver for many years. In the UK, only 17 universities hold University Silver awards. This includes our comparators UCL, Imperial and QMUL, and ten other Russell Group universities.

Between June 2019 and November 2020, King's conducted a detailed university-level self-assessment. The self-assessment process was led by the Athena Swan Leadership & Action Team chaired by Professor Evelyn Welch and Dr Martin Kirk, with support from the Equality, Diversity & Inclusion Function, led by Helena Mattingley.

In November 2020, following extensive internal and external consultation, we submitted our [Institutional application for an Athena SWAN Silver award](#). While we hope for the recognition of a successful Athena SWAN Silver award, the work and our progress towards gender equality are the focus of our activity. We can expect the results of our application in March/April 2021.

Our consultation survey showed staff have confidence in the AS self-assessment, can see the 'line of sight' between the data, gender equality issues, and the action plan. Respondents indicate the action plan overlaps with what action they want taken - and SMT have agreed, endorsed and support the delivery of this work.

We last applied in 2016. In the last four years, we have improved and can be proud of:

- Our data and evidence of staff and student profile and experience is better than it has ever been.
- Our governance is robust and well connected. We have visible, diverse leadership for both Athena SWAN and EDI more broadly, and skilled EDI Practitioners delivering projects at university and faculty levels.
- The draft document and action plan has been more co-written, more transparent and more honest on our issues and our successes than in 2016.

We have clear evidence of progress and impact, eg.:

- SMT is (at last count) 40% women
- Relatedly – we have more women in leadership roles, eg. as VPs, Directors and Exec Deans
- 3 percentage point increase in proportion of women professors in A&S (to 25%)
- 4 percentage point increase in proportion of women professors in Health (to 31%)
- 4 percentage point increase in senior PS roles, (to 45%)
- High success rate of 96% for women (95% for men) in academic promotions
- We have introduced the Academic Education Pathway
- And reduced the Gender Pay Gap by 1.7% to 17.8%

It is clear there is much more to do. The [Athena Swan Action Plan](#) clearly sets out the work needed, and the Athena Swan Delivery Team will be brought together to ensure this.

To make significant progress, we have established a number of flagship actions. These flagship actions are highly regarded as best practice by AdvanceHE, being identified as exemplars in recent Russell Group Silver Athena Swan applications. Implementing these actions will put us ahead of the curve, aligning to innovative, high profile initiatives from our peers.

Flagship actions include:

- 1) A shift to 'day one' family friendly leave and pay, to attract and retain talented applicants who are planning families.
- 2) A shift to six-week paid paternity/partner leave to increase equality in parental leave and reduce gendered impacts of caring responsibilities in a child's early years.

- 3) Improve recruitment processes, eg. through use of valid and reliable assessments, data-informed short-listing, introduction of recruitment training, facilitating job shares and redeployment.
- 4) Continuing to reduce the proportion of our workforce on fixed-term contracts, targeting all staff on FTCs with more than four years' continuous service for transfer to open ended contracts.
- 5) Flexible by default campaign to support staff to manage their work life balance through flexible working, encouraging managers to design new roles and adapt to bring flexibility into as many roles as possible at King's.
- 6) Ensure that our learning from COVID-19 around flexibility and remote working is built into new ways of working.
- 7) Research and investment into emergency childcare cover, eg. My Backup Care to support parents and carers.
- 8) Global Institute for Women's Leadership Enhanced Diagnostic Assessment (for three areas) and a randomised controlled trial intervention to kick start gender equality and tackle stubborn challenges.
- 9) Update images in high status rooms to reflect greater diversity, eg. Council Room.
- 10) Launch 'Conversations with...' event series to role model successful women and men who balance family and career.

ASDT will work in a coordinated way, while retaining representation, support and challenge from students, staff networks, and via Equality, Diversity & Inclusion Forum (EDIF) and Athena Swan leads. ASDT will be connected to the Academic Board via the Equality, Diversity & Inclusion Committee (EDIC). The membership reflects colleagues who are responsible for the actions identified in the ASAP:



Helena Mattingley

Head of Equality, Diversity and Inclusion

January 2021

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**Academic Board**

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**Meeting date** 3 February 2021

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**Paper reference** AB-21-02-03-08.2

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**Access** Members and senior executives

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**FOI release** Subject to redaction

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

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## Lesbian, Gay, Bi and Trans Equality

### Action required

- ☐ For approval  
☐ For discussion  
☒ To note

### Executive summary

February 2021 marks LGBT History Month and the start of the implementation and delivery phase of an ambitious plan to significantly advance Lesbian, Gay, Bisexual and Trans inclusion at King's. This work will be recognised and accumulate in a submission to the Stonewall Workplace Equality Index (WEI) in September 2021. Colleagues are invited to join us in celebrating LGBT+ history month and participate in the many opportunities outlined to champion LGBT+ equality and inclusion at King's.

# Lesbian, Gay, Bi and Trans Equality

February 2021 marks LGBT History Month and the start of the implementation and delivery phase of an ambitious plan to significantly advance Lesbian, Gay, Bisexual and Trans inclusion at King's.

This work will be recognised and accumulate in a submission to the Stonewall Workplace Equality Index (WEI) in September 2021. Colleagues are invited to join us in celebrating LGBT+ history month and participate in the many opportunities outlined to champion LGBT+ equality and inclusion at King's. The WEI is a cross-sector benchmarking self-assessment and staff survey for organisations to gain insight into how LGBT+ inclusive they are.

The WEI covers ten key business areas, the everyday practices, and processes which may directly or indirectly have a disproportionate impact on LGBT+ employee or students' sense of inclusion and belonging, wellbeing, engagement, and overall workplace performance. We look to improve upon our performance in the 2018 WEI, where King's placed 263<sup>rd</sup> out of almost 500 entrants and 42<sup>nd</sup> out of 52 universities.

The action required to further LGBT inclusion at King's has been designed to be delivered in a matrix structure across existing EDI plans, building on the six strategic pillars of the EDI strategy, optimising resources, and realising the benefits of our intersectional approach. To support this, EDI will draw out and highlight key deliverables that contribute to our work on LGBT equality.

These include:

1. Improve recruitment processes, e.g., through use of valid and reliable assessments, data-informed short-listing, introduction of recruitment training, facilitating job shares and redeployment. (EDI strategic priority: workforce representation, Athena SWAN (AS), and Race Equality Charter (REC))
2. Improve systems for trans inclusion, including developing a single disclosure process for data change, syncing systems, and removing gendered pronouns when not necessary. (EDI strategic priority: governance and accountability, AS)
3. Embedding Equality Analysis into core governance and management frameworks and building management capability. (EDI strategic priorities: governance and accountability, workforce development)
4. Reviewing and enhancing key family, discrimination, and wellbeing policies, ensuring gender neutral language and application. (EDI strategic priority: workforce representation, AS)
5. Running our successful More than Mentoring scheme and piloting a new Mutual Mentoring scheme to build management capability and support the development of staff from underrepresented groups. (EDI strategic priorities: workforce development and workforce representation, REC and AS)

The LGBT+ inclusion work is connected to Academic Board via the Equality, Diversity & Inclusion Committee (EDIC). Further information about LGBT History Month activity can be found in the annexed materials.

Nicole Robinson  
Equality, Diversity & Inclusion Consultant  
January 2021

Annex 1 – [LGBT+ Inclusion External Webpages](#)

Annex 2 – [King's EDI Twitter \(news and events\)](#)

Annex 3 – [Proudly King's](#) (LGBT+ Staff Network)

Annex 4- [Queer@King's](#) (Interdisciplinary Centre for Research and Teaching of Gender & Sexuality)

# **Academic Board**

## **Building an anti-racist university –**

### **King's Race Equality Action Plan**

#### **2020–2024**

# **RACE EQUALITY CHARTER AT KING'S**

**A vehicle and framework for King's to progress our anti-racism and race equality work for staff and students.**

**King's held a Bronze Award since 2015, we sought to renew in February 2019 and succeeded in renewing Bronze award July 2020.**

# **PROGRESS TOWARDS RACE EQUALITY**

**52% of King's home, undergraduate student body identify as Black and Ethnic Minority, reflecting a 10%-point increase since 2014/15.**

**14% of our most senior professional services leaders identify as Black and Ethnic Minority, reflecting a 10%-point increase in representation since 2014/15.**

**The university has halved the ethnicity attainment gap at 1st and 2:1, down to 5% from 12% in 2014/15.**



# **2017–2020 SELF ASSESSMENT**

**Over 4,000 staff and students engaged with our self-assessment and data collection since 2017.**

**Led by Race Equality Leadership & Action Team (RELA), drawing colleagues from across faculties and functions chaired by Prof. Funmi Oloonsakin**

**Praised for our tone and candour – an honest reflection on King's performance regarding race.**

# **FACULTY ENGAGEMENT EXERCISE**

**Conducted in December 2018, led by Senior Management Team.**

**All nine faculties were provided with their local data for race equality and prompted to reflect.**

**Included the creation and dissemination of a maturity model for anti-racism in faculties.  
Reflection undertaken by Faculty Executives.**

# **FOUR STUBBORN ISSUES FOR RACE EQUALITY**

**Increasing the ethnic diversity of our senior leaders.  
Supporting staff and students to sensitively discuss  
race and racism.**

**Support for staff and students to identify and report  
racial microaggressions, and for King's to act  
appropriately.**

**Continuing to close King's BME Attainment Gaps and  
to develop inclusive curricula.**

# **Actions already taken to advance Race Equality**

- **Black Lives Matter activism in 2020 served as a catalytic flashpoint for anti-racism at the university.**
- **Engaged 180 of King's most senior leaders in the university's first Race Equality Leadership Summit, specifically addressing issues of race and racism within the university.**
- **Drawn together Professional Services Executive leadership to discuss and address issues of racial inequality in our workforce.**
- **Fostered and launched a staff Race Equality Network, providing sponsorship and investment.**
- **Supported an ongoing programme of town hall fora across our faculties and directorates, following up on June's Race Equality Leadership Summit and engaging staff and students with issues of race locally.**
- **Held nine Conversations about Race across seven faculties, with almost 200 staff and student attendees, aiming to foster a greater sense of belonging for Black and Ethnic Minority students.**
- **Celebrated Black History Month, including an annual, College-wide address from Professor 'Funmi Olonisakin and the inaugural Annual Harold Moody Lecture.**

# **Key elements of Race Equality Action Plan 2020 – 2024**

- **Leadership & Accountability for Race Equality Section**
- **Building Capability around Race Equality Section**
- **Attracting, Appointing & Investing in Talent (Stubborn Issue 1)**
- **Sensitively Discussing Race (Stubborn Issue 2)**
- **Building a Culture of Inclusion & Tackling Unacceptable Behaviour including Microaggressions (Stubborn Issue 3)**
- **Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)**

# Resources and Further Information

- **Race Equality Splash page – <https://www.kcl.ac.uk/race-equality>**
- **Race Equality Chartermark Submission and Action Plan – <https://www.kcl.ac.uk/hr/diversity/assets/documents/race-equality-charter-application-form.pdf>**

|                        |   |
|------------------------|---|
| <b>Academic Board</b>  |   |
| <b>Meeting date</b>    | 3 February 2021   |
| <b>Paper reference</b> | AB-21-02-03-09  |
| <b>Status</b>          | Final   |
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| <b>FOI release</b>     | Subject to Redaction  |
| <b>FOI exemption</b>   | None, subject to redaction for commercial interest or personal data |

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## KCLSU President's Report

### Action required

- ☐ For approval
- ☒ For discussion
- ☐ To note

### Executive summary

The King's College London Students' Union (KCLSU) sabbatical officers are students who have the opportunity and platform to enact changes which they felt were needed after their own experiences as students. They sit on various high level KCL committees to provide a student voice and perspective on a number of critical issues which will affect the wider student body, but also are trustees of KCLSU. Objectives are identified based upon their experiences but also the constantly changing needs of students. There are a broad range of priorities which can be summarised into broad categories, as outlined below, however a more in-depth view into objectives for the year is available in **Annex 1**.

The 20-21 Officer Team:

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

VP Education (Arts and Sciences) – Vatsav Soni (VS)

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

'Education Officers' refers to the sabbatical officers whose remit is education based and includes the VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate. The education officers and the President hold ex officio positions on Academic Board. This paper includes the projects of all officers, not solely those on Academic Board, for purposes of transparency

# KCLSU President's Report

## Description of Annexes

### Annex 1 – Officers' Progress Report on Objectives

The student experience is an evolving entity, which has led to evolution in the priorities of the KCLSU sabbatical officers to ensure that objectives are in line with the needs of students. The unique challenge of the COVID-19 pandemic further strengthens the need of the student voice to be heard and recognised. This had led to the development of identification of key strategic areas to be worked upon over the course of this academic year, a summary of which is listed below and an expansion in **Annex 1**. The student experience includes academic study but also the non-academic areas which students participate in.

#### Key Areas of Strategic Focus:

**Assessment and Feedback:** Small but effective changes in the administration of assessments would improve the student understanding and subsequent scoring. These changes include early access to past papers, precise marking rubrics and models answers which, combined, will allow the student to achieve the highest mark possible. Moreover, by facilitating cross-year group interactions, peer support can help students to understand what is required of them.

**Student Representation:** As the largest stakeholders in universities, the student voice and perspective should be considered in every decision made. Student representation should not be tokenistic but should be an avenue to explore new ideas and lead to an improvement in both teaching and research. This representation should be at all levels of governance so that policy changes can account for the needs of our diverse student body.

**Upskilling students:** Students pay for a university education however the university experience is much more than that. Students should be able to leave university with both a world class education but also the ability to find a suitable career; employability prospects may be improved through developing key transferable skills such as financial literacy. Participation in student activity groups within KCLSU provides many transferrable skills and we need to ensure we are celebrating these skills, for example by increasing visibility of student media groups for example by playing KCLSU radio in KCLSU spaces. Furthermore, career development opportunities and the ability to meet employers, are particularly important for postgraduate students. Improving these areas are key to produce graduates who are able to effectively transition into the workplace.

**Inclusion:** The King's community is diverse and has correspondingly diverse needs. Inclusion needs to be considered in both governance and within our spaces by including those from marginalised communities. Governance is a key area where student voice can champion inclusion, by increasing student representation at all levels, the needs of individual students can be considered and accounted for. Furthermore, the current Eurocentric curriculum is not reflective of our diverse student body therefore needs to be decolonised and internationalised, this may also improve the satisfaction scores in the NSS of BME students.

**COVID-19:** All of the strategic areas of importance are affected by the current coronavirus pandemic. This pandemic has led to large changes to every student's life and officers need to be mindful of how these changes can affect the academic experience. Including and considering all voices in decision making and policy changes is key to ensure that impact of the pandemic on student experience is mitigated as far as possible. In light of covid-19, there needs to be a review of hardship funding for students to ensure that they are properly supported.

**Finances:** Money has and will always be a difficult topic to approach. Students should feel empowered to be able to understand their own finances, perhaps through peer support mechanisms, but also be able to easily access bursaries that they are entitled to. Tuition fees, particularly for postgraduate international students, are an incredibly high burden which is why there is need for a third instalment to allow students to have flexibility in paying fees when they are in need. The use of these tuition fees by the university needs to be clarified so students are aware where money from tuition fees is used, this will also allow greater appreciation of the many services



that KCL offers, aside from the academic experience. KCLSU also needs to evaluate approach to transparency of activity group funding to make it clearer to students the rationale behind amount of money given to societies.

**Wellbeing:** The individualistic nature of wellbeing requires a tailored approach. This has been approached by officers in different ways. Faculties need to consider how wellbeing support can be offered on a localised level which is more specific and tailored to their students who may have differing needs to students of other faculties. Furthermore, KCLSU societies provide a form of community support however are not formally equipped for this which is why it is important to evaluate how to support these societies best perhaps by implementing a mandatory role of a wellbeing officer for each student group.

## **Annex 2 – Student Sentiment**

In such a challenging year, KCLSU is committed to understanding the rapidly evolving student perspective on a number of issues. We have been investigating innovative ways to gather feedback ranging from surveys, to Town Halls and better defining our connection with academic representatives.

Annex 2 provides a summary of the key queries from students that KCLSU officers currently experience and some of the ad hoc project work that we have taken on in light of student feedback of needs. These broadly fit into quality of the academic experience, rent rebates/refunds, tuition fee refunds and the 'safety net'. In a bid to gain further structured student feedback, I have set up a Teams channel for academic representatives to directly feedback to officers on issues they may be facing.

## **Annex 3 – WonkHE National and KCL-Specific Data**

The last KCLSU Academic Board update included survey data from when KCLSU participated in a national loneliness survey run by WonkHE. Annex 3 provides a detailed analysis, undertaken by the KCLSU Research Bureau, to explore the differences and similarities between the KCL specific data in light of the national picture. Broadly, the same patterns are seen however there are a couple areas of differences as highlighted in the report.

## **Annex 4- KCL/KCLSU Survey**

KCL's Students and Education Directorate and KCLSU ran a joint survey in November, the results of which are available in Annex 4. The results were analysed and presented in a report by KCLSU's Research Bureau. There are some surprising results found within certain answers to specific questions within this survey therefore we are currently in the midst of triangulating this data with other sources such as the Town Hall feedback, presented to Academic Board in the last meeting, and through other sources. As you can see, the process has initiated but has yet to be completed.

## Officers Reports

### Contents

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## Summary

This report is broken down into two sections, section 1 highlights the collective projects that the officers agreed to take on in light of issues that have emerged due to COVID-19 as well as a need to respond to government changes that impact on KCLSU members. Section 2, highlights the campaigns of the each of the sabbatical officers, which stems from their manifestos.

The method for depicting progress is done on an academic year and broken down in to 3 terms, (term 1, 2 and 3), the status section indicates if the campaign or project is on track.

Each of the projects will contain the initials of the sabbatical officers as listed below:

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

VP Education (Arts and Sciences) – Vatsav Soni (VS)

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

‘Education Officers’ refers to the sabbatical officers whose remit is education based and includes both VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate

Diagram 1: Keys

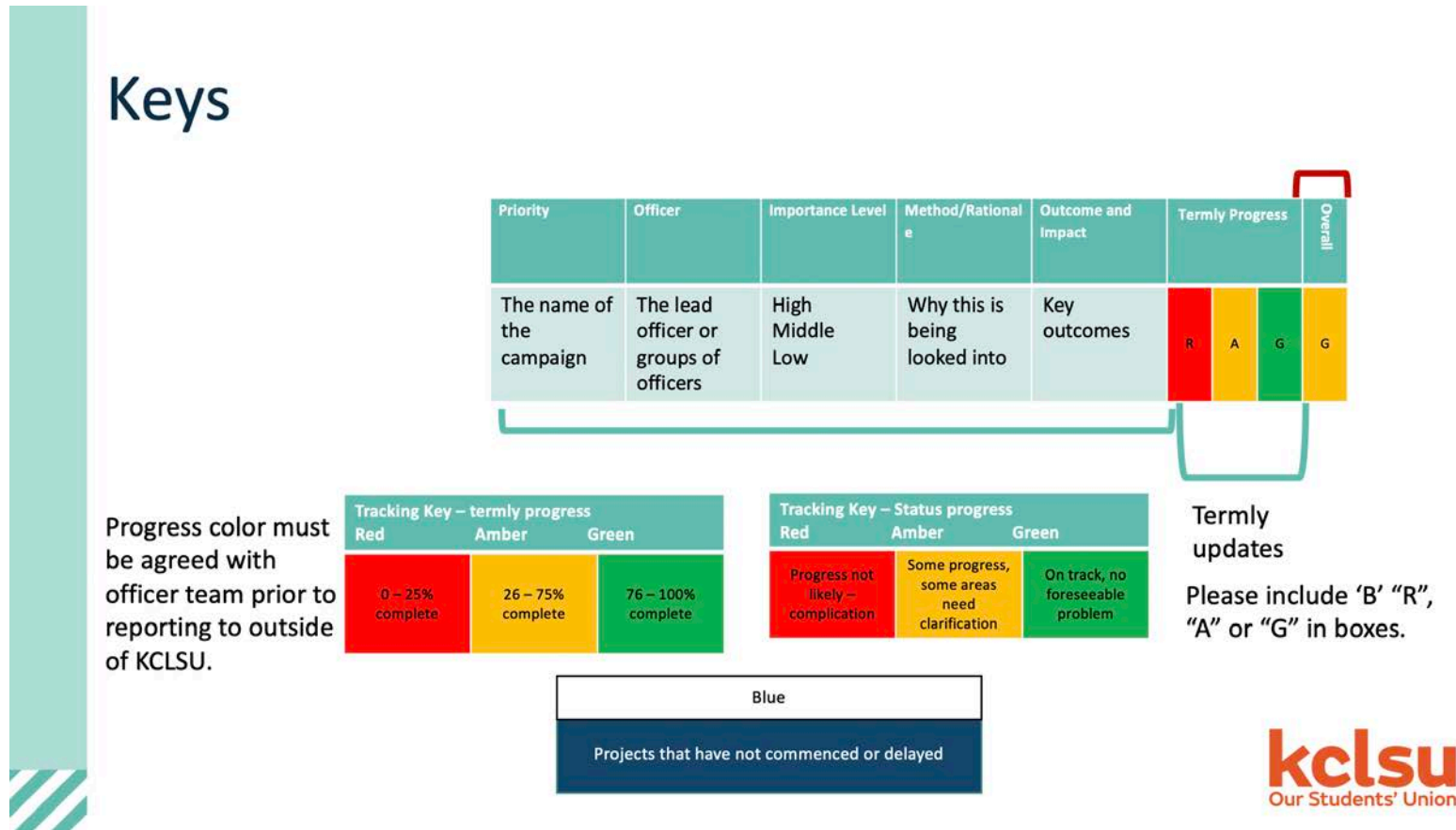


Figure 1: depicts the progress on each of the objective and clarifies the meaning of each colour and column

## Section 1: Collective Projects

The projects listed in Table 1 have been identified as areas of priorities by multiple officers upon assumption of office. Upon review of the Relationship Agreement, these priorities may become joint KCL and KCLSU projects.

Projects listed in table 1 have been identified since the officers have come into position and will be worked on as a collective. After the Relationship Agreement has been reviewed these priorities may appear as joint KCL and KCLSU projects.

Table 1: Collective Officer Projects

| Priority                                | Officer Lead | Importance Level | Method/Rationale   | Outcome and Impact  | T1 | T2 | T3 | Status |
|---|--------------|------------------|--|---|----|----|----|--------|
| Equality, Diversity and Inclusion (EDI) | All          | High             | This is a year of action. We need to evaluate at how we are representing students throughout our community and how we can consider EDI in this. The murder of George Floyd highlighted the stark realities that members of different races experience, predominantly our Black students and staff. The negative experiences of these students at King's was reflected in data derived from the NSS, where Black students experienced 11.1% decrease in satisfaction. There needs to be an exploration into why our students are experiencing this growing dissatisfaction and implement tangible actions to prevent this negative experience of our students being repeated. | Ensure that every voice is heard and accommodated in the face of difficulties that covid-19 poses.<br><br>Ensure that progress on EDI is not halted due to covid-19. This is a business critical issue which cannot afford to be delayed. | R  | A  |    | R      |

|           |                  |      |  |   |   |   |  |   |
|-----------|------------------|------|--|---|---|---|--|---|
|           |                  |      | <p>There needs to be action to tackle inequalities, wherever they exist, particularly this year when these inequalities may be exacerbated. White working class males are the least likely demographic to progress to higher education and we need to ensure students who identify as such are supported. Otherwise there will be disproportionate dropout rates but also reductions in progress made in combating attainment gaps. The move to online teaching and examinations may adversely affect students from lower socio-economic backgrounds who live in digital poverty.</p> <p>Accommodations for these students needs to be made centrally through consideration of the diverse needs of our student population in policy creation. Equality, Diversity and Inclusion should be central to every policy decision rather than as a tickbox exercise in the final steps of approving a policy.</p> <p>There are resource implications to consider and decisions need to be made on what is most important this year. However, this is a key strategic area which requires progress.</p> | <p>Allow all students to be on equal footing when studying and being assessed to prevent the increase in attainment gaps. This may be achieved through a review of prioritisation in allocation of library and informal study spaces.</p> |   |   |  |   |
| Wellbeing | Tasnia and Niall | High | The wellbeing of students is critical. There is no luxury of complacency this year.  | The impact of this priority will be ensuring that every student feels   | A | A |  | A |

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|  |  |  | <p>The impact of self isolation and lack of F2F teaching has a large negative impact upon wellbeing of students. Being trapped in small rooms in halls of residences or unsafe family homes rather than spending time on campus can be mentally damaging to many students. A recent study by O'Connor et al, published in the British Journal of Psychiatry, found that the prevalence of suicidal thoughts increased in the first lockdown, particularly in young adults between the ages of 18-29, with a significant proportion of our student population falling within this age range, it is integral to ensure our students are supported and do not slip through the cracks.</p> <p>The increased probability of students dropping out this year due to poor wellbeing is an issue that needs tackling. This poor wellbeing could be mental, physical, financial or even a combination of all three and therefore mitigations need to be put in place to ensure that King's fulfils the duty of care towards its students.</p> <p>We are currently reviewing activity group activity in a digital world to ensure students can still integrate and interact with the King's community. This will combat</p> | <p>supported to face the unique challenges of this year. The subsequent outcome would be preventing astronomical dropout rates but also fulfilling the wider duty of care KCL has to students in ensuring good mental wellbeing.</p> <p>The WonkHe survey data can be used towards creating a strategy of tangible actions to ensure no member of our diverse community is left behind.</p> |  |  |  |  |
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|                                 |                                  |      | <p>feelings of loneliness and subsequent potential drop out rates.</p> <p>KCLSU have participated in a national survey, run by WonkHE, which examines loneliness in the context of putative drop out rates. Upon publication of results we will be able to compare data from KCL students against a national picture.</p>  |   |          |          |  |          |
| <b>NSS and Academic Quality</b> | Education Officers and President | High | <p>The move to blended learning is a huge upheaval to modern university education and therefore is a threat to the academic experience, a large part of the overall student experience. This transition will have successes and pitfalls which requires monitoring of constant feedback to ensure the high standards of academic quality that King's provides is achieved.</p> <p>The National Student Survey (NSS) is a snapshot of the culmination of experiences of final year students and therefore may not necessarily be reflective of the wider student experience. Furthermore, at the time of data collection, the actions arising from NSS data cannot be used to make change for the students the data is collected from. These reasons, amongst others, provide context for the need to review the NSS meanwhile other robust methods of data collection need to be undertaken to ensure academic</p> | <p>Maintenance of academic quality in a blended learning environment through continual use of student feedback in a way that is equitable to both staff and students.</p> <p>Ensure student voices are heard when evaluating the successes and failures in the transition to online learning so improvements can be made to teaching.</p> | <b>R</b> | <b>A</b> |  | <b>A</b> |



|                        |                                 |      |  |  |          |          |  |          |
|------------------------|---------------------------------|------|--|--|----------|----------|--|----------|
|                        |                                 |      | <p>quality is maintained. Alternatives may include module evaluations, which provide more detailed feedback on module quality to allow iteration and improvements. I recognise that module evaluations are an imperfect measure as there is disproportionate negative feedback towards academic staff who identify as female or originate from BME backgrounds. Therefore, we believe that these evaluations should not feature in Personal Development Reviews as they may have adverse long term implications on career progression and that other feedback methods should be considered.</p> <p>Module evaluations and the NSS occur too late for tangible actions to be drawn and acted upon. We are committed to exploring various other feedback options with the university to ensure that academic standards are maintained.</p> | Increased student satisfaction as students will see their immediate feedback is acted upon.  |          |          |  |          |
| <b>Value for Money</b> | Salma, Vatsav, Tasnia and Heena | High | <p>Covid-19 has had a dramatic impact on the finances of all students. There are four key areas which require consideration.</p> <p>Firstly, bursaries and scholarships for students in hardship whether these be for tuition fees or the high living costs of being based in London. The wide ranging impact of covid-19 has been felt by students</p>  | Students will be supported when they find themselves in circumstances of hardship. Hardship is not uncommon in a normal year however this is | <b>R</b> | <b>A</b> |  | <b>A</b> |

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|  |  |  | <p>in differing ways from depreciating currencies of international students by as much as 20%, increasing the tuition fee burden, or the loss of part time work which was once relied upon to afford the high cost of living in London.</p> <p>Secondly, the age old argument of the third instalment. Allowing students to pay tuition fees flexibly, over a longer time period, will ease the burden of tuition fees and positively impact the wellbeing of students who are required to raise funds in order to study. The largest group who would be positively impacted by this would be international postgraduate students, and this may make King's a more attractive employment prospect.</p> <p>Thirdly, thinking about next steps after graduating from King's. The prospects for our 2020 and 2021 graduates are dire. This may lead to increased progression to postgraduate courses and highlights the increased both need and demand for the 10% alumni discount. We are looking forward to working with key stakeholder to ensure students are aware of the benefits of staying with KCL for postgraduate study.</p> | <p>especially important this year due to the impact of covid-19.</p> <p>Students will be able to access a third instalment and pay fees more flexibly. This will also positively impact the wellbeing of students as the stress of having to find money to pay tuition by the January deadline will decrease.</p> <p>Graduates of KCL may be retained for postgraduate study therefore generating increased income for KCL but also loyalty to the institution.</p> <p>Provide greater clarity to students on the current state of Higher Education</p> |  |  |  |  |
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|--|-----|------|--|--|---|---|--|---|
|  |     |      | <p>The move to online teaching has led to national cries for tuition fee refunds. The current state of governmental funding in higher education means that tuition fee refunds are impossible. Therefore, we hope to work with the university to improve financial transparency to ensure students are aware of where their money is going.</p>  | <p>sector funding but also clarify where and how tuition fee income is spent. This may reduce calls for tuition fee refunds.</p>   |   |   |  |   |
| <p><b>F2F teaching, Timetabling and the student experience</b></p> | All | High | <p>Face to Face Teaching (F2F) is ostensibly a challenge. In order to comply with safety regulations of social distancing, room capacity to teach has been reduced significantly which has led to a transition to online teaching. The national picture of calls for tuition fee refunds due to a lack of confidence in value for money with this reduction in F2F teaching. The SU is aware this conflicts with data on campus footfall, therefore demanding robust data collection to investigate the root cause of this disharmony, a strong possibility being a lack of awareness or little point seen in exposing to the risk of the virus, through travel, for very little F2F teaching.</p> <p>We have already worked, successfully, with the university to reinstate protection for Wednesday afternoons in Semester 2, a big win for student wellbeing, and the KCL Senior Management Team agreed to subsidise the increased expenditure in</p> | <p>Increase student satisfaction that the student experience provides value for money.</p> <p>Maintain student wellbeing so that they are to experience both the educational and social parts of the overall student experience.</p> | A | R |  | A |

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|  |  |  | <p>order to maintaining a commitment to 3 hours of F2F teaching. This was a great win for the union but also for a university committed to maintenance of positive wellbeing. The next step is to evaluate how the broader social experience can be maintained through other activities, including our venues in light of a blended learning experience.</p> |  |  |  |  |  |
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## Section 2: Officer Projects

Table 2 indicates priorities identified by individual officers identified either in their manifestos they were elected upon or discovered the importance of upon starting their role.

Table 2: Officer Projects

| Priority           | Officer | Importance Level | Method/Rationale   | Outcome and Impact   | T1 | T2 | T3 | Status |
|--------------------|---------|------------------|--|--|----|----|----|--------|
| Financial Literacy | SHH     | High             | 71% of students worry about making ends meet and 81% have money worries caused by the pandemic, according to the 2020 Student Money Survey, commissioned by "Save the Student". Furthermore, a 2016 conducted by Richardson et al found that, in a national cohort of students, greater financial difficulties is predictive of greater depression, anxiety, alcohol dependence and global decrease in mental health over time. Therefore, lack of financial education can affect all facets of the student, | By partnering with key stakeholders throughout the university, an increased financial education provision would improve the whole student experience. The following are just a limited selection of how the student experience would be improved as a result of financial education implementation<br><br>1. Improved mental health and wellbeing of students: Data shows that the inability of students to budget leads to a global mental health decrease, therefore providing students with these skills allows an increase in wellbeing. | A  | A  |    | G      |

|  |     |        |  |  |          |          |  |          |
|--|-----|--------|--|--|----------|----------|--|----------|
|  |     |        | <p>particularly the academic, experience.</p> <p>Financial education can come through different workstreams, by working with a number of departments throughout King's from the Students &amp; Education Money &amp; Advice Team to Widening Participation, KCLSU and KCL can provide a robust financial education to all students.</p>  | <p>2. Careers and employability: Students with financial knowledge are more employable and will transition better to the workplace</p> <p>3. Academic study: Enabling students to be able to budget better, decreases the need for part time formal work and therefore are able to spend greater time on their studies.</p>  |          |          |  |          |
| <b>Formalised Peer Support Schemes</b> | SHH | Medium | <p>Transition to university life is daunting. Students need to be properly supported throughout this transition and one method is through utilising students who have already faced these challenges and have succeeded. In the School of Biosciences, there is a formalised Peer Assisted Learning (PAL) Scheme which conducts small group workshops for all undergraduate year groups to develop different skills. These skills are ones which are required by university study, but</p> | <p>These schemes would allow an increase in student attainment, by equipping students with the skills that they need to succeed academically and socially. The sense of community fostered through these workshops is invaluable and supports student wellbeing especially in being able to point students to parts of King's which they may be unaware of.</p> <p>The ideal outcome of this priority, this year, would be to implement a Peer Assisted Learning Scheme in a Faculty</p> | <b>B</b> | <b>B</b> |  | <b>A</b> |

|   |     |      |   |  |   |   |  |   |
|---|-----|------|---|--|---|---|--|---|
|   |     |      | <p>are not necessarily taught formally, including study skills but also how to present effectively by students who are accomplished in these areas. After serving two years as PAL President in the School of Biosciences, I saw remarkable changes and improvements in students who attend these workshops.</p> <p>Furthermore, these workshops allow an improvement in community and wellbeing. These workshops facilitate the formation of cross and intra year friendship but also a sense of community within the faculty and school the students belong to.</p> | other than Life Sciences and Medicine. Ideally, within a scheme within both a Health and an Arts & Sciences Faculty.   |   |   |  |   |
| Mitigating the effect of covid-19 on student experience | SHH | High | <p>Covid-19 has an undeniable, large impact on the student experience. The move to blended learning, combined with the constant tuition fees, is leading to dissatisfaction with the student experience. There have been a number of changes to</p>   | <p>The impact and outcome of this objective will be the culmination of efforts of all officers this year. The reactive nature of this objective leads to a need to respond to any and all actions needed to mitigate the effects of covid-19 and therefore cannot be</p> | A | A |  | G |

|  |     |        |   |  |          |          |  |          |
|--|-----|--------|---|--|----------|----------|--|----------|
|  |     |        | the academic experience ranging from a change to the academic day to assessment formats. These changes are challenging to a cohort of students who are already experiencing an abnormal university year; therefore, it is integral that the needs of students are championed. | simplified into a tangible outcome. However, an example of a successful outcome would be the protection of Wednesday afternoons in semester two, after a consultation with the Students and Education Directorate.   |          |          |  |          |
| <b>Combatting the Mice Problem</b>                       | SHH | Low    | The high prevalence of rodents across King's campuses are a health and safety but also a reputational risk, which needs to be tackled. They have been spotted in a range of spaces from libraries to food preparation areas.  | The outcome of this project would be to eradicate the pest problem however the likelihood of this is low. Therefore, a reasonable outcome is to combat this problem so it is within acceptable levels for a university in London where rodents are ubiquitous. | <b>A</b> | <b>A</b> |  | <b>G</b> |
| <b>Improved Funding Transparency for Activity Groups</b> | NB  | Medium | Activity groups receive funding from the SU for various events. I intend to make this process and the reasoning for allocation of funding clearer, to improve transparency for our members.   | Outcome of this is improved funding transparency within the SU, therefore improve governance, accountability and openness with our members.  | <b>R</b> | <b>R</b> |  | <b>A</b> |



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| <b>Accessibility Grant Funding</b>              | NB | Medium | To improve the inclusivity of student activity groups I intend to work on setting up a new grant fund for student activity groups to purchase any adaptive equipment that will allow them to improve accessibility to their sport or activity.  | Impact of this priority is the improvement of inclusivity and accessibility within the SU, improving the overall community of KCLSU.                                | <b>R</b> | <b>A</b> |  | <b>A</b> |
| <b>Support for Student Media</b>                | NB | Medium | Supporting student media by organising workshops and support sessions, promoting media through SU channels (i.e. playing KCLSU radio in KCLSU spaces) and other methods to improve relations between the SU and the student media groups.   | Student media gives King's students the opportunity to hold the university and SU accountable and the outcome of this priority is furthering the voice of students. | <b>B</b> | <b>B</b> |  | <b>A</b> |
| <b>Activity Group Level Wellbeing Provision</b> | NB | High   | With so many of our members being involved in student activity groups they provide an excellent, pre-existing support network to support our members wellbeing. Many activity groups have already elected or nominated wellbeing leads who're working closely with the KCLSU wellbeing team. I intend | The result of this would be improving wellbeing support for SU members, which is of huge benefit to all students at King's.   | <b>A</b> | <b>A</b> |  | <b>G</b> |

|                                |    |      |  |   |          |          |  |          |
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|                                |    |      | to work with the wellbeing team and the student wellbeing leads to develop this role and the wellbeing support provided by KCLSU activity groups.  |   |          |          |  |          |
| <b>Assessment and Feedback</b> | VS | High | <p>The College's existing approach to assessment design and delivery does not promptly communicate to students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability to understand the assessment design. In an 'Assessment for Learning' program the latter cannot adequately be justified as a learning outcome.</p> <p>Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions;</p> <ol style="list-style-type: none"> <li>1. Early access to Past Papers across all modules and where applicable access to past questions</li> </ol> | <p>By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can do to improve their academic performance.</p> <p>Specific Outcomes and Impacts;</p> <ol style="list-style-type: none"> <li>1. Early access to Past Papers: This allows for students to map how their academic content ties in with the assessment structures and design for their modules.</li> <li>2. Access to Past Question's answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision</li> </ol> | <b>A</b> | <b>A</b> |  | <b>A</b> |

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|                     |    |      | <p>answers/answering guidelines.</p> <p>2. Access to legible and precise marking schemes that enable students to understand what constitutes a 1<sup>st</sup> class mark or what constitutes a 2:1 or 2:2 mark.</p> <p>3. Provide access to model answers that enable students to apply and understand the marking schemes. This has the added benefit of showing students what a 1<sup>st</sup> class or a 2:1 or 2:2 answer looks like.</p> | <p>process. Additionally, students aren't stifled by questions whose answers they do not know.</p> <p>3. Marking Schemes and Model Answers; Students are aware of the general characteristics and dos and don'ts for each marking bracket. Additionally, students are also able to understand how they can best approach different assessment structures.</p>  |   |   |  |   |
| Late Submission Cap | VS | High | <p>The university's existing policy on late submission specifies that assessments submitted after the set deadline results in the student's mark being capped at the pass mark (40% UG, 50% PG). Students have long expressed frustration for this needlessly strict policy. With digital assessments being the standard practice this year it is now more crucial than ever to address these concerns. To this end, I intend on</p>          | <p>Increased student satisfaction: by implementing this one policy change the assessment design is made less rigid and more appealing to students. An added benefit of this could be seen in student engagement with assessments. Making the deadline less rigid and stringent for students could also result in fewer MCF submissions however this would require more analysis to confirm the same. Furthermore, from an assessment for learning perspective through this policy change we emphasise to students what</p> | A | G |  | A |

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|   |    |        | working with the Late Submission Working Group under ASSC to bring about a policy change that is in line with the assessment for learning approach.  | the true learning outcome is. That is to say, now students are rightly assessed on their ability to apply the academic content they learn as opposed to their ability to meet deadlines.   |          |          |  |          |
| <b>University Governance and Transparency</b> | VS | Medium | The existing governance structure at the university stems from the College Council which subsequently delegates decision making to several committees. Simultaneously decision making is also delegated to individual faculties. In all these different committees, students are usually only represented by their KCLSU Student Officers. More often than not the Student Representatives are outnumbered by their Academic and Professional Service peers at the university. While their increased membership at these committees is rather obvious and understandable there is a need to increase student representation to amplify the student voice and ensure that | The key outcome/impact is that students find that the college is an inclusive community where students and academics actively engage in decision making.<br><br>Policy making will consider the diverse experiences and needs of our student body. | <b>B</b> | <b>A</b> |  | <b>G</b> |

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|--|----|--------|---|--|----------|----------|----------|
|  |    |        | university governance is an inclusive two-way discussion.   |  |          |          |          |
| <b>Student Representation</b>                        | AG | High   | Review existing student representation structures in place for value add & outcome measures. Consult with faculties, staff, students and Academic Associations about their priorities and how we could achieve them collaboratively. Rework existing structures/create new spaces for conversation alongside students and staff, monitor impact and evaluate with a view to fine-tune. Consider existing successful methods of student engagement at King's (King's 100, KBS20, SSPP25) as a springboard for new conversation and co-creation platforms as identified as a priority in King's Education Strategy 2017-2022. | Students feel they are heard and valued by the university and their faculty/department. Staff and students alike feel more positive about the academic delivery and pastoral support in place. Satisfaction is greater. New innovative ways of teaching, learning, supporting and empowering students are created. Student engagement, interaction, mental health and wellbeing, sense of community, awareness of KCL and Faculty are all boosted. Staff receive less complaints and are able to work more in tandem with the student population and vice versa. | <b>A</b> | <b>G</b> | <b>A</b> |
| <b>Accessibility &amp; Inclusivity in Governance</b> | AG | Medium | Ensure through all policies, conversations and decision-making, that King's have the concerns, values, beliefs and wishes of all  | King's Community is an inclusive, welcoming, celebrated community where people's identities and individual circumstances are not discriminated against.  | <b>R</b> | <b>R</b> | <b>A</b> |

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|  |  |  | <p>students at heart, which includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Students with disabilities, including hidden disabilities, chronic health conditions and mental health conditions</li> <li>• Students of different ethnic backgrounds, with a specific focus where possible/appropriate to black students</li> <li>• Students who identify as LGBTQIA+ and/or of non-binary gender identities</li> <li>• Students from a range of socio-economic backgrounds</li> <li>• Students who have caring responsibilities</li> <li>• Students who have left the local authority care system.</li> </ul> <p>Recognising a lack of knowledge of the experiences of a number of these identity groups, championing the inclusion of student voice directly at every step possible.</p> | <p>All students are able and feel empowered to achieve their academic, personal and social potential during their time at university.</p> |  |  |  |  |
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|---|----|--------|--|--|----------|----------|--|----------|
| <b>Community for all four campuses</b>      | AG | Medium | From an academic perspective, working with relevant Faculties to bolster a sense of community, particularly in these isolating times we find ourselves in. Configure new ways of working, recognising the VP Education Health role has been vacant for a number of months, to share ideas, resource and time to creating a welcoming environment for students new and returning. | Students of Denmark Hill campus in particular feel part of the student body, value their connection both to King's and KCLSU, and are able to make the most of their (sometimes limited) time at King's College London.  | <b>R</b> | <b>R</b> |  | <b>R</b> |
| <b>Focus on Careers &amp; Employability</b> | HR | High   | Consult with the senior members of the careers department and communicate on how to provide a more inclusive service for PGT students. Conduct a survey around mid-November 2020 to gain an insight of PG student opinions and their expectations of the service.  | PGT students in particular will feel more supported in their career choices. Introduction of career education seminars will provide further knowledge for students to pursue their prospective careers. The results of the survey will help me and the careers department to plan events accordingly to cater for the needs of the students. | <b>A</b> | <b>A</b> |  | <b>G</b> |
| <b>Social Interests &amp; Engagement</b>    | HR | High   | Postgraduate students are usually disengaged with the university and the union, therefore I want to tackle this through increased social   | Increasing interaction between students will help students feel a sense of community and belonging.  | <b>A</b> | <b>A</b> |  | <b>G</b> |

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|-----------------------|----|--------|--|---|---|---|--|---|
|                       |    |        | <p>interaction between postgraduate students. Therefore improving the mental health and wellbeing of these students as they become more integrated into the King's community.</p> <p>Planning inter-departmental/ inter-university networking opportunities for students to gain an opportunity to connect with students from different courses and universities.</p>  | <p>This will also help focus on the "isolated" campuses I.e. Denmark Hill which hosts mainly PG students and therefore improve their mental health and wellbeing.</p> <p>Inter-university networking opportunities to build relationships and connections between students from different universities.</p> |   |   |  |   |
| Financial Feasibility | HR | Medium | <p>The large financial investment of a university education is a burden on many students. In order to improve accessibility, there should be a third instalment of tuition fees for self-funded students, whether they are classed as Home/EU or International. This would be able to improve financial viability of paying tuition fees and be particularly impactful for those of disadvantaged socio-economic background.</p> | <p>Students will be able to pay in 3 instalments which levies some financial burden of paying in 2 instalments.</p> <p>Student wellbeing improves due to increased flexibility in paying tuition fees.</p>  | R | R |  | R |



|                                    |    |      |  |   |   |   |  |   |
|------------------------------------|----|------|--|---|---|---|--|---|
| Welfare support on a faculty scale | TY | High | As a student, your department is often your go to for any concerns because it is what you are most familiar with. The welfare support available at KCL and KCLSU tends to be very centralised and generic with a lot of students unaware of more specific services that are provided. This often means that there is a delay for students in getting help or not getting any support at all. As a student I found that there wasn't much support coming directly from my department who would understand certain module pressures, deadlines and workload. There is currently scope for faculty welfare leads in departments and I hope to work closely with those involved to ensure that there is low scale, fast access to support and guidance for students who need specific and bespoke support. | Students will be able to access support more easily or be signposted to specific departments and student services as need be. Tailored support which is quick, easy to access and familiar to students will allow for better targeted support for students and therefore a better student experience. | R | A |  | G |
| Third instalment for               | TY | High | The majority of self-funded students at KCL have to pay tuition  | Carry on the Slice the Price campaign started in 2017 to allow for a third  | R | R |  | R |

|                             |    |        |  |   |   |   |  |   |
|-----------------------------|----|--------|--|---|---|---|--|---|
| self-funded students        |    |        | fees in 2 instalments compared to 3 instalments from Student Finance funded students. This places a great strain and stress on these students who have to work alongside studying for their degree, disproportionately affecting students from lower socio-economic backgrounds. | instalment for more students to access to reduce financial burdens and stress.  |   |   |  |   |
| Financial signposting       | TY | Medium | Accessing bursaries, scholarships and financial aid can be difficult to access on the website resulting in less people applying and using them, especially to those who need it most.  | Have an updated page of financial support available for students to easily access and navigate. This will improve overall student wellbeing due to reduced finance induced stress.  | R | R |  | G |
| Decolonising the Curriculum | TY | Medium | In the light of the BLM protests happening around the world and institutions making commitments to anti-racism and diversity, it is important that this is highlighted in education and leading universities such as KCL.  | Diversifying the curriculum and liberating our education, for students of all faculties, allows for BME students (and staff) to be able to engage more in celebrating diversity and acknowledging problematic pasts of academics and educators. | A | A |  | A |

### *Evidence Mentioned:*

KCLSU Research Bureau: In line with the Representation and Connection themes of the KCLSU's Strategy, a KCLSU Research Bureau has been established in order to ensure that the breadths of an issue is understood. The projects highlighted will ensure that evidence is gained in order to provide a comprehensive understanding on the issue.

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Brown, L., 2020. Student Money Survey 2020 – Results. [online] Save the Student. Available at: <<https://www.savethestudent.org/money/student-money-survey-2020.html>> [Accessed 1 November 2020].

## Annex 2: Student Sentiment

The KCLSU officers receive a wide range of feedback from students on the current state of the academic experience. The current primarily online experience of teaching this academic year demands that it is even more essential that the voices and views of students are heard. As elected officials, we can represent the views of students on Academic Board however this needs to be balanced with the realization that the student officers have not have the experience of nearly a year of online teaching that all returning students have faced. Furthermore, students from certain backgrounds have suffered from an inability to access online learning more than others so it is important to account for these views in decision making. There are four key, interlinked themes that we have received feedback on: quality of academic experience, tuition fee refunds, rent refunds/rebates and the 'safety net'. In this **Annex 2**, I have included excerpts of student feedback compiled from various channels that I have received. **Annex 3** includes detailed data on wellbeing of students which is not considered in this paper.

### Quality of the academic experience

*"I have felt a total lack of support from the lecturers and personal tutors" Neuroscience BSc Student*

KCLSU would like to acknowledge that both professional services and academic staff have been working hard in the pandemic and there are those who are going above and beyond for students. However, there is a lack of consistency felt by students. Personally, I have sent more than three emails since July asking for clarification on my exam scripts which have been ignored by various academics. Lack of response or timely response to emails is a well established issue within King's, primarily due to disparity between academics. There are academics, particularly in my experience Heads of Departments, who are very responsive and the fact they go above and beyond should be acknowledged, but so should the fact the opposite can happen. In a climate where online learning is the primary basis of the academic experience, lack of responses are unacceptable. In previous years, if clarification was needed then students were able to pose questions at the end of a lecture, face to face, however the pandemic does not make this possible and a lack of response to emails means that students do not receive the full academic experience.

*"I've found that most books and sources in the kings library don't have an online version and this has seriously effected my quality of work. I know I am not alone in this, and I know that my situation isn't special. But I must ask if any effort is being made to make library resources available online. If I wish to buy a book it takes at least two weeks to be delivered, and whilst waiting I have papers to deliver."*  
— 2<sup>nd</sup> year BA History Student

The lack of ability to access educational resources and study spaces has adversely affected the academic experience for many students. This would disproportionately affect those with lack of access to a quiet study space or the means to purchase resources for themselves.

*As a full-time worker who juggles university too, it is frustrating that it appears working students have not been thought about in the changing of these[library]hours. It has already been the case throughout the pandemic that I had no access to college recourses and facilities and after having a short taste of access, to now have this taken away is quite disappointing.* -MSc Global Affairs

Similarly, the stereotype of a typical university student being an 18 year old with no responsibilities has morphed over the years as there is no longer a 'typical' university student. As shown in the above testimonial, there are students who juggle full time work alongside studying and the current

study space opening times are not conducive to these types of learners and therefore would disadvantage these students disproportionately.

### **Tuition Fee Refunds**

This has potentially has been the most popular query that we receive. Students believe that the cost of providing an online education is lesser than providing the on campus experience and KCLSU have raised this at numerous meetings. Having seen the university finances and annual report, we are aware financial support would need to come from the government so we are currently engaging in national tuition fee refund campaigns.

### **Rent Refunds/Rebates**

KCL was one of the first, if not the first, universities to offer flexibility with King's owned accommodations. KCL is currently offering no penalty contract breaks to the majority of students, with the exception of those embarking on January 2021 start postgraduate courses. There was some confusion on communication surrounding this so KCL staff including, Steve Large (SVP Operations), attended a KCLSU hosted a joint Q&A on residences.

### **Safety Net**

KCLSU officers have adamant since August, and the previous team would have campaigned for this previously, that students are struggling and that a 'safety net' is key to ensure that all student supported. The need for this support and reassurance has only increased with additional lockdowns which have provided additional difficulties and threatened the ability of students to fully meet educational outcomes. Student parents and carers are key example of having also experienced additional difficulties with lockdown affecting both school and nursery openings which affects the time available for students to engage with learning.

The Russell Group put out a [recent statement](#) last week rejected the use of the algorithmic safety net (ie the way the safety net worked last year not being able to fall below a certain grade). After that statement, I convened a meeting of all the Presidents of Russell Group Student Unions' and we have put out our own statement in response, as seen [here](#). Furthermore, the Russell Group provided a response as available [here](#). The rejection of an algorithmic safety net is a disappointing move but the officer team has been proactive in trying to get the mitigations that students require to get the degree result that they deserve.

At time of writing, there are two petitions, that we are currently aware of, that are student-led supporting the need for an algorithmic safety net.

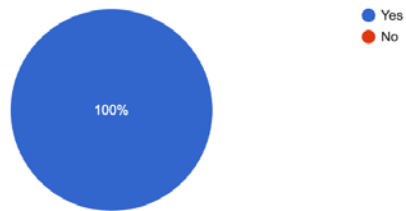
<https://www.change.org/p/kings-college-london-maintain-the-safety-net-policy-for-2020-21> - has reached over 2,500 signatories

<https://www.change.org/p/king-s-college-london-petition-for-king-s-college-london-to-implement-a-no-detriment-policy> - has reached over 600 signatures and was circulated to KCL Council Members.

Similarly, an email was sent to us and the Russell Group by a Modern Languages student who had conducted their own survey within the department. The following figures below were pulled from the survey conducted.

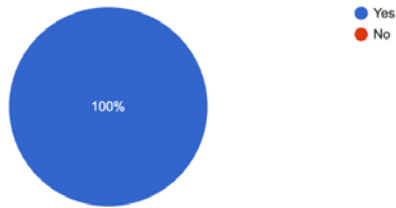
Do you feel that your academic performance has, or could, be affected by the various implications of Covid-19?

110 responses



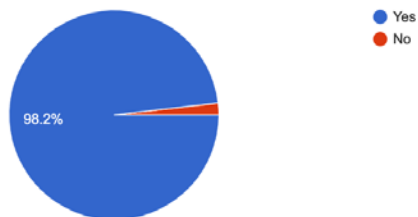
Do you agree that the 'safety net' policy should be reinstated to ensure that nobody will be academically disadvantaged as a result of the current situation?

110 responses



Overall, are you worried about being able to perform to the best of your academic ability as a result of the current situation?

110 responses



We are aware that the 'Fair Assessment Policy' has now been approved at College Education Committee, where KCLSU abstained from voting on the premise that the policy does not go far enough to help students but is a good start.

# **Annex 3: Comparison of National and KCL-Specific Data from WonkHE survey**

Time the survey was open: October 2020

Time the report was written: 16/01/2021- 19/01/2021

## **Table of Contents:**

1. Objectives
2. Takeaways
3. Breakdown and analysis of the questions
4. Recommendations
5. Conclusion

## **Objectives**

The “Don’t drop out” survey was a national survey commissioned by Wonkhe. Wonkhe are a leading Higher Education policy organisation, who aim to improve policy making and shed light on unheard voices and perspectives. They work with and around universities to carry out research and events that drive conversations about policy forward.

They commissioned this particular survey to get a better understanding of student-body opinion on different aspects of student life, including satisfaction with the academic and student experience, as well as how much they had considered dropping out. The survey also aimed to understand how lonely students have been feeling, as well as if they feel part of a university community. This survey received over 7,000 responses from students.

The submissions to this survey from students studying at King’s College London (KCL/King’s) were identified and collated, so that we could analyse the data relating to King’s students. This report looks to compare the data specific to King’s with the national data and hopes to get a better insight into the difference in results for these two groups. The data collected will help generate recommendations for how the university and the Students’ Union can improve their services towards students to help improve their experience at King’s during these unprecedented times.

## Takeaways

- Over 50% of both groups (King's students and the national student body) agreed that they feel satisfied with the academic experience so far.
- Compared to almost 4% of national respondents, only 2% of students said they considered dropping out of university on a regular basis.
- However, more than half of respondents for both surveys said they feel lonely often.
- Overall, the main areas of discontent amongst students were:
  - Fees
  - Lack of organisation and communication
  - Lack of support
  - Social life
- The KCL survey highlights a strong discontent from the student body with regards to fees, and the fact that these remain the same despite everything being conducted online.
- Students would also like to have more social activities which would allow them to interact with one another on a more regular basis.
- Overall, it can be recommended that the university looks into the fee structure for the upcoming years and increases its transparency with the student body in relation to future academic plans.

## Breakdown and analysis

Six agreement scale questions were asked to students:

- I am satisfied with the academic experience so far this term.
- I am satisfied with the wider student experience so far this term.
- How often do you consider dropping out of university?
- I feel part of a community of staff and students.
- How often, if ever, do you feel lonely?
- I understand my rights and entitlements as a student and how to complain if unhappy.

An additional question, "Do you have any advice for your university or the students' union?" was also asked.

### Question 1: I am satisfied with the academic experience so far this term

For this question, 43.2% of respondents said that they "mostly agree" with the statement. When looking at just King's students, 48.5% mostly agreed with the statement. On a national level, 54.3% of students said that they were satisfied (mostly and definitely agree) with the academic experience so far. On the other hand, this percentage was higher for King's students at 57.4% choosing "mostly agree" or "definitely agree". In the national survey 26% selected either "mostly disagree" or "definitely disagree", compared to 22.8% for King's students.

The themes identified in the national survey are in Table 1, alongside the themes selected when just looking at the data for King's students.

| Themes (National Data)             | Themes (KCL Data)                  |
|------------------------------------|------------------------------------|
| 1. Interaction with other students | 1. Online teaching and Interaction |
| 2. Accessing teaching (tech)       | 2. Mental health                   |
| 3. Interaction with academics      | 3. Workload                        |



|  |                                 |
|--|---------------------------------|
| 4. Teaching volume                       | 4. Fees                         |
| 5. (Promoted) expectations vs. realities | 5. Quality of content           |
| 6. Organisation and management           | 6. Time management              |
| 7. Practical components/experience       | 7. Organisation/disorganisation |
| 8. Accessing facilities                  | 8. Facilities                   |

**Table 1:** The themes identified in the national survey data, alongside the themes found in the data from King's students for the statement "I am satisfied with the academic experience so far this term".

As we can see from the table, opinions from King's students about their academic experience were similar to those from other universities. The national survey found that there seemed to be "significant differences in approach to and quality of online teaching" between different modules and courses. Some students in the national survey wrote that online teaching has been "highly ineffective" and "inadequate", with King's students agreeing, writing that online teaching is "awful" and that their academic experience has been "diminished". While some students have found online learning "interactive and stimulating", believing that this structure may "work better academically", others wrote that the quality of teaching has been "worse" than in person lectures, with some lecturers "putting too much weight on self-study", rather than including the content in live sessions or pre-recorded lectures.

Somewhat unique to the responses given by King's students are the themes of mental health and fees. Students wrote that they feel "unmotivated" and "isolated". In addition, some mentioned that the increase in breakout rooms and groups as a teaching activity has negatively impacted those who tend to feel anxious. Regarding fees, some students felt as though they were not getting value for their money and that the tuition fees are "exorbitant" considering many have no face-to-face teaching and limited access to University facilities.

The data from King's students aligns with the results of the national survey, where they found the key drivers of academic dissatisfaction to be inconsistency between different degree programmes, academic isolation and insufficient organisation and management.

## Question 2: I am satisfied with the wider student experience so far this term

The most common answer in both the national data and King's data was "neither agree nor disagree", with percentages of 29% and 32.4%, respectively. In the national survey, 35.9% of students said they were satisfied with the wider student experience so far. Looking at just King's students, this became 35.1%. Nationally, 35.1% of students selected either "mostly disagree" or "definitely disagree" for this statement, compared to 32.4% for King's students.

The theme identified in the national survey are in Table 2, alongside the themes selected when just looking at the data for King's students.

| Themes (National Data) | Themes (KCL Data)                                       |
|------------------------|---|
| 1. Community           | 1. Online<br>2. Support<br>3. Fees<br>4. Social aspects |

**Table 2:** The theme identified in the national survey data, alongside the themes found in the data from King's students for the statement "I am satisfied with the wider student experience so far this term".

The national survey found that almost all the comments focused on community for this statement.

Many students felt as though “The social aspect is almost non-existent”, especially as most societies are unable to run as usual. They wrote that there are “insufficient opportunities to connect”. There were also a few positive comments in the national survey relating to the support available, such as “The SU has done a fantastic job to support students”.

Looking at table 2, we can see that there were more themes identified in the responses given by King’s students. After conducting a thematic analysis, we found that some students at KCL feel like “there is no student experience”, with some citing increased workload as a factor. On the other hand, some students said that they were satisfied with the wider student experience as think it may be the “best available option” for now.

Moreover, students wrote that they have not had enough communication or support from the university, including mental health support. Some students also noted that “stress” has been caused due to “slow and unresponsive” administration. Others felt as though the support and resources available to students has been “abundant”. In some students at KCL felt supported by the student union, pastoral services and by other students.

The thematic analysis of the King’s data showed that students were dissatisfied as restrictions due to the pandemic have “dampened” the experience and lessened opportunities to be social and make new friends. As few events have been held in person, student life no longer feels “vibrant” but instead “lonely”, “boring” and “isolating”.

Some students wrote that there have been “virtual events” to participate in, enabling them to interact with others online. Also mentioned was that many societies have been trying hard to organise events and keep students “entertained”. Students also noted that they are “frustrated” to be paying the same fee amount only to have “limited access to campus and resources”. They find it “unacceptable” that students have to pay the same fees as in-person teaching, as studying online is restrictive. They feel the university has “not done enough to bridge this gap”.

### Question 3: How often do you consider dropping out of university?

In the national survey, 66.5% of students said that they never think about dropping out of university, compared to 3.7%, who consider it every day. When just looking at King’s students, 73.4% of students selected “never” and 1.9% chose “every day”.

The themes identified in the national survey are in Table 3, alongside the themes selected when just looking at the data for King’s students.

| Themes (National Data)   | Themes (KCL Data)   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Isolation and loneliness</li> <li>2. Academic confidence (often related to isolation and loneliness)</li> <li>3. “Missing out” (academic, co-curricular and extra-curricular)</li> </ol> | <ol style="list-style-type: none"> <li>1. Fees</li> <li>2. Learning environment</li> <li>3. Obtaining a degree</li> <li>4. Lack of support</li> </ol> |

**Table 3:** The themes identified in the national survey data, alongside the themes found in the data from King’s students for the question “How often do you consider dropping out of university?”.

In the national survey, students considered dropping out because they feel “lonely”, “isolated”, “miserable” and are missing their family. They are finding university “depressing”, with no support and

long response times from staff. The general sentiment was that universities were not helping students. Students were also anxious and stressed about failing modules and mentioned not feeling capable. Regarding the theme of “missing out”, some students wrote that they have come to university “in the wrong year”, as they are missing out on the usual university experience. It was written that expectations were not being met and there was dissatisfaction with the little amount of face-to-face teaching that has occurred.

King’s students who selected “every day” or “every week” wrote about a lack of support, including a lack of financial support post-graduation as reasons for considering dropping out of university. Students mentioned not finding their degree enjoyable and finding it tough, as well as the online experience being terrible and not worth the price.

On the other hand, King’s students who chose “less than weekly” or “never”, gave reasons such as feeling they have a duty to graduate, as having a degree is important to them. Some students wrote that they have not considered dropping out for financial reasons. Other students are enjoying the learning environment. They like the flexibility that online learning brings, as they can catch up at their own pace.

#### **Question 4: I feel part of a community of staff and students.**

52.2% of KCL students said that they mostly or definitely agree with this statement, compared to the national survey where 50.4% agreed.

The national survey results showed that 24.9% of students disagreed with the statement, whilst 21.8% of King’s students that completed the survey selected “mostly disagree” or “definitely disagree”.

#### **Question 5: How often, if ever, do you feel lonely?**

49.3% of KCL students answered that they feel lonely “less than weekly” or “never”, compared to the national survey result of 49.6%.

The national survey results showed that 50.4% of students feel lonely “weekly” or “daily”, compared to 50.6% of King’s students.

Students were also asked “What could your university/students' union do to support students who feel lonely while at university during Covid?”.

Many responses from King’s students related to support, such as the university/union providing more mental health support, therapy with trained therapists, setting up online chat forums and creating study groups for those that live with no other students. King’s students also wrote that they would like more socially distanced and/or online events to be provided.

#### **Question 6: I understand my rights and entitlements as a student and how to complain if unhappy.**

The most common response in the national survey was “mostly agree” with 39.3% of responses. Similarly, 39% of King’s students selected “mostly agree”. The second most common response in the national survey was “definitely agree” with 20.9% of participants choosing this answer. However, amongst King’s students it was “neither agree nor disagree”, with 20.5% selecting this.

The national survey found that a lot of students do not understand the rights they have, or how they could make a complaint. They also found that students worried complaining would hurt their academic career, or that it wouldn't accomplish anything.

The qualitative data for King's students showed that 38% of students are ill-informed, not knowing complaint procedures, or who to contact; "nobody has ever told me what students are entitled to". On the other hand, 33% of King's students felt they are informed and aware of how to make an official complaint, with some students referring to the KCLSU website and personal tutors. Other themes identified for this question's responses were lack of interest and unresponsive university.

### **Question 7: Do you have any advice for your university or the students' union?**

The themes (relating to advice) identified for this question's responses were: Events, Support, Communication and Student fees.

The most common theme for King's students was communication (38%). Students addressed a need for better communication and correspondence regarding a future with more restrictions due to the pandemic, as well as more transparency from the university about their plans. Students wrote that the university should "be more transparent, actually tell us your plans for the year so we don't make huge decisions based on false hope".

Students advised the university/union to provide more social events, both online and in-person. For example, students wrote that "It would be nice to have a week of events when Covid will be less critical" or for the union to "Organise funner sessions within the course groups to help everyone feel included and more comfortable around each other."

In addition, King's students wrote that there needs to be more "social/emotional support" and that the union needs to "reach out to those struggling" with an individualised approach, "not through mass emails".

Regarding student fees, students at KCL shared dissatisfaction over the university charging students the full tuition fee, despite most students' classes taking place online. Students write that "it feels like uni is just taking advantage of students". A suggestion from a student was that tuition fees are lowered until online teaching stops, and to "offer some type of compensation".

### **Recommendations**

- Increasing the amount of study spaces on campus.
- Set up online forums in order for students to interact with each other.
- Offer trained therapists to help those feeling lonely or depressed.
- More safe, socially distanced events and face-to-face activities.
- More online social events for students on the same course or for those with similar interests etc.
- The data suggested that there is some inconsistency across degree programmes when it comes to organisation and the quality of teaching. It is recommended that the university ensures that every course is being delivered and managed to a high standard.

### **Conclusion**

After comparing the two sets of data, it is clear that King's student satisfaction is slightly higher than the national cohort. In terms of satisfaction with the academic experience, 49% of respondents stated they

“mostly agree” with the statement, compared to 43% from the national data. The most common themes between the two groups were 1. Online Teaching and 2. Organisation and management. King’s students also highlighted fees, mental health support and high workload. For the second question, students were asked whether they were satisfied with the student experience, and again, there was a 3% difference between the KCL students and the national response.

The same percentage of students (35%) stated being satisfied with the wider student experience, but there was a 3% difference for the negative responses, with 35% nationally selecting a disagree option, compared to 32% at KCL. Many students felt as though the social aspect has been affected by the pandemic, and that there are not enough opportunities for students to connect. Again, the issue with fees was mentioned, with students being dissatisfied about having to pay the same amount of fees as during face-to-face teaching.

Question three asked students about their thoughts on dropping out, and there was a higher number of KCL students, compared to the national student body, who never considered dropping out. Furthermore, almost 4% nationally considered it every day, compared to only 2% at KCL. Thematically, in the national survey the primary reasons for considering dropping out were loneliness and isolation, as well as the lack of support. KCL students who selected “every day” or “every week” mentioned the lack of financial support. Students who selected “less than weekly” or “never” said they felt they have a duty to graduate, as well as financial reasons.

When asked if they felt part of a community of staff and students, the number of students who agree are similar at KCL and at the national level; however, a slightly higher percentage of students disagreed with the statement nationally compared to KCL (3% difference).

In terms of loneliness, the number of students who feel lonely less than weekly or never was the same for both surveys, as well as for students who selected “weekly” and “on a daily basis”.

Students were also asked whether they understood their rights and entitlements as a student, and the most common was “mostly agree” for both surveys with 39% selecting that answer. Moreover, the data found that a large number of KCL students are ill-informed and are not sure how to complain or who to contact.

Finally, students were asked for any advice for the university and the students’ union. The most common themes were around the subjects of events, support, communications and student fees. KCL students asked for better communication and more transparency from the university with regards to future plans. Students also asked for more social and emotional support from both the Union and the University. Finally, fees were once again a source of unhappiness for students, with many stating it’s unfair to have to pay full fees for online lessons.

Overall, it can be said that, although the data is relatively similar for both surveys across each of the questions, KCL responses seem to be slightly more positive than the national ones. The only question which received a slightly lower percentage of positive responses from KCL students was question 2, asking about satisfaction with the wider student experience.

# Annex 4: Student Satisfaction Survey

## **Table of Contents:**

1. Objective of the report
2. What you will take away today
3. Breakdown and analysis of the questions
4. Overview of the WonkHE survey results
5. Overview of the Town Halls meeting results
6. Comparison and analysis of the WonkHE survey, Town Halls meetings results and the Student Satisfaction Survey
7. Recommendations
8. Conclusion

## **1. Objectives of the report**

The objective of this report was to combine and compare the results from three different sources: The Town Hall meetings held on the 5<sup>th</sup> of November, the WonkHE survey and the Student Satisfaction survey.

These events and surveys aimed to get a better understanding of the student-body opinion on the academic and student experience satisfaction, any concerns or criticisms that students may have.

These different sources provide both qualitative and quantitative evidence, allowing for a more robust understanding of how the students are feeling and what might require change or improvement.

## **2. What you will take away today**

Overall, it seems there are common areas of concern amongst the student body. These include:

1. Fees:

- Students are unhappy with the fact that they have to continue paying full tuition fees, even though they are not able to enjoy the full university experience or access the same number of resources.
2. Administration:
    - Many students complained about the lack of organisation within King's, as well as the inconsistency of the information they were receiving regarding returning to campus, timetabling and exams.
  3. Social activities:
    - Even though some events have been held online, some students stated that these were either unengaging or boring.
    - Some students also highlighted that their mental wellbeing was being affected as a result of no social interactions and requested for more events to be held online or in person with safety measures.
  4. Mental health:
    - Alongside the lack of social activity, some students stated that they felt their mental health had deteriorated as a result of increased levels of loneliness and isolation.
    - Other students also stated that as a result of online classes they felt they were unable to keep a healthy work-life balance, affecting their mental wellbeing.
  5. Online teaching:
    - Some students stated that the quality of online teaching is not up to the standard of in-person teaching.
    - There were concerns of higher workload and that the content is "difficult".
    - This was also linked to fees, as many students felt they should not be paying full fees for online lectures.

Alongside the abovementioned complaints, the surveys were also able to collect the students' opinion on academic matters and their experience with the university overall throughout the pandemic. Below is some of the information collected:

1. A larger number of students (62%) would be comfortable with remote proctoring methods to ensure the academic integrity of the online assessments is upheld.
2. 70% of students would like the late-submission policy to change.
3. Almost 50% of respondents said they would feel confident with participating in sports clubs and other activities.
4. 65% of respondents would feel comfortable visiting KCLSU spaces (following government regulations) such as the Shed, the Vault and study spaces.

5. A larger number of respondents (51%) stated that they did not feel King's had empowered them to make financial decisions such as filing taxes or budgeting incomes.

The WonkHE survey was analysed by demographics, however, there were no clear trends between the opinions of students and their demographics.

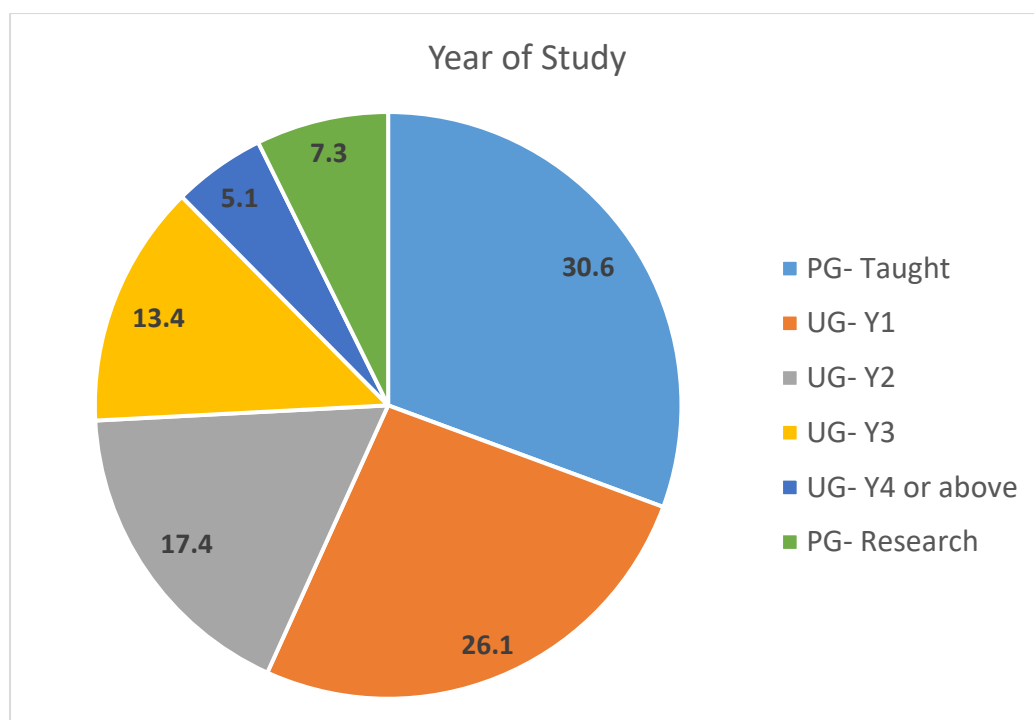
### 3. Breakdown and analysis of the questions from the Student Satisfaction Survey

A survey was conducted between KCLSU and KCL to understand student satisfaction during the Covid-19 pandemic, in November. The survey was anonymous.

#### Overview of the survey

The survey was made up of 16 questions, with some having further sub-questions. Most questions were multiple choice, but some allowed students to input free text comments. To date, the survey has obtained 1,366 answers.

#### 1. Current year of study at King's:



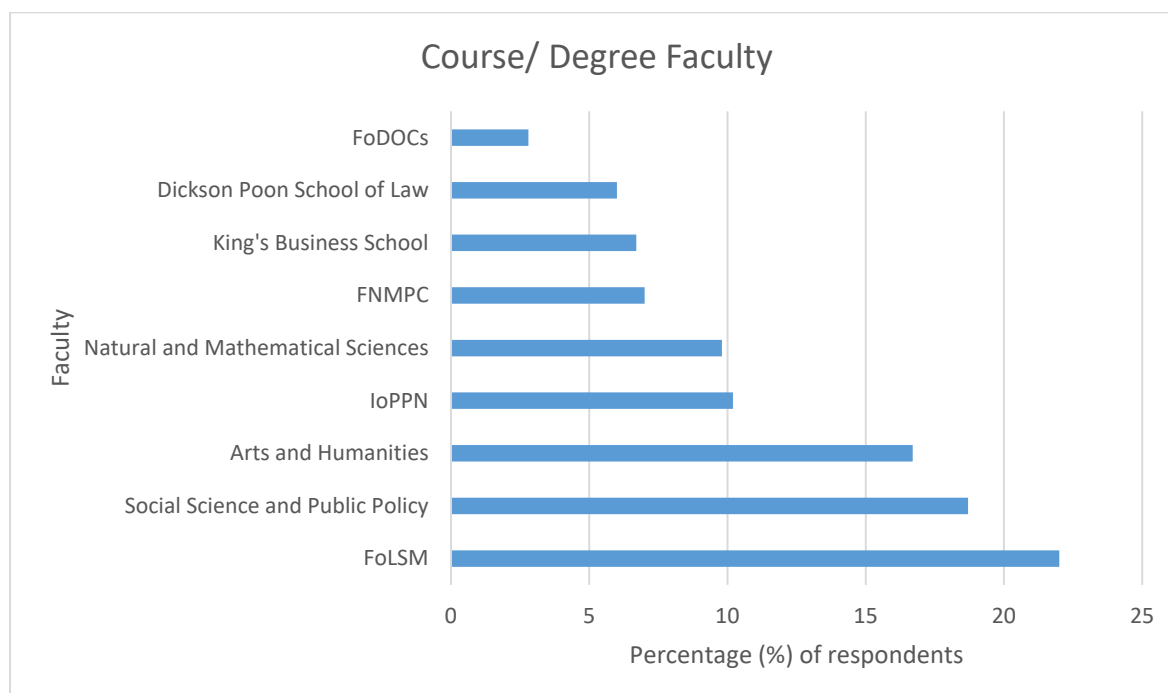
The largest number of respondents (30.6%) stated being in Postgraduate- Taught, followed by Undergraduate Year 1 (26%), Undergraduate Year 2 (17%) and Undergraduate Year 3 (13.4%). Postgraduate- Research and Undergraduate Year 4 or above accounted for fewer than 10% of responses, each.

#### 2. Course/ Degree faculty of the respondents:



The Faculty of Life Sciences & Medicine accounted for 22% of responses, the largest number amongst the other faculties. This was closely followed by the Faculty of Social Science and Public Policy (19%), the Faculty of Arts and Humanities (17%), the Institute of Psychiatry, Psychology and Neuroscience (10%) and the Faculty of Natural and Mathematical Sciences (10%).

The remainder faculties each accounted for less than 10% of the responses. These included: 1) the Florence Nightingale Faculty of Nursing and Midwifery & Palliative Care (FNMPC) (7%), 2) the King's Business School (7%), 3) the Dickson Poon School of Law (6%) and 4) the Faculty of Dentistry, Oral and Craniofacial Sciences (FoDOCs) (3%).



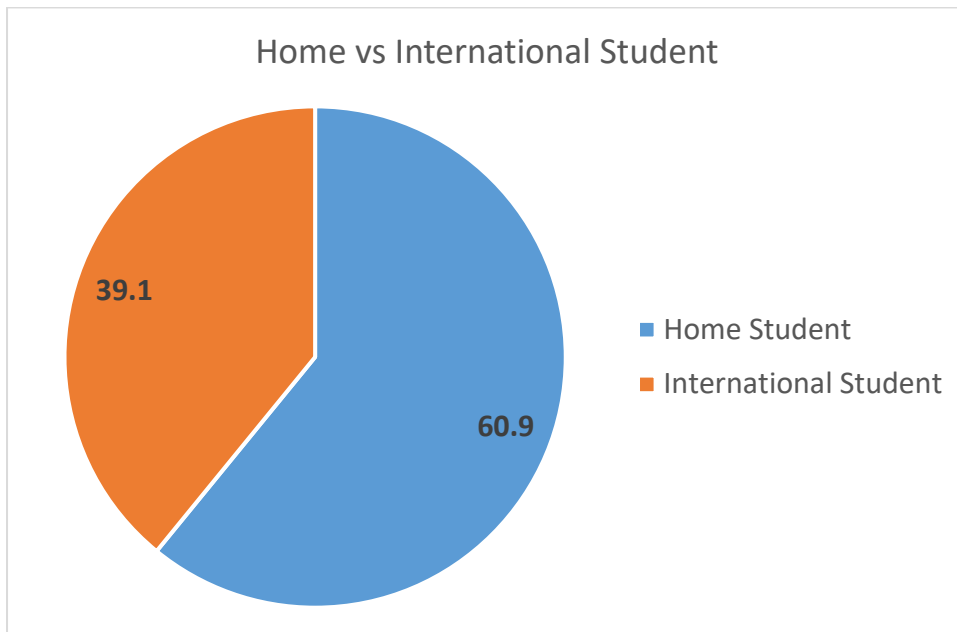
### 3. Type of student (full-time, part-time or mature)

For this question, students could select “full-time” or “part-time” and then whether they were “mature” students too.

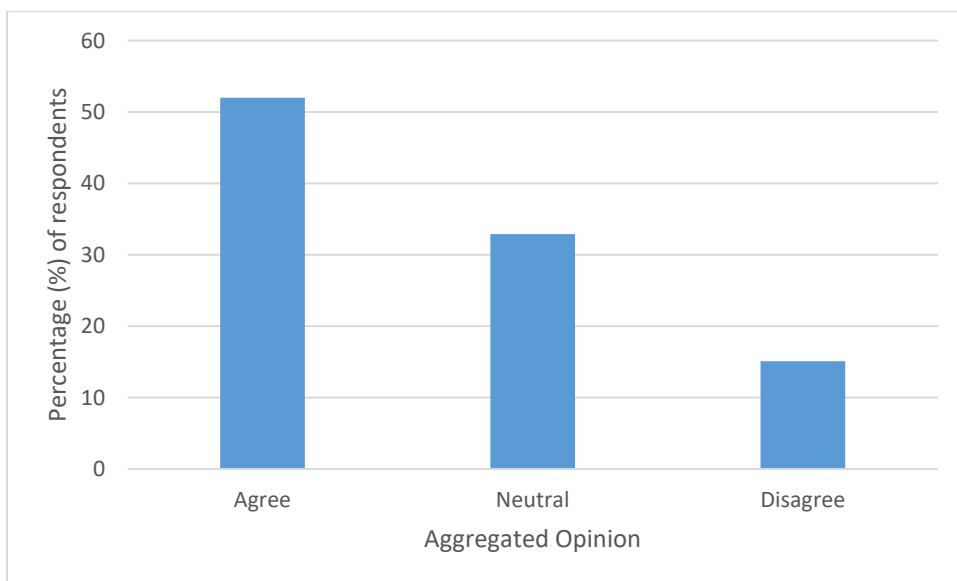
The largest number of respondents (93%) stated being a “full-time student”, and of those, 12% were mature student. 6% of respondents stated being “part-time” students, and of those, 2% stated being mature students.

### 4. Home student versus international student

More than half of the responses (61%) stated being “home students” and 39% stated being “international students”.



5a. The communication I received from either King’s or my Faculty/Department following campus closures in mid-March 2020 was adequate and left me well informed to progress into the May-June exam period



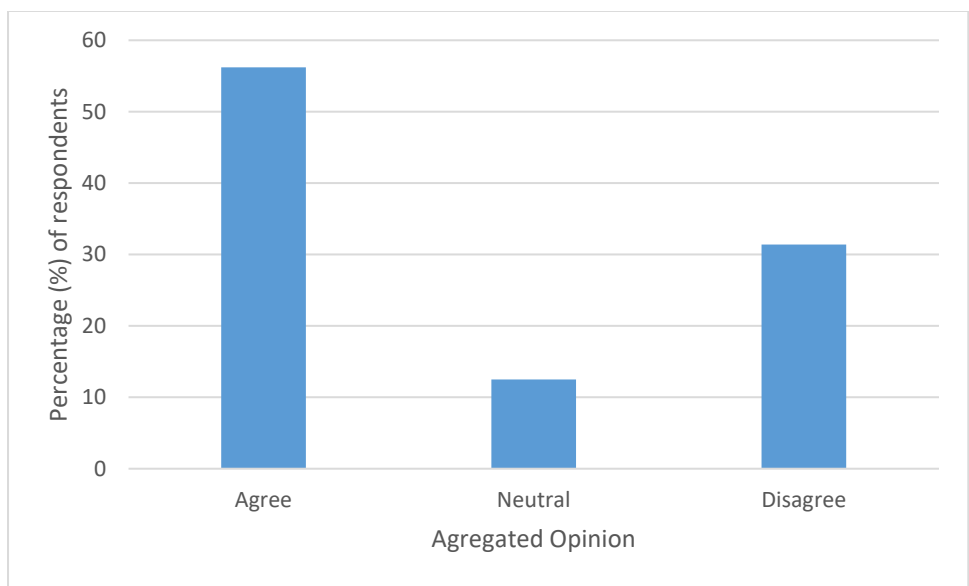
The most popular answer was “somewhat agree” with the above statement, with 36% of responses. The next most common answer was a neutral one, with 33% of answers. Only 4% of respondents “strongly disagree” with the statement.

Overall, the responses for this question were mainly on the positive side, with “strongly agree” (16%) and “somewhat agree” aggregating to 52% of responses.

On the opposite side, “somewhat disagree” and “strongly disagree” only accounted for 15% of responses in total.

This clearly illustrates that students were happy with the communication they received regarding the May-June exam period.

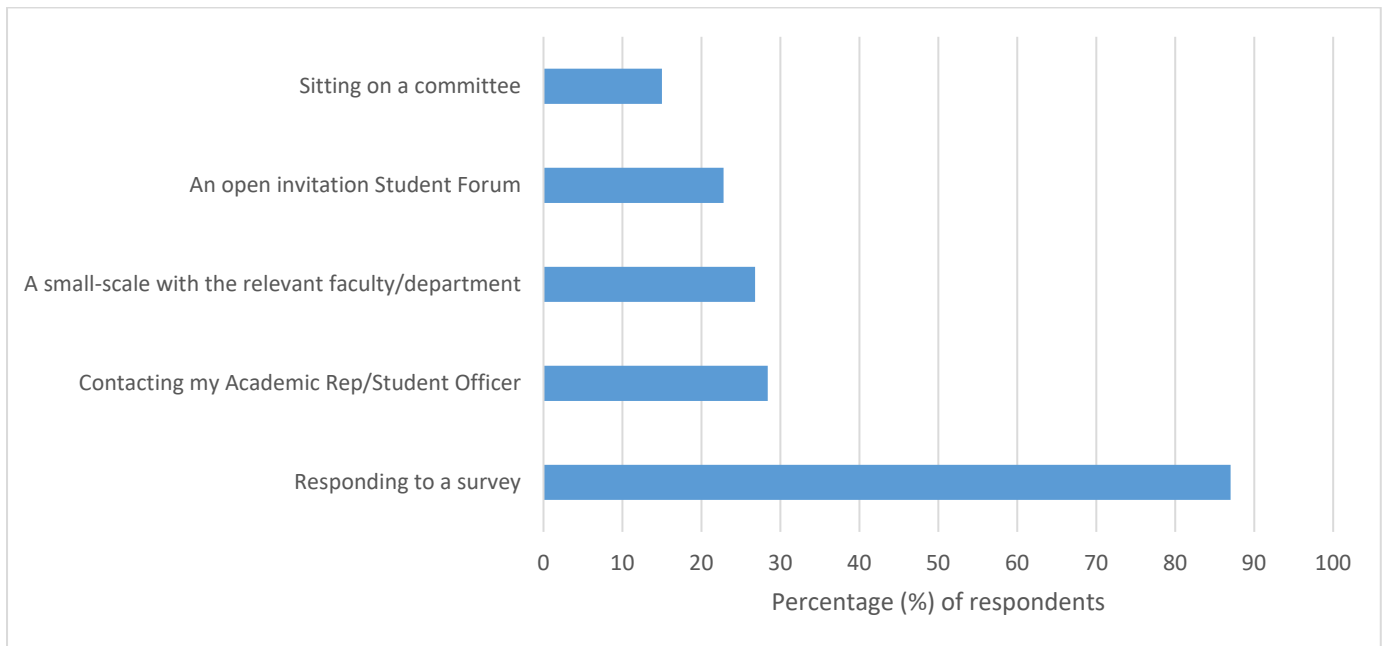
5b. The communication I received from either King’s or my Faculty/Department prior to returning back to campus in mid-September 2020 left me well informed of what the blended model of learning was and what returning to campus would look like in terms of my university experience.



The most popular answer was “somewhat agree” with the above statement, with 36% of responses. The next most common answer was “strongly agree” with 20% of answers. However, 20% of respondents “somewhat agree” with the statement and 12% “strongly disagree”.

Even though this answer also had more than half (56%) of responses on the “agree” side, 32% of responses were on the “disagree” side. This indicated a significant number of students were not satisfied with the information they received regarding the blended approach and the return-to-campus procedure.

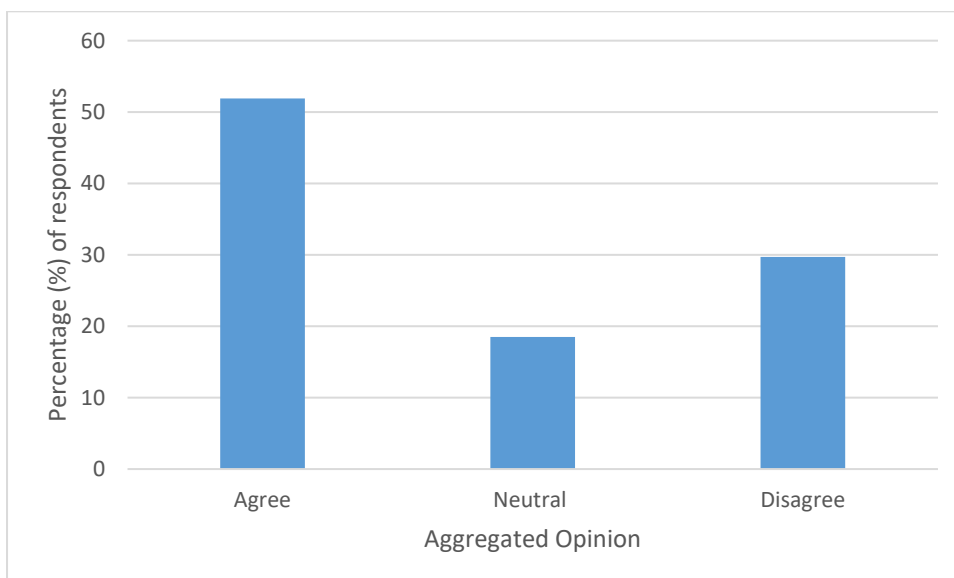
6. When the Student’s Union or King’s College London are looking to actively gather student thoughts and perspectives, I would choose to engage via (tick all that apply)



The largest number of respondents (87%) stated they would engage via surveys. The next most common responses were: 1) “Contacting my academic rep/ Student Officer” (29%), 2) “A small-scale with the relevant faculty/ department (27%), “An open invitation Student Forum (23%). The least most common option was “sitting on a committee”, with 15% of answers.

1 respondent stated “all of the above”

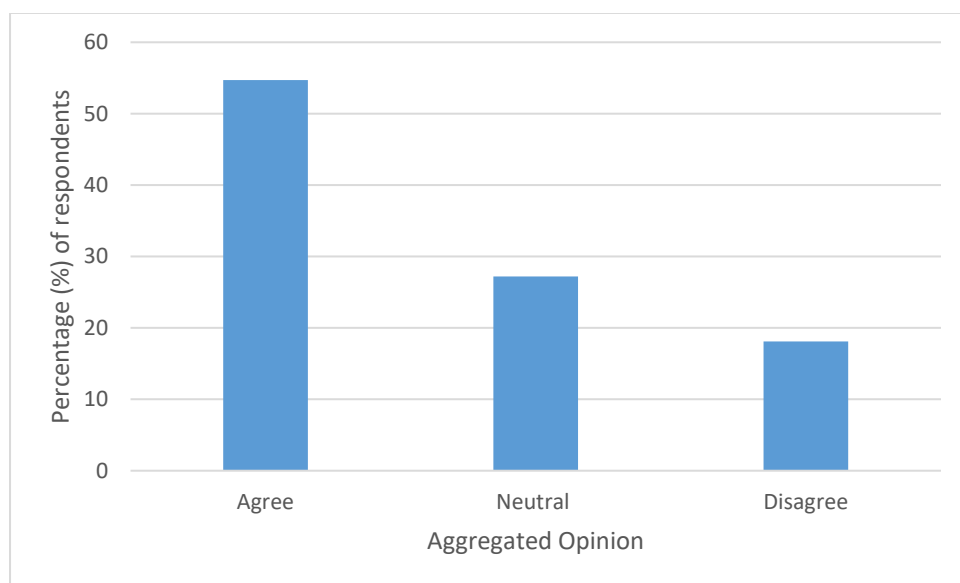
7a. I believe that the assessment tools that I receive from my faculty/department are adequate and inform me of is expected of me in the assessment. By assessment tools and feedback, we refer to the following: - Access to Past Papers – Access to Model Answers – Access to Marking Schemes



The largest number of respondents (37%) “somewhat agree” with the above statement and 21% of respondents “somewhat disagree”. 19% of respondents were neutral about this statement. On the extreme spectrums, “strongly agree” accounted for 15% of responses and “strongly disagree” for 8%.

Overall, a larger number of respondents (52%) agree that they assessment tools they received were adequate and informed them of what to expect for the assessment.

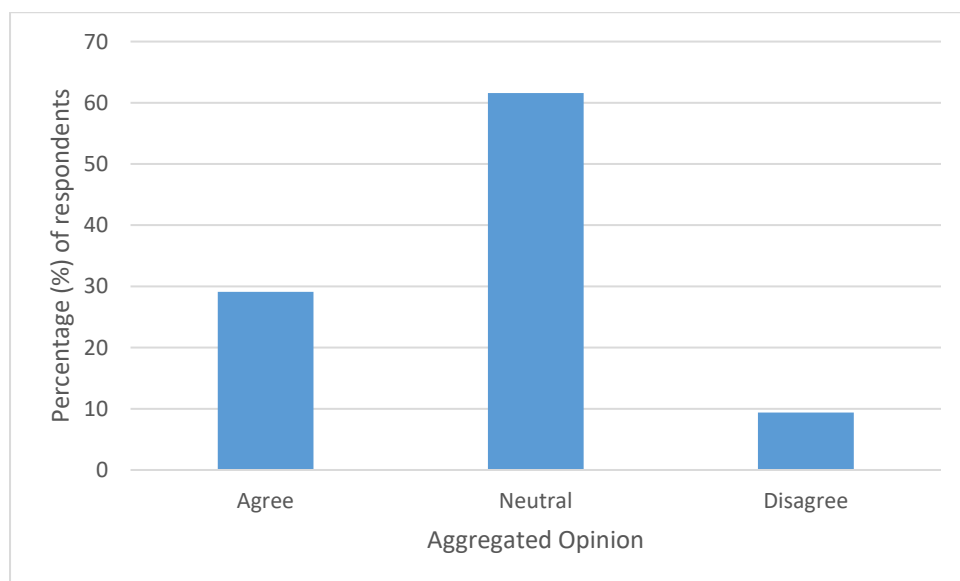
7b. I believe that the feedback that my tutors/supervisors provide on my coursework is consistent, timely and helpful.



The largest number of respondents (33%) stated that they “somewhat agree” with the above statement, and 27% felt neutral about it. Only 5% of respondents “strongly disagree” that the feedback tutors or supervisors provided on coursework was consistent, timely and helpful.

Like the previous question, the majority of responses (55%) agreed with the statement and only 18% did not agree.

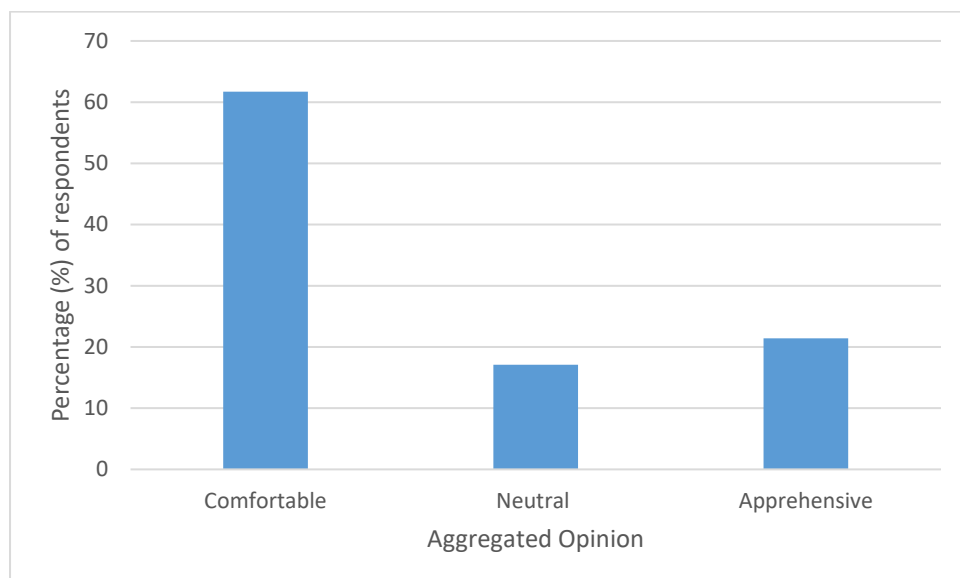
**7c. I was provided adequate support to plan and complete my dissertation by my dissertation supervisor**



More than half of the respondents (62%) felt neutral about this statement.

When the responses were aggregated, the “agree” side had a total of 29% of responses, whilst the “disagree” side had 9.4% in total. This indicated that overall, more students were satisfied with the support provided to them to complete their dissertation.

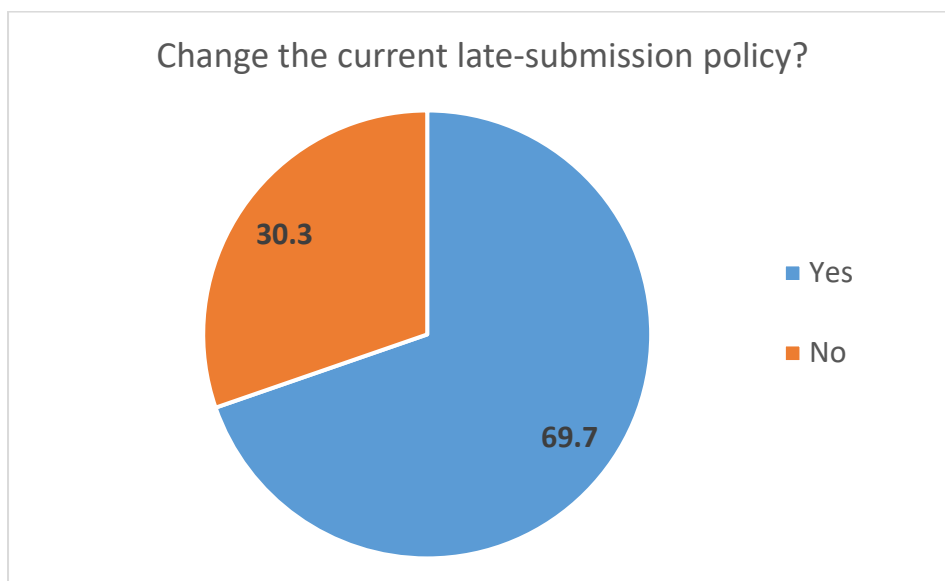
**7d. To successfully deliver assessments digitally it is important to ensure the academic integrity of the assessments. Bearing this in mind how comfortable are you with remote proctoring methods to ensure that the academic integrity of the assessments is upheld**



For this statement, 40% of respondents answered “somewhat comfortable” and 22% said “very comfortable”. Only 14% were “somewhat apprehensive” and 7% were “very apprehensive”.

This indicated that a large number of students (62% in total) would feel comfortable with remote proctoring methods to ensure that the academic integrity of the assessments is upheld, compared to 21% who would feel apprehensive.

8a. I would like the university’s existing policy on late submission which specifies that assessments submitted after the set deadline results in the student’s mark being capped at the pass mark (40% UG, 50% PG) to be amended



More than half of respondents (70%) answered “yes” to this question, stating they would like the current late-submission policy to be amended. 30% of respondents said “no”.

This question had a logic jump, and people who answered “yes” received a follow-up question, 8b. Those who answered “no” were automatically taken to question 9.

8b. Which of the following proposed policy changes would you prefer?

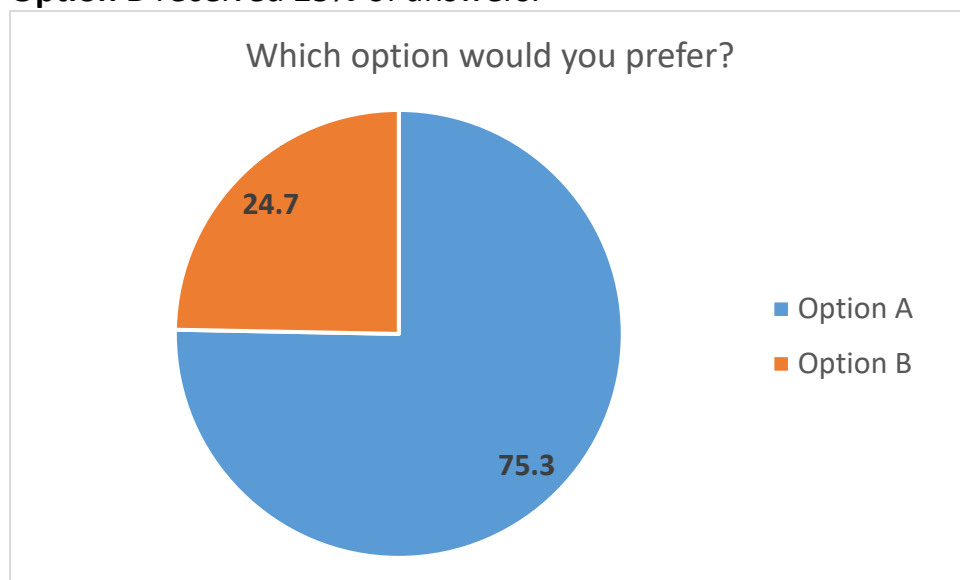
For this question students were able to choose between two proposed policy changes:

**Option a:** A 24-hour window where 10-15%\* of the marks are deducted\*\*. If this results in a grade below the pass mark for UG or PG they are capped at the pass mark and can’t go below. After 24 hours they are capped at the pass mark; after 48 hours students receive 0

**Option B:** A 24-hour window where 10-15%\* of the marks are deducted\*. If this results in a grade below the pass mark for UG or PG, they are capped at the pass mark and cannot go below. After 24 hours the student receives 0.

**Option A** was the most popular answer, with 75% of responses.

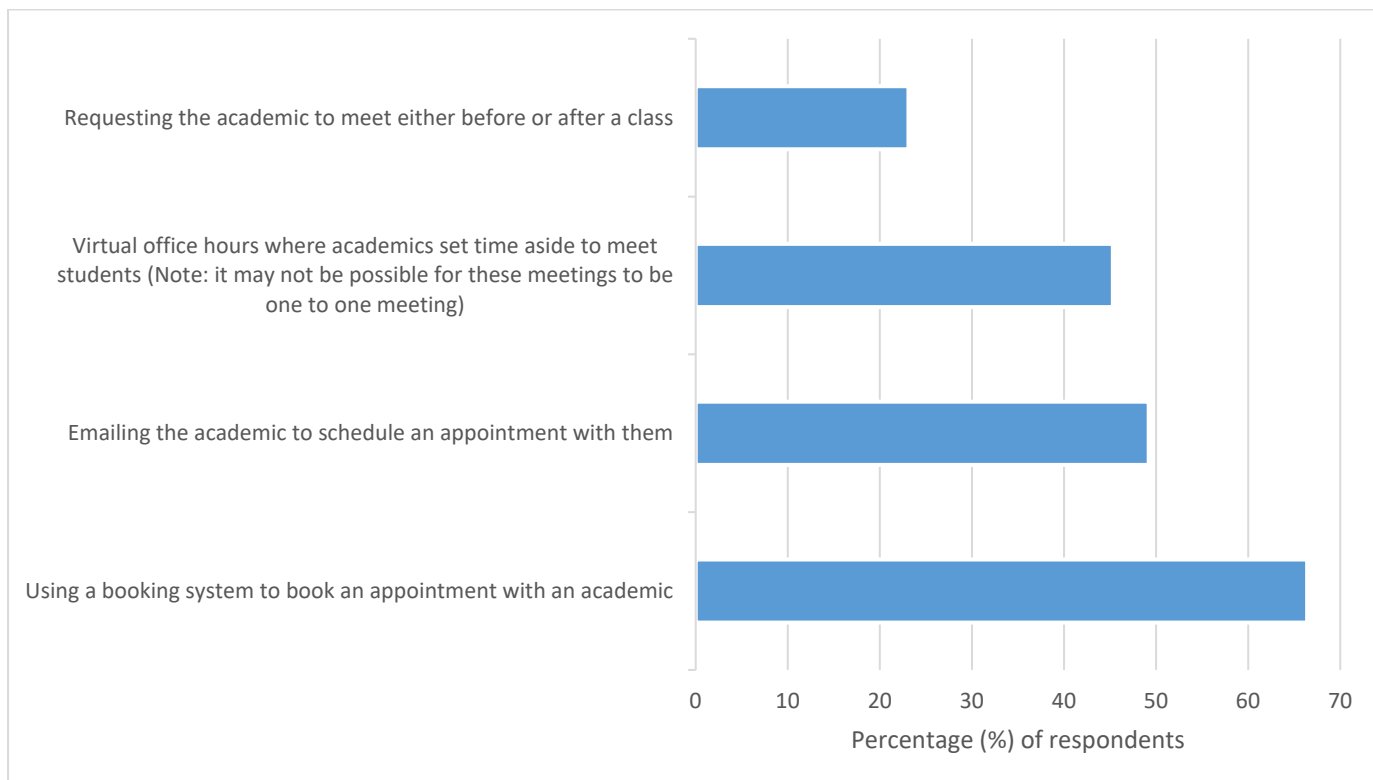
**Option B** received 25% of answers.



This indicates that students would prefer to have their grades capped at the pass mark after 24 hours and receive a 0 after 48 hours, as opposed to receiving a zero after 24 hours.

9. Facilitating social distancing policies could potentially mean that students will not be able to meet up with their academics on campus either before or after class, and that students will not be able to meet their academics at walk in office hours. Accordingly, which of the following alternative measures would you prefer (tick all that apply)

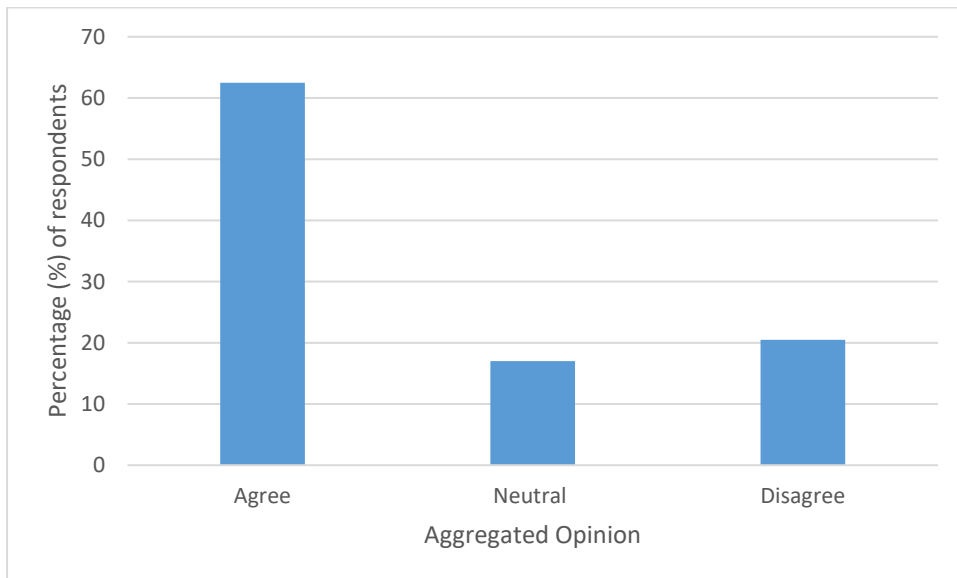




For this question students were presented with four options and they could select as many as applied.

The most popular answer for this question, with 66% of responses was “Using a booking system to book an appointment with an academic”, followed by “Emailing the academic to schedule an appointment with them” with 49% of respondents and “Virtual office hours where academics set time aside to meet students (Note: it may not be possible for these meetings to be one to one meeting)” with 45% of respondents. The least common option was “Requesting the academic to meet either before or after a class”.

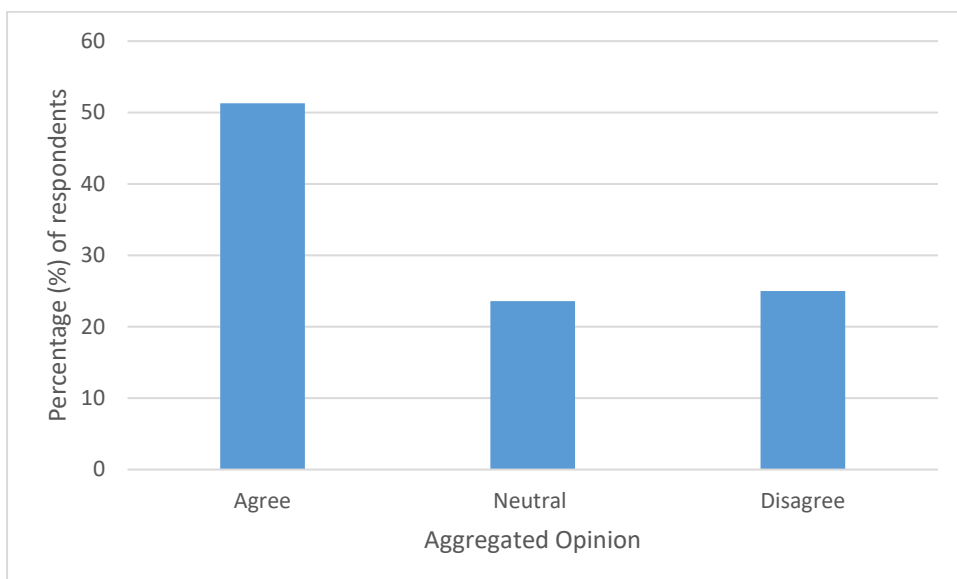
10a. I believe that my faculty/department is supporting me and my wellbeing in the transition to digital learning and digital assessments through virtual drop-in sessions, extra classes, and support from GTAs etc.



The most common answer for this question was “somewhat agree”, with 42% of responses, followed by “strongly agree” with 21%. 15% of respondents selected “somewhat disagree” and 6% selected “strongly disagree”.

This indicates that, overall, a larger number of respondents (63%) believe their faculty or department is supporting their wellbeing in the transition to digital learning and digital assessments. 21% of respondents disagreed with the statement.

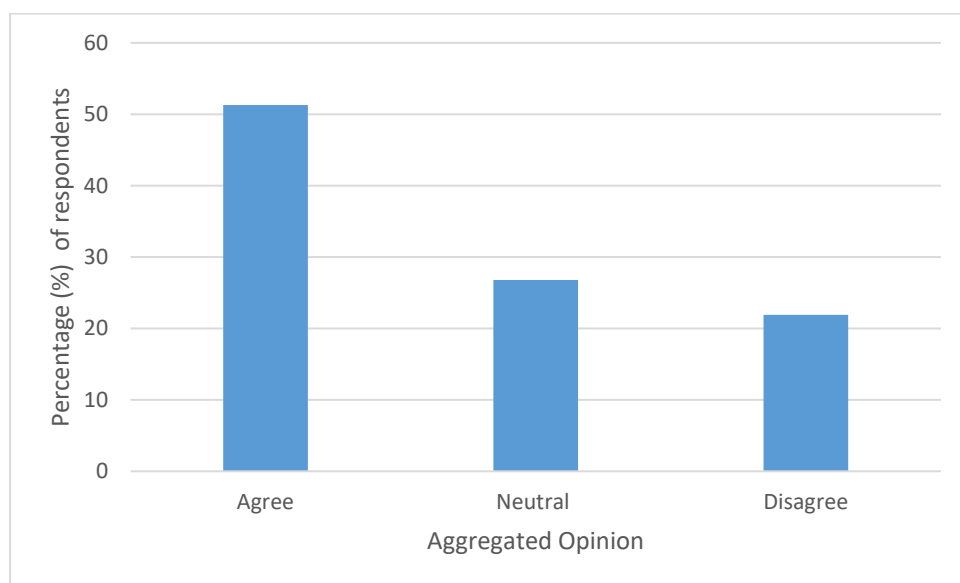
10b. I had a meaningful and supportive catch-up with my personal tutor during the transition between face to face and digital learning



The most common answer for this question was “somewhat agree”, with 26% of responses, followed by “strongly agree” with 25%. 14% of respondents selected “strongly disagree” and 11% selected “somewhat disagree”.

Overall, 51% of respondents agree that they had a meaningful and supportive catch-up with their personal tutor during the transition between face to face and digital learning, compared to 25% who did not.

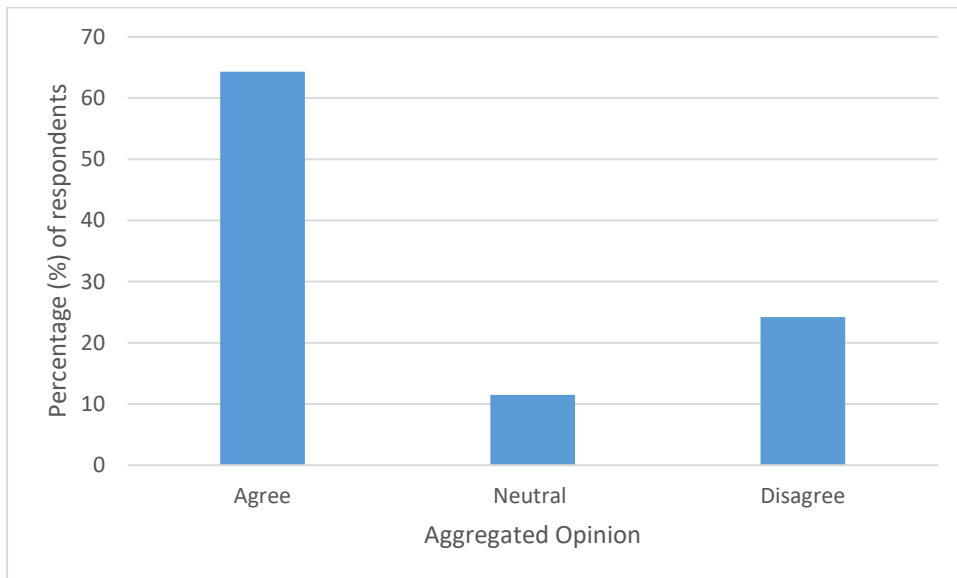
10c. I believe that welfare support is readily available in within my faculty at a departmental level



The most common answer for this question was “somewhat agree”, with 34% of responses, followed by a neutral stance with 27%. 18% of respondents selected “strongly agree” and 15% selected “somewhat disagree”. Only 7% of respondents “strongly disagree” that the welfare support is readily available within their faculty at a departmental level.

When aggregated, 51% of respondents agree that the welfare support is readily available within their faculty at a departmental level, and 22% disagree.

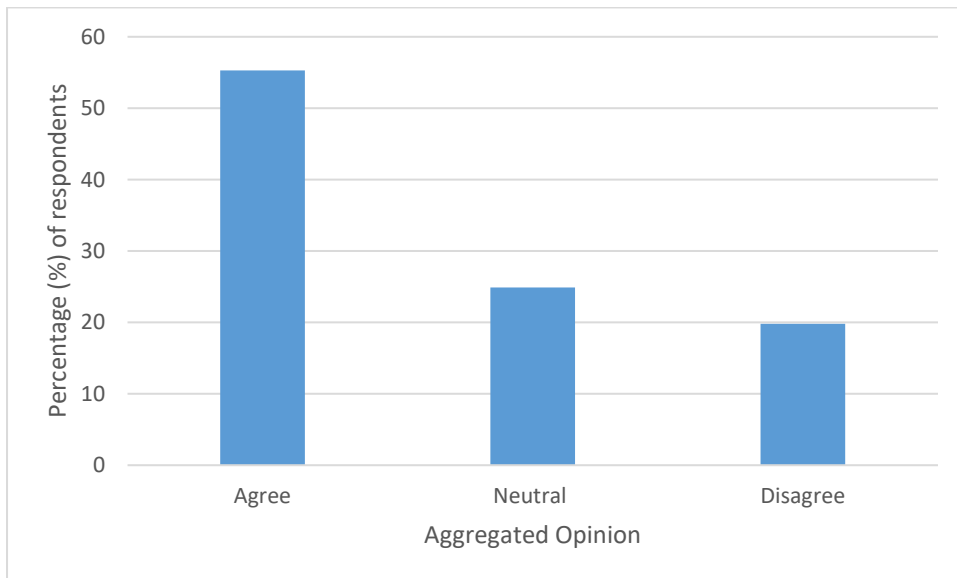
10d. I believe that I know a point of contact in my department that I am able to contact in confidence if I am feeling despondent or anxious



The most common answer for this question was “somewhat agree”, with 35% of responses, followed by “strongly agree” with 30%. 15% of respondents selected “somewhat disagree” and 12% were neutral. 10% of respondents selected “strongly disagree”.

Overall, more students (64%) agree with the statement that they know a point of contact in their department in who they are able to contact in case they are feeling anxious. In total, 24% of respondents disagree with the statement.

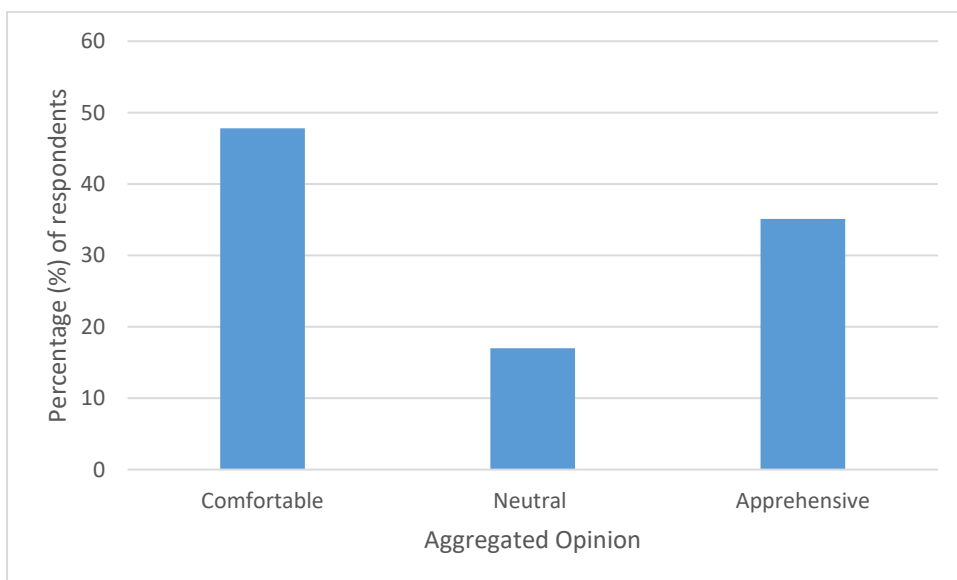
10e. I believe that KCLSU’s wellbeing services are properly signposted and are available to me as and when I require them



The most common answer for this question was “somewhat agree”, with 37% of responses, followed by a neutral stance with 25%. 17% of respondents selected “strongly agree” and 14% selected “somewhat disagree”. 6% selected “strongly disagree”.

Overall, 55% of respondents believe that the KCLSU wellbeing services are properly signposted and that they are available to them when they require them, whilst 20% disagree.

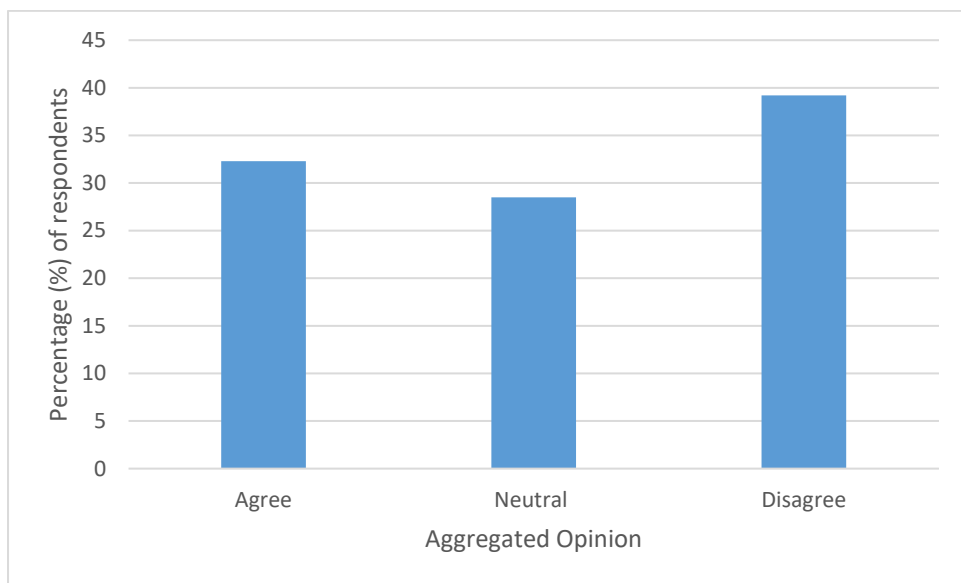
11a. As part of your return to campus how confident/comfortable are you with participating in sports clubs and other activities?



The most popular answer for this question was “very comfortable”, with 24% of responses. This was followed by: “somewhat comfortable” (24%) and “somewhat apprehensive” (20%). 17% of respondents felt neutral about this statement and 15% were “very apprehensive”.

In total, almost half (48%) of respondents would feel comfortable with participating in sports clubs and other activities when returning to campus. In total, 35% of respondents felt apprehensive about this.

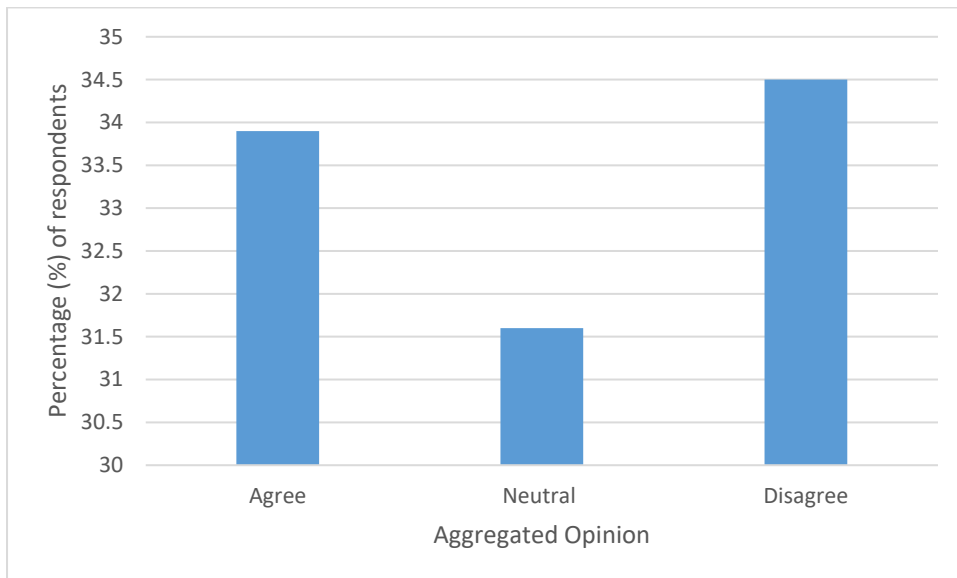
11b. The communication that I have received from King’s regarding the status of sports clubs and other activity groups and their resumption has been adequate and has left me well informed for a return to campus



Almost 30% of respondents felt neutral about this statement, followed by 24% who “somewhat disagree”. 22% of respondents “somewhat agree”, followed by 15% who “strongly disagree” and 11% who strongly agree.

Overall, 40% of respondents disagree that the communication they received from King’s regarding the status of sports clubs and other activity groups was adequate. 32% of responses agreed with the statement.

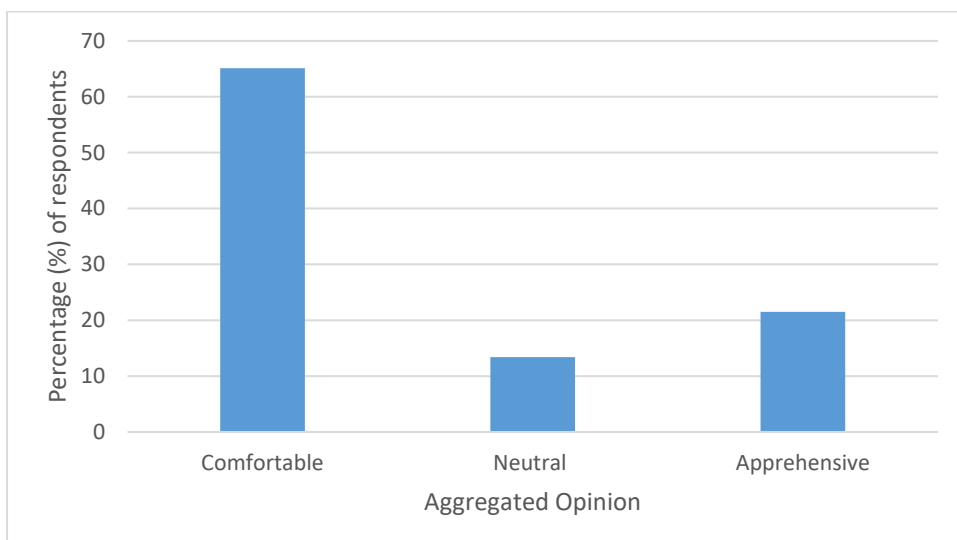
11c. The communication that I have received from KCLSU regarding the status of sports clubs and other activity groups and their resumption has been adequate and has left me well informed for a return to campus



32% of respondents felt neutral about the statement, followed by 24% who “somewhat agree” that the communication they received from KCLSU regarding the status of sports clubs and other activity groups was adequate.

Overall, 34% of respondents agreed with the statement, and 35% disagree with it.

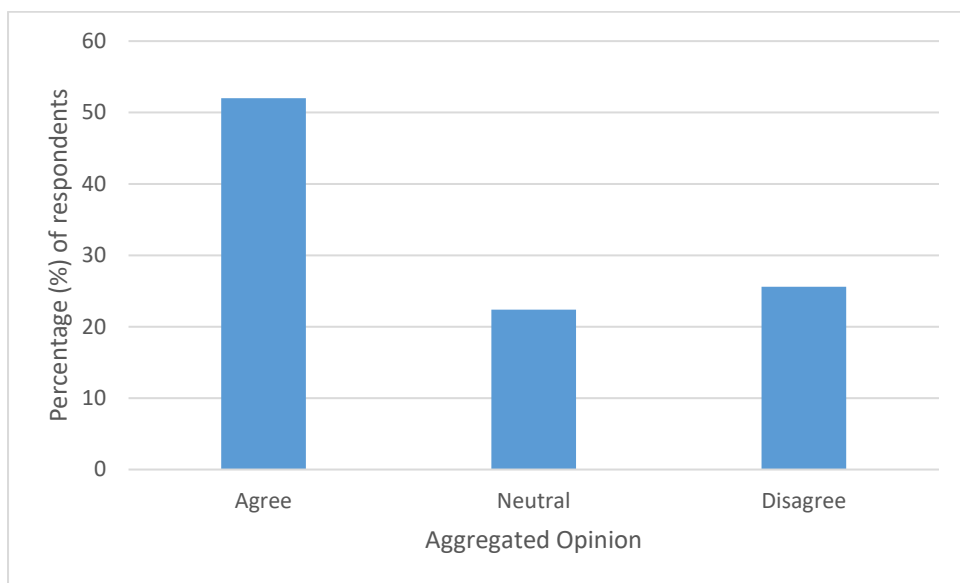
11d. As part of your return to campus, provided that social distancing and government regulations are followed, how do you feel about visiting KCLSU spaces which include but are not limited to: - Our cafes like The Shack and The Shed – Our bars and restaurants like The Vault and Guys Bar – Our activity rooms – Our study spaces



The most common answer for this question was “very comfortable” with 35% of responses, followed by “somewhat comfortable” with 30% of responses.

Overall, 65% students feel comfortable visiting KCLSU spaces on campus with social distancing measures and other regulations. This compares to the 22% who felt either “somewhat” and “very” apprehensive.

11e. I believe that KCL and KCLSU foster an environment where students are encouraged and are able to interact and engage with students outside of their selected courses and year of study

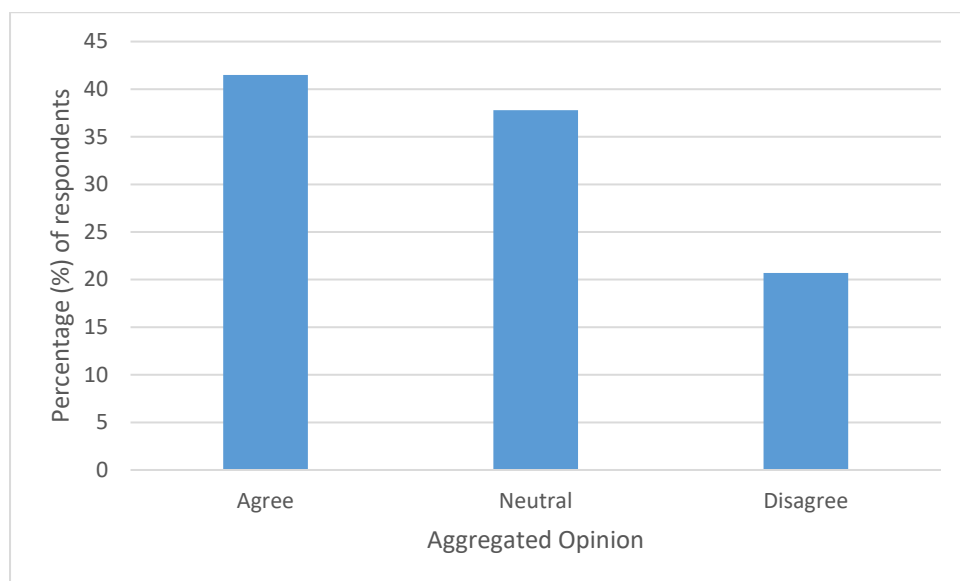


33% of respondents “somewhat agree” that KCL and KCLSU foster an environment where students are able to interact with students outside their selected courses and year of study. 22% felt neutral about this statement, and 19% “strongly agree” with it. The options “somewhat disagree” and “strongly disagree” received 17% and 8% of responses, respectively.

Overall, the data indicates that a little over half of respondents (52%) agree with the statement, compared to 26% who disagree.

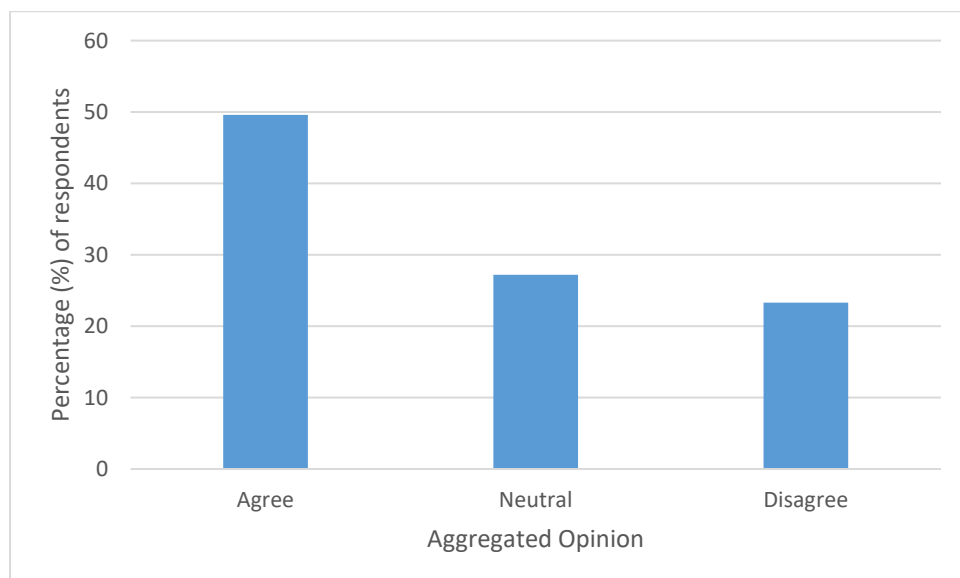


12a. I believe that King's has helped me identify the skills required to develop career pathway and have also helped me refine skill sets to further my chances of graduate employability



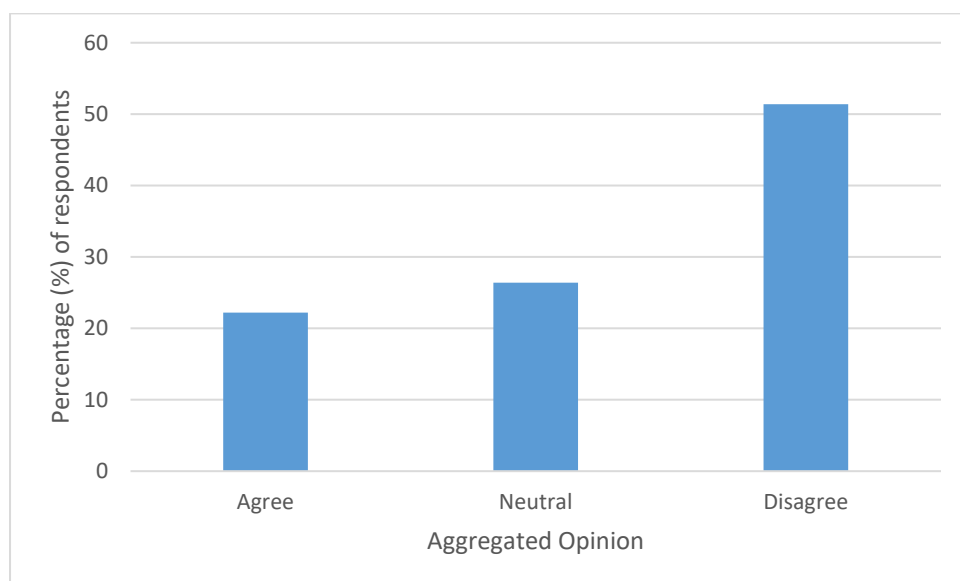
38% of respondents felt neutral about this statement. However, when aggregated, 42% of respondents agree with the statement, compared to 21% who disagree.

12b. I believe that my experiences at King's and future employability prospects justify my financial investment of studying an undergraduate or postgraduate course here at King's



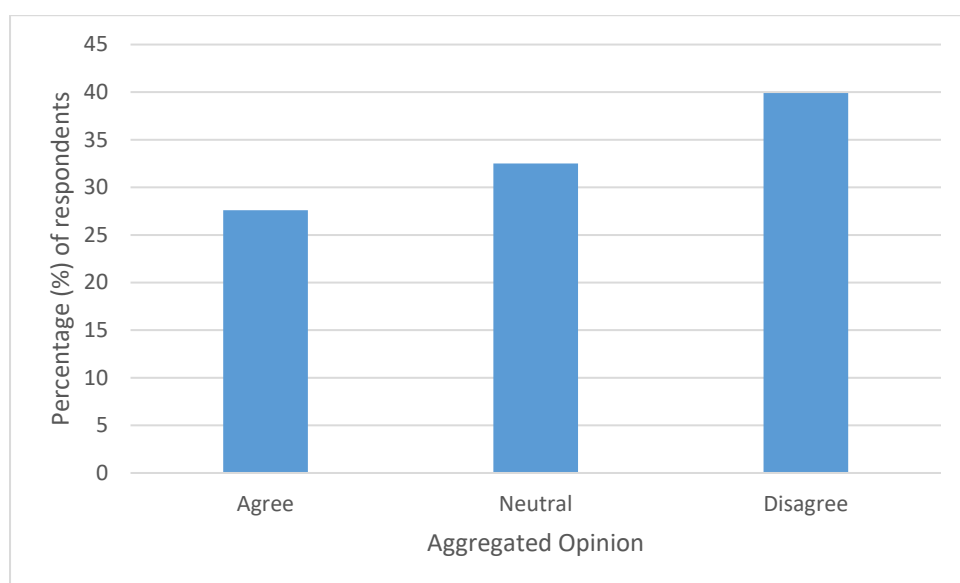
When aggregated, 50% of respondents agree with the statement, compared to 23% who disagree. 27% felt neutral about the statement.

13a. A university education prepares you for your career and life ahead. Bearing that in mind, I believe that my time at King's has empowered me to make financial decisions such as, but limited to: - Filing taxes - Budgeting your income - Knowing where your money goes – Investing



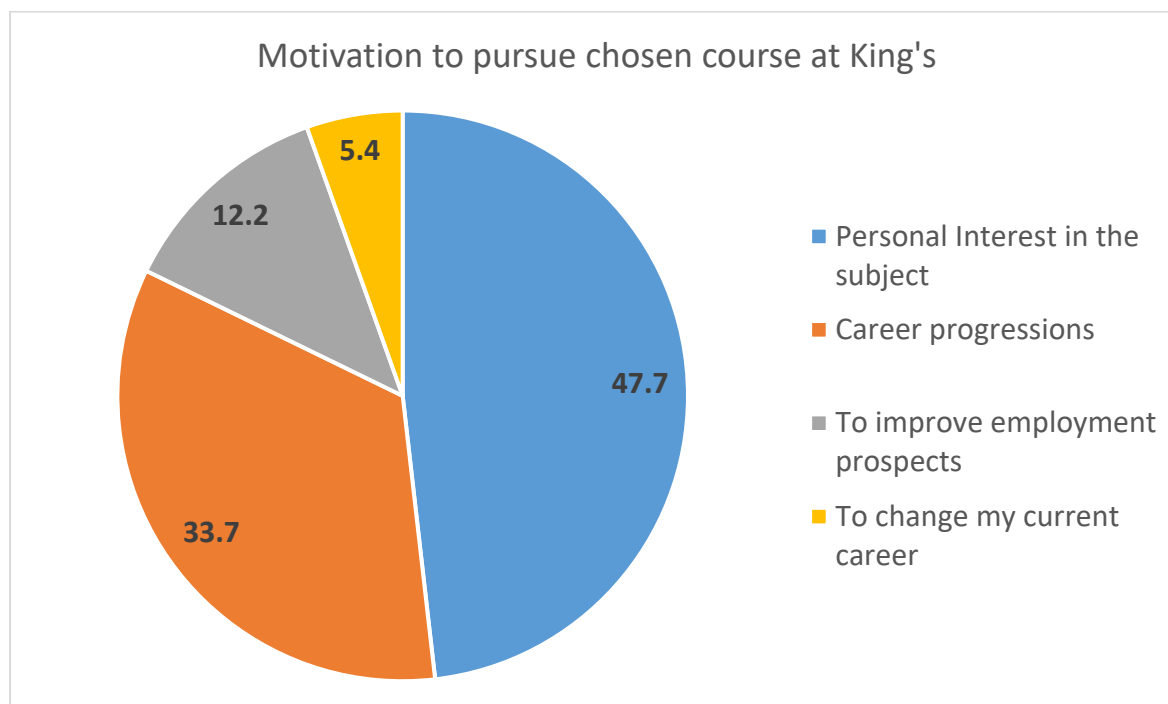
This question saw 22% of responses on the “agree” side, and 51% on the disagree side. This indicates that a much larger number of students feel that their time at King’s has not provided them with financial knowledge on budgeting, filing taxes and investing.

13b. I believe that King’s have properly signposted their financial support provisions and that I will be able to benefit from them if I experience any financial difficulty during the upcoming academic year



This question saw 33% of respondents state a neutral answer, and 28% agreed with it. However, 40% disagree that King's has properly signposted their financial support provisions and that they were able to benefit from them if they faced financial difficulty.

14. What were your main motivations to pursue your chosen course at King's?



For this question, students were provided with four options, as well as an “other” one.

The most popular motivation to pursue a degree at King's was “personal interest in the subject”, with 48% of responses.

The next most common reason were: 1) “career progression” (34%), 2) “to improve employment prospects” (12%), and 3) “to change my current career” (5%).

1% of respondents selected other, with some of the reasons being:

- Location and availability of societies
- The only clearing course they liked at King's.
- University life in London
- Parental decision
- The quality of the course at King's.
- Ranking of the university

15. The last question asked students to provide their email address for a chance to win a £25 Amazon voucher.

98% of respondents provided an email address.

#### **4. Overview of the WonkHE survey results**

##### **4a. Objective the WonkHE Survey results**

The objective of the WonkHE survey was to find out about student satisfaction with the academic and wider student experience at King's this year. The survey consisted of six questions and obtained a total of 508 responses.

##### **4b. Summary of the quantitative results**

Below is a summary for each of the questions asked throughout the survey:

###### **1. Academic satisfaction this term:**

- 49% of respondents "mostly agree" that they were satisfied with the academic experience this year. This was the most popular answer.
- 5% of respondents "definitely disagree" with the statement.
- It was noted however that more straight students agreed with the statement than students from the LGBT community.

###### **2. Wider student experience satisfaction:**

- The most common answer was a neutral one, with 32% of respondents selecting that one.
- When aggregated, there was a similar number of students who "agree" or "disagree" with the statement.:
  - A total of 35% of respondents either "definitely agree" or "mostly agree" with the statement.
  - A total of 32% of respondents either "definitely disagree" or "mostly disagree" with the statement"
- There was a visible difference within the sexual orientation demographic with 15% of straight students "definitely agreeing" with the statement, compared to only 5% of students from the LGBT community.

###### **3. Dropping out of university:**

- 73% of students never consider dropping out of university, compared to 2% who think about it every day.

#### 4. Feeling part of a community:

- 52% of respondents agree with the statement that they feel part of a community, compared to 22% who disagree.
- There was a clear disparity in responses within the sexual orientation:
  - A higher number of students (11%) from the LGBT community did not feel part of a community compared to 4% of students who identify as straight.

#### 5. Feeling lonely:

- Respondents leaned towards feeling lonely on a regular basis (either every day or every week).
- 24% of LGBT students answered “every day” compared to 7% of straight students.
- More students (22%) with a disability said they feel lonely “every day” compared to 16% of students who do not have a disability.
- Additionally, people without a disability were more likely to report “never” feeling lonely, there is a disparity of 16% for that answer.

#### 6. Understanding rights and knowing who to complain to:

- 58% of students agree that they know their rights and know how to complain.
- Final-year students were less likely to “definitely agree” with the statement, whilst First-year students agreed the most.

### 4c. Summary of the qualitative results

Alongside collecting qualitative results, the survey asked students to develop on some of the answers they provided, allowing for qualitative research.

The most common complaints students highlighted across the different questions were:

- a. Fees
- b. Time management and workload
- c. Mental health
- d. Administrative support
- e. Social events.

## 5. Overview of the Town Halls student feedback results

### 5a. Overview of the Town Halls meetings results

KCLSU hosted two Town Hall meetings on Thursday 5th November 2020 in order to gain a greater understanding of key concerns, criticisms, suggestions that King's College London students had regarding the second announced national lockdown and the impact this is having on their university experience.

The primary source of criticisms or concerns amongst students were:

1. The quality of online teaching
2. Informal study spaces booking system
3. Reasons for not coming into campus
4. Lack of social events
5. Poor communication from King's

#### 5b. Summary of the results

##### 1. The quality of online teaching:

- Students raised their concerns on the quality of online teaching, stating that it was substandard.
- Students linked this lower-quality education to fees and stated it was unfair to continue paying the same fees despite not receiving the same quality of education online.

##### 2. Informal study spaces booking system:

- Students were unhappy with the current booking system and suggested more flexible and longer time slots be provided.

##### 3. Reasons for not coming into campus:

- Many students stated that they are discouraged from coming to campus because of timetabling errors, safety concerns and a lack of scheduled on-campus hours.

##### 4. Lack of social events:

- Some students suggested they felt lonely and isolated due to reduced social events and opportunities to interact with peers.

##### 5. Poor communication from King's:

- General agreement that there has been poor communication from King's, as well as a lack of transparency and accuracy on the information given.

## **6. Comparison and analysis of the WonkHE survey, Town Halls meetings results and the Student Satisfaction Survey**

After having conducted two surveys and the Town Halls, it is clear that there are common themes of concern amongst students.

Both the WonkHE survey and the Town Halls event highlighted the dissatisfaction students are feeling towards:

### **1. Online teaching**

- a. The price paid for online teaching should not be the same as that paid for in-person education.
- b. Some students find online teaching to be “difficult” and that it’s hard “to concentrate with everything online and long hours in front of a screen”.
- c. Some feel their academic experience has been “diminished”.
- d. Other students found that the quality of online teaching is worse than in-person classes.
- e. The inability to create a healthy work-life balance was also highlighted.

### **2. Socialising**

- a. Some students find that the online events offered are very unengaging.
- b. The lack of social events has caused students to feel isolated and lonely, which has affected their mental health.

### **3. Administration**

- a. There were a large number of complaints regarding the timetabling system.
- b. Lack of communication around how the exams will take place.
- c. General poor-quality management of the administration staff.
- d. Students request more concise and accurate information.

## **7. Recommendations**

A number of recommendations and suggestions were compiled from the Town Halls event and the WonkHE report.

### **1. Study Spaces:**

- Modify library booking system so longer slots of 6-8 hours are available. If a student does not turn up 2 hours in it can be reallocated and booked using a short terms system by students.
- Increase flexibility around booking and cancellation of library study spaces so that students can book in last minute.

- Create a method for students to view available rooms for informal study, similar to LibCal, so they can be aware of which spaces will not be used for teaching.
- Improve transparency of opening hours and locations of informal study spaces
- Create an accessible list of informal spaces that students can use.
- Continue having computer labs open, particularly for NMS students who require hardware specific to computer labs, both faculty specific spaces but also student computing rooms.
- Rent reductions or rebates for students who are not staying in residences over lockdown and the Christmas period
- Send out clear communication so that students are aware that they are allowed onto campus to study
- Extend the final deferral in which students are allowed to arrive in residences

## 2. Online Teaching:

- Remind academics to use Blackboard Ally and provide a script with notes to improve the students' understanding.
- Decrease class sizes. Class sizes should remain constant so educational outcomes are not adversely affected.
  - This was highlighted by students who are graded on participation and therefore educational outcomes have been adversely affected with increased class sizes.
- KCL needs to review capacity of courses to ensure commitment to a high quality of education can be maintained.
- Now that lectures are recorded rather than delivered live, have live Q&A sessions for a block of lectures so students can have some interaction with the academics but also their peers.
- Remind academics to respond to emails from students. This was a common theme, both pre Covid and during Covid, where academics are unresponsive
- Inform students in advance on the format of exams as it affects how students will engage and use online teaching.

## 3. Wellbeing:

- Remind personal tutors on the training available.
  - Students reported that they received inaccurate information from their personal tutors.
- Reminder to all personal tutors to contact their tutees for either group sessions or 121s, on a regular, perhaps fortnightly basis.
- Wellbeing peer support groups – KCLSU can aid in providing this.
- Ask Wellbeing Lead Network and Peer Supporters to suggest changes to Wellbeing Hub so it continues to be relevant and meaningful for students
- Invest in more ways for students to make meaningful connections with each other online more informally –potentially an app.



- Work on a strong communication plan between KCL and KCLSU that highlights all of the positive wellbeing activities going on including First Conversations, Peer Support, Campus Conversations, Take Time In, etc.
- Facilitate a conversation with students to understand what they think might help improve their wellbeing and help them connect with each other during these very isolating times.
- Support for international students with covid-19 testing prior to flying home, this may be financial subsidies or otherwise to assuage concerns that students will be unable to return home for Christmas
- Continue to highlight the support available for self-isolating students, both wellbeing and otherwise
- Extend self-isolation support from residences to all students

#### 4. Co-curricular Activities:

- Personal Tutors to arrange study groups for their tutees to discuss course content
- Academics to suggest content related to lectures such as reading or videos
- Alumni and Career events to aid the transition into careers
- Interdisciplinary lectures facilitated by different departments
- Events looking at postgraduate study – KCLSU are looking at providing a range of events so students are aware of the path to postgraduate study and how to fund this transition
- Community building events where students can interact with their peers socially

## 8. Conclusion

Having collected data from three different sources, it is clear that there are common areas of concern amongst the student body. From the Student Satisfaction Survey, it seems the main areas of dissatisfaction are:

- That King's does not prepare the student body for future financial knowledge such as filing taxes.
- The communication received from King's on the status of sports clubs and other activities was not adequate.
- A large proportion of the student body would like the university to modify the late-submission policy.

The survey also helped highlight that:

- A larger proportion of students would be comfortable with the implementation of remote proctoring methods to ensure academic integrity.
- A larger number of students would be comfortable visiting KCLSU spaces with government restrictions in place.

Other areas of concern as underlined by the Town Halls meetings and the WonkHE survey are:

- Fees
- Administration
- Social events
- Quality of online teaching
- Time management

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**Academic Board****Meeting date** 3 February 2021**Paper reference** AB-21-02-03-10.1**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

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## Dean's Report

### Action required

- ☐ For approval
- ☐ For discussion
- ☒ To note

### Executive summary

This paper provides an update on areas within the remit of The Dean's Office, particularly in relation to:

- 1) updates to the progress of this year's AKC Programme; and
- 2) events within the Chaplaincy, including the Chapel Choir.

This paper has been produced by the Dean's Office. Executive Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all members are asked to send comments to the Dean and the College Chaplain in regard to the ongoing community and network building across the College in the current COVID-19 situation.

# Report from the Dean

## 1. AKC

- a) This semester's lecture AKC series on 'Voices in the Wilderness: Leadership in Troubled Times', coordinated by Dr Dan DeHanas of the Department of Theology & Religious Studies (<https://www.kcl.ac.uk/people/daniel-nilsson-dehanas>), started in the week of 18 January, and promises to be excellent (that's a comment from the AKC team – since I'm doing one of the lectures myself, I wouldn't want to claim such credit in advance!). Details are at <https://www.kcl.ac.uk/aboutkings/principal/dean/akc/akc-handbook/teaching/generalakc>, and the series will also include contributions from colleagues in the Department of Political Economy, the Policy Institute, and the Russia Institute, amongst others.
- b) As usual, these lectures will also be available in podcast form for those who are interested in the topics but who aren't enrolled on the course:  
<https://www.kcl.ac.uk/aboutkings/principal/dean/akc/akc-handbook/akc-podcast>.
- c) As mentioned in the last Report, we have also developed a series of AKC Conversations to accompany the lecture series, allowing time to explore some of the themes in a bit more depth. The first three of these, which are linked to last semester's lecture series on 'The Life of the Mind: What is Mental Health?', are now available at <https://www.kcl.ac.uk/aboutkings/principal/dean/akc/akc-handbook/akc-conversations>: Dr Clare Carlisle, the AKC Programme Director, talks with Professor John Marsden (IoPPN) and Dr Margaret Hampson (Trinity College Dublin), and Emma Lowe (a current King's PhD student in the Department of Theology & Religious Studies) interviews the Revd Canon Mark Oakley (St John's College, Cambridge).
- d) Although the AKC course usually starts with the beginning of the academic year, we are currently piloting a January start with a small number of students. This option is available to those students whose entry was deferred until the start of 2021 due to COVID-19.

## 2. Chaplaincy

- a) Although we had hoped to be able to start to get back on campus at some point this term, for the foreseeable future our activities will have to continue online. Times of prayer and reflection (both Christian and Jewish) continue regularly during the week, and for regular updates please see the Chaplaincy and Dean's Office Twitter feeds (@KCLChaplaincy and @Dean\_KCL). We are also offering several Mindfulness sessions across the week, led by different Chaplains – for the Teams links and more details, do contact [chaplaincy@kcl.ac.uk](mailto:chaplaincy@kcl.ac.uk). (See also point f) below.)
- b) During these very difficult times, the Chaplains also continue to be available to all staff and students for one-to-one conversations via Teams, Zoom, or by phone (whichever is most convenient). Members of Academic Board are asked to remind their colleagues about this if it would be helpful – people do not need to have religious faith to talk to a Chaplain. Again, contact [chaplaincy@kcl.ac.uk](mailto:chaplaincy@kcl.ac.uk) to arrange something.
- c) Other activities include the Dean's Office book club on Tuesdays, which this term will be *Parable of the Sower* by Octavia E Butler – contact [dean@kcl.ac.uk](mailto:dean@kcl.ac.uk) for details.
- d) Although it is a strange time to be starting at King's, we are delighted to welcome two new Chaplaincy Assistants in January, who will be with us until July 2021. These are recent graduates, who are exploring the possibility of ordained ministry in the Church of England, and this year we have two people at very different stages in the process: Callum Bucke has already been selected for training, and will begin at the College of the Resurrection in Mirfield, Yorkshire, after his time with us, while

Laura Elworthy (a King's alumna) is still at a very early stage in the conversations. As they settle in, they will be developing their own activities as part of the Chaplaincy, so do look out for more information in due course.

- e) We continue to be very grateful for the work of colleagues in AV Services in enabling us to livestream choral services from the Chapel last term, on the Chapel Choir's YouTube channel. The Advent Carols service and Britten 'Ceremony of Carols' in particular were each watched by several thousand viewers (students, staff, alumni, and the wider public), and have received some positive feedback; if you missed them at the time, they can still be viewed via the links at <https://www.kcl.ac.uk/aboutkings/principal/dean/chaplaincy/advent-christmas-2020>.
- f) This term, because of the current lockdown restrictions, Evensong will be streamed live on YouTube on Tuesday evenings at 5.30pm from different remote locations (again see <https://www.youtube.com/ChoirofKingsCollegeLondon>), with individual members of the Chaplaincy, Choir, and College community contributing the various elements of the service. Of course, we look forward to being back in the Chapel whenever that becomes possible!

Ellen Clark-King  
Dean, King's College London  
January 2021

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|------------------------|--|
| <b>Academic Board</b>  |  |
| <b>Meeting date</b>    | 3 February 2021                                    |
| <b>Paper reference</b> | AB-21-02-03-10.2                                   |
| <b>Status</b>          | Final  |
| <b>Access</b>          | Restricted to Academic Board members only          |
| <b>FOI release</b>     | Restricted due to Data Protection Act requirements |
| <b>FOI exemption</b>   | s.40 (personal data)                               |



## Election of Associates of King's College

### Action required

- ☒ For approval
- ☐ For discussion
- ☐ To note

Motion: That the Academic Board approves the election as Associates of King's College those students and staff listed.

### Executive summary

The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.

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'.

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.

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# Election of Associates of King's College

The Revd Dr Ellen Clark-King, Dean of King's College London  
03 February 2021

## **Faculty of Arts and Humanities**

Annabelle Claire Rose  
Bárbara Suss Ehler  
Jack Charles Cheng

## **Dickson Poon School of Law**

Clare Elizabeth Scott Painter  
Julie Moonga

## **Faculty of Life Sciences and Medicine**

Abbas Hussain Sardar

## **Faculty of Social Science and Public Policy**

Jonathan Elliot Ritson  
Jose Alberto Bolanos Rojas  
Inès Sophia Hamila  
Julia Annette Kirsebom Thommessen

## **Florence Nightingale Faculty of Nursing and Midwifery**

Aurelija Polocenskaite  
Elizabeth Grace Willis  
Amy Rose Cook  
Anne Griffin

## **Faculty of Natural, Mathematical and Engineering Sciences**

Rhydian Tomos Jenkins

## **Institute of Psychiatry, Psychology & Neuroscience**

Jean-Pierre Sebastian Laake

## **Alumni**

Yannick Louis-Joseph Hubert Lindenmann

|                        |   |
|------------------------|---|
| <b>Academic Board</b>  |   |
| <b>Meeting date</b>    | 3 February 2021   |
| <b>Paper reference</b> | AB-21-02-03-11  |
| <b>Status</b>          | Final   |
| <b>Access</b>          | Members and senior executives                                       |
| <b>FOI release</b>     | Subject to redaction  |
| <b>FOI exemptions</b>  | None, subject to redaction for commercial interest or personal data |

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## Report from Council

### Action required

- ☐ For approval
- ☐ For discussion
- ☒ To note

### Executive summary

This report presents a summary of key issues discussed and decisions taken at the meeting of Council held on 21 January 2021.

These reports will be made to Academic Board following each meeting 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 all items considered by Council, except for any that are confidential.



# Report from Council – Meeting of 21 January 2021

## Principal's Report

Council **discussion** included: the increase in student admissions at King's which set it apart from the majority of the Sector; online teaching and the phenomenal achievement of the academic community evidenced by the 5% increase in students indicating that they strongly agree with statements about the quality of the modules; income loss from halls of residences during the pandemic; some successes seen in the Guardian awards; achievements in the Times Higher Impact rankings and employability rankings; Covid infection rates at King's and changes on campus; working with clinical partners in response to the pandemic, including contributions from staff and students and King's support for the vaccination campaign including use of the Science Gallery as waiting space for those waiting vaccination; impact of Covid on students and the emerging fair assessment policy.

## Mental Health Strategy Update

Council **noted** a paper that summarised the context, current situation and future issues for student mental health and wellbeing at King's. The report also included an update on current provision. A full report on the action points from the 2018-2020 Student Mental Health and Wellbeing Strategic Plan would be provided in the next report and Strategic Plan. Particular attention was drawn to the Student Minds University Mental Health Charter, and the need to ensure a clear, ongoing reporting line from the Student Mental Health and Wellbeing Steering Group into King's governing structures. The concept was for a whole university approach to be taken, overseen by a Steering Group and including five workstreams: learn, live, support; work; enabling factors.

## 2019-20 TRAC Return

Council **approved** the 2019-20 TRAC Return for submission to the OfS.

## Modern Slavery Act Transparency Statement 2019-20

Council **approved** the Modern Slavery Act Transparency Statement 2019-2020. It asked for further assurance of the training received by staff and their ability to discern the signs of slavery and the Vice President (Education) volunteered to investigate what could be done to strengthen the statement and would review what the suppliers/consortia do in terms of training and due diligence. It noted that Council's Audit, Risk and Compliance Committee reviewed a report on procurement on an annual basis and would seek this assurance as part of that discussion.

## STRATEGIC OVERVIEW DISCUSSION – 2021 AND BEYOND

The main section of the meeting was devoted to a strategic discussion, without specific decisions to be taken, and members had been provided with the following background reading in advance: Finance Update; Balanced Scorecard; Size and Shape Update; Framing a discussion on priorities and portfolio; Investment in Education and Student Experience. The discussion included the following:

- **Principal's Reflections**

The Principal gave a high-level overview of the university's journey to its current position and his view of the key tasks for the future. He addressed increasing confidence and reputation; balance of academic strength noting recently strengthened areas in business and engineering; significant increase in size to becoming fourth or fifth largest in the UK with a budget of over £1Bn; and differentiation as a civic university devoted to service. He identified two key tasks for the future: a focus on education and student satisfaction and on margin creation.

Council noted that it owed the Principal a debt of gratitude for his contribution and stewardship which had made a critical difference to the successful journey through sophisticated leadership in a complex political context.

- **Context**

An additional £47m tuition fee income had been received above that expected following the increase in student numbers, which was balanced by a deficit of £42m in trading income from the residences. Occupancy levels in residences were at 25% and King's was the most generous in the Russell Group if not the whole HE Sector in giving students every mitigation possible in this respect including not charging for time not living in the residences and providing extra support for those in the residences. King's was now subject to the national student rent strike despite this and KCLSU was organising a meeting to enable the senior managers to discuss this directly with students. The losses should be one-off occurrences for 20/21 as students were keen to return to the campus and residences as soon as they were able. Further actions would be required to increase from the current 4% operating surplus to the required 6%.

- **Decision Framework**

The next phase of strategic vision planning would require decisions to be taken on priorities and available resources. A key area was education and student experience. There was also a compelling case for investment in the natural sciences as the final discipline area required to match the profile of the top world universities. Decisions were required on the way the university wished to look in ten years' time. A portfolio view would be needed in deciding on priorities. The current environment presented a natural reflection point to address changes in the world and the HE Sector and it also coincided with the university's leadership transition. Courage, resilience and stamina would be needed together with clarity on the metrics, targets and trade-offs to be made. Staff and student input would be vital.

### **Report of the Joint meeting of the Estates Strategy Committee and the Finance Committee**

Council noted that the Estates Strategy Committee and Finance Committee had met together on 19 January 2021 and reviewed options for capital raise and had reaffirmed that King's should continue with the private placement option. Council was reminded that only a very small number of projects had allocated capital at the present time and that further consideration was being given to alternative capital funding processes.

### **Report of Academic Board**

Council **noted** the report of the previous meeting of Academic Board which included the following items for note:

- (i) Decolonising the Curriculum
- (ii) TEDI-London
- (iii) Portfolio Simplification Update
- (iv) UG External Examiner report
- (v) NMS Change of Faculty Name
- (vi) Student Engagement and Satisfaction

### **Report of the KCLSU President**

Council received a report from the KCLSU President which highlighted the four key issues on students' minds: tuition fee refunds; rent rebates and the need for improved communication on this; wellbeing and loneliness; and the student outcome safety net and differences of views between students and university leadership regarding the impact of this on their education and employment aspirations in a very difficult job market. The President recorded her gratitude for the positive relationship between KCLSU and the senior management team and for inclusion in discussions at early stages.