Academic Board	
Meeting date	28 April 2021
Paper reference	AB-21-04-28-02
Status	Final
FOI exemption	See individual reports for any FOI exemptions

Meeting of the Academic Board to be held on **Wednesday, 28 April 2021** at 14.00 – *remotely by Microsoft Teams*

Please join via the calendar invitation

Agenda

1	**Welcome, apologies and notices**		Interim Chair
2	**Approval of agenda**	AB-21-04-28-02	Interim Chair
3	**Unanimous Consent Agenda** (including Minutes of the Previous Meeting and Actions Log)	AB-21-04-28-03.1 AB-21-04-28-03.2 AB-21-04-28-03.3	Interim Chair
4	**Matters arising from the minutes** Any matters arising from the minutes not covered elsewhere on the agenda		Interim Chair

STRATEGIC DISCUSSION

5	**Climate Change and Academic Implications of Sustainability**	*TO FOLLOW*	VP (Education)

REGULAR BUSINESS ITEMS

6	**Report of the President & Principal**		
	6.1 Summary Report on Key Issues (to note)	AB-21-04-28-06.1	Interim Principal
	6.2 ██████████████████████████	*Verbal update*	VP (Education)
	6.3 Formation of *King's Education* – final proposal (to agree to recommend for approval)	AB-21-04-28-06.3	VP (Education
	6.4 SUSTech Project: Update on progress (to note)	AB-21-04-28-06.4	SVP (Health)
	On the Consent Agenda:		
	6.5 IoPPN Revised Academic Configuration (to note)		
	6.6 Proposed consolidation of the MEng/BEng Biomedical Engineering – FoLSM & NMES (to note)		
7	**Report of the President of KCLSU** (to discuss)	AB-21-04-28-07	KCLSU President
8	**Quinquennial Review – Department of Geography mid-cycle update**	AB-21-04-28-08	HoD Geography
9	**Reports of Committees**		
	9.1 Report of the Academic Board Operations Committee	AB-21-04-28-09.1	Chair, ABOC
	(i) Academic Board and Committees Terms of Reference Review (to approve)		
	(ii) Academic Board Meeting Cycle 2021/2022 (to approve)		
	See Consent Agenda for remaining items – all to note		

9.2	Report of College Education Committee	AB-21-04-28-09.2	Chair, CEC

See Consent Agenda for all items

9.3	Report of College Research Committee	AB-21-04-28-09.3	Chair, CRC

See Consent Agenda for all items – all to note

9.4	Report of College International Committee	AB-21-04-28-09.4	Chair, CiC

See Consent Agenda for all items – all to note

9.5	Report of College Service Committee	AB-21-04-28-09.5	Chair, CSC

See Consent Agenda for all items – all to note

9.6	Report of College London Committee	AB-21-04-28-09.6	Chair, CLC

See Consent Agenda for all items – all to note

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10 The Dean

Items for Consideration

10.1 Report of The Dean (to note)	AB-21-04-28-10.1	Dean

Item on Consent

10.2 To elect Associates of King's College (to approve)	AB-21-04-28-10.2	Dean

11 Report from Council	AB-21-04-28-11	AB members elected to Council

12 Any Other Business

Irene Birrell
College Secretary
April 2021

Academic Board	
Meeting date	28 April 2021
Paper reference	AB-21-04-28-03.1
Status	Final
FOI exemption	See individual reports for any FOI exemptions

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 February 2021 meeting of Academic Board	AB-21-04-28-03.2	**Approve**
3.3		Actions Log	AB-21-04-28-03.3	Note
Reports of the Interim President & Principal				
6.5		Revised academic configuration for the IoPPN	AB-21-04-28-06.5	Note
6.6		Proposed consolidation of the MEng/BEng Biomedical Engineering – FOLSM & NMES	AB-21-04-28-06.6	Note
Report of the Academic Board Operations Committee (ABOC)			AB-20-04-28-09.1	
9.1	(i)	College Service Committee Terms of Reference		**Approve**
	(ii)	Business Schedule/Annual Agenda Plan		Note
Report of the College Education Committee (CEC)			AB-20-04-28-09.2	
9.2	(i)	Degree Outcomes Statement	Annex 1	**Approve**
	(ii)	PGR Student Involvement in Teaching and Learning Policy	Annex 2	**Approve**
	(iii)	PG External Examiner Overview Report	Annex 3	**Approve**
	(iv)	Mitigating Circumstances Policy	Annex 4	**Approve**
	(v)	CEC Composition Amendment		**Approve**
	(vi)	Breakthrough Investment in Education and the Student Experience		Note
	(vii)	A Shared Approach to Student Voice		Note
	(viii)	Curriculum Innovation Modules		Note
	(ix)	Service Learning		Note
	(x)	Late Submission Cap		Note

	(xi)	Welcome to King's 2021		Note
	(xii)	PSRB Update		Note
	(xiii)	Online Professional Education		Note
	(xiv)	SUSTech non-standard module sizes		Note
	(xv)	REIEF Update		Note
	(xvi)	Fair Assessment Policy Working Group Update		Note
	(xvii)	King's First Year		Note
	(xviii)	Delivering Cultural Competency		Note
	(xix)	E-Assessment and Proctoring		Note
	(xx)	Module Evaluation Response Rates		Note
Report of the College Research Committee (CRC)			AB-20-04-28-09.3	All to Note
9.3	(i)	Internal Centres for Doctoral Training		
	(ii)	Scholarly Publishing and Negotiations with Publishers		
	(iii)	College-Wide Impact Review		
Report of the College International Committee (CiC)			AB-20-04-28-09.4	All to Note
9.4	(i)	Cultural Competency Overview		
	(ii)	Health Faculties Priorities		
	(iii)	Research Impact		
Report of the College London Committee (CLC)			AB-20-04-28-09.5	All to Note
9.5	(i)	Chair's report (to note)		
	(ii)	Annual Faculty reports		
	(iii)	King's London Highlights		
	(iv)	King's Home Boroughs Update		
Report of the Acting Dean				
10.2		To elect Associates of King's College	AB-20-04-28-10.2	**Approve**

Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-03.2
Status	Unconfirmed
Access	Members and senior executives
FOI exemption	Public version has redacted sections: s.43, commercial interests

Minutes

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

Date	3 February 2021, 14.00
Location	Remote Meeting held by MS Teams

Composition			Members	Attendance 20210-21				
				07.10.20	09.12.20	03.02.21	28.04.21	16.06.21
Ex officio	President & Principal (Chair of Academic Board) (*Interim*)		Professor Evelyn Welch*	P	P	P		
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health)	Professor Richard Trembath	P	P	P		
		SVP/Provost (Arts & Sciences)	*Professor Evelyn Welch**	P	P	*		
		VP (Education)	Professor Nicola Phillips	P	P	P		
		VP (International)	Dr 'Funmi Olonisakin	P	P	A		
		VP (Research)	Professor Reza Razavi	P	A	P		
		VP (Service)	Professor Bronwyn Parry	P	P	P		
		VP (London)	Baroness Bull	P	P	P		
	The Dean		Rev'd Canon Dr Ellen Clark-King	P	P	P		
	The President of the Students' Union		Salma Hussain	P	P	P		
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Vatsav Soni	P	P	P		
		Vice President for Education (Health)	Aless Gibson	P	P	P		
		Vice President for Postgraduate	Heena Ramchandani	P	P	P		
	Executive Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Ian Norman	P	A	A		
		Social Science and Public Policy	Professor Frans Berkhout/Deputy Provost (A&S)	P	P	P		
		Dickson Poon School of Law	Professor Alex Türk	P	P	P		
		Arts and Humanities	Professor Marion Thain	A	P	P		
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	P	P	P		
		King's Business School	Professor Stephen Bach	A	P	A		
		Natural and Mathematical Sciences	Professor Bashir Al-Hashimi	P	P	P		
		Life Sciences & Medicine (*Interim*)	Professor Ajay Shah	P	*	P		
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis	P	P	P		
	Dean for Doctoral Studies		Professor Rebecca Oakey	P	P	P		
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	John Imaghodor	v	A	A		
		Social Science and Public Policy	Bryan Strawser	v	P	P		
		Dickson Poon School of Law	Rebecca Seling	v	P	P		
		Arts and Humanities	Adam Roberts	v	P	P		
		Institute of Psychiatry, Psychology & Neuroscience	Malikkca Kanoria	v	P	P		
		King's Business School	Raghav Bansal	v	P	P		
		Natural, Mathematical and Engineering Sciences	Jhanelle White	v	v	P		
		Life Sciences & Medicine	Bilyana Batsalova	v	P	P		
		Dentistry, Oral & Craniofacial Sciences	Hiba Asrar	v	v	P		

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

v= vacant post

In attendance:
Lynne Barker, Associate Director, Quality Standards & Enhancement
Rebecca Browett, Head of Education Transformation, Students & Education Directorate
Steve Large, Senior Vice President, Operations
Darren Wallis, Executive Director, Students & Education Directorate

Nina McDermott, Executive Director, King's Foundations (for Item 5.4)
Sarah Guerra, Director Equality, Diversity & Inclusion (for Item 8)
Nicole Robinson, Equality, Diversity & Inclusion consultant (for Item 8)
Helena Mattingley, Head of Equality, Diversity & Inclusion (for Item 8)

Secretariat:
Irene Birrell (College Secretary)
Xan Kite (Director of Governance Services)
Joanna Brown (Governance Manager)

1	**Welcome, apologies and notices**

The Chair welcomed members and guests in attendance to the meeting.

2	**Approval of agenda**

The agenda was approved.

3	**Unanimous Consent Agenda (including Minutes of the Previous Meeting)** [AB-21-02-03-03]

Decision

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

4	**Matters Arising from the Minutes**

(i) Update on the Thomas Guy Statue

The Senior Vice President/Provost (Health) stated that the statues belonged to the hospital, and that the hospital had been doing a community consultation. A number of recommendations had been taken forward to their Board for consideration. The Board had met at the end of last week and he would communicate the decisions once he had more information.

It was confirmed that there was no intention at this time to change the name of the campus. The name of the campus arose from its association with the hospital.

(ii) Royal Brompton & Harefield Foundation Trusts - Merger with GSTT

The Senior Vice President/Provost (Health) noted that the proposed merger was an important and long-term change to King's key NHS partner, the Guy's and St Thomas' NHS Foundation Trust. The Royal Brompton & Harefield Foundation Trust specialised in cardiovascular and respiratory disorders. It was stressed that the merger was not driven by any financial concerns but rather by the vision to develop outstanding, world class resources in patient care and treatment, and also in research in a range of clinical and health related domains. There were significant additional research, education and training possibilities for King's as a partner.

(iii) UG External Examiner Report

Academic Board noted the Matters Arising report at Item 4 which provided an update from the Vice President (Education).

5	**Report of the President & Principal** [AB-21-02-03-05]

5.1	**Key Current Matters**

The Interim Principal requested feedback from the Academic Board on what was, or would be, useful to see in the report of the President & Principal going forward.

She noted that there had been a substantial amount of government consultation regarding higher education since the Academic Board last met, which would require proper consideration. For example, the changes to A-levels this year and the lack of clarity around how students would be assessed would make admission decisions and projections around student enrolments for next year extremely difficult. The university was committed to ensuring that its widening participation aspirations were in no way impacted negatively by changes in government policy.

The Vice President (Education) set out that the information received to date from government suggested potentially extremely tight time scales for the new provider-led Teaching Excellence and Student Outcomes Framework (TEF). For example, universities would be required to make a full submission by the end of this calendar year in order for the evaluation process and the outcomes to be published in accordance with the Government's timetable for the new TEF exercise.

The Vice President (Research) stated that there were minor timing changes with regards to the Research Excellence Framework (REF) submissions. The internal deadline was end of February with formal

submission at the end of March. However, the Government had said that in some areas it would be possible to obtain an extension of six weeks for the narrative sections. King's would ask for such an extension in six Units of Assessment.

The Dean announced that the Vice Dean, Revd Keith Riglin had been appointed Bishop of Argyll and the Isles. Members offered their sincere congratulations to Revd Riglin noting his many contributions to the College. He would be greatly missed.

5.2 **COVID-19 Update (Education)** [AB-21-02-03-05.2]

The Executive Director, Students & Education stated that guidance from the Department of Education was still awaited further to the Prime Minister's statement that there would not be a return to in-person education earlier than 8 March, but since most of King's programmes complete teaching by 26 March, the decision had been made, following discussion with faculties and senior management teams, that most teaching would remain online for the remainder of the academic year. It was anticipated that there would be prioritisation for some activities and some programmes to return from 8 March where practical demands needed to be considered, especially for laboratory-based courses, students in their final year or those on a one-year postgraduate programme. Those decisions would be made in consultation with the faculties. Programmes with a January intake this year would also be prioritised for in-person teaching after Easter. Communications would be sent out to staff and students by the end of the week.

The KCLSU President acknowledged the need to get the balance right between health and safety and face to face teaching. While she understood the university's position, she stressed that students would remain concerned about value for money. In-person teaching would help to support that and to alleviate student loneliness.

The Vice President and Vice-Principal (London) presented a new enrichment activities portal to be launched after Easter, and to run through the summer. It would be a university-wide endeavour to provide students with the best possible opportunities for an enhanced education within the current constrained environment. This single programme enhancement portal would run alongside and pull together the extracurricular opportunities faculties were already offering. It would be coordinated centrally and delivered locally, and it would be a useful tool for considering how to scale up the opportunities available and where there were gaps. It would include tools for:
- employability skills
- engagement with professional and personal networks
- bringing London to the students
- addressing loneliness
- meeting students' appetite to serve society
- ensuring equality of opportunity through these programmes

The Vice President (Education) would report back to the next Academic Board and invited feedback.

5.3

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5.4   **King's Education Institute** [AB-21-02-03-05.4]

Academic Board received a report which updated on progress made in the formation of a new cross-cutting entity at King's that would bring together specific areas of educational activity which currently sit outside of a Faculty/Directorate structure. The Chair and the Vice President (Education) introduced the report, and the Executive Director, King's Foundations presented on the detail.

There had been many collaborative conversations with a wide range of colleagues across the university which had raised important issues. It was noted that there is a generally high level of support for the initiative, and that everyone desired the same outcome: outstanding support for the innovations needed in a post-pandemic world. One of the guiding principles was to make sure that these activities remained, and were recognised as, part of the core academic mission around education, and were integrated properly into the Education Strategy.

Discussions with the department of Arts & Humanities (A&H) were ongoing, specifically in relation to the Modern Languages Centre and relationships with the modern languages departments. It was essential that the change would not be to the detriment of the academic integrity of the modern language departments at King's. It was noted that:

- Section 7.3 of the report was incorrect, and that all staff would NOT be classified as professional services: All staff came in on a professional services contract but there were opportunities to move to the Academic Education Pathway (AEP) for those who meet the eligibility requirements.
- The name of the new entity was still to be decided, but it would not bear the name 'institute' because of the potential for confusion with other, very different units at King's which bear that name.
- It would not be a research institute.
- It was thought that the current reporting line to the Senior Vice President (Operations) should remain until the new President & Principal had had an opportunity to consider structures and reporting lines.
- Representation of the new institute on the Academic Board would be considered.

- There would be wider communication sent out across the university in due course, including consultation about a name for the new institution.
- There remained much work to do, particularly regarding modern languages.

The Executive Director, King's Foundations stated that focus was on the five areas that were currently outside of a faculty structure. Being outside of the faculty structure impacted on the ability to develop and lead as desired, and being brought into the core of education and widening the definition of education at King's would allow for more collaborative working, innovation and co-creation, and link these areas more closely to the academic side of the university. Partnering with expertise in faculties would bring more impact and would provide enablers to a wider range of students.

The Executive Dean (A&H) reported the challenges from that Faculty. The concern in A&H was that a central area of disciplinary expertise was being removed from the Faculty and she requested that proper consideration be given to what could be gained by the reintegration of the Modern Language Centre back into A&H. There was concern:
- That the educational experience may be impoverished if students accessed languages separately from the cultural and literary context provided by the modern languages departments.
- About how this would work as a business model. Other faculties would be presented with the opportunity to study languages in two ways: either through A&H with the subsidisation fees that currently occur; or directly through the new institute. This could impact A&H financially.
- That taking core elements of expertise outside a faculty and offering it in a different way was precedent setting: it was suggested it would make more sense to make faculty borders more porous, for example to offer any credit bearing courses within faculties and to offer non-credit programming via other means.

The Vice President (Education) provided assurance that there was no intention to move the study of modern languages out of the Arts & Humanities departments. Students who took a minor in modern languages would do so through the A&H departments. If associated with the flexible curriculum, language teaching was to remain within the Faculty and there would be no fundamental shift in the approach to teaching modern languages as academic subjects. However, language teaching took many forms and there were different demands for different types of language teaching. This initiative would respond to those varied demands.

The Deputy Provost (A&S) noted that this was the latest update in a long consultative process. The strategic purpose of the new institute was 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. It also had to serve the needs of the Faculties because that was where much of the work would take place. There was broad support for the new institute but it was complicated and a lot more work remained in order to find solutions that worked for all.

The Senior Vice President/Provost (Health) reported that there was a considerable portfolio of training activities across health partners that could benefit from this new entity. Discussions within the health faculties had been positive so far, with a keenness to gain from the benefits of bringing together what had been very fragmented, though without stifling innovation within the Faculties.

It was noted that the Associate of King's College course (AKC) was another element that was cross faculty.

It was expected that Academic Board would receive a final proposal at its April meeting. The Chair requested that a full risk register be prepared for the Academic Board.

6	**Portfolio Simplification Update and Decisions** [AB-21-02-03-06]

This report had been noted on the Unanimous Consent Agenda.

7	**Reports of Committees**

7.1 **Report of College Education Committee (CEC)** [AB-21-02-03-07.1]

(i) **Fair Assessment policy**

The Fair Assessment Policy set out King's arrangements for assessment in 2020/21 in the context of the pandemic. It applied 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 re-sitting the year. It had already been communicated to students and was for Academic Board to note. Faculties were working hard to explain the policy at local level and to respond to all questions.

The Vice President (Education) stated that there had been a need to develop and confirm the policy very quickly following the announcement of the latest lockdown in early January, especially in view of a subsequent increase in student anxiety about how assessment would be conducted. Timescales had therefore been necessarily short. There had been extended discussion on the Fair Assessment Policy in the Academic Strategy Group, the Academic Standards Sub-Committee (ASSC) and in the College Education Committee (CEC). KCLSU colleagues had raised a number of questions and reservations about the policy. The Vice President (Education) stated that the policy was a comprehensive, supportive and proportionate set of measures which, when deployed in combination, provided all the tools needed in order to deal with students negatively affected by COVID-19, either individually or as part of a programme cohort. The individual algorithmic safety net could not be deployed as it had been last year as there was no longer a pre-pandemic benchmark of past performance that could be used in the same way as last year. However, the university did have mitigation measures at cohort programme level set alongside a continuation of many of the arrangements from the previous year such as the removal of the first year from the degree algorithm.

The KCLSU Vice President for Education (Health) stated that the KCLSU had launched a no-detriment campaign, prior to their knowledge of the Fair Assessment Policy, through which they had consulted with students about what types of mitigations they thought necessary. The need to manage students' expectations was therefore emphasized. KCLSU had first seen the policy in its entirety on 11 January and it was passed at CEC on 15 January. Mitigations suggested by the KCLSU included module-level mitigation, as modules can sometimes be used by different programmes with differential application of mitigation by programmes. The KCLSU understood that module consideration might be possible given how the sub-assessment boards operated. Finally, the KCLSU commended departments for the way in which they were communicating with students about the Fair Assessment Policy. It was confirmed that KCLSU had full membership on both ASSC and CEC.

The Vice President (Education) clarified why the mitigations were at programme and not module level. There already were mechanisms in place at module level that would allow identification of any anomalies across the portfolio of modules in a particular programme. It had therefore been considered most appropriate to offer cohort mitigation at the programme level, and the complexity of operationalisation was also noted. Students should be assured that there were already checks in place at the module level that would continue to operate alongside the new programme check. This was an integrated package of measures - no one measure was intended to pick up all the disadvantages a student might experience - and it should be viewed in that context. It was acknowledged that a Working Group had already been formed to specify the technical detail of how programme-level cohort mitigation would work in practice.

Item noted on Consent:

(ii) UG Progression & Award Policy

07.2 **Report of College Research Committee (CRC)** [AB-21-02-03-07.2]

(i) **Academic Strategy for Research**

The Vice President & Vice-Principal (Research) informed the Board that the launch of the Strategy had been delayed by the pandemic and it would be launched in the next few days. It had had extensive engagement with Faculties and had been reviewed at the College Research Committee. This version addressed some of the major challenges of the pandemic and a more comprehensive refresh of the Strategy would be due once the current pandemic situation was over.

Questions raised by Academic Board members in advance of the meeting were responded to as part of the presentation from the Vice President (Research):

- Regarding short and long term plans for suitable modern labs that enable growth and effective international competition in relation to the expansion of science and engineering: a piece of work was underway to map activities and requirements needing consideration alongside other key priorities for investment.

- Regarding clarity for PGR PhD students who had missed a large amount of time on site in their final year: It was noted that postgraduate research students had been hugely impacted by the pandemic. There were hardship funds available and widely advertised. Blanket extensions were not being offered, but any requests for extensions were being received supportively. UKRI had offered assistance but this would need to be balanced against other programmes where funding might drop if funding for PGRs increased.

Items noted on Consent

(ii)   Research Performance
(iii) Research Culture
(iv)   Research Misconduct
(v)   Security Sensitive Research

8   Equality, Diversity and Inclusion Committee [AB-21-02-03-08]
The Academic Board received reports from the Equality, Diversity & Inclusion Committee (EDIC) covering Athena Swan, LGBTQ+ Equality and Race Equality. It was also reported that there were various streams of work in progress on the Bullying & Harassment Policy, and that the university had been successful in renewing its Race Equality Charter Mark. The intention was to provide Academic Board with regular updates on EDI activity and progress going forward. There were now four Academic Board members on the EDIC: Barry Quinn, Mathew Head, Dr Baljinder Mankoo and Paul Booth. The KCLSU President and VP (Welfare & Community) were also EDIC members.

8.1   Athena Swan – Summary of Self-Assessment and Future Activity
The Head of Equality, Diversity & Inclusion presented the review of the Athena Swan self-assessment process and documents. King's had submitted an application for a Silver award. It was highlighted that while women's' position had improved at King's in the last five years, trans and non-binary staff still faced large gaps in disparity of experience and that this needed focus. See slide at **Annex 1** to the minutes.

8.2   Lesbian, Gay, Bi and Trans Equality (LGBT)
The Equality, Diversity & Inclusion consultant reported on the LGBTQ+ Equality and Stonewall Workplace Equality Index. See slides at Annex 2 to the minutes. Included in the presentation was "Jamie's story", an example about a student in process of transitioning, who had to change gender marker in order to obtain access to the medical treatment needed to transition. The request had been denied by Registry Services because the records system could not recognise the change in gender data causing the student significant distress. The matter had been quickly resolved with assistance from the EDI Team, and work was ongoing to improve processes so this did not happen again, but the story had highlighted the power that administration and standard protocol held, notwithstanding that intentions were to be inclusive.

It was key that leaders set an example and raise the profile of the LGBT work in order to demonstrate that inclusion was critical.

During discussion on LGBTQ+ issues, points raised included:

- The Stonewall grading had revealed that there were areas in which King's did very well and areas that needed focus and improvement. Stonewall look for evidence to back up intentions and also run a staff survey. The EDI Team would be forming a Working Group to address the issues identified.
- Good leadership meant being conscious and public about LGBTQ+ groups during decision making and being public about plans. It meant applying the same level of thought to this issue as had been done for gender and for race; for example, communicating gender pronouns as a matter of course. Some of the framework was already available, such as equality assessment.
- The Office for Students had recently released data revealing poorer academic outcomes for trans students than for others. Representation was crucial, and there was need to be explicit in inviting LGBTQ+ students to be on committees.
- Training for senior leaders was upcoming. It was also noted that Stonewall had resources, and as a Stonewall member, King's had access to its membership resources as well as the public facing webpages.

09   **Report of the President of KCLSU** [AB-21-02-03-09]

Academic Board received the report of the President of the KCLSU. She noted that the number of reds and ambers in the report were a reflection of the impact of COVID-19. The sabbatical officers were making progress on the longer-range issues they had defined at the outset of taking office, but this had to be balanced with immediate issues and concerns. Particular note was made of:

- Tuition fee refunds – a number of students continued to be unhappy with blended learning
- No detriment/safety nets – many different circumstances were affecting students' ability to study.
- Rent rebates – There had been a successful Q&A with the Senior Vice President (Operations) and the next step was to coordinate a meeting with the rent strikers.
- Student experience concerns –there had been lessons learned and it was crucial to understand how to use them going forward and create a culture of mutual understanding.
- Students were confused about the Fair Assessment Policy and it needed to be explained better at local level.

10   **Report of The Dean**

Items approved on the Unanimous Consent Agenda:

10.1   **Report of the Dean** [AB-21-02-03-10.1]

10.2   **Election of Associates of King's College** [AB-21-02-03-10.2]

   Decision:

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

11   **Report from Council** [AB-21-02-03-11]

Academic Board received the report from Council, which Kat Thorne, Academic Board and Council Member, introduced.   Issues considered by Council had included:

- Actions being taken to address issues of mental health
- Modern Slavery Act Transparency Statement – The statement had been approved for submission but it had been highlighted that more could be done to strengthen it and Council would receive a report at a later date about what measures are in place to assist staff in identifying modern slavery
- Strategic Overview Discussion on the next stage of strategic vision planning and prioritising the use of available resources. The Interim Principal remarked that plans begun in 2013-14 had had significant success in terms of the development of the Business School and regenerating Engineering. There were ambitions for further development in natural sciences

but there were also other calls for investment in a time of constrained resources. The discussion had been about prioritising decision making and the management of resources

12	**Any Other Business**

There was none. The meeting adjourned at 4:20pm.

Irene Birrell
College Secretary
February 2021

Deep Dive: Gender (Closed Questions)

Gender is one of the demographics chosen by KCL. Below is a breakdown of inclusion scores across each question based on the most included group (Male, 34.9% of population), the least included group (Trans and/or Non-Binary, 0.5% of population) and the biggest group (Female, 57.2% of population).
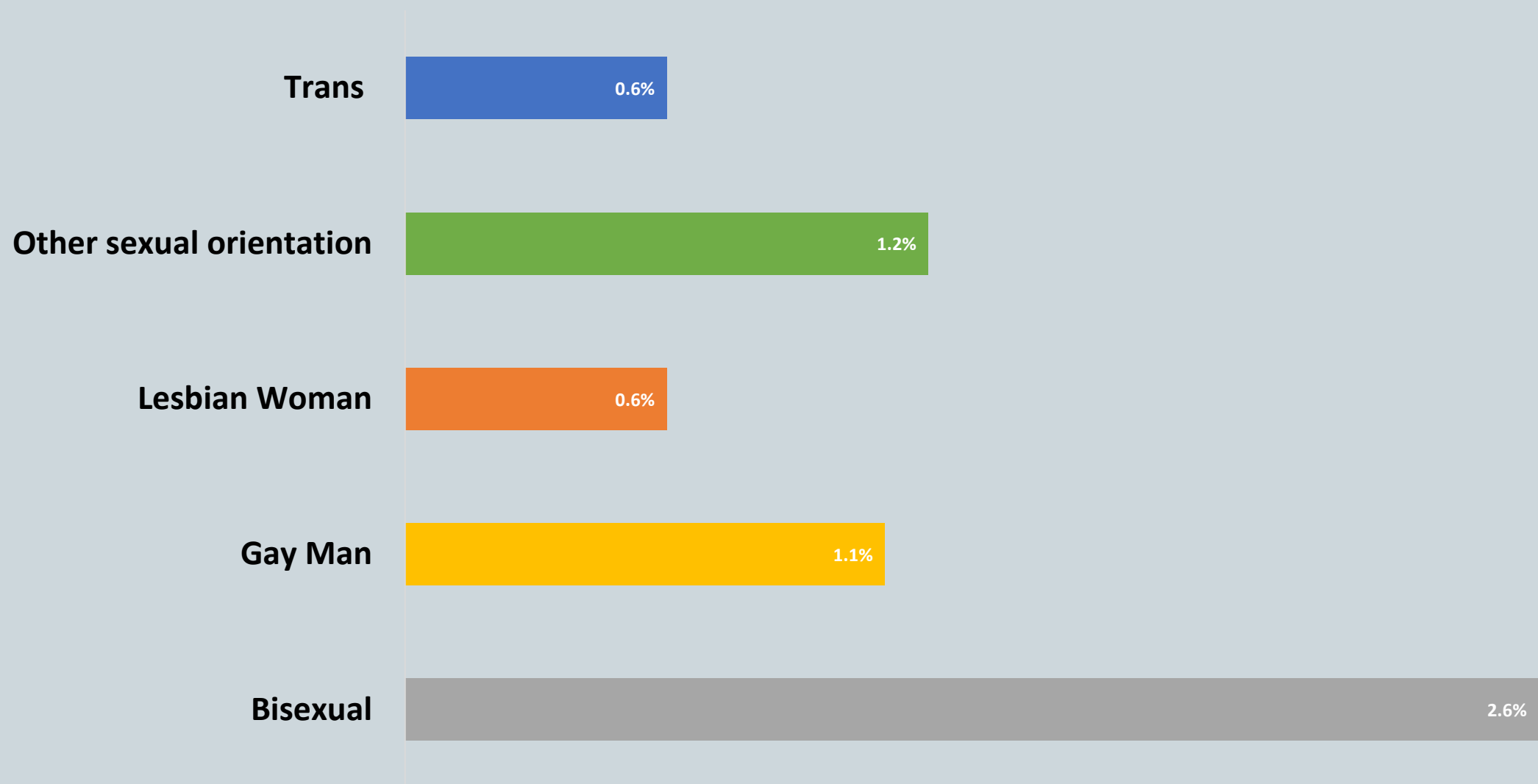

Key
- Female (biggest)
- Male (most included)
- Trans and/or Non-Binary (least included)

Inclusion Score, %

Spread = 16
Spread = 2
Spread = 14
Spread = 16
Spread = 9
Spread = 26
Spread = 24
Spread = 4
Spread = 43
Spread = 28
Spread = 23
Spread = 24

Success | Initiatives | Events | Celebrates | Values | Belong | Accessible | Safe | Appropriate | **Personal** | **Trust** | **Fairness**

Acceptance | Belonging | Safety & Access | **Trust & Fairness**

Lowest Scoring Area
Focus for investigation
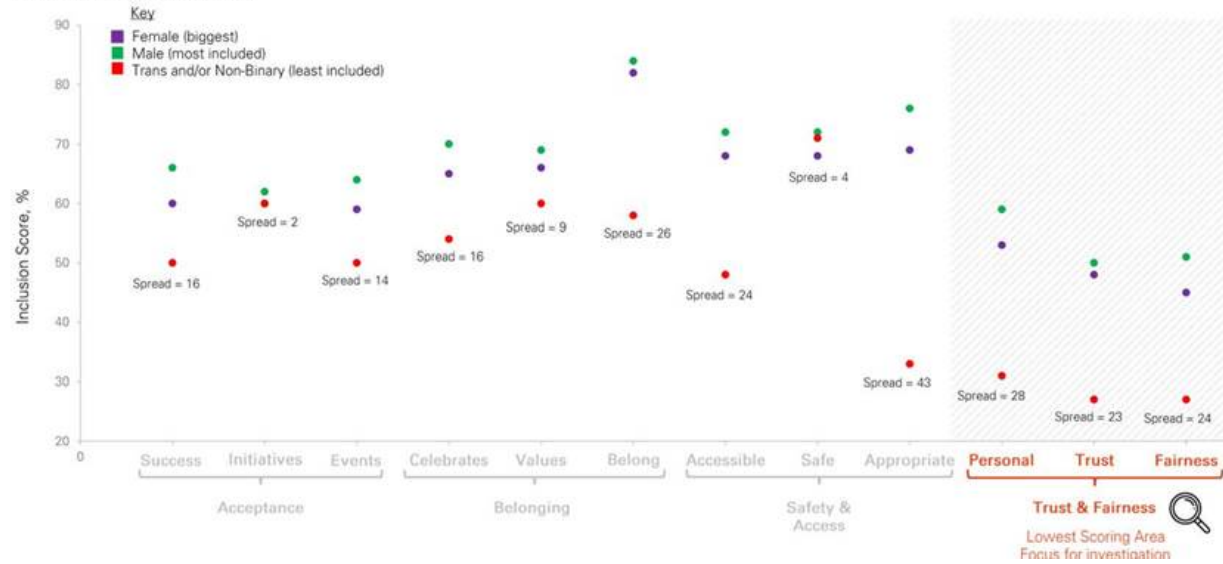
LGBTQ+ Equality and Stonewall Workplace Equality Index 2022

Nicole Robinson, Equality, Diversity & Inclusion Consultant

Lesbian, Gay, Bi, Trans and Queer + Equality

- Staff and student experience

- Our plan for progress

- The importance of Academic Board

- Opportunities to get involved

- Questions

Jamie's Story
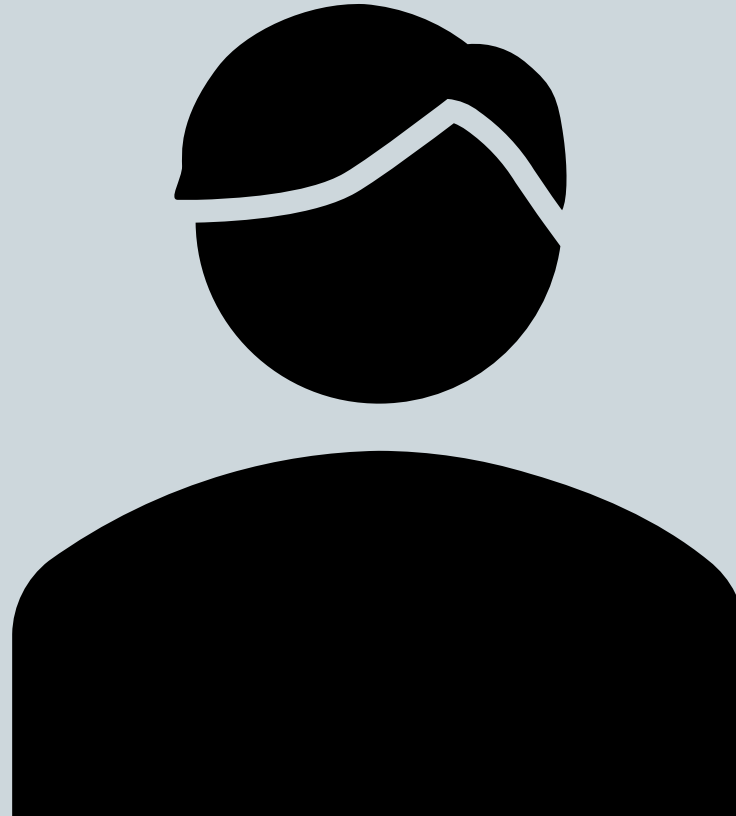
Jamie's story matters

- Administration and standard protocol hold power.

- Our intentions are inclusive

- But our systems, our processes- our initial institutional response, was transphobic and created barriers, and distress, for the student.

- This is the impact King's has, it is our student experience, and it is the impact we are measured on.

- These are the kinds of issues and questions personal tutors and teaching staff are coming up against daily.

Our plan for progress

LGBTQ+ Inclusion Delivery Plan

Policies & Benefits	**Employee Lifecycle**	**LGBTQ+ Staff and Student Networks**	**Empowering Individuals**	**Leadership**
Data Monitoring	**Supply Chains and Procurement**	**External Engagement**	**Service Delivery**	**Additional Work and Opportunities**

The importance of Academic Board

Culture Setting

Visibility

Decision Making

Recognition

Opportunities to champion LGBTQ+ Equality

- LGBTQ+ History Month

- Mutual Mentoring

- Workplace Identity Series – LGBTQ+ Leader and Allies Profiles

- Online self-education resources

- Trans Matters training

- Equality Analysis

- Keep up to date with future developments, training and events

Thank you

Nicole Robinson
Equality, Diversity & Inclusion Consultant
Nicole.Robinson@kcl.ac.uk

Appendix

Lesbian, Gay, Bi, Trans and Queer + Equality

LESBIAN
Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

GAY
Refers to a man who has a romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

BI
Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender.

Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities.

TRANS
An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.
Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

King's 2019 WEI

Section	King's score	Full marks	Percentage Score	Variance	Self-score	Overall average	Sector average	Top 100 average
Policies and benefits	8	15	53%	7	9.5	6.2	7.9	10.5
The employee lifecycle	10	27	37%	17	9	10.3	12.4	17.9
LGBT employee network group	9	22	41%	13	9	9.2	10.1	16.3
Allies and role models	4	22	18%	18	4	7.1	8.7	13.4
Senior leadership	1	17	6%	16	1.5	5.8	6	11.2
Monitoring	10.5	21	50%	10.5	12	5.7	7.9	9.4
Procurement	2	17	12%	15	2	4.1	4.5	10
Community engagement	10	20	50%	10	14	9.2	11.2	15.7
Clients, customers and service users	4	17	24%	13	4	6	7.1	11.6
Additional work	0	2	0%	2	0			
Employee feedback survey	1	20	5%	19		9.5	8.4	15.1

263 King's placed 263rd out of almost 500 entrants

42 King's placed 42nd out of 52 universities

Priority Areas

Engage senior leaders to be visible and vocal champions

Support LGBTQ+ Network development (intersectional + allies)

Review polices for gender neutral language

Improve and update transition processes and guidance

Interrogate student journey mapping for LGBTQ+ inclusion

Deep Dive: Gender (Closed Questions)

Gender is one of the demographics chosen by KCL. Below is a breakdown of inclusion scores across each question based on the most included group (Male, 34.9% of population), the least included group (Trans and/or Non-Binary, 0.5% of population) and the biggest group (Female, 57.2% of population).

Key
- ■ Female (biggest)
- ■ Male (most included)
- ■ Trans and/or Non-Binary (least included)

Inclusion Score, %

Spread = 16 (Success)
Spread = 2 (Initiatives)
Spread = 14 (Events)
Spread = 16 (Celebrates)
Spread = 9 (Values)
Spread = 26 (Belong)
Spread = 24 (Accessible)
Spread = 4 (Safe)
Spread = 43 (Appropriate)
Spread = 28 (Personal)
Spread = 23 (Trust)
Spread = 24 (Fairness)

Success · Initiatives · Events — Acceptance
Celebrates · Values · Belong — Belonging
Accessible · Safe · Appropriate — Safety & Access
Personal · Trust · Fairness — **Trust & Fairness**

Lowest Scoring Area
Focus for investigation

LGB Workforce Profile Benchmarked
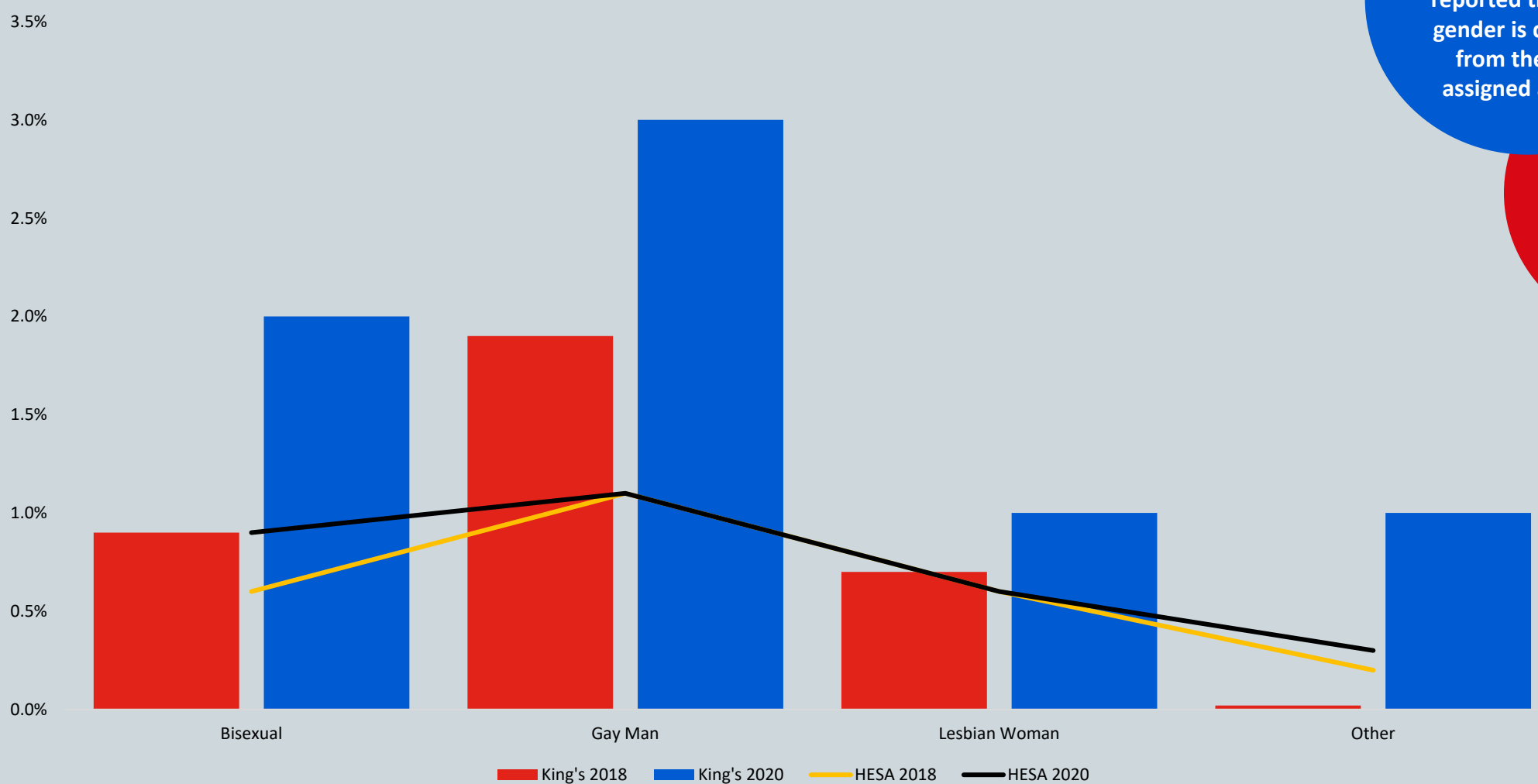
Less than 0.1% King's staff members disclosed reported that their gender is different from their sex assigned at birth

Compared with a HESA average of 0.4%

Legend: King's 2018 | King's 2020 | HESA 2018 | HESA 2020

Categories: Bisexual | Gay Man | Lesbian Woman | Other

National LGBT Student Data: HESA 2020 (Advance HE)

Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-03.2
Status	Final
FOI exemption	None

Actions Log

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

The Board is asked to note the Actions Log.

Actions Log

Meeting	Minute	Topic	Decision for Action	Owner	Deadline (*and any Revisions*)	Notes	Progress
3 February 2021	4	Update on the Thomas Guy Statue	SVP (Health) to communicate the recommendations from February/March meeting of the Guy's & St Thomas' Foundation arising from its community consultation	VP (Health)	April meeting (June 2021 meeting)	The Trust has conducted a thorough consultation and we await its conclusions.	In progress
3 February 2021	5.2	COVID-19 (Education) Update	VP (Education) to report back to the Board on the new enrichment activities portal	VP (Education)	June 2021		In progress
3 February 2021	5.4	King's Education Institute	That a full risk register be included in the final proposal to Academic Board	VP (Education)	April meeting	Included in report to the April meeting	Complete
9 December 2020	8	Decolonising the Curriculum	Academic teaching community to be consulted on what kind of cultural competency support would be helpful. Temporary research staff and relocation expenses issues impact of attracting diverse individuals away from King's. Ongoing visa fees	VP (Education) & VP (International)	June 2021 meeting	A prototype of the student induction will be presented to the Academic Board in June, along with the outcomes of a cross-College Forum on Decolonisation of the Curriculum being arranged for late May.	In progress
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	Spring 2021 (June 2021)	See ABOC report to April Academic Board – calendar to be presented in June	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 (June 2021)	See ABOC report to April Academic Board – proposed revisions to be presented in June	In progress

Irene Birrell, College Secretary
Xan Kite, Director of Governance Services
Joanna Brown, Governance Manager
April 2021

Academic Board	
Meeting date	28 April 2021
Paper reference	AB-21-04-28-06.1
Status	Final
FOI exemptions	Public version has redacted sections: s.43, commercial interests

Principal's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Council receives a report at each meeting from the President & Principal highlighting current issues and events and developments since the last meeting of Council.

Report of the Interim President & Principal

Coronavirus update

The university continues to manage the risks and impact of coronavirus.
- main focus has been to support our students and staff during the latest national lockdown.
- all teaching, outside a small number of programmes identified by Government that require face to face teaching including medicine and dentistry, has pivoted online and will remain so until the end of the semester, which given the format of the academic calendar with most teaching taking place before Easter followed by a period of assessment, effectively means online until the end of the academic year.
- the academic calendar for the spring and summer term is being amended to support additional teaching and extra-curricular activities to enrich the disrupted student experience.
- The latest Government advice is that the earliest return to campus for remaining current students will be 17 May.
- Testing
    - Total positive cases since 28/9/2020: 972 (274 staff/PGR, 698 students).
    - Lateral flow tests were offered to staff and students during Semester 1 and in January we pivoted to the KCL test, our own PCR COVID-19 testing programme which we believe is more accurate and sensitive.
    - We have performed over 12,000 PCR tests since January 2021 with a positive rate of 0.6%
    - We recently learnt that the DHSC contract with King's to support the national testing effort is being cancelled as they have excess capacity. The overhead from this contract is paying for the KCL test so a review is now underway to consider our approach going forward based on accuracy, ease and speed.
    - Staff and students coming on to campus are expected to take a test twice a week.
- Students in residences have been supported during periods of self-isolation and quarantine including food packages and have been allowed to break rental contracts.
- Government furlough scheme has been used in a targeted way this academic year with redeployment within the institution as the preferred approach.
- KCLSU is supporting increased wellbeing and social activities to reduce feelings of isolation and loneliness; it has supported our engagement with student groups petitioning for tuition fee and rent strikes (both of which are national campaigns).
- 2021-22
    - Academic strategy for 2021-22 will continue with a blended approach, undertaking as much on-campus activity as can be provided within Government guidelines.
    - The safety measures are being reviewed in tandem with the education approach to ensure ongoing safety of staff and students.

Government HE response
- The Government hasn't come to a decision on Augar's key recommendation to lower the fee cap from £9250 to £7,500. Instead, it will undertake a further funding options consultation this spring to inform a final response within the Comprehensive Spending Review later this year;
- The Government has however accepted a key tenet of Augar's recommendations – the need for greater flexibility. As such it will be moving to encourage the HE Sector to embrace comprehensive modularisation of its degree provision and will consult on the issue;
- The Government's funding guidance letter to OfS asks it to eliminate London Weighting (LW) entirely from the Teaching Grant bloc funding – including the student premium funding. The OfS will be consulting next month before finalising its approach in May.
- The impact of the LW cuts for King's may well be cushioned the refocusing of funding for high-cost and strategically important subjects which could lead an increase in per student funding subsidy for clinical, engineering, and IT subjects. This means the cut could be anywhere from £6-2m per annum.

- Teaching capital funding will also be reformed. The institutional formula-driven grant bloc grant model will be scrapped in favour of a competitive bidding system targeted against key priorities.
- The Government has opted to retain the Teaching Excellence and Student Outcomes Framework (TEF). It will not be implementing subject-level TEF. It will ask the Office for Students to consult on developing a 'streamlined, improved, and low-burden' TEF moving forward.
- The Government has confirmed it favours a post-qualifications admissions system and will be consulting until May on its proposals to introduce such a model.
- Overseas Development Aid (ODA) funding cuts have been announced and will impact on our international research portfolio. We are working with the Russell Group to lobby for a better understanding of the importance of funding international research partnerships.
- The Turing Scheme, which replaces the Erasmus funding following the UK's exit from Europe, is open for bids and we are submitting a strong case for over £1.2m funding.

Freedom of Expression

The Government has released a Free Speech and Academic Freedom policy paper. The package of measures set out give universities a more robust regulatory instruction to secure lawful freedom of speech for their students, staff and visitors. Significantly, the policy paper also sets out intentions for the greater regulation of students' union practices pertaining to free speech and events. The policy paper also makes clear the UK Government's view that academic freedom has become constrained and outlines plans for changes to the law, standardisation of sector contractual practices on recruitment and promotions, and expectations that university leaders should do more to champion viewpoint diversity and tolerance. King's is already in a good position on this issue. We have had a joint KCL/KCLSU Freedom of Expression Standing Advisory Group (FESAG) in place since September 2018 and have policies and procedures for overseeing freedom of expression including risk assessments and mitigation policies for high-risk events. We are undertaking a review of the Group's remit and membership in light of the latest Government policy.

Reputational issues

In February, as part of its concluding work, an ESRC-funded pan-European research project informed UK parliamentary offices that they had been sent two emails from mock constituents in order to assess government responsiveness. The technique was approved by our research ethics committee on the condition that full final transparency was undertaken in this way. We have received numerous letters of complaint, including from the Speaker of the House, and have publicly apologised for the distress caused by undertaking this research during the pandemic. We have agreed to set up an independent review chaired by Chris Skidmore, MP.

There is continued external and internal interest in the statues of Thomas Guy and Robert Clayton which are owned by the Guy's & St Thomas's Charitable Trust. The Trust has conducted a thorough consultation and we await its conclusions. We are working with the Dean, the Reverend Dr Ellen Clark-King to consider ways we use the Guy's Chapel, with its monument to Thomas Guy, to open effective conversations about race and our historical past.
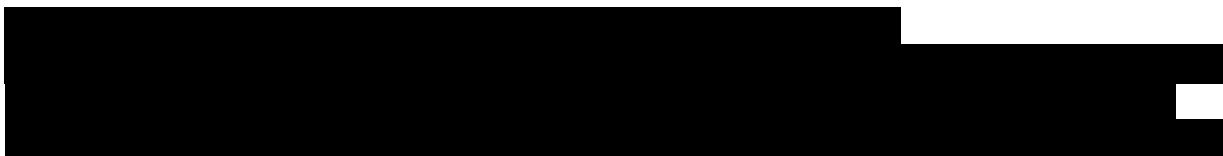
Admissions Update

Compared to the same point, application numbers have increased by around 15,000 (18%), with over 110,000 applications across postgraduate taught, research and undergraduate programmes. This is a promising position to be in, although it is important to note the large growth is mainly for the highly competitive programmes and in many cases adds to an already large pool of applications. Early insight suggests there could be a 5% grade inflation for A-level/GCSE grade results compared to last year and this

could result in over-recruiting in certain areas. We are therefore trying to balance this when making offers. We now have confirmation that A-level results (including Scottish) will be released on the 10 August and we will likely receive these results on the 4 August. On the contrary we are highly dependent on the international market in postgraduate and the ongoing impact of COVID-19 could mean students not meeting offer conditions due to delayed/cancelled exams and any travel restrictions that might be in place. Despite increases in applications and offers, we are seeing a concerning down-turn in international PGT acceptances, particularly from China.

Finance and Pensions

Despite the increase in student numbers and tuition fees, King's continues to anticipate a deficit at the end of this financial year due to increased COVID-19 costs and losses from Residences and Trading Income. We have also made provision for continued volatility. We have now received the outcome of USS's 2020 valuation which commences a period of discussions between UUK and UCU to decide how to deal with the proposed increases in the contribution rate. We have embarked on a programme of providing information for all our staff concerning the implications of the contribution rate rise.

KHP Governance Review

KHP has been re-affirmed as a DHSC (Designated Health Sciences Centre), one of now eight and a new five-year plan has been launched. KHP is now a mature 11-year partnership whose primary objective is to provide opportunities for an integrated clinical and academic approach, so as to accelerate translation and improve healthcare.

The integration of RBH clinical group as a full partner, present and anticipated changes in health care systems and the consequences of COVID-19 related pandemic, indicate that a review of KHP governance should be undertaken. Following KHP Board approval, an external advisory group,

namely Lord Professor Ajay Kakkar (Chair), Dame Sally Morgan (former Chair Royal Brompton and Harefield NHS Foundation Trust), Professor Sir John Savill (Melbourne Academic Health System) and Prof Axel Pries (Chief Executive Charite Hospital, Berlin), has provided a range of recommendations to the KHP Board. These include the appointment of an independent Chair and the creation of an Innovation Forum to support delivery of innovation across the network. The KHP Board will make final decisions of these proposals at its May meeting.

King's Successes

Lundbeck Brain Prize 2021
Peter Goadsby, Professor of Neurology at King's College London's Institute of Psychiatry, Psychology & Neuroscience (IoPPN), and Director at the National Institute for Health Research-Wellcome Trust Clinical Research Facility (NIHR CRF), King's College Hospital has been awarded the world's top Brain Prize from the Lundbeck Foundation for his pioneering migraine research.

Knowledge Exchange Framework
King's has been ranked against a peer set of universities including Oxford, Cambridge, Imperial and UCL across several perspectives including research partnerships and working with business. Its rankings include:

- In the top 10% for Research Partnerships (above the average for the peer group)
- In the top 10% for IP and commercialisation (average for the peer group)
- In the top 20% for Working with Business (average for the peer group)
- In the top 20% for Working with the public and third sector (average for the peer group)
- In the top 30% for Skills, enterprise and entrepreneurship (above the average for the peer group)

Launched in 2019 by Research England, the aim of the Knowledge Exchange Framework (KEF) is to increase efficiency and effectiveness in the use of public funding for knowledge exchange, allow universities to better understand their own performance and provide businesses and other users with more information to help them access the world-class knowledge and expertise embedded in universities.

Staff changes

Professor Nicola Phillips, VP (Education) will be leaving King's at the end of July to take up the position of Provost at the University of Melbourne. I will be announcing interim arrangements shortly.

Evelyn Welch
Interim President & Principal
April 2021

Formation of *King's Education*

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: That Academic Board agrees to recommend to Council the formation of *King's Education*: aligning King's Foundations, King's Online, KPED (King's Online and KPED are currently known as Online Professional & Executive Education), Modern Language Centre and Summer Programmes.

Executive Summary

The core driver in bringing the above areas together into *King's Education* is to support the overall 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. This includes opportunities in the development of executive education, micro-credentials, online education, blended education, short courses and pre-degree programmes to attract new and diverse groups of learners to King's. This proposal ensures the five areas are fully aligned with our core mission, enabling an increased reach and impact of high-quality educational delivery as well as diversifying our income base. This formation will support a sustainable approach to educational diversification, delivering and supporting strategic benefits across King's. It will position King's as a pioneer in this area.

This paper seeks Academic Board's agreement to recommend that Council approves the formation of this new group, currently titled *King's Education (working title)*.

Author: Nina McDermott (project lead & Executive Director, King's Foundations).

With specific thanks to **Liz Prendergast** (SPA project lead) and to contributions from **Alexander Heinz** (Acting Director Summer), **Catherine Thristan (**Interim Director of OPEE), and **Ana Sousa Aguiar de Medeiros** (Director of MLC).

Formation of *King's Education*

1.   Background

This is the third in a series of papers to Academic Board about forming *King's Education* to bring together specific areas of educational activity which currently sit *outside* of a Faculty/Directorate structure. The preliminary discussion paper (June 2020: AB-20-06-17-05) sought and received endorsement to explore the concept further and invited feedback to frame the detailed proposition. The second paper (February 2021: AB-21-02-03-05.4) sought feedback on progress and included the strategic rationale for the grouping, including its vision, mission and core principles. These can be found in **Annex I**. Feedback was given on particular points raised in February's SMT and Academic Board, with approval given to move forward to a final paper for approval, ensuring the inclusion of further work on defining the relationship between the Modern Language Centre (MLC) and Modern Languages. This has been undertaken over the last two months. This third paper addresses all feedback received and seeks final approval to form the group.

This group is provisionally called *King's Education* and is the term used in this paper (a placeholder whilst we settle on a final name; see section 3.2). In 2020/21, there are more than 9,000[1] students, taught either fully or partially by these areas, and over 200fte[2] 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. A framework structure as a common home to these areas addresses key current challenges around fragmented working, structural barriers to growth and the service aspect which some areas provide for the overall enhancement of the student experience. This group will ensure agility in enabling a wider model of education across a complex organisation such as King's and will support our endeavours to increase the reach and impact of high-quality educational delivery. It will also provide a common platform for realising potential synergies as well as ensuring consistency in educational governance. This will strengthen the visibility and impact of the areas in question. The area will function as a hybrid faculty/directorate as it will both teach students, as areas currently do, as well as enable faculties to widen their educational offerings. This final paper addresses specific areas of scope and how common interests will be managed.

Annexes
I.   Strategic purpose, vision, mission & key working principles
II.   Oversight, leadership and operations
III.   Full paper on future relationship between Arts & Humanities and the MLC
IV.   Implementation approach
V.   Overarching risk assessment

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[1] Headcount. In a typical year, 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 MLC students are captured in Faculty headcounts). NB: MLC numbers fluctuate depending on semester and module choice. *Excludes* c3,800 students (headcount) studying in Faculties on programmes enabled by OPEE and fully online students.

[2] 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).

2.   Summary of Rationale

The strategic rationale for the formation of this group has been captured in previous papers but is summarised again here for ease:

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 diversity in education, including 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/educational opportunities aligned to market demand is increasingly important to deliver income targets and increase our reach.

Growth potential: All 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 umbrella will facilitate the next stage of development. The synergies gained from the alignment will allow the areas to pool resources for faster, more sustainable growth, through efficiencies (from increased scale), through diversification (from increased scope) and through enhanced agility.

Innovation: Learners increasingly want innovation in design, pedagogy and an excellent experience. These fit with *King's Education* USPs.

3.   Forming *King's Education*

3.1 Strategic Intent, Structure & Governance

The February 2021 paper (AB-21-02-03-05.4) laid out the detailed strategic rationale for forming *King's Education* and the proposed vision, mission and principles, as well as the proposed structure and governance. The detail has not been repeated in this paper but has been summarised for ease in annexes I and II.

In short, the strategic focus and mandate of *King's Education* is to widen the education portfolio at King's, expanding learning opportunities, and reaching a broader audience beyond the current degree focus and primarily on-campus experience. The proposal will see this aligned into core academic governance.

A shared strategic focus across the areas will incorporate these wider education activities into the core of education at King's alongside degree teaching. This includes delivering pre-sessional, foundation and short courses, expanding the online portfolio, expanding professional development and executive education, and supporting the flexible curriculum initiatives.

Each area will retain its unique identity, autonomy and accountability for budgets and delivering its KPIs and targets. What is different is that each area's business plans will also contribute to the broader strategic plan of *King's Education*, much the same as a department contributes to the broader objectives and targets of a faculty. This means that there will be combined strategic planning, aligned priorities and targets and greater consistency of approach to governance.

3.2 King's Education: Name

The title of the new group *King's Education* remains a working title. Defining our strategic purpose vision, mission and key working principles (see annex I) has rightly taken priority as these inform the detailed brief for landing on a final name. The importance of the name is primarily around internal identity and positioning as each area has a strong external brand, although the over-arching name may well be used in the market too. Central Comms and the Marketing team are working with an external agency, using all input drawn from across the King's community

to date, to draw up a shortlist of final proposals. Ideas already submitted by colleagues have been shared as part of this brief. We will then invite the wider community, both staff and students, to comment on the suggestions and reasons for their preferences through a communications plan, which will reiterate the top-level mission and vision of the area. This process will be completed by summer.

3.3 King's Online

King's is currently in the late stages of recruiting a new **Director of King's Online**, whose remit will include working agilely across *King's Education* and across King's, accelerating the ambitions around online education articulated in Vision 2029. At the current stage of growth and with emerging opportunities around the integration of digital into all forms of education, key outputs will be a greater focus on ensuring online programmes are fully integrated into faculties and are brought much closer into the overall educational offering, as well as collaborating with colleagues across King's to deliver the strategic benefits of digitally enabled pedagogy.

3.4 King's Online, Professional and Executive Education (OPEE): King's Online & KPED (King's Professional Education)

Given the strategic and operational rationale for the formation of *King's Education,* the umbrella term OPEE will be retired following planned communication with the constituent teams and the appointment of the new Director of King's Online. The *King's Education* rationale builds on the reasoning behind OPEE's formation and therefore supersedes the OPEE umbrella term. Staff who currently work across both areas will continue to do so, there will be no change in their role or focus, and we expect further cross area appointments going forwards. The interim director or OPEE (the substantive director of KPED) is mapping out any changes to processes required as well as staff communications, with input from the overall project lead.

This allows both areas to focus on enabling a solid framework to underpin faculty ambitions in the growth of fully online programmes, continuing professional development and executive education offerings, enabling and supporting success. Many faculties have highlighted a focus on expanding in these areas in their recent business plans as they diversify to increase the reach of their educational offering. *King's Education* will enable connections between all its constituent areas, working with and across faculties to identify these opportunities and consolidate as appropriate.

3.5 KPED & Global Business Development Opportunities

Agility across the institution is key to supporting revenue diversification and increasing the reach and impact of King's. KPED will continue to collaborate and work with Global Business Development (GBD) once KPED moves into the new *King's Education* group. KPED has built up skills and expertise in working with faculties to develop educational consultancy projects (for example NGU; Nanjing Health School) and KPED and GBD have agreed collaborative working principles to ensure an agile approach to working. In the short term, KPED will collaborate with GBD on all existing GBD bids whilst the new DVP Global Business Development finalises the strategic direction of GBD. In the long-term, KPED will work with GBD on bids where there is a significant professional education, online or *King's Education* element, thus maintaining revenue targets which were included as a baseline in the Executive Education review ten-year business plan. Both areas will review this as required, ensuring adaptability and agility in business focus as the external environment changes.

3.6 *King's Education* Scope within the Broader Digital Education Landscape

The formation of *King's Education* has a defined scope that is distinct to the College's far wider review of digital education and its formation is not dependent on the outcome of that work. The common threads for forming *King's Education* are widening education and removing barriers to growth. Whilst digital education is a common theme, and an enabler for future growth, it is one component of widening education at King's and the rationale for bringing these areas together.

The broader review of digital education, and all the areas which contribute and lead on this, is being picked up as part of a separate and far wider College review overseen by the VP Education to ensure a whole institution view of digital education. The delivery of an institutionally coherent, digitally enabled approach requires cross-King's discussion and agreement, bringing together experience and expertise in this area from across the community to develop and deliver consistent student experience and delivery, including clarity of operating models. This means colleagues working together from CTEL, King's Academy, SED, IT, Faculty as well as colleagues from King's Online specifically and *King's Education.* King's Online is clearly a core component of any King's digital future, and its location within *King's Education* will enable holistic input. Indeed, areas leading on innovation in integrating the opportunities of digital into learning include King's Foundations, KPED, Summer and the MLC, which complement

examples of digital integration in degrees delivered by faculties. The formation of *King's Education* will enable these areas to contribute and engage on this in the most effective and impactful way, collaborating with others across the College.

This paper acknowledges this outstanding piece of work, beyond the scope of this proposal, on a whole institutional approach to digitally enabled learning, the importance of a collaborative and cross-institutional approach to harnessing its potential and a clear approach to operating models. King's Education looks forward to contributing to this piece of work alongside colleagues from across the community.

3.7 Working Relationship between Arts & Humanities and The Modern Language Centre
An action taken from February's Academic Board was to work through the detail of concerns raised by A&H. The final report and agreed approach, co-authored by Nina McDermott and Paul Readman, can be found in **Annex III** and a short summary is provided here.

Remit & Position

a. A core output of the MLC is to widen opportunities for all students to learn a language, thereby contributing to the vibrancy around language learning and student experience at King's and our global outlook. This is a service to King's.

b. The MLC will work for the overall benefit of King's in terms of offering sustainable, flexible, and high-quality language learning opportunities across all aspects of education at King's, both within and beyond degree programmes. The MLC has a role working with the Modern Languages departments in A&H, as well as with other faculties and departments.

c. The MLC will be positioned centrally as a service to King's as this is the best position to drive its productivity and impact for the overall good of King's in a financially robust and effective way. The financial model underpinning this has been agreed with Finance.

Agreed approach

a. **Financial Model**: MLC is to be positioned as a central service with KPIs focused on educational enrichment, student satisfaction, student volumes, service and efficiency measures. It will have four activities:

   i. Commercial activities that will generate a surplus and attract contribution KPIs.

   ii. Language provision for degrees, core and compulsory modules in faculty programmes.

   iii. Optional module language provision for students wanting to take a language module (with credit) not as part of their core degree.

   iv. Language provision (not for credit) for students on a self-selecting optional basis to further our internationalisation agenda/academic enrichment, student experience and the vibrancy of language learning.

b. **Strategic considerations**: The mission and the focus of the Modern Language departments and MLC are different. They have different specialisms and expertise, fulfilling different roles and delivering different outcomes for students who what to learn a language. The roles and responsibilities going forward have been clarified and will ensure unintended minors/internal competition are not issues (see annex III).

c. **Operational aspects**: The following operational actions will avoid unintended internal competition and ensure effective working practices.

   i. A **Steering Committee** will be established to develop further the core principles/ways of working between ML departments and the MLC. This will be established as a priority.

   ii. An **Operational Working Group**, reporting to the Steering Committee, will be established to implement and embed processes and procedures.

   iii. We will explore **joint appointments** of language coordinators across MLs/MLC for core and minor provision (from the current establishment list). They will be responsible for ensuring complementarity and accountability.

d. **Educational aspects**: The operational section above covers a large part of the concerns raised around education. As is currently the practice, student satisfaction and development will be monitored via student feedback and data on attainment/progression. Excellence in education is a core principle and measured output of *King's Education*.

3.8 Estates /Space Considerations

The five departments are all based on the Strand Campus. There are no immediate plans to co-locate but there is interest in evolving shared space to help agile working across teams. Options will be explored to determine how to use current space to do this, as will the Ways of Working project, which may lead to solutions that could alleviate short term constraints. These exercises will inform any space considerations going forward. Individual space issues have been raised in BPR submissions.

4.   Next Steps

Following the formation of *King's Education* there will be several rolling implementation phases. This recognises that changes to College processes such as Quality Assurance (QA) will take time to review and replace. It means that staff can be involved in the work and that the pace of change is manageable. The *implementation workstreams* are included as **Annex IV**. Core actions include:

1. Appointment of Executive Director and key area appointments, with reporting lines for area directors updated.
2. Final name agreed and soft/ official launch plans refined.
3. Establishment of advisory board and collaborative working with faculties, building on core priorities outlined in the BPR.
4. Identification of other potential opportunities which support Vision 2029.
5. Refining the financial model for the areas with Finance.
6. Establishment of A&H Steering Committee.
7. Building up change management plan and overall staff engagement, working over a 6-12 month period to ensure this is embedded. Working with HR, OD and SPA colleagues on this.
8. Identification of what can usefully be lifted out of individual areas and into cross-area functions to aid agility and effective working practices.
9. Establishment of agile QA processes for areas.
10. Establish links with KHP and identify areas of potential synergy.
11. Review and update of overarching risk assessment (see **Annex V**).
12. Ongoing workstream development.
13. A progress report on the implementation can be shared with Academic Board in May 2022.

5.   Conclusion

This paper summarises the strategic intent and key drivers which have informed the establishing of the new area provisionally called *King's Education*. The overall intent brings benefits both to faculties and to King's as we widen the impact and reach of education and the ways we deliver this. This further enables revenue diversification. The proposal brings together areas to have impact beyond the sum of their current individual parts. The paper addresses in detail all feedback and questions raised to date, including the work completed, underway and planned to provide a solid platform for growth. Academic Board is invited to agree to recommend the formation of *King's Education* to Council for approval.

Strategic Purpose, Vision, Mission & Key Working Principles

The strategic purpose of *King's Education* 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.

King's Education 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. The Service and London agendas will commit to the richness of the offering in *King's Education*. It is not intended that *King's Education* have a research role.

*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, educational development and educational delivery.*

Our **Mission** to underpin this is:

- *By expanding what education means at King's, we 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 *King's Education*:

a. **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 the delivery of 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.

b. **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.

c. **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.

d. **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.

Oversight, Leadership & Operations

Form

King's Education will have the equivalent status of a faculty/directorate and will operate as a hybrid of the two. This hybrid structure recognises the multiple roles that include teaching students, running programmes, designing and developing courses and modules in partnership with faculties, and providing services to faculties. It also recognises that there is no research agenda.

King's Education will not merge the five areas into one, although we will look to realise the opportunities that cross-area working can bring through roles which work across areas and what can usefully be lifted out of individual areas and into a central, cross-area team.   Similar to departments or divisions in faculties/directorates, areas will retain their focus and accountability, continuing to work with key faculty stakeholders as required and delivering on their key educational and financial KPIs. They will retain their own successful identities in market. *King's Education* will provide a higher level of co-ordination, opportunity and support, using the hub and spoke model already used by KPED. We will look to realise the opportunities and potential where co-location or joining of teams enables impact.

With support from colleagues in QA, an Education Committee and other structures such as assessment boards will be formed to manage education processes and QA independently and effectively, meeting the needs of short courses in particular.

The term OPEE will be retired as previously outlined. Posts which are shared across areas will continue to be shared; indeed, shared posts are likely to become more common as we move forwards. The experience of these members of staff working across areas will be invaluable in informing best practice going forward.

Oversight

King's Education will continue to report into the Senior Vice President / Vice Principal Operations. The Vice President/Vice Principal Education will have oversight of *King's Education* from a strategic and educational delivery perspective.

Academic oversight of the education portfolio will occur through existing College channels, namely Academic Board, the College Education Committee and the Programme Development and Approval Sub-Committee (PDASC). The College Secretary will advise on the appropriate committees and representation across the College, including membership of *Academic Board*.

During the implementation phase, a small advisory group will be formed from colleagues across the College to support *King's Education* in achieving its mission, ensuring processes align with other initiatives across the College.

Leadership

The area will be led by an Executive Director who will have overall accountability for its strategic and financial performance. This role will represent the area across the College as Executive Deans/Directors do for faculties/directorates respectively. 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 *King's Education* is important. Cross area working groups, networks and communities of practice will be set up to enable agility and opportunities for engagement and improvement of approach. There will be a small central team working across areas and these post requests have been submitted separately via the BPR process.

Representation across the College

The Executive Director will attend committees as appropriate to the position of *King's Education* as a hybrid faculty/directorate function. *King's Education* 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. The College Secretary will advise on this.

Operations

A small group of staff will work across the areas to support effective cross-working. This will include key roles involved in operations, student experience and education management in the first stage of development. Central functions such as HR, Marketing, Finance will be shared to ensure a common approach.   A common strategic and operating framework with shared policies and processes will be introduced to realise efficiencies and opportunities. The intent is to build on existing successful operational and financial arrangements with Faculties and improve relationship management by extending the hub and spoke model to co-ordinate and streamline activities.

Staffing Model

At its inception, the group has over 200 FTE establishment staff. 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). Staff will continue to be classed predominantly as professional services, noting the range of focus within this broad grouping e.g., from educators and tutors through to business support. Staff on AEP or other contracts will not change. AEP is, and will remain, an option for staff who fulfil the criteria and *King's Education* will be able to ensure a consistency of approach for all staff for whom this may be relevant.

Alignment provides opportunities for pooling staffing resources where appropriate; improving HR recruitment practices, especially for seasonal staff; and increasing efficiencies and career opportunities from improving functional alignment. Becoming part of core education will bring greater recognition to the role that non-academic professional teaching staff play in delivering excellent and innovative education at King's.

Future Relationship between Arts & Humanities and the Modern Language Centre (MLC)

This paper was co-authored by Nina McDermott, Executive Director King's Foundations and Paul Readman, Vice-Dean (Languages & Literature) Arts & Humanities

This paper summarises potential risks raised by A&H around the future working relationship of Modern Languages and the MLC. The mitigations and suggested approach sections work through these, giving a clear model of effective working practices to address the questions raised.

Background

1. The MLC moved out of A&H over 18 months ago. However, that move has led to *a foot-in foot-out type* scenario as there wasn't a fully worked through separation, both in financial and structural terms. This is the worst of both worlds for the MLC in terms of clarity of position, role and financial model, including perceptions of where the MLC sits and where it 'belongs'. MLC staff still hold some Faculty positions, the professional services team receive some support from the Faculty and QA for all MLC modules is via A&H. This has led to different perceptions around the position of the MLC.
2. A&H have launched a consultation on a proposal to merge the current separate ML departments into one, together with the Department of Comparative Literature.
3. Students wish to learn a language for many different reasons and our College offering needs to reflect this to cater for different student needs, i.e., is it a core provision of their degree, is it an option they wish to take as part of their studies or is it an additional enrichment activity outside of their degree structure?

MLC Remit

1. The remit of the MLC is to widen opportunities for all students to learn a language, thereby contributing to the vibrancy around language learning at King's and our global outlook. **This is a service to King's**. The MLC works at a modular not a programme level. It should be situated where it can have most impact and add most value to all the College, and its mission should reflect this. Its mission should also work in a complementary way with the mission of the Modern Languages departments at King's, both delivering aspects of a coherent and legible King's modern languages strategy.
2. The MLC needs to be operationalised to deliver quality teaching in as efficient and effective a way as possible. It should be situated where this productivity is most likely to be realised for the overall benefit of King's.
3. The MLC should work for the overall benefit of King's in terms of offering sustainable, flexible, and high-quality language learning opportunities across *all* aspects of education at King's, both within and without degree programmes.

Key A&H Concerns

The main concerns/risks from A&H around the position of the MLC are articulated below, with agreed ways forward and mitigations outlined in the *mitigations/approach* section.

1. **Financial:** *This is the main concern.*
   a. Clarity of the financial model underpinning the modules offered by the MLC. A&H would like to understand how the financial model will work for language learning modules offered by the MLC as a core or compulsory part of degree programmes (whether single honours, joint or minor programmes) as A&H lean heavily on the MLC to teach these modules for their degrees.
   b. Clarity of the financial model is also required for students choosing to study an optional language module delivered by the MLC, *for credit but not part of a minor*. The specific A&H concern here is that such modules may be offered to faculties at a cheaper rate than language learning modules that contribute core/compulsory elements of A&H 'owned' ML degree programmes. A&H are concerned this may undermine the appetite for Modern Language minors. See appendix as this refers to buckets 1 and 2a.
2. **Strategic:** The importance of a coherent Modern Languages strategy for King's and a concern that two 'institutional' homes for modern languages may inhibit the formulation, implementation and coherence

of a ML strategy. It is noted that this does not seem to be an issue currently in how the two areas work together and both have a different focus.

3. **Operational:**
   a. A&H are concerned that there could be an *unintended consequence* that other faculties move away from the development of ML minors and joint degree programmes involving ML departments, and indeed other forms of collaboration. They may instead point students to the MLC and bypass the intentions of the flexible curriculum, undermining the sustainability of ML as an academic discipline. Many languages are dependent on students from other areas to provide the volume required for sustainability.
   b. A&H are concerned about potential internal competition between ML departments and the MLC.
4. **Educational:** A&H are concerned that the student experience may be impoverished by:
   a. Disconnect of language tutors teaching core modules for ML degrees, i.e., not being as closely involved as they need to be in overall programme development as the MLC moves into *King's Education*.
   b. Risk around educational quality, for example potentially increased class sizes in core modules may impoverish the educational experience as the MLC moves into *King's Education*.

Mitigations/Agreed Approach

Proposed Financial Model

1. MLC is to be positioned as a central service, reported centrally.
2. Financial contribution/surplus is not an objective. KPIs are likely to include educational enrichment, student satisfaction, student volumes, service & efficiency measures.
3. Activities are split 4 ways:
   a) **Commercial activities** that *are* expected to generate a surplus and will be tested on an individual business case basis. Income will flow into MLC income activity codes (not TS codes).
   b) **Language provision for dual degrees, core and compulsory modules** in faculty programmes (primarily but not exclusively A&H), including the provision of current and future minors. MLC currently receives an income transfer from some of these to recognise its contribution, but it is inconsistent and takes a patchwork approach. We recommend:
      i. Taking a consistent approach to this across all programmes which fall into this category.
      ii. Stopping the income transfer and allocating the costs of language provision based on coding an agreed % of tutor time to each department receiving MLC support.

      Other points to note/recommendations:
      i. Relevant departments are largely in A&H but there are some other core modules elsewhere.
      ii. The % of tutor time/costs will be agreed by the proposed steering committee in the case of A&H. Finance recognise that an expected consequence of this is an impact on the contribution targets in A&H (and any other Faculty which follows this model). Finance will model this with A&H once the mapping work is completed.
      iii. No changes to management structure or reporting lines is implied.
      iv. No overheads will be recharged.
      v. This change will mean that the faculties have a more transparent way of showing the true teaching cost of programme delivery when the MLC provision is part of the **core provision of a degree** and is integral to the academic outcomes and delivery of the degree.
      vi. This helps enable more accurate assessments of programme viability and should also make SSRs more transparent for these programmes.
   c) **Optional module language provision:** where students take an **optional language module (for credit)** as part of their degree but it is *not* part of the core degree offering, costs will remain in the MLC (as a service). It is understood that *some* modules may see students from both group B and group C in the same classroom (particularly when this ensures the financial viability of a language offering) whilst others will not e.g. where optional modules focus on different motivations for

learning a language e.g. French for engineering. The vast majority of UG students who learn with the MLC fall into this category as they take a language for credit.

d) Language provision for students on a self-selecting and optional basis to further our internationalisation agenda/academic enrichment and the vibrancy of language learning. These will be provided at **nil cost** and are **non-credit bearing** but will need to identify a clear case for development/continuation in terms of demand and impact. This is currently a small group and primarily captures PGT/PGR students. There will be efficiencies to work through here in terms of cost per student/ method of delivery as demand increases, whilst retaining key KPIs around student satisfaction and course completion. The positioning of these would need to be worked through to ensure that:

   i. Students are aware of their commitment to study the language they sign up for in full i.e. mechanisms to avoid high dropout rates given the offering is free, which would impact on both staff and student experience; and

   ii. Likely demand is modelled to inform development, provision encompasses the opportunities inherent in blended learning and provision is spread across the AY to support the best deployment of staff in the MLC.

e) **For B&C: These are the proposed arrangements until the financial model underpinning the flexible curriculum is finalised**. At that point, **all** modules for credit offered by the MLC are likely to follow that model. However, this will not be in place for the next academic year, and we therefore need a sensible working model to move forward.

Strategic

The mission and the focus of ML departments and MLC are different. They fulfil different roles and deliver different outcomes. Ideally, they complement each other and create sustainability in the wider learning of languages, and that is an intended outcome. There does not seem to be a current issue with this and the changes to MLC positioning would not create this. If any issues arose, they would be dealt with via the steering committee.

Students learn a modern language for many different reasons, and it is essential that King's meets these different needs, and that this is reflected in our overall approach and strategy. To best effect this, we need to define the roles and responsibilities of the MLC and the ML departments. For clarity:

a. MLC excel in pedagogically led teaching and in widening opportunities to learn a language. Tutors are employed based on their pedagogical skills and experience, with teaching focused primarily on language development. They are experts in meeting the needs of different and distinct groups of students.

b. ML departments excel in the teaching and development of modern languages as academic disciplines. Lecturers are employed based on their academic background, with educational input focused on the development of overall competency in the discipline being studied.

c. These are different areas of expertise, requiring different competencies and skills of staff. Ideally, they complement each other, and both can enrich each other whilst also remaining distinctive in focus.

Agreed Mitigations & Actions

a. ML departments will own planned **ML minors** as part of academic programmes as this helps underpin the academic integrity of the discipline of ML. The MLC would undoubtedly be a key partner in the teaching on those minors, but the minor would remain an academic programme owned by the departments. A minor would not be limited to language teaching; it would be a minor in the *academic disciplines of ML*, encompassing some modules in language learning, but also others in culture, literature etc.

b. To note that there may be potential for language minors which fall outside of A&H expertise e.g. a proposed minor in Mandarin Chinese for example. In this instance, proposals around this would come to the steering committee (see below) to identify the best home for such minors.

c. A&H to lead on the academic strategy for Modern Languages, working with one voice on this and involving colleagues from the MLC as **key partners** to ensure the strategy reflects the different motivations for students wishing to study a modern language at King's.

d. Marketing colleagues to be engaged to ensure the student journey is clear for students who wish to study a language as a core part of a degree, for students who wish to study a language as an option,

for students who wish to take the opportunity to study a language outside of their degree, and for students from beyond King's who wish to study a language.

e. Minors in a degree see students following a curriculum which is then captured on their final award. The motivation for faculties setting these up and for students taking them are quite distinct from the motivations of students studying a language as a standalone optional module. A concern raised was to ensure the flexible curriculum does not result in unintended 'minors', or quasi-minors, in ML via the MLC-led modules. It is noted that this would *not* be a minor as it would not be reflected in the degree award and that students *cannot* gain sufficient credits on MLC modules to be in such a position.

f. MLC will lead on modules where the motivation for learning a language is not connected to the academic discipline of modern languages, and on all language learning not taken for credit.

Operational

The previous section clarified the respective focus of ML departments and the MLC. This section summarises the operational actions agreed to avoid unintended internal competition and to ensure effective working practices. It is noted that the academic outcomes for students following a minor are very different to a student taking an opportunity to learn an additional language whilst at King's. A lack of development of minors in modern languages goes against the stated vision of the academic strategy.

It is further noted that the MLC and ML departments already teach different groups of students in a complementary way. The ML departments benefit from a bigger pipeline of students for their modules given the MLC teach many ab initio languages, doing so with excellent student satisfaction scores.

To embed this further:

a. There will be a **Steering Committee** established to develop the core principles/ways of working between ML departments and the MLC. The Steering Committee will ensure there is a clear approach to the study of languages at King's, with colleagues from A&H, ML departments, *King's Education* and the MLC. This will be jointly chaired by the Executive Director of *King's Education* and the Vice-Dean (Languages & Literature) from A&H. This arrangement will deal with any issues arising from where work should sit and ensure unintended minors are not in play. It also reflects the particularly close and complementary relationship between A&H Modern Languages and the MLC.

b. An **Operational Working Group**, reporting to the steering committee, will also be established to implement and embed processes and procedures. It will be led jointly by the MLC Director/Head of Operations and, on the A&H side, the Head of Cluster Administration for Languages & Literature.

c. Finally, we will look to the option of **joint appointments** of language coordinators across MLs/MLC for core and minor provision. They will be responsible for ensuring complementarity and accountability. The working assumption is that this will be from the current headcount. We strongly feel that, managed effectively, this will have a very positive impact on how areas work together.

Educational

The operational section above covers a large part of concerns raised around education. As is currently the practice, student satisfaction and development will be monitored via student feedback and data on attainment/progression. Excellence in education is a core principle and measured output of *King's Education.*

Conclusion

A key driver is what is the best location which will drive the productivity and impact of the MLC for the overall good of King's in a financially robust and effective way. The most important driver for A&H is ensuring the academic sustainability of the discipline of modern languages and working with one voice on this. The steps outlined above deliver on both of these.

Appendix to Annex III: MLC Activity

There are 3 main buckets (or portfolios) of activity in the MLC:

1. The **core module** bucket: this includes language modules which are core or compulsory elements of a degree, or where the selection of a language is compulsory (e.g. in Modern Languages, Classics, Liberal Arts degrees) and would include any **language minors** introduced as part of the flexible curriculum. Here, the MLC broadly tends to specialise in *ab initio* language teaching, which is a stream which widens the pool of students who can study the discipline of Modern Languages. 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.
   a. There isn't an established financial model here and there should be, taking into account programme level costs incurred which exclude a simple 100% of a module fee following a student. The financial model adopted, however, should not militate against the development of high-quality programmes involving compulsory language learning, across the college; but neither should it encourage the proliferation of unsustainable programmes and/or programmes of very limited strategic value.
2. The **cross-institutional opportunity** bucket: this is the opportunity to learn a language whilst at King's which contributes to the educational enrichment King's offers to all students. This could be:
   a. For credit as an optional module via the flexible curriculum. This is the vast majority of UG students who learn a language at King's.
   b. Additional opportunity (e.g. evening course). This is typically PGT/PGR King's students. Opportunity to learn a language in addition to degree study (i.e. **not for credit**) to enhance the student experience and employability of King's graduates.

The learning motivations and outcomes that students are looking for are different in this group, as is the pedagogical significance of the language teaching to the programme as a whole. The skills acquired in language modules on Modern Language degrees in year 1, for example are crucial to student success in ML literature/culture modules in years 2 and 4. This is **not** true in the case of an informatics student, say, who takes 15 credits of French as an elective in year 2 – even though it may help her get a job with CNRS in Grenoble down the line.

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.

Key Working Principles

1. Modern languages matter, both as an academic discipline and as an opportunity which should be open to all King's students, meeting their differing needs and motivations.
2. There is and will remain a close relationship between the MLC and Modern Languages. That is recognised. The MLC and Modern Languages will work together via the Steering Committee and Operational Group to ensures their respective missions complement one another and not be in competition.
3. The MLC should be situated where it can have most impact and most value to all of the College and Vision 2029 and its mission should reflect this, noting point above.
4. The MLC should work for the overall benefit of King's in terms of offering sustainable and flexible language learning opportunities across *all* aspects of education at King's, not only within a degree.
5. The MLC needs to be operationalised to deliver quality teaching in as efficient and effective a way as possible. It should be situated where this productivity is most likely to be realised for the overall benefit of King's.

King's Education Implementation and Change Management

	Workstream	Focus
1	**Engaging and collaborating with Faculties: to widen education** **[Phase 1 and ongoing]**	• Map (by faculty) existing areas of interaction and education development within area scope. o Strategic and future opportunities o operational and financial arrangements and align common areas of priority. • Engagements with Exec Deans, VDEs and/or VDIs • Develop relationship management and partnership approach (e.g., hub and spoke) for interaction with Faculty staff across areas.
2	**Governance and structures and operational alignment** **[Phase 1]**	• Embed governance processes into the new structure. • Establish small advisory group.
3	**Planning and BPR** **[Phase 1 and refined annually for the BPR]**	• Develop shared strategic outlook and planning priorities which support Vision 2029 and Size and Shape. • Develop a business planning framework — operational plan with annual targets. • Identify themes and priority initiatives. • Review finances and budget for each area. • Link through to Faculty Plans.
4	**Finance** **[Phases 1,2]**	• Review financial approach for each area with Finance, using this to inform *King's Education* overall financial structure and reporting. • Align financial structures to enable area-level accounting for the management accounts.
5	**Processes, Systems and Policies** **[Phases 1,2]**	• Identify key process and systems and prioritise these into sub workstreams and themes. • Establish common approaches to cross areas of business. • Identify and propose where resources might be pooled/efficiencies and gains might be had.
5b	**Short courses** **[Phase 2,3]**	• Short courses processes, systems and policies specifically. • Open enrolment (interim to long term solution for QA and approvals). • Custom (QA and approvals requiring quick turnaround).
5c	**HR practices and EDI** **[Phases 1,2]**	• People plan – clear understanding of positioning of staff, and development opportunities (skills gap analysis). • EDI – Develop an EDI plan and baseline EDI data. • Seasonal staff consistency of approach: contracting/ onboarding/ induction/ exiting.
5d	**Online /blended development**	• Identify priorities and phasing within area and across King's.

6	Approach to QA [Phases 1,2,3]	• Determine the scope of the exercise, produce a plan and timeline. Prioritise activities to be done for the 2021/22 academic year. • Recommend how to organise committees and structures to manage education processes and QA independently. • Oversee the process of changing SITS and other systems to implement a *King's Education* approach.

7	Educational approach / pedagogical approaches [Phase 1 set up; Phase 2 start the Communities of Practice]	• To understand and articulate how each area contributes to *King's Education* Strategy and wider King's agenda.
		 • To begin to understand and articulate each area's approach to:
		    o conceptualising/designing/developing/delivering and reviewing education
		    o understand where there are overlaps and similarities (e.g., pre-UG)
		 • To identify approaches of areas of practice which would benefit from:
		    o Creating space for the sharing of best practices and discussion of challenges
		    o Identifying educational and/or pedagogical practices which would benefit from being followed by all
		 • To inform the set-up of the *King's Education* Education Committee

7b	Student Experience	• Student experience review and establishing of best practice across all areas. • Potential to review overall online student experience and interface with Pearson student success teams
8	MLC and A&H Partnership [Phases 1,2]	• Establish the MLC & A&H Steering Committee and Operational Group. • Work through the agreed financial model and sharing of teaching costs. • Ongoing monitoring
9	Staff Engagement & Change Management [Phase 1]	• Develop a change management plan and comms material to underpin change. • Work with G8s as a group so that they become an operational leadership team. Focus on embedding opportunities from cross-area working. • Run workshops, training and events for all staff. Focus on Culture and Identity.
10	Communications [Phases 1,2,3]	• BAU communications (development of intranet, newsletters etc)

Overarching Risk Assessment

	Risk	Likeli hood (1-5)	Impa ct (1-5)	Mitigation Strategies	Net Risk (RAG)
Risks					
1	**Areas aren't brought together and King's fails to gain the benefits around increasing reach**			Wide engagement around the concept and approach; working through of all raised concerns; clear business plan built.	
2	**Delay in approval** means a shift to June; momentum and ways of working stall.			April paper going to AB and SMT addresses all questions/concerns raised previously, including those by A&H. Worked through extensively with A&H and agreed approach developed. Proposal has been aired twice already over the last 9 months with plenty of engagement and opportunity to input.	
3	**Delay in naming the new Group** postpones building the new identity within King's, the new culture of the group and the soft launch in May/June 2021. A new title for the Group needs to be agreed quickly for internal and external communications. This will replace or confirm the working title of *King's Education*.			Marketing and central comms working on this and have a clear way forward: engaging an external agency to deliver a range of options which the internal King's community with be invited to comment on. Due early May. Continue comms planning and activities using 'King's Education' internally. External comms uses existing area names to avoid confusion.	
4	**Recent resignations from King's Online's top team contribute to increased staff anxiety around change. Reduced leadership team and interregnum delay operational plans.** King's Online is undergoing a leadership team change (Director and two Heads have left) and are likely to have an interim Director in place for part of the first implementation phase.			Interim Director already appointed who has the trust of staff and is supported by project lead. Recruitment for KO Director underway (final interviews end April). Run regular forums for staff to ask questions about *King's Education* and what that will mean for OPEE. Developing overall approach to comms for OPEE staff. Name OPEE to be retired with an overall engagement plan to support this.	
5	**Change fatigue prior to *King's Education* formation mean that staff do not engage in this change or do not see the opportunity.** Staff in KF, OPEE and MLC have undergone several consecutive change processes in recent years, some of which are still being embedded. All staff impacted by changes due to Covid.			Key focus on change management, involving staff in developing the new culture and identity of the new Group. Importance of change management approach over months so staff step into the new opportunities and put forward their own suggestions. Will be led by an operational lead with support from SPA an oversight by the executive director.	
6	**The transition of the Modern Language Centre into *King's Education* does not happen as planned.** Whilst the relationship between the MLC and A&H have been articulated, there are multiple aspects to the transition that need to be followed through.			Establish the Steering Committee to oversee the transition as a priority action. Set up the Operational Working Group with a clear agenda and regular reporting dates.	
7	**Implementation resources are reduced because staff are fully occupied with BAU activities.** The first phase of implementation (April-August 2021) will coincide with busy operational periods for King's Foundations and Summer Programmes.			-Recruitment of requested new posts. -Establishment of all workstreams. Each workstream has plans and timelines that take into account the busy periods and all areas have built this into workflows. -Implementation plan to be prioritised in Phase 1 with workstream mitigations in place in case of delays.	
8	**External environment disrupts normal business operations which diverts leadership and staff time from the *King's Education* implementation programme.** Covid-19 continues to affect international recruitment and on campus activities.			Mitigations as above.	
9	**Sponsor changes reduce the number of key champions in the senior team.** A new Principal/President starts in June and Interim SVP Education in August. Delays in approval/appointment of key posts.			The sponsor team includes the SVP Operations and the VP International, with the Provosts and Interim Principal in full support. SVP Operations to assume the lead sponsor role. Brief the incoming interim SVP Education and the Principal/President at the first opportunity to ensure their support and that they understand the context and key issues. Approve and recruit to key posts as a priority.	
10	**Faculty collaboration** is patchy/ area cannot support all expectations around wider educational agenda; working practices remain siloed and opportunities aren't realised.			-Once formal approval is gained, work with VDEs on this and scaled approach. -BPR planning pulled out all themes linked to *King's Education*. -Use of advisory board and KPIs to monitor benefits/areas of concern. -For the Health side, look to KHP for potential closer collaboration.	

These pages have been redacted

Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-06.5
Status	Final
FOI exemptions	None

IoPPN Revised Academic Configuration

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

In order to better deliver on the ambitions of the IoPPN five-year strategy (launched last year), the IoPPN Executive Dean in conjunction with the Faculty Senior Leadership Team, will now create three schools to replace the existing IoPPN Divisions at the Tier 2 level:

- A School of Academic Psychiatry

- A School of Neuroscience

- A School of Mental Health and Psychological Sciences.
  (*Previously the Division of Psychology & System Sciences*)

This step change will also align the IoPPN structure and Tier 2 naming conventions more closely with that of the other faculties.

The reconfiguration to schools will involve an internal change to the distribution of the faculty's financial resources, with each school responsible for all establishment funded posts within it, and for the distribution of the non-pay budget element across their Departments (at Tier 3). This shift will allow each school financial control over a sufficient budgetary envelope to enable more strategic decisions for future investments and the management of vacancies, and to respond efficiently and sensibly to future variations in financial conditions.

The three current Divisional Vice Deans have been appointed to transitionary, time-limited "Head of School" roles in order to enable this transformation for the faculty. Each Head of School will deliver a plan to the Executive Dean later in the Spring for approval, outlining the most appropriate academic configurations for their new school structures with an agreed number of departments. The plans will reflect the Senior Leadership Team's jointly agreed principles to continue to create the best environment for supporting all our students and our staff and ensure a critical mass of research expertise.

These plans will be developed together with their Heads of Department and academic and professional services colleagues. The Vice Dean (Culture Diversity & Inclusion) will also work alongside each Head of School to ensure their academic reconfiguration plans reflect the agreed principles around transparency and consistency in the processes, to allow for a sensible and positive step change in our culture.

A framework for the future

Institute of Psychiatry, Psychology & Neuroscience (IoPPN)
(February 2021)

Developing a revised academic configuration for the IoPPN

The Institute of Psychiatry, Psychology & Neuroscience (IoPPN) launched an ambitious strategy for its next five years, 2020-2025, in January 2020, making clear how we will build on our distinguished foundations and history of successes to make significant advances in research and education across mental health and brain disorders.

To develop diverse and well-balanced education programmes, to win high-impact, large-scale grants and to deliver our ambitions for the future of our Institute, collaboration across our community is essential. We need to continue to create the best environment to support our staff and students; one that encourages interdisciplinarity to answer research questions that can't be answered in isolation; that provides a critical mass of research expertise to support and nurture our early career researchers; and that respects and values diversity.

Following careful consideration, the Institute's Executive proposes the development of a reconfigured structure for the Institute to better support us to achieve our strategic ambitions and provide a framework for our future.

From Divisions to Schools

The Institute Executive will create three schools ('Tier 2'), replacing the existing IoPPN divisions and with greater responsibility for strategic decisions and budget management.

- School of Academic Psychiatry

- School of Neuroscience

- School of Mental Health & Psychological Sciences
  (*Previously the Division of Psychology & System Sciences*)

Transition Period

The Vice Deans for each division will be appointed as Heads of School from February, for an initial term of two years, to oversee the transformation of the existing divisions into new schools. Each will work closely with Heads of Department, academic and professional services colleagues to determine the most appropriate academic configuration of departments in their area. The Vice Dean (Culture, Diversity & Inclusion) will work with the three Heads of School to ensure this will also allow a step change in our culture and that there is transparency and consistency in the processes involved.

Each Head of School will put forward a plan to the Executive Dean by late spring 2021 and are responsible for bringing this plan into operation over the subsequent six months.

Finance and Governance

To enable the new schools to operate with sufficient authority, there will be changes to the distribution of the Faculty's financial resources:

- Each school will be responsible for a turnover in excess of £40-£50M. This is of a sufficient size to allow schools to make more strategic decisions for future investments and to deal effectively with fluctuating financial conditions.
- Schools will distribute the non-pay budget, under the direction of the Head of School. An element of non-pay will continue to flow to departments, to be determined by the Head of School.

- All establishment posts (posts funded by the Faculty, rather than research funded) will move to school level, under the remit of the Head of School.
- The flow of income around teaching and education activities to the schools and departments will be delineated more clearly.

Departments

Heads of Department will continue to be appointed in line with the fixed-term policy and process already in place for the Faculty.

The Institute Executive has agreed a set of common principles for each school to follow in determining the most appropriate configuration of departments. The naming and research coverage of a department must be both externally and internally coherent, with minimal unplanned overlap between departments. The scale of each department must also be viable. To deliver this there will be a maximum of four departments per school. The aim of this is to enhance internal communication and collaboration, improve administrative coordination and enable Heads of Department to have adequate numbers of staff within their department so that their role is meaningful.

Cross-Faculty Collaboration

We aim to create an environment where it is easier for staff to move between departments/ schools where appropriate, to allow staff to align more closely with key research collaborators, to capitalise on interdisciplinary opportunities or to connect better with mentors.

This greater emphasis on staff mobility, along with joint strategic planning across schools, will enable us to build on our strengths in interdisciplinary research. To allow us to respond nimbly to research challenges and to shifts in the external funding and partnership landscape, the Vice Dean for Research will lead work to embed existing and new Research Groupings across schools, along with forming thematic 'task and finish groups' to apply for large-scale grants as required.

Centre for Education

In order to advance and prioritise the design and delivery of education across the faculty, we propose to create a Centre for Education. The Centre will be led by the Dean of Education, who will consult with the faculty's schools and departments in the coming months as part of the design and implementation. The Centre will continue to facilitate and professionalise the delivery of education, curriculum development and strengthen digital learning, in line with the faculty's priorities. This will also build on the recent reconfiguration of the Education Support Team within the Faculty that has further formalised the provision of education support to our staff and students.

Professional Services Support

Alongside the academic reshaping, we will begin a process to consider how our Professional Services (PS) can best support our new school structure and our departments. There is also an opportunity for us to respond as a Professional Services staff team to the changes in our ways of working since March 2020, acknowledging what staff have told us in our regular surveys about how they may like to work in the future. The intention of any PS reshaping work is not to cut costs, but to ensure that our staff are providing the best support possible to our schools – and to provide opportunities for career and skills development to do so.

The Divisional Business Managers will be appointed as 'Heads of School Administration' from February 2021, to lead dialogue with staff around the implementation of any new structures or ways of working.

Proposed Consolidation of the MEng/BEng Biomedical Engineering – FoLSM & NMES

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

To note the proposed formal consolidation of the MEng and BEng Biomedical Engineering programmes within the Faculty of Life Sciences and Medicine, to ensure the governance and quality assurance of the programmes fully aligns with the Faculty that delivers and manages them.

Proposal to locate the MEng/BEng Biomedical Engineering programmes within the Faculty of Life Sciences and Medicine

Statement from Faculty of Life Sciences and Medicine (FoLSM) in consultation with the Faculty of Natural, Mathematical and Engineering Sciences (NMES): proposed consolidation of the MEng/BEng Biomedical Engineering

Context

The biomedical engineering research and education programmes are a key contributor to the growth of engineering at King's, a strategic priority within the 2029 vision. Under the *Engineering@King's for the benefit of humankind and the planet* banner, the School of Biomedical Engineering and Imaging Sciences (BMEIS) manages and delivers the taught programmes, which aim to train the next generation of biomedical engineers working in healthcare technology research and development. Although managed and delivered by BMEIS, the programmes currently reside in NMES and this submission seeks to align formally the governance and quality assurance of the programmes with BMEIS/FoLSM. This request is submitted by FoLSM following consultative discussions with NMES, recognising that the arrangements for any programme transfers should be collaborative and include all appropriate operational and delivery considerations as part of the supporting rationale.

The two faculties (NMES and FoLSM) are working collaboratively on a number of fronts, which include but are not limited to: a joint REF submission; joint space planning and utilisation, Strand and Franklin Wilkins Building (FWB); ways of working, where the two faculties are the case studies identified by the university; joint academic appointments and PhD programmes e.g. recent Leverhulme award; technical staffing and support linked to space planning, career development and also initiatives like the apprenticeship scheme which has placed FoLSM staff in NMES labs; joint marketing of programmes and the oversight of intake through confirmation and clearing; potential new developments in areas such as natural sciences

The Biomedical Engineering programmes are taught on a number of King's campuses and utilise FoLSM/NMES laboratory facilities at FWB and the Strand. All of the teaching, management and organisation of the programmes is undertaken by BMEIS staff, albeit under the King's Engineering initiative and there is scope going forward for module sharing and options throughout the programme between the two faculties in areas such as Engineering Design. Furthermore, latter year General Engineering students are already undertaking projects within the Biomedical Engineering laboratories. There is a dialogue regarding the potential merits (or otherwise) of a common year one programme for engineering, a key item being considered at the King's Engineering Delivery Board.

Faculty home

The normal expectation of a King's taught programme is that the management and delivery of it aligns to the host department/faculty. This ensures that:

- Planning (staffing, students and other resources) is undertaken by the host faculty, and fully aligns to the budgetary process. This also ensures, when performance is reported against targets, there is a clear line of reporting and accountability.
- Quality assurance and governance are clear and understood and are easily articulated to external organisations such as accrediting bodies. This necessity is further heightened with the implementation of international partnership programmes such as SUSTech, where biomedical engineering is a distinct offer, and the development and quality assurance of this initiative is being fully managed through FoLSM.
- Student feedback and performance is managed through the host faculty, including formal results such as those from the National Student Survey, and any associated action plans.
- IT systems, SITS, Keats, HR etc are appropriately aligned, enabling PS staff within the host faculty to access core information and generate reports regarding the provision.

- Programme administration is managed in a consistent way, in line with other programmes including PGT healthcare engineering programmes which do reside formally within BMEIS/FoLSM, with the programmes leads reporting up to the respective Vice Dean (Education), thus avoiding timely workarounds.

Marketing/prospective students

Detailed discussions have taken place with King's Marketing, who confirm that the current marketing strategy would be retained. This includes a BMEIS funded Portfolio Marketing Manager located within the central team delivering targeted support and the cross-faculty promotion of King's Engineering whilst capitalising on the opportunity to promote the programmes, where appropriate, alongside biomedical science degrees.

Summary

There are growing collaborations between the School of Biomedical Engineering and Imaging Sciences, and the Department of Engineering and other NMES departments. The proposed consolidation of the taught biomedical engineering programmes within FoLSM is requested for clear planning, organisational and accountability reasons, but will in no way inhibit this burgeoning partnership. The request for this consolidation has the full support of the leadership of both faculties.

Timeline

April 2021-agreed statement submitted to Academic Board for information
April 2021-message to FoLSM staff and biomedical engineering students
April/May 2021-programmes/students realigned within SITS, timetabling system, Power BI etc to FoLSM
April/May 2021-marketing planning consolidated for the 2021/22 session
August 2021-confirmation and clearing managed through FoLSM (but liaising with NMES in view of shared laboratory use etc)

Authors

Professor Helen Collins, Vice Dean Education, and Keith Newton, Faculty Operating Officer.

With contributions from Professor Michael Kölling, Vice Dean Education, and Josephine Bardswell, Faculty Education Manager

15 April 2021

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 was 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) – Ali 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. 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.

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 corresponding 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 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.

Student Sentiment and Town Hall

I produced a short executive summary which outlines the current issues students are facing.

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 – Town Hall

On the 18th February, KCLSU conducted a Town Hall (an open student forum) where students could share their experiences over the course of this academic year. We invited a range of King's staff members such as Evelyn, Steve, Nicola as well as others, who we would like to once again thank for their attendance, so they could hear the lived experiences of students.

The format for this Town Hall first focused on the concerns of students on tuition fee refunds and subsequently academic experience. The purpose of the Town Hall was to reaffirm the strength of feeling from students but also to understand what the current student sentiment is. **Annex 3** provides the full report of the Town Hall, with an executive summary and recommendations placed at the beginning. There is an executive summary at the beginning, which includes recommendations to King's, KCLSU and also to students.

Annex 1 – Officers' Progress Report on Objectives
Annex 2 – Student Sentiment
Annex 3 – Town Hall

Officers Reports

Contents

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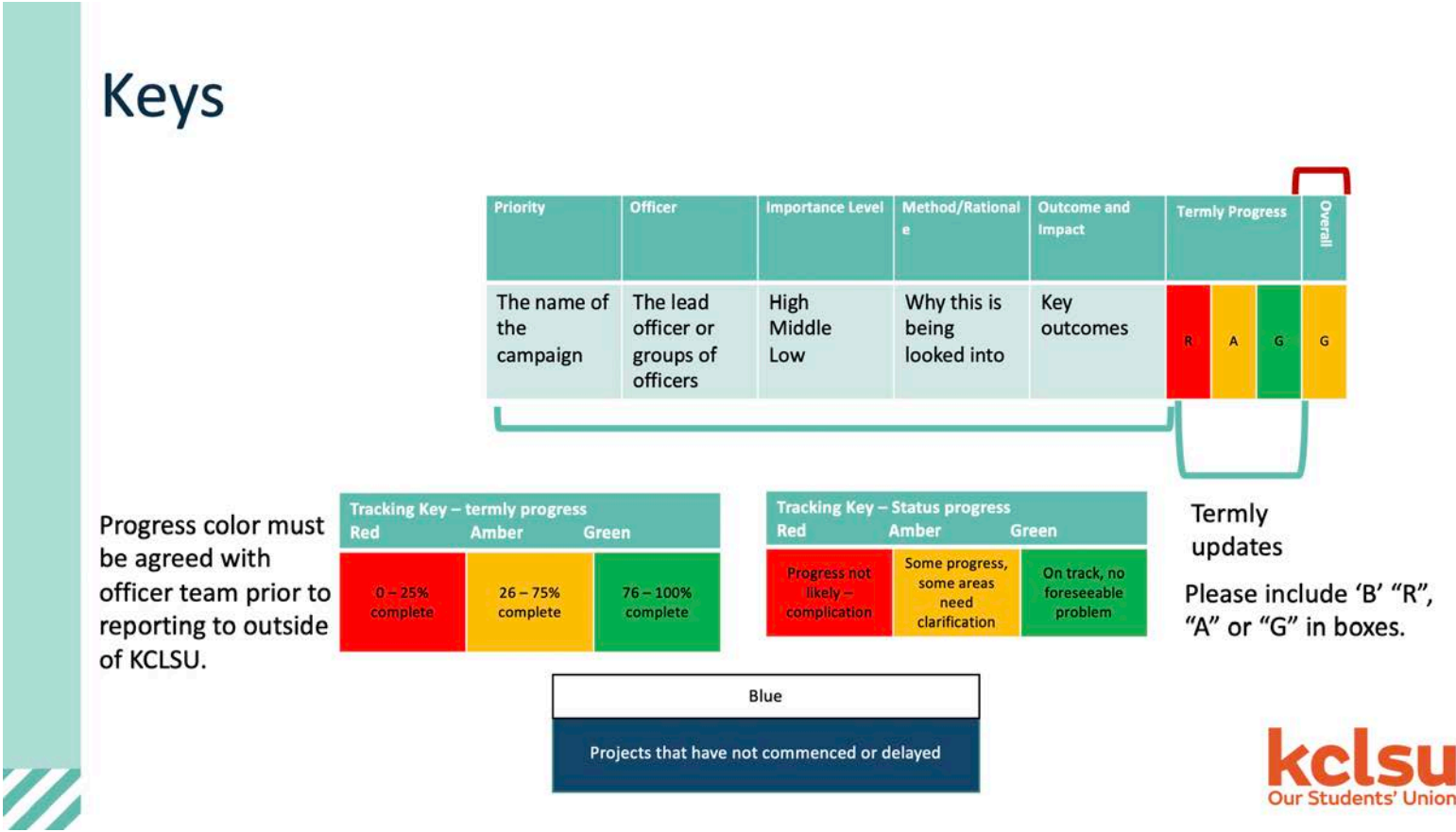
Figure 1: depicts the progress on each of the objective and clarifies the meaning of each colour and column

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. Ensure that progress on EDI is not halted due to covid-19. This is a business critical issue which cannot afford to be delayed. Allow all students to be on equal footing	R	A	A	R

			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. 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. 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.	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.				
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	A

		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.

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.

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 | 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.

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. | |

| NSS and Academic Quality | Education Officers and President | High | | 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.

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 | 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.

Ensure student voices are heard when evaluating the successes and failures in the transition to online learning so improvements can be made to teaching. | R | A | R | A |

feelings of loneliness and subsequent potential drop out rates.

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.

			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. 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.	Increased student satisfaction as students will see their immediate feedback is acted upon.				
Value for Money	Salma, Vatsav, Tasnia and Heena	High		Covid-19 has had a dramatic impact on the finances of all students. There are four key areas which require consideration. 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	Students will be supported when they find themselves in circumstances of hardship. Hardship is not uncommon in a normal year however this is	R	A	A	A

| | | | 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.

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.

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. | especially important this year due to the impact of covid-19.

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.

Graduates of KCL may be retained for postgraduate study therefore generating increased income for KCL but also loyalty to the institution.

Provide greater clarity to students on the current state of Higher Education | | | | |

			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.	sector funding but also clarify where and how tuition fee income is spent. This may reduce calls for tuition fee refunds.				
F2F teaching, Timetabling and the student experience	All	High	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. 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	Increase student satisfaction that the student experience provides value for money. Maintain student wellbeing so that they are to experience both the educational and social parts of the overall student experience.	A	R	A	R

			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.						

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 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	G	G	G

| | | | particularly the academic, experience.

Financial education can come through different workstreams, by working with a number of departments throughout King's from the Students & Education Money & Advice Team to Widening Participation, KCLSU and KCL can provide a robust financial education to all students. | 2. Careers and employability: Students with financial knowledge are more employable and will transition better to the workplace

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. | | | | |
|---|---|---|---|---|---|---|---|---|
| **Formalised Peer Support Schemes** | SHH | Medium | 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 | 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.

The ideal outcome of this priority, this year, would be to implement a Peer Assisted Learning Scheme in a Faculty | **B** | **B** | **B** | **R** |

			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. 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.	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	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	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	A	A	G	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.	A	A	G	G
Combatting the Mice Problem	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.	A	G	G	G
Improved Funding Transparency for Activity Groups	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.	R	R	R	R

Accessibility Grant Funding	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.	R	A	A	G
Support for Student Media	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	R	A
Activity Group Level Wellbeing Provision	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.	A	A	G	G

			to work with the wellbeing team and the student wellbeing leads to develop this role and the wellbeing support provided by KCLSU activity groups.					

Assessment and Feedback	VS	High	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.
			
			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;
			
			   1. Early access to Past Papers across all modules and where applicable access to past questions
				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.
				
				Specific Outcomes and Impacts;
				   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.
				   2. Access to Past Question's answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision
					A	**A**	**A**	**A**

			answers/answering guidelines. 2. Access to legible and precise marking schemes that enable students to understand what constitutes a 1st class mark or what constitutes a 2:1 or 2:2 mark. 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 1st class or a 2:1 or 2:2 answer looks like.	process. Additionally, students aren't stifled by questions whose answers they do not know. 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.				
Late Submission Cap	VS	High	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	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	A	G	G	G

			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.				
University Governance and Transparency	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. Policy making will consider the diverse experiences and needs of our student body. This priority, in light of covid-19, has modified and is more focused on university financial transparency. There is a national student sentiment of tuition fee refunds and a sense that universities are making a profit in light of online teaching which has cemented the need for financial transparency.	**B**	**A**	**A**	**G**

			university governance is an inclusive two-way discussion.		A (blue) | G (orange) | G (orange) | G (green)
Student Representation	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.	A (orange) | G (green) | G (green) | G (green)
Accessibility & Inclusivity in Governance	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.	R (red) | R (red) | R (red) | A (orange)

		students at heart, which includes but is not limited to: - Students with disabilities, including hidden disabilities, chronic health conditions and mental health conditions - Students of different ethnic backgrounds, with a specific focus where possible/appropriate to black students - Students who identify as LGBTQIA+ and/or of non-binary gender identities - Students from a range of socio-economic backgrounds - Students who have caring responsibilities - Students who have left the local authority care system. 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.	All students are able and feel empowered to achieve their academic, personal and social potential during their time at university.	

Community for all four campuses	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.	R	R	R	A
Focus on Careers & Employability	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.	A	G	G	G
Social Interests & Engagement	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.	A	A	A	G

			interaction between postgraduate students. Therefore improving the mental health and wellbeing of these students as they become more integrated into the King's community. Planning inter-departmental/ inter-university networking opportunities for students to gain an opportunity to connect with students from different courses and universities.	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. Inter-university networking opportunities to build relationships and connections between students from different universities.				
Financial Feasibility	HR	Medium	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.	Students will be able to pay in 3 instalments which levies some financial burden of paying in 2 instalments. Student wellbeing improves due to increased flexibility in paying tuition fees.	R	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 | 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 | 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.	R	R	R	R
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	A	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	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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Richardson, T., Elliott, P., Roberts, R. and Jansen, M., 2016. A Longitudinal Study of Financial Difficulties and Mental Health in a National Sample of British Undergraduate Students. Community Mental Health Journal, 53(3), pp.344-352. doi:10.1007/s10597-016-0052-0

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].

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. We aim to represent the widest range of views held by our diverse student population. The changing government guidance means that the university has had to face difficult decisions on face to face teaching. We have listened and heard from our constituents that they have cited variability on delivery of online teaching quality. 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.

I would like to raise a number of issues to your attention as these are those both widely and deeply felt by our student population including: quality of online education, tuition fee refunds, isolation induced wellbeing issues and safety net.

Quality of Online Education
We frequently receive complaints from students that the quality of an online education provided by KCL is of subpar quality compared to the standard face to face model. This is due to a range of issue such as lack of email replies, something which was bad in a standard year but has been exacerbated by the impact of entirely online connections due to the pandemic.

Tuition Fee Refunds
The Town Hall report highlighted that students do not believe that the online education delivered has provided value for money this year. The quality of online education has been inadequate and the price has been seen to be extortionate for the service provided.

Isolation and Wellbeing
The lack of social interaction gained from the campus experience has led to a sense of isolation and loneliness amongst students. It is undeniable that students have felt lonely in previous years, however the impact of the pandemic has exacerbated these feelings. The inability to make these social connections has led to poor mental wellbeing of many students which has subsequently impacted ability to study and therefore attainment.

Resource Access
Inability to access resources whether that be in the form of physical study spaces, technological devices to engage with an online education or even other services such as long waiting lists for counselling has been a common concern for students. Our diverse student body have had a wide range of experiences with ability to engage with these services, especially those who experience digital poverty. In an online world, how do we reach our most vulnerable students who are unable to access emails as the primary mode of communication is a key consideration for the future.

Safety Net
This disparity in access will have knock on effects. A recent analysis by Higher Education policy body WonkHE showed that last year's 'no detriment' policies aided disadvantaged students in attaining their potential, particularly black and disabled students. This would suggest that KCL needs to re-evaluate current modes of assessment to help these students attain the grades they deserve. There are worries that the lack of personalisation in safety net this academic year will widen the attainment gap, particularly for those of Widening Participation backgrounds who are more likely to be experiencing digital poverty.

KCLSU Town Hall Student Feedback Report

Contents

Executive Summary

This report acts as a summation of the conversation had between around 300 students of King's College London, senior King's College London Senior Management Team members and staff from KCLSU, including the Student Voice team and Sabbatical Officers on Thursday 18th February.

As part of the work of the Sabbatical Officers this year, there has been a concerted effort to raise the voices of students, and the Town Hall forum is one recognised method of doing that. Within this report are comments from students, details of the work both KCL and KCLSU have been doing around a number of issues students raised during the meeting and listed recommendations and suggestions for KCL, KCLSU and students as we look toward the remainder of the Academic Year 2020-21 and into planning for Academic Year 2021-22.

For the sake of transparency, this report was initially compiled from minutes diligently taken by KCLSU Hubs student staff who were present in the meeting, collated by Ali Gibson (she/they) one of the current Sabbatical Officers, and then proofread and verified by the other Sabbatical Officers and Student Voice team members at KCLSU as a true account of the key themes in the meeting. As of this original published version, it has not been verified by students, but sent out to students and included as a KCLSU important item in upcoming committee meetings due to the deadlines of these papers being submitted. We are still open to comments from students on this paper, its format and beyond, but we cannot guarantee an updated version will reach the forums we input on.

Below we have brought together all of the recommendations once more, as a summary of the larger report. We then take each topic in turn.

Recommendations for King's College London:

- Produce a report(s) into the finances of KCL. These reports should hold within
  - An independent assessment of the feasibility of tuition fee refunds, reimbursements and refunds

- - A cost assessment of how much more online provision has cost KCL during the move to and continued provision of online learning
  - A cost analysis of the breakdown of student tuition fees into where students' money goes – KCLSU Officers have been working with the Finance team on creating this.
  - Within the financial report (or elsewhere) highlight the services and provisions that distinguish the current processes of delivery with the provision from the King's Online portfolio.
- Provide a tuition fee rebate for students who believe the standard of the course was not of a high quality due to the impact of moving teaching online in light of the pandemic
- Action to lobby government and higher education policy or funding bodies to call for a tuition fee refund/compensation offer, implemented consistently across the board, whilst paying specific attention to the higher fees paid by international and postgraduate students.
- Consider what financial support going forwards is necessary to support International Students facing adversity, both due to the fact International Students often cannot access hardship funding, and also where hardship funding is inadequate compared to the size of fee International Students are charged.
- Provide an explanation as to why the size of cohort in some subjects is expanding so rapidly, and the steps being taken by King's College London to ensure that given this rapid expansion, the educational experience, quality of services and facilities and the technological/physical infrastructure can manage to keep up with rapidly increasing numbers.
- Review course sizes, capacities and quality of delivery, in light of increased student intake. In cases where quality has decreased, look at how to more effectively utilise staff in order deliver the best student experience possible
- KCL to resolve the issue of the one months' rent down payment which January start students and potentially other students who did not make use of their King's Residences rooms may have not received back despite the unalterable global circumstances.
- KCL to continue using their lobbying power and connections to political influencers such as the Mayoral Office to improve the rights of student private renters. It is also of note that a part of the NUS campaign work undertaken around the time of the London Mayoral elections focuses on the responsibility the London has for rent setting and renter's rights, and as such KCLSU may be able to input during the May election season
- Students would like to see live lectures, which would "give structure and aim to our days, and reduce procrastination" rather than reuploaded content where possible.
- Perform a basic and thorough check of the capability of every student and staff to be able to maximise their productivity and potential – no student or staff member should be disadvantaged or unable to engage due to a poor internet connection or lacking the appropriate technology.
- Push for all faculties, departments, programmes and modules to provide transcripts and captions for students to be able to access which will improve digital accessibility.
- King's to encourage faculties and module leads to review their reading lists, prioritising resources which are accessible online, and to support the use of some of the business case being drawn up for investment into Student Experience to achieve 100% core reading accessible online.
- As part of the incoming investment into Student Experience, King's needs to take a deep dive into the IT and processes which power the university and are letting students and staff down
- Academic and Professional Services staff need to be supported to improve response times to student queries, and/or to introduce a way of encouraging staff (and students too/the whole KCL community) to respond in appropriate time, as well as recognising where this is not happening.
- To provide better signposting of which parts of the organisation can deal with specific queries, this will reduce the burden on staff but also ease the strain by allowing them to easily contact those who can solve problems Alongside this KCL to revisit their feedback policy in a non-CoVid year and to seek student input and assurance in that as students are invested in receiving assessment feedback within a meaningful timescale.
- As part of the Bursary review and a wider appreciation of the financial support mechanisms available for students to access at King's, ensure that the plight of international students and more generally higher fee-paying (e.g. postgraduate) students have in using these funds to sufficiently cover their tuition fee and living costs
- As part of the Bursary review, consider the eligibility criteria for King's funds to allow the most vulnerable students to access funding.
- Students want to hear as early as possible and, ideally, to be involved as much as possible in the processes around matters that affect their educational experience. That includes:
  - The plans for Academic Year 2021-22 currently being devised

- How missed opportunities for education within the curriculum or King's education provision (e.g. international travel, study abroad, laboratory placement work) will be recovered or accounted for.
- King's to consider what role it can play in calling for governmental change and refunds through connections with partner institutions and bodies such as Universities UK and the Russell Group, as well as how it can support KCLSU and student campaigners in their action and activism
- The needs of all students and student groups must be considered in any current and future plans and provisions, from working with student representatives within faculties to consulting with students of identity groups who face particular barriers and obstacles imposed by society and education delivery (e.g. students living with disability & neurodiversity, international students, mature students, LGBTQ+ students, care-experienced & estranged students) If meaningful student engagement is not happening, King's should reflect on their commitment to co-creation with students as in the Education Strategy and ensure they are working alongside students on matters that affect them.

Recommendations for KCLSU:

- Involve students in their financial transparency work by holding sessions with students to appraise the financial information and build informative ways of sharing with the wider student body
- Continue to review the Town Halls processes, taking on board the comments and feedback from students who attended and in the scope of the wider Student Representation methods
- Continue to support, champion and advocate alongside student campaigners and activism that relates to student matters at King's, from our full-time and part-time Officers to cross-SU campaigning and lobbying.
- KCLSU to record any future Town Hall sessions, with a disclaimer to students that the session will be recorded and that any individual may continue to get in touch with us after the event if they wish to retract something.
- KCLSU to consider a mixed model for Town Halls that makes use of both sessions like the one run here and Q&A sessions where students have more of a chance to ask direct questions of senior KCL management.
- KCLSU to include considerations of a Representation review, looking at the support and integration of Student Reps into College practices as part of their wider Student Voice & Representation piece recently passed at College Education Committee.
- KCLSU to also consider how to better support the Liberation Student Networks to hear their voices in important decision making.
- KCLSU to bring the student voice into ongoing discussions about opportunities to make up for lost academic and educational opportunities during this Academic Year, and around the upcoming business case for investment into the Student Experience.

Recommendations for students:

- For students interested in continuing to be involved and actively engage with these campaigns, please check out the KCLSU website and sign up to get involved –
  - International Students' Officer Saffana's campaign tackling financial compensation for international students, International Students' Fees Compensation Campaign
  - KCLSU Sabbatical Officer's cross-thematic KCL Forgotten Students campaign, which covers everything from rent rebates to the Fair Assessment Policy and tuition fee reimbursements.
  - Look out for and get involved with the work of cross-SU campaigns and students' rights bodies, such as NUS (who are not currently working on achieving tuition fee refunds) and the cross-SU campaign Students United Against Fees
- Students who would like to seek some financial compensation or support are **strongly encouraged** to apply to the King's Coronavirus Financial Assistance Fund, money received from the Office for Students and UK Government Universities Minister. Please be conscious that the deadline to apply is the **19th March.**
- Students advised to get in touch with King's Residences, the Credit Control Office, and failing that the Student Officer Team if they are a KCL Residence-contract holding student who has been charged for use of a KCL Residence room when not occupied due to the lockdown restrictions.
- Students who are in private accommodation are welcome to use the letter hyperlinked co-signed by KCL staff and Student Officers in conversations with their landlords, and we hope it gives some relief and leads to financial rebates.
- Students who cannot access their core materials online are encouraged to email the Libraries team to investigate why the resource is inaccessible. If there any problems with reaching the Libraries team, students are welcome to

email/message KCLSU Officers to forward on details of missing materials, although it is easier to go direct as they may be able to assist accessing a text from your particular situation.

- For international students wanting more advice on the particulars of their situation regarding the 'post-study work' visa, please get in touch with the International Student Advice & Guidance team at KCL.
- Students to fill in this typeform if they would like to be kept in the loop specifically around Town Halls, or otherwise to read the weekly Officers' Update for information on future sessions.
- If there are any issues regarding your individual departments, modules, faculties and/or you're not sure who to contact, you can always get in touch with the Student Officers at KCLSU by emailing studentofficers@kclsu.org, or messaging the @kclsuofficers account on Instagram.
More generally you can get in touch with KCLSU by emailing hello@kclsu.org.

Recommendations for all parties:

- KCLSU and KCL to continue working on making student bursaries, scholarships and hardship funds more accessible, both in terms of the purpose and applicability of each fund, and in terms of actual ease of access and prominence on the website.
- King's and KCLSU to work together around a number of issues on assessments –
  - The issues raised in our paper, co-written with the Assessments Boards & Awards Team, which highlighted the experiences of students in Assessment Period 1. If King's is to rely on KEATS to deliver the assessments, then it must be assured that it will not crash due to capacity issues.
  - As mentioned elsewhere, to implement and evaluate a standard marking time for certain assessment types across KCL once capacity.
  - Raising the voices of students who have been left out of conversations and face additional barriers in completing their assessments and exams.
- King's to clarify the current Fair Assessment Policy arrangements with regards to the easing of mitigating circumstances, and work with the KCLSU Advice team on where evidence is required and to what degree.
- As part of the Community Building project, incoming Student Charter and continued collaboration between King's and KCLSU, all parties must continue to make sure campuses are a welcoming as well as safe place to be.
- Planning for the next Academic Year should include contingency planning as well as an optimistic view, and must continue to include KCLSU and wider student representation.

Finances & Fees

The bulk of the Town Hall constituted of comments around **tuition fees, university finances** and **financial transparency.**

Students feel cheated against, as though tuition fee money is being taken away from them and then not used in activities that are directly a part of their experience – this was felt by all students, but more strongly by postgraduate and international students who face higher fees and are more likely to be self-funded and pay upfront out of pocket.

As a result, students want to be able to see **clearly and accessibly presented financial reporting data,** in order to assess the feasibility for rents and rebates, and thereby appreciate why King's has come to the conclusion Tuition Fee refunds/rebates are not possible for this academic year.

Colleagues from the university have also indicated that this year had been more expensive for the university, requiring investment into technologies and this not being offset by lower running costs for estates, facilities, as well as staffing cost reductions from furlough:

> "Would really like an explanation on why there are higher costs this year. KCL's financial reporting figures show that the 2nd largest expenditure for 2019/2020 was on premises. Since almost all lessons have been remote, KCL should have enjoyed substantial cost savings in this area. It is reasonable for these cost savings to be passed onto students. If KCL is still spending more despite this, an explanation is definitely in order."

> "It's hard to understand what exactly we're paying for when generalities like "a little bit of cost savings" are used."

> "I don't understand how there is no money when the buildings aren't being used and staff have been cut. The buildings aren't being heated (I have been in they are freezing) the staff are reduced, the cafés are shut, the electricity isn't being

used - even this small scale cost could be used to give reductions to fees. This is just one example of how King's must have saved money that could be invested back into students - what are we paying for essentially? This answer is extremely upsetting."

Additionally, it was remarked that it was unclear as to **the difference between King's Online academic provision**, and that of the **standard degree programmes.**

If King's only distinction between the two is that one programme carries access to King's College London services and facilities and the other does not, alongside the fact that the academic provision between the two is currently indistinguishable, then the justification for not distributing at least a partial refund/reimbursement was deemed unsatisfactory:

> "[Online degree for MSc cybersecurity for international students is 15k](#), but [in person is 24k](#), they make a big deal about how it is still a KCL degree and students have access to the same tutors. So why is it that they charge 2/3 less for their online version compared to their in person?"

> "University has already run online courses for many years pre-covid that are cheaper and better... so the argument that 'we are still getting a degree' doesn't stand up. Surely if the course is online now the price should match up? Peoples individual finances has taken a hit due to the pandemic which hasn't been taken into account at all. **Online courses are already cheaper as standard"**

These comments, considered alongside King's assertion that the current model of teaching and learning is more costly to deliver, also demand for students to be able to see the **evidence base** which **identifies this extra required financing** presented in an accessible format.

Many students commented that tuition fee refunds and rebates were surely justified by the fact that the education students had signed up for and signed a contract against, **wasn't being delivered** or **categorically could not be delivered** due to the current external situation with the pandemic.

> "King's has not fulfilled the unspoken but reasonable agreement between students and College to deliver a university experience that we expected in exchange for the fees we agreed to pay for that experience and quality of education. If students knew from the outset that the full year would be online, most people would just defer the year and not have to pay anything this year. In that case King's would not be collecting any fees and would presumably still go on existing. So the reasons that King's can't refund fees is illogical."

At least ten students, independent of one another, made reference to the quality of education and experience being received by students being **not worth the amount they were paying,** or **not possible to provide** to the extent to which they had been 'promised and expected'; as a part of that access to services was often cited as a key factor that had not been replicable under current campus operations:

> "That's not the point. It is unavoidable that online is not equivalent to in person. We know you are trying hard, but no amount of effort can replace what we have lost. That's the point"

> "Many of us go to university for the experience of using the buildings, using the facilities, going to the library, joining in on academic activities - my course can't access the Brain Bank on Denmark hill campus - this is upsetting as our experiences aren't the same as previous years so our tuition fees should be lower. We are disadvantaged whether we GET the degree or not - MANY of us don't just go to university for the degree but for the facilities and student experience."

> "As we are not utilising university facilities; libraries, buildings, electricity, cafe's and also being able to utilise the student union and societies. How can we be paying the same amount. Surely there should be at least a compensatory amount. I also don't feel I should be paying so much when I have never even had face to face teaching as a Masters student - I feel the academic experience I have had doesn't equate to the experiences I had and university resources I had for the same amount pre-pandemic, the costs should be lower."

A number of students, including those above, identified the university experience as a composite entity which was impossible to reconcile with the current provision of education; students come to London and decide to study at King's for much more than just their degree certificate, and unfortunately a number of aspects of the experience were purely not possible in this current time:

> "i am so sorry to hear you just said we will get degree, we are people here to live to experience to see and meet others in school, NOT just for a degree!"

> "i was supposed to have dissected brains and used EEG machines how can the quality of my degree, the experiences i have when i leave with this guaranteed degree be the same?!"

Many student attendees at the town hall made direct connections between their educational experiences and the money they had paid/were paying to attend university:

> "i am currently paying £ 288.50 for each 2 hour lecture, the only service i'm receiving from king's atm. i have not been able to go to campus once. Fyi"

> "i am not paying 16k to be told to read a book and not have my professors explain the material comprehensibly and applicably"

> "6 hours in the library a week for 9,000? Not quality university experience."

This is also the position taken by a number of student campaigns which are looking to lobby for a financial rebate, refund or compensation for the difference in student experience provided between a standard non-Covid year and the current university provision:

- The KCLSU International Students' Officer, Saffana, has begun a campaign focusing on achieving compensation for International Students at King's and beyond – you can find out more and sign up here

- The cross-Students'-Union collaborative campaign Students United Against Fees is aiming to "build a coalition between students, universities and unions to make sure that the Government takes responsibility for compensating students and supporting our sector." Click this link to read more and sign up.

Multiple students were understanding of the consequences of the pandemic meant that teaching online was inevitable to keep students safe however, the financial burden of this movement should not be placed on students. Students expressed feeling that quality of the teaching experience being lower yet being charged the same tuition fee is unethical and therefore should be reimbursed either directly by the government or 'from a multi-million-pound university that is highly unlikely to go bankrupt rather than the financial onus being put on students with limited funds'

> "The uni should see tuition refunds as an investment. Keeping students happy and maintaining the uni's reputation for the cost of taking a deficit for one year. No one wants to hear crocodile tears from a uni with an income of 778 million pounds a year"

> "A deficit is not our concern. In the UK students are treated as consumers, yet we are not treated as such in terms of consumer fairness."

> "You can make that back in future years, we can't make up study time."

> "I understand that we could never go on campus, after all, everyone has to cope with a global pandemic. The thing is that everyone else in the economy is getting a bailout/furlough etc., but the students, who are putting themselves in debt to study, are expected to just swallow the covid frustration pill all by themselves? I feel like a cow that's being milked for money, just because universities are in the position to do it"

One comment from a student asked why there was still a significantly high security presence and cafeteria staffing on campus; students deserve to know the activities that are still ongoing on campus, such as essential Covid and non-Covid related research, and that students can still access campus if they need to. More comments will be made about the staff presence on campus elsewhere in this report.

One student made a direct comparison between the current state of affairs and the academic provision and financial reconciliation given during the 2020 strike period:

> "During the strikes, I applied for compensation. I received a very very small amount back with the reasoning that I still had access to facilities e.g. computers, libraries, mental health services. So never mind I lost out on teaching and in person. But using that same logic now. Libraries had to shut bar NHH, what about my additional costs and WHAT MENTAL HEALTH SERVICES ...your students are struggling, they were and now they definitely are"

International students, who face higher fees and often pay up front as opposed to through loan instalments, had a number of experiences to share around how this year had financially impacted them, or the ways in which the higher level of fee were unjustified:

> "I was ashamed to tell my parents to pay £24k this year ($CAD 42k plus visa and plane tickets) for me standing in front of my screen and being sad all day. I really feel bad for my parents because that's their hard earned money and I feel like they could have done better things with that money"

> "Not all workshops/lectures are recorded, which prevents students in different time zones from participating in hours' worth of classes that have been paid for."

> "International students were informed of a blended learning approach, leading to us paying huge visa and moving fee and after traveling half way across the world we still have to attend lectures online and pay the entire fee with no possible refund for the bizarre charges. It feels like we have been duped into paying such huge amounts for below the standard teaching."

> "I obtained my visa (£359, plus an additional £156 to expedite visa processing in order to arrive to the UK on time since I received my CAS number 6 weeks later than I was told), paid my NHS surcharge fee (£470), bought my flights (£200), and paid 6 months advance on my rent. It was not until the Friday before school was due to start that I was informed during our virtual orientation that all classes would be fully online."

> "I am paying £75k for three years and I feel completely let down by the student's union and the university. You do not take care of our mental health and wellbeing, you only add stress and do not pay attention to our mental health and wellbeing. Where's the accountability? Where are the promises they made us? I feel utterly let down and ignored by KCL and KCLSU."

> "I have spent what is the equivalent of buying a house in my country without anything to show for it"

As a follow-up, one student asked if King's was intending to contribute to the new CoVid-19 package now compulsory for students returning to the UK – this cost of £210 GBP will be an obstacle for any student who wants to attend the extracurricular/Summer programme of activities that KCL is intending to run to make up for lost time this year.

International students were also aware of the International Student Tuition Fee rises for the coming academic year, with multiple students asking why the fees had risen given everything that was occurring in the world, a new/further global recession that will last for an unknown period of time as we recover some normality from coronavirus, and marked depreciation of international currencies against GBP which made previously secure funding now insufficient to cover the costs of a degree.

The mental health effects of financial insecurity and students having to seek alternative sources of funding as well as deal with the emotional and mental health consequences of living and studying through a global pandemic were also strongly emphasised by students:

> "huge loans students are under huge mental stress."

> "Very disappointing to hear there will be no refund. Everything seems intricately planned to kick the can up the road. The amount of distress caused by not budging on refunds despite saying ' we see you' is unacceptable"

The long term financial impacts of the pandemic on the external world were also recognised in comments on the Mural board:

> "We have been paying out the nose for services and quality of edu that we aren't receiving, and we are about to graduate into the worst economy in DECADES. Countless studies show the impact of recessions on lifelong wages. KCL IS NOT THE VICTIM."

As well as students being aware of processes elsewhere across the university sector, a number of reflections highlighted that students are concerned about the effect of rapidly inflating cohort sizes on the educational experiences of students at King's:

> "You have also been able to take on more students and increase income levels by not being constrained by the physical boundaries of the university campus, and being able to offer fully online courses."

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"Please clarify how doubling cohort sizes, which has occurred in a number programs this year, ensures the "same quality education""

One student specifically noted the rapidly rising numbers on the Common Year One FoLSM progamme: "there were 500 students, next year 650 and this year 750! It was already hard with 650 other students in a classroom, now I have no idea of how this is going to be sustained. I have heard of many other courses having the same issue and the only reason I can think of for this is MONEY. Can you please stop? There will be a point in which the quality will decrease and there will be no more space and students are not willing to continue their classes ONLINE".

Students also expressed a concern that they couldn't see where the support was for students in comparison to staff. With a recognition of the extra costs students have faced as described elsewhere in this paper, a disparity was recognised between the support staff were receiving as paid, essential members of the King's community, versus students already paying for their education and having to seek extra financial loans or support to cover financial losses. No compensation is subsequently made available from KCL or central government, so the student community is left inarguably in a worse financial situation, completely independent of need to access hardship.

"You're able to support your staff but not able to support your students. We're not asking to get a full refund, we are just expect some form of rebate."

Students were also cognisant of the different academic practices and financial support mechanisms present at other universities, some going to the point of feeling as if they had made the wrong choice in coming to study at King's College London:

"UCL has made tuition refunds. if they can figure it out, why cant you" – we could not find an example of this but this article shows compensatory finance provision being given to students, including from Russell Group University of York. Having said that, this was still on an individual complaint basis, and so does not recognise the cross-university impact of the Coronavirus pandemic. The Office of the Independent Adjudicator recently released a number of complaints students made in light of the first outcome, along with examples of successful outcomes. This included an international fee paying medical student, who was awarded a £5,000 rebate on tuition fees due to the ceasing of all clinical placements in light of the pandemic.

"LSE had on campus teaching the whole last semester and students and staff were safe due to an efficient testing system. That shows that it would have been possible from the government side. It would have been great to have some on campus teaching during the last weeks once lockdown restrictions are eased. It was so disheartening to find out that every on campus has been cancelled."

"I chose to give higher fees to come here, and the admin quality is just so poor. It is sad that other peers from LSE, UCL are bragging about how good it is. This is the Semester 1."

One student referenced the arrangements for financing, which connects to work the Student Officers of KCLSU have been undertaking with the university over a number of years around flexibility and/or a third instalment in paying fees:

"Leave alone reducing fees, King's credit control is not even extending my deadline to pay fees. Last semester, they literally sent me am email saying that if I don't pay my due fees in next week, they will remove my student status and ID from Student records. Ashamed! Ashamed! Ashamed of being part of this uni"

A lot of students expressed that they felt King's had improperly prepared for online learning, given online degrees is something King's supports in distance learning and that the pandemic had been underway for a number of months before Academic Year 2020-21 began:

"Promise of 'blended learning' that has not been met; should have been a contingency plan in place and as this promise has not been met we should get a refund irrespective of hardship."

"KCL did almost nothing to prepare for online learning. Our "online learning" that we're paying tens of thousands of pounds for is a powerpoint and a youtube video once a week.
We understand why we can't come on campus and why the university is struggling but why do we have to take on a higher debt than the university. We feel openly ostracised. Just coming out of it with a degree isn't enough could have

gone anywhere else. The fundamental issue is that 27K has been put into my education and we can't go on like this. At the very least be vocal on pushing the government for a rebate"

One student asked explicitly about the protections that an organisation like King's has in place for unforeseen external circumstances, as the landscape around how we can deliver higher education (on top of the restrictions placed onto society due to the general Coronavirus reaction) is and continues to be unpredictable.

Students wanted to see King's College London and the Student's Union being more active/visibly active around calling for financial refunds and reimbursement for the entire duration of education being impacted by CoVid-19, and called on KCL/KCLSU for an understanding and inclusion in the matters around finance to be able to appreciate how a student's tuition fee contributes to KCL.

> "Absolute basic minimum from university should be to push the government to look out for students everyone is blaming everyone else."

Furthermore, one student referenced the call for the reintroduction of maintenance grants following the comprehensive spending review, a call that has also been supported by the National Union of Students. However, this would benefit only Home students of lower socio-economic backgrounds therefore re implementation of maintenance grants is just one action of many needed to mend the financial hurt that students are experiencing. Therefore, this needs to come alongside King's using the governmental and political influencing to change the unsustainable system of Higher Education funding, where the low governmental contributions means that universities become reliant on the higher fees of international students.

The role of the Student's Union in assisting students and senior KCL management to have an honest conversation about where and how a student's tuition fee is distributed across the operations of King's College London was also discussed. Members of the Officer Team have been working on producing informational materials around the financial transparency of King's College London and the KCLSU over this academic year, and will explore how to bring interested students into this conversation, potentially with a focus on this year's financial situation.

Alongside all other topics referenced within this report, students more than anything else want to see King's College London (and KCLSU) take action to protect the financial rights of the student population.

Recommendations:

- Produce a report(s) into the finances of KCL. These reports should hold within
    - An independent assessment of the feasibility of tuition fee refunds, reimbursements and refunds
    - A cost assessment of how much more online provision has cost KCL during the move to and continued provision of online learning
    - A cost analysis of the breakdown of student tuition fees into where students' money goes – KCLSU Officers have been working with the Finance team on creating this.
- Provide a tuition fee rebate for students who believe the standard of the course was not of a high quality due to the impact of moving teaching online in light of the pandemic.
- Action to lobby government and higher education policy or funding bodies to call for a tuition fee refund/compensation offer, implemented consistently across the board, whilst paying specific attention to the higher fees paid by international and postgraduate students.
- King's College London must consider what financial support going forwards is necessary to support International Students facing adversity, both due to the fact International Students have barriers to accessing hardship funding, and also where hardship funding is inadequate compared to the size of fee International Students are charged.
- Provide an explanation as to why the size of cohort in some subjects is expanding so rapidly, and the steps being taken by King's College London to ensure that given this rapid expansion, the educational experience, quality of services and facilities and the technological/physical infrastructure can manage to keep up with rapidly increasing numbers.
- Review course sizes, capacities and quality of delivery, in light of increased student intake. In cases where quality has decreased, look at how to more effectively utilise staff in order deliver the best student experience possible.
- KCLSU to involve students in their financial transparency work by holding sessions with students to appraise the financial information and build informative ways of sharing with the wider student body

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Hardship funding

The main sentiment of what was discussed in this section around hardship funding for a year of academic study disrupted by the pandemic can be summed up (with some variation) in this statement from a student: "But students shouldn't have to go out of their way to ask for some sort of support. If the quality is not the same then morally why is that right". This is partially why a **compensatory model**, rather than a model based on the **household income of the individual student,** was deemed as more appropriate to account for the loss of experience from the CoVid handling, with further financial hardship support available on top for those students who are experiencing further obstacles or losses to their educational experience.

Additional factors were also identified as barriers to accessing hardship funding, which reflects the unsuitability of hardship funding to be used to cover for financial losses or provide financial support:

> A post-graduate student mentioned difficulty for a friend in trying to get to the hardship fund - "If it goes after a certain amount the hardship is refused. She also requested a device in August and just received one now. Feels like you need to jump through enormous hoops to try and reach the support offered."

> International students also raised the difficulty, beyond that the ineligibility, of their situation to access hardship funds, owing to their very nature of being an international student and the funding arrangements for home versus international students – "Hardship funds won't apply to us International students as our parents haven't lost jobs but our families are working really hard in our home country to support our living expenses in which could have been avoided if blended approach wasn't promised which made us move to London in the first place. Why can't King's help International students."

International students also faced difficulty with accessing external financial support schemes, which makes it ever the more important for King's College London to create easily accessible funding support. For example, the Officer Team received an email from a student unable to access the NHS Learning Support Fund due to the fact applicants need to be eligible for Student Finance England funding, automatically ruling out international students. We were able to speak with their faculty and identify a potential in-Faculty financial support fund that might be available, but this was not definite and again not necessarily reflective of the pandemic situation.

The 'needs-based assessment' attitude to hardship was also identified as problematic under the current circumstances. The continuation of the situation around the CoVid-19 pandemic has led to the academic experience described elsewhere in this report, and as such all students have experienced an altered academic year to the standard provision, many subsequently facing the usual additional barriers to access usually covered by hardship funding, as well as new ones such as access to technology.

> "While I appreciate the hardship funds will be assessed on an individual basis, it has been extremely frustrating to be told the need surpasses the amount KCL can help and therefore are not given any help. This then creates the need for students to ensure they create a need picture to work around the criteria given in order to get any help at all."

When asked whether King's College London would support a call from the Students' Union to lobby the government for a national approach to fee refunding or compensation, the Interim President & Principal stated that KCL has focused much more resolutely on hardship funding than fee refunds. In the Office for Students funding allocation, KCL were allocated £326,537 which can be accessed by applying to the King's Coronavirus Financial Assistance Fund – note that there is a very tight deadline of **19th March** to apply to access this funding, imposed by the Office for Students, and we'd advise as many students as can to apply to this fund as possible so we can maximise the amount of this funding used. Additionally it helps provide a stronger case when we call for expansion of financial resource that should be easily accessible for students.

In addition, a number of people called out about making hardship funds more transparent and easier to find, another point of interest amongst the current Officer Team. Widening Participation are currently undertaking a review of how the Widening Participation Bursaries work (such as the King's Living Bursary), and we will raise this with them as well as on a wider point of financial hardship provision.

It is of note that for a student who has lost a financial sponsor, be that for CoVid-19 or non-CoVid related reasons, no hardship fund is likely to be able to plug the gap that they are facing in covering their tuition fees, particularly in the case of international and postgraduate fees where tens of thousands of GBP are due. One student noted this, saying their friend had been asked to "pay the first instalment or drop out" after their parent had died.

Recommendations:

- As part of the Bursary review and a wider appreciation of the financial support mechanisms available for students to access at King's, ensure that the plight of international students and more generally higher fee-paying (e.g. postgraduate) students have in using these funds to sufficiently cover their tuition fee and living costs
- As part of the Bursary review, consider the eligibility criteria for King's funds with respect to if a group of students are immediately cut off from accessing.
- Students should apply to the King's Coronavirus Financial Assistance Fund before the deadline to get maximal use out of this governmental money package.
- KCLSU and KCL to continue working on making student bursaries, scholarships and hardship funds more accessible, both in terms of the purpose and applicability of each fund, and in terms of actual ease of access and prominence on the website.

Accommodation

Another of the most frequently raised concerns was around accommodation.

King's opened the meeting making a reference in their opening statement that no student will be charged for accommodation not used. We ask students to get in touch with Residences and the Credit Control Office if you feel you've been unfairly charged, and then subsequently if you struggle to receive a refund or have your fees cleared if the accommodation has not been used for a particular term, get in touch with the Student Officers and we can also raise with the relevant King's staff members.

King's Residences have provided flexibility by not charging for unused accommodation however, equal flexibility has not been granted to the majority of students who reside in private residences and therefore have been unable to break their contracts. The high financial burden of London rent prices has not been deemed worthwhile due to the lack of face to face teaching that students have experienced this year:

> "Since the school did not specify the online courses for the first two semesters in September, I think I wasted a certain amount of money by booking an apartment (which I have not check-in but may still need to pay the rent) and applying for a visa."

> "Although the university is not making students on campus pay for their accommodation, what help is being provided to those who are in private accommodation? Many people moved to London for this degree (whether undergraduate or postgraduate) into private accommodation, which they are paying full price for yet don't need to be in London and there is not financial help."

> "I am intercalating from another university, and was promised there would be face to face teaching for this academic year, which led me to move to london and take up a year contract with a private landlord. Since signing this contract its now been changed that there will be no face to face lectures - if i was told this at the beginning i wouldn't have moved to london and stayed somewhere half the rent cost."

> One story from an international student reported that as they were "encouraged by KCL to come to campus, spent money on fees, visa accommodation to stay in front of a computer all day. I feel very ashamed and isolated alongside anxiety and loneliness."

A number of international students collectively submitted these points:

> "We are still paying a considerable amount, despite studying remotely. We are also bearing the cost of exorbitant London living expenses when we could have done the course from our home country if the blended approach wasn't mentioned in the CAS.
> "We understand that the university is trying to provide us with better learning outcomes in these testing times. Although the learning needs have been met through the online provision, the living expenses incurred by moving to London have not provided any sustained benefit…
> "… we have signed 1-year contracts for private accommodation (which included contracts with utility agencies) for many of us, which puts us in a disadvantaged position that forces us to stay in London.
> Although we are trying to keep our morale high, no amount of support from Kings' can address our financial concerns

as our families are working really hard in these testing times in our home country just to support our high living expenses in London(In GBP) which could have been avoided if blending approach wasn't said."

Furthermore, and regardless of the financial release King's Residences had provided in allowing students to break contracts early, this was more difficult for international students to take up having moved all the way to the UK:

"Living in a King's accommodation, I was provided with the option to cancel my contract, but I had already moved into my room (because had been promised blended learning), now the UK not being my home country and considering the current various lockdown situations, even if provided with this option I can not realistically take it as it is currently impossible for me to move. The burden issues from the initial strong encouragement to be in London."

One point that will be made later in this report relates to the approach taken to Academic Year 2020/21, and the implications that had on students. However, it is pertinent to mention that the approach taken to attempt to provide a 'blended learning' had an undeniable effect on students choices to take up year-long rental contracts which, unless they have been provided by King's Residences or other landlords or organisations cognisant of the situation, have been near impossible to break:

"It would have been better to just say it would all be online, then they do not get locked in London rent unnecessary as many students have private renting contracts."

"The continued promise of a 'blended learning' approach led me to move to London and put an extra financial burden on me. Considering the current lockdown restrictions I'm unable to move back so I'm simply throwing £200/week out the window to stay inside."

We also referenced an international student in the Fees & Finance section, who paid "6 months advance on my rent. It was not until the Friday before school was due to start that I was informed during our virtual orientation that all classes would be fully online."

One student raised a point on the Mural board around the arrangements to secure a room for the delayed January start programmes:

"These students were told that they had to pay one months' rent in order to secure their rooms for later in the academic year. However, many students were then unable to come to campus/saw no point in coming to campus in January. There has been no mention by the university as to whether this deposit will be refunded to students who did not take their rooms. The university has said that the £500 cancellation fee for rooms was waived for anyone wanting to cancel their room, which is a positive outcome, but if the cancellation fee has been waived why hasn't the advanced payment of rent? One months' rent is more expensive that a £500 cancellation fee (even for KAAS students like myself), so we are now worse off than we would have been had we just been asked for pay the cancellation fee and not the advanced payment of rent and have paid for a full month of rent on rooms we have not stayed in."

One thing that King's and KCLSU have collaborated on which we hope will provide an avenue for students to have a conversation with their landlords around contract breaking is a co-signed letter from King's College London and KCLSU, which describes the situation many students have been put into. The letter calls for landlords and letting agencies to provide what financial support they can, in order to assist students during this incredibly trying time. You can access the letter by going through this News Article.

Recommendations:

- Students advised to get in touch with King's Residences, the Credit Control Office, and failing that the Student Officer Team if they are a Residence-contract holding student who has been charged for use of a KCL Residence room when not occupied due to the lockdown restrictions.
- Students who are in private accommodation are welcome to use the letter hyperlinked to in the bottom of this section in conversation with their landlords, and we hope it gives some relief and leads to financial rebates.
- KCL to resolve the issue of the one months' rent down payment, which January start students and potentially other students who did not make use of their King's Residences rooms may have not received back despite the unalterable global circumstances.

KCL to continue using their lobbying power and connections to political influencers such as the Mayoral Office to improve the rights of student private renters. It is also of note that a part of the NUS campaign work undertaken around the time of the London Mayoral elections focuses on the responsibility the London has for rent setting and renter's rights, and as such KCLSU may be able to input during the May election season.

Quality of online learning

As referenced extensively during the Fees & Finance section, students do not believe that the current level of education provision and online learning is appropriate to the thousands of pounds they have spent on tuition fees, unused or unnecessary accommodation contracts, additional fees incurred by moving to London (especially for International students) and more.

On top of this, given that none of the supporting aspects of the educational experience are felt to have been provided during this academic year, it is hard to see on what grounds a distinction can be made between the King's Online degree portfolio and the standard King's College London programme:

> "Could have learned all of this from Coursera/udemy and saved tons of money"

> "KCL did almost nothing to prepare for online learning. Our "online learning" that we're paying tens of thousands of pounds for is a powerpoint and a youtube video once a week."

> "At least if the lectures were online, it would feel like they were actually teaching us, instead of us having to teach ourselves, but they aren't online for any of my modules!"

> "We cannot be expected to pay full international fees, teach ourselves most of our modules and then expend time telling king's how to improve teaching services?"

> "I wanted to do a MSc to get lab experience before going straight into a PhD and the extent of the lab experience we are getting is a video walkthrough of what the lab looks like and virtual lab experiences. Clicking on the microscope online to see results is not the same as learning how to use an actual microscope"

> "Even though this was not what the school hoped for, the fact is that I lost a large part of my academic experience. For example, some of the modules that involve high technology, the experience activities promised at the time of course selection all fell through, and the lack of face-to-face contact with students and teachers made for a poor learning experience and efficiency, so I don't think we should still be charging such high tuition fees this year."

We have also in this report previously cited a student who compared the delivery of a King's Online MSc in Cybersecurity to that of the current standard KCL Cybersecurity degree programme, and the differential pricing applied to the two degrees.

Additionally, as described elsewhere in this paper, a number of students identified that the whole approach to the Academic Year 2019-20 was problematic, causing students to invest in the promised 'blended learning' which then went unfulfilled. Whilst it may have been unanticipated what the external lockdown and national Coronavirus picture would become over the duration of the year, how it has now fallen means that students are deserving of some kind of compensation.

> "This is incredibly disappointing. We are paying for a service that is simply not a worthy substitute for that which we have been promised! I will reiterate that the majority of correspondence from the University states that we would be experiencing a 'blended approach to learning'."

> "Should not have encouraged students to come back, offer blended learning which could not happen, to have students paying rent and then having no reduction in fees"

> "King's promised last year a blended approach – 80% online, 20% in person – my department physics, before the second lockdown then did not have a single lesson in person."

> "That's not the point. It is unavoidable that online is not equivalent to in person."

> "Blended learning is now simply a blend between recorded lectures and live lectures."

As also referenced elsewhere in this report, a barrier for a number of students given the online provision of education is the demands this has on broadband and technology of students. Both within the UK and abroad, students can have unstable and/or expensive internet connections, which may also be simultaneously used by many individuals in the home at the same time (for example family members/housemates at work, studying or otherwise forced to stay home), and may furthermore lack the actual technological devices for all members of the household to be online at the same time.

Earlier we referenced a postgraduate student whose friend "requested a device in August and just received one now", linking this to how it felt as if you had to "jump through enormous hoops to try and reach the support offered."

A variety in the provision of support and education students are experiencing between academics was noted by some students:

"Although lecturers have done their best to make the course content interesting, it is not ethical to ask students to pay the entire fees, considering they never got to attend any of the classes in person."

"Not to mention some professors are providing different levels of quality, commitment and interaction within their online lectures and tutorials. Some have made a huge effort, some dont provide any material and demand a 60 page read - of a book google recommends anyways. i am not paying 16k to be told to read a book and not have my professors explain the material comprehensibly and applicably"

"The lecturers are doing their best with online learning but that experience itself isn't the same…"

As well as others recognising the differential aspects between departments, programmes and modules:

"Not all workshops/lectures are recorded, which prevents students in different time zones from participating in hours worth of classes that have been paid for. Recorded lecture quality is often questionable. Our statistics module was loaded with mistakes and incorrect material, and raising the issue to the Dean and program resulted in no improvement. In fact, they told us that there wasn't a problem. This is not the quality that was promised."

Another point referenced in the finances section and also expressed here is around the inflation of the number of students on certain courses. This is likely to have an impact on the student experience as we run out of space on campus, both for taught time and independent study, but it also impacts on online teaching as tutorials become larger than is manageable for meaningful discussion between students and their teachers.

Students reported an isolation and a loneliness in their studies, emphasised where there are differences in provision students have had between themselves and their educators, fellow students and other key figures in the educational experience:

"… many students have been suffering mentally and in assignments/exams since we are not receiving the quality of education that was supposed to be. Many modules have only one hour live seminars and professors only have a hour of seemingly forceful and mandatory hours… No one is reaching out!"

"feel like I paid so much money just to study all by myself - no help from anyone really"

"Multiple times students have requested for more tutorial time with professor. In one tutorial we just have 15-16 students who we are hardly able to communicate with. We hardly have any communication with our batch. Whenever we complain regarding quality of pre recorded lectures we just hear "we have been working" Kings knew that 2020-2021 will be blended learning, don't you think the professors should have prepared the material before hand and with correct subtitles. The quality of subtitles are SO POOR. Professor says KEATS and in the subtitle it is "KIDS". I am hardly able to understand what the professor is saying 50% of the time. In spite of complaining multiple times about it since October no action has been taken yet. They still say "we have been working on it" My course will be completed yet the team will still be working on it:)"

On top of this, students highlighted the value lost through not being able to communicate and share time with their peers:

"Online lessons can not give me the opportunity to practice English skills especially face-to-face skills and experience the campus life of King's. I am looking forward to meeting my tutor and classmates everyday."

"Seminars are too big to enable fruitful discussions and active participation due to the increased intake of students in the academic year 2020/21 which seriously impaired quality of teaching and learning."

Lastly, students reported that there were still lasting problems with the online materials themselves, such as the uploading of old lecture content (which is not KCL policy for current online provision) and a continuation of the obstacles online remote provision creates for students and staff alike:

"My war studies 'lectures' were just PPT slides with voiceovers. I received recordings from 2018/19. One of my seminar leads said the whole module will be online all year, while the faculty said we'd have blended learning."

"Most of our lectures are poor quality recordings from last year. people walk away from microphones and recordings are cut off. How are full fees justified when the quality of what is offered does not match what we signed up for."

"Not only have we been getting substandard lecture time (with sometimes a quarter of the time spent settling technical difficulties), we are not even getting access to materials that we have paid for and would otherwise have obtained access to."

"We often experience technical difficulties (microphones not working, quality of the call impaired as soon as too many cameras are turned on, even cases of classes missed by staff because of connectivity issues) which, although are no one's fault, are a significant impairment to the quality of the teaching provided"

"My course doesn't offer transcripts with pre-recorded lectures. For neurodivergent students like myself this makes it very difficult. In live teaching there is at least the element of interaction. In pre-recorded videos(which often go way beyond 1.5 hours if added together), the format is really difficult to absorb. This has been brought up before to teaching staff, but we were told that 'due to intellectual property rights' they can't give transcripts. Other courses do, why can't mine?"
In a similar comment, another student added: "The transcripts being provided are often really poor, this is really problematic for students with additional learning needs (e.g. due to disability) but the onus is always on the student to pester the lecturers about it, and you end up feeling embarrassed."

"Pre-recorded lectures are sometimes very short, as little as 20 minutes. How is that on par with what we would have in a classroom? Some classes made previously required reading "recommended" because the books were not available digitally."

"My particular course has a placement module, which is one of the main reasons some students applied for the course. Many of my peers have had their placements cancelled or turned into something with 0 clinical contact/elements (some were instead put on a linkedin course...)."

"My laptop broke for three weeks and the keats website has major deficiencies when using mobile. It led to me missing three weeks of training."

Recommendations:

- Students would like to see live lectures, which would "give structure and aim to our days, and reduce procrastination" rather than re-uploaded content where possible.
- KCL needs to do a basic and thorough check of the capability of every student and staff to be able to maximise their productivity and potential – no student or staff member should be disadvantaged or unable to engage due to a poor internet connection or lacking the appropriate technology.
- We need to push for all faculties, departments, programmes and modules to provide transcripts and captions for students to be able to access.
- Major investment will need to be made into KEATS and the online learning platforms if King's wishes to continue an online/blended model of education. This is evidenced both here in the sense of online learning, and will be further emphasised under Assessments. The Officer Team are aware that KCL are raising a major business case into improving the Student Experience, and we would suggest that a real investment into KEATS, Timetabling and other digital/IT services are part of that

Approach to Academic Year 2020-21

Repeatedly, students mentioned that the way that the communications and preparations were handled for the last academic year led to decisions around choosing to study this year and accepting accommodation contracts. Whilst King's response has been predicated by the government's response and has kept notified case numbers of CoVid 19 amongst the King's community under 1000, this does not take away from the fact that students are out of pocket for an experience that was neither what they anticipated nor up to a standard year of education. As students have paid thousands of pounds on rental contracts and into an education provision which lacked many important aspects of the educational experience as outlined in this report, some recognition of that fact would be appreciated.

"Should not have encouraged students to come back, offer blended learning which could not happen, to have students paying rent and then having no reduction in fees"

"Last year when KCL promised blended learning after having thought it through, I am sure you must have thought about what if covid doesn't get handled. There should have been a contingency plan for quality experience. This promise was not met and so we should get a refund, regardless of the hardship."

"King's promised last year a blended approach – 80% online, 20% in person – my department physics, before the second lockdown then did not have a single lesson in person. It would have been better to just say it would all be online, then they do not get locked in London"

One student, already quoted in this report, referenced a comparison between the current situation and the strikes:

"I received a very very small amount back with the reasoning that I still had access to facilities e.g. computers, libraries, mental health services. So never mind I lost out on teaching and in person. But using that same logic now. Libraries had to shut bar NHH, what about my additional costs and WHAT MENTAL HEALTH SERVICES …your students are struggling, they were and now they definitely are". Some of this comment indicates that the alterations made to some services were not made clear, as despite from where demand was not sufficient to justify keeping a library open no libraries have physically closed. This will need to be considered as we move to Assessment Period 2 and the potential need for students to use campus to study, and as the university plans for the next academic year.

Many international students cited the "initial strong encouragement to be in London" as a reason for them committing to year-long accommodation contracts that cannot now be broken, and have also subsequently been unhelpful as individuals could have studied from abroad.

"If students knew from the outset that the full year would be online, most people would just defer the year and not have to pay anything this year." - this sentiment was expressed by more than one student.

Another student, already mentioned in the 'Accommodation' section, also raised that if they were told there would be "no face to face lectures… i wouldn't have moved to london and stayed somewhere half the rent cost."

One student, on the Mural board, pointed out the experiences of students on the "postgraduate courses of one year being moved online for the whole year in addition to the restricted and minimal use of campuses and various other physical facilities as part of the KCLSU societies, it is urged that the university administration takes into account the reductions in expenditure from last year… This is especially so for international students where most of them started their courses from home countries (partly due to the delay in receiving the CAS and visa related issues) had no access to any of the physical premises in the first term. It is humbly urged that a middle ground is reached." These one-year postgraduate students or any student on a one year course may never get to experience the campus in the way that King's would have intended, so the question becomes no longer one of 'making the time up' when a student is able to return for the following academic year.

A number of students did make reference to things that related to the experience on campus – one of which being that students were unclear on the staffing levels present on campus. One asked:

"Also, why are there so much security and cafeteria staff still on campus at Guy's campus?"

And another questioned the security procedures in place:

"Feels Bush House security are not welcoming, asking how long they're going to stay etc? Feels that the campus is not a welcoming environment."

It would, therefore, be of worth including in King's financial report as a result of the Town Hall about the activity that is continuing on campus. Communications about staffing by teams such within Libraries seem to have been lost as fact libraries remain open and staffed across the board, with a recently increased maximum weekly slot bookings, alongside the research activity (plus other activity) that is still continuing across King's campuses.

Many students also mentioned other forms of support and processes that should have been more resilient before asking students to come back to campus; one comment is included below, as it adds directly to the preparation prior to Academic Year 2020-21, and the rest will be tackled in the below section **'Comms & Professional Services'**:

"There were dozens of other little things that KCL could have done. It takes weeks to get an email answered. It's not just the class. Every part of this experience has been dismal."

kclsu
Our Students' Union

Recommendations:

- Students need to know what the expectations are for Academic Year 2021-22 as early as possible, so that students can make informed decisions with sufficient time to prepare for the Academic Year
- As part of the Community Building project and continued collaboration between King's and KCLSU, all parties must continue to make sure campuses are a welcoming as well as safe place to be.
- Planning for the next Academic Year should include contingency planning as well as an optimistic view, and must continue to include KCLSU and wider student representation.

Comms & Professional Services (PS)

There were many more aspects of the student experience that students felt they had been let down by than that within the academic experience.

One student noted issues with the KEATS platform, obviously of consideration due to the amount of teaching or content delivered through this platform pre- and post-CoVid:

> "My laptop broke for three weeks and the keats website has major deficiencies when using mobile. It led to me missing three weeks of training."

Students generally felt frustrated about communications – both in terms of how they were receiving important information communicated and filtered down centrally from King's and in terms of response both from services and academics/departments.

> "email replies are very slow and it is hard to get a straight answer most of the time. Although everyone is trying their best as a student i feel like I am in a limbo and confused most of the time"

> "careers does not answer my emails!"

> We have already cited a postgraduate student who felt following the experience of their friend in trying to get a device for study that students needed to "jump through enormous hoops to try and reach the support offered."

> One of the students who spoke verbally in the meeting reported that they "weren't able to access their department or get feedback in a timely fashion."

> "Professors are overworked and reply slowly. This is, as said by staff themselves, having a significantly larger workload and more students. Why should this fall onto students?"

> "No one wants to be negative, but quality is expected from such a prestigious institution. It is so unorganised, the timetable took two months to arrange and my semester is three months. I chose to give higher fees to come here, and the admin quality is just so poor. It is sad that other peers from LSE, UCL are bragging about how good it is. This is the Semester 1."

We also already included comments that related to the varying capacities of tutors to provide an "as-usual" level of interaction and quality for students' education, likely due to everything from knowledge in online delivery, to internet and technology access, and effort/burnout.

> "Furthermore, the one-to-one time with the professors so limited just 60 mins of tutorial and 15 mins of personal meeting. Don't you think this is unfair since you can easily get more time when you are on campus?"

> "Also there has been slow response from student services regarding matters of visa issues/ academic queries."

> "King's organisation and admin is so poor. We've seen other organisation of similar size that are able to deal with it. Some international students have been asked to stay abroad and are having to wake up at 3am for their classes."

> "Increased intake of students has impacted teaching. One of my teachers has twice as many students as last year, some class sizes are too big…"

"No response from life science admin team. Too many hoops to jump through for hardship fund. I don't even have an assigned course tutor. I don't understand how it's hard to get back to us, we've been left in limbo"

"Courses are online until end of term. Why wait to process our stage 2 complains?"

"Very long wait times to receive support from disability center and counselling services."

"My Teams calendar tells me about social hangouts, but it was never explained what this is, and they don't advertise it much to make students actually attend" – this will be important to consider as faculties and central KCL puts plans in place to make up for lost time and academic opportunities; make sure in your communications wherever possible to include chances for students to understand and, where possible, be involved in the design of the opportunities you intend to run.

A specific question raised on the Mural board around the module options for MSc Financial Mathematics, where the website may be showing incorrect information, was followed up during the writing of this report (alongside the technical issues and online content quality raised by this student).

"marking and results should be released on the date given or at least send forth an email explaining why there was a delay instead of just leaving the students with no information and confused" Another student also highlighted that it is important for students to receive feedback to improve before subsequent assessments are due; we're aware KCL is looking to introduce a standard feedback policy for assessments, differentiating for different weightings of assessment (i.e. dissertations to have the maximum wait time).

Recommendations:

- As part of the incoming investment into Student Experience, King's needs to take a deep dive into the IT and processes which power the university and are letting students and staff down
- King's should also identify a baseline for comms response times if not already in place, and actively seek out to assist tutors where they are finding themselves unable to keep up with communicating with students.
- KCL to revisit their feedback policy in a non-CoVid year and to seek student input and assurance in that as students are invested in receiving feedback within a meaningful timescale
- KCLSU to consider how to best bring in student input into the improvement work around the Student Experience, to ensure a diverse range of student voices and perspectives are heard.
- Students to get in touch with the KCLSU Officer Team around specific issues to their course or faculty, if they have been unable to resolve the matter by speaking with their faculty/department staff and student course/department representatives.

Accessibility of Services

Following on from a focus on Professional Services, a major part of the felt loss of the student experience and validation for some sort of compensation or fee rebate/reduction was the inability to access key services and/or facilities that form a large part of the student experience:

"Many of us go to university for the experience of using the buildings, using the facilities, going to the library, joining in on academic activities - my course cant access the Brain Bank on Denmark hill campus - this is upsetting as our experiences aren't the same as previous years so our tuition fees should be lower. We are disadvantaged whether we GET the degree or not - MANY of us don't just go to university for the degree but for the facilities and student experience. I can't attend any student union society. I joined ice skating soc and paid and even that can't happen. I understand that this is something that can't be helped but I think there should be compensation for this."

As part of a joint submission by a number of international students, this comment was made on the Mural board:

"We understand that the university is trying to provide us with better learning outcomes in these testing times. Although the learning needs have been met through the online provision, the living expenses incurred by moving to London have not provided any sustained benefit, these includes
• Access to library services (very limited)
• Access to study spaces
• Access to computer labs

• Access to sports facilities
• Access to student networks through college events etc."

"I chose to study at King's because of the amazing facilities, this was how I was able to justify the higher tuition fees. However we are not allowed to access these facilities so why should we still be charged as if we are?"

"... the restrictions on the library and complete lack of access to any other facilities on campus has been detrimental to my studies. We are paying full fees for a quarter of the services we would normally be getting."

"Lack of access to physical infrastructure puts students at an academic disadvantage. Our home environments are not always conducive to seminars, studying and the rest."

"- Inadequate/ non-existent access to physical facilities such as the library, study rooms, etc., because of limited capacity and opening hours.
- Inadequate/ non-existent access to physical facilities that are not "quiet zones" and allow for oral participation in lectures/seminars etc.
- Poor online resources (ok for journal articles but majority of books are in libraries so we can't access them or have to purchase ourselves)."

One of the most repeatedly mentioned and passionately discussed aspects of the student experience that was considered missing by a number of students was the library experience. Whilst we have spoken extensively with Libraries about their work to get all core and essential materials for study online, and that they have continued to operate consistently throughout the coronavirus period and repeated lockdowns, it is clear that an investment into the online portfolio needs to be continued and raised in priorities for the wider university, to continue and champion the work they have been doing throughout. As Officers often hear that students are struggling to get access to the content they need, we would recommend King's supports the Libraries team to conduct an audit of what resources are currently unavailable and using some of the upcoming investment business case into the Student Experience to support the wider facilitation of these important resources. If this is not the case, then other teams such as IT may need to be brought into the conversation to understand why students cannot access the resource. Students raised comments on the online accessibility of resources, and the current in-person library arrangements throughout the Town Hall:

"We are not provided with adequate resources to get through our course and are not provided with the required tools necessary to even study online. Library resources are not accessible."

"We have limited/no access to libraries. No access to student union activities."

"Some classes made previously required reading "recommended" because the books were not available digitally. Reduces the quality of our education"

"You can only book 3x library sessions in a week, every time i have been to the IoPPN i am the only person there, so why can't i go every day?"

One submitted student suggestion/idea for how things could improve was: "I think that the library could be more open. Surely that is one of the safest places to be, given the minimal levels of interaction. It would make a massive difference if I could just walk into the library and browse books, sit at a desk. We can take responsibility to be clean and use sanitiser"

One postgraduate student reported: "I have struggled to access books and literature for my dissertation. Waiting times are very long, and a lot of books/articles can only be accessed in the library."

"I am thankful for what the library has done in promoting online resources and allowing limited access to books, but as someone who finds it difficult to read from a screen for long periods, I desperately need better access to books. I am hoping that as restrictions are eased, this will be reflected in library policies. If we are being tested in order to use facilities, sanitizing and wearing face covers, I think we should be allowed to browse the stacks, even if it is by appointment and requires a staff member to supervise the process. I am tired of the online search as I am sure there are hundreds of books it is not allowing access to."

"The lack of access to the Maughan Library and the very strict restrictions on the amount of time it can be used have been a disadvantage in this course. The fact that we can only book two sessions a week, whilst I am aware that other universities have almost normal access times, is frustrating, especially for those of us who struggle to focus from only reading on a screen"

One student commented that the "the library is one of the safest places on campus," and whilst underused by students compared to informal learning spaces, the systems in place have served to prevent any library-related outbreaks. As such, with these structures in place, students would like to see an expansion of the current arrangements where possible, especially considering alternative opening hours into the evening."

If students are having difficulty accessing core reading resources, they are asked to get in touch with the Libraries either by emailing the Libraries team or for quick queries visit the LibAnswers Q&A, where you can find more contact details. Reading list access is a collaboration between Libraries, Faculties and Module Leads, so with reviewing those reading lists it is hoped that accessible resources for all can be promoted and made available for students.

Additionally, Libraries have just had approved (on 9th March) a plan to increase the number of study space bookings by up to 50% across the remainder of this Academic Year, including evening slots based on demand and a re-opening of study desk spaces at the Maughn as more students come back to campus in a CoVid-safe manner.

Another notable loss experienced for students was by those who had chosen (or would have chosen had it been available to them) opportunities for Study Abroad and/or international travel. Whilst the external global context of CoVid means individual countries will be in different stages of recovering from the global pandemic, students would appreciate the possibility of study abroad to be picked up as soon as it becomes possible and to consider how this incredibly important cultural experience can be delivered in the post-CoVid world:

"Travel opportunities, the reason why I came to King's completely scrapped and there's no way to make up for this"

"I know of several students who were supposed to go on a study abroad term, and this was cancelled, with no plans to make up for the lost opportunity- they just have to accept that they can't do it. Even though it is often what students look forward to the most."

"A student's requirement in their course is international field trips, and so after three years I won't enter the workplace with the requirements that I need. How is this going to be tailored to?"

Lastly, students also recognised that there was an unavoidable loss for those on courses which had extensive or essential placement elements, such as laboratory courses or teacher training:

"For students whose programme was originally contains some field practice, like teacher training and experiement, they should be compensated for the lose of manually practice and experiences. A huge lose you know."

"For my courses, I am supposed to go to lab and do experiments and learn to operate various instruments, but it is impossible for me now."

Despite the investment which has been made into online or remote alternatives, this adds to the isolation of the current model of teaching and can increase the feelings of dissociation from the King's community that students have been experiencing.

Recommendations:

- KCLSU to bring the student voice into ongoing discussions about opportunities to make up for lost academic and educational opportunities during this Academic Year.
- King's to encourage faculties and module leads to review their reading lists, prioritising resources which are accessible, and to support the use of some of the business case being drawn up for investment into Student Experience to achieve 100% core reading accessible online.
- King's to outline what arrangements are being put in place, if any, to make up for missed Study Abroad and/or international travel opportunities

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Students needing support

As a culmination of everything referenced in this report that students are experiencing, there is an overall feeling that the university is not rallying round and supporting the student population enough.

We have already shared the perspective of a Canadian student who described that following the encouragement from King's to come to London, they "spent money on fees, visa accommodation to stay in front of a computer all day. Feels very ashamed and isolated alongside anxiety and loneliness. The only thing keeping me happy was coming to campus once or twice a week which can't even happen now. The fact that I can't hop on a plane and go back to Canada is frustrating."

"If someone asks me in the future if I'm proud to be a King's alumni, I don't think I will even relate to that. We have had ZERO connection with the university as a whole"

"I am paying £75k for three years and I feel completely let down by the student's union and the university. You do not take care of our mental health and wellbeing, you only add stress and do not pay attention to our mental health and wellbeing. Where's the accountability? Where are the promises they made us? I feel utterly let down and ignored"

"Since we do not benefit from the full experience some of us if not most are struggling to engage and have any sort of motivation which in turn, impacts our grades and quality of the learning. So yes we'll have a degree but our mental health shouldn't have this price."

Previously we also included a quote about libraries and services: "many students complained and I being a Student Representative feel useless and helpless since my concerns and relegated reviews are ignored and said we can not do anything. Then what's the point of this? Lastly, many students have been suffering mentally and in assignments/exams since we are not receiving the quality of education that was supposed to be. Many modules have only one hour live seminars and professors only have a hour of seemingly forceful and mandatory hours and they do not seem to care at all. No one is reaching out!"

"I also want to point out, the mental well-being centre is a joke. I have tried to reach out to them and they never respond. I think everyone can agree that Mental Health should be a priority at this moment." – comments like this do back up a number of experiences we heard at the recent King's 100 session on Mental Health & Wellbeing, and should be an important part of future planning as the new Mental Health Strategy comes into place.

We mentioned above in the comms section the experiences of a student who didn't have an assigned course tutor, and felt they had been "left in limbo".

"I feel deeply cheated and it makes me feel bad. Even though this was not what the school hoped for, the fact is that I lost a large part of my academic experience."

"Regardless of that 9.25K is astonishing for the amount of time i get to spend with my lecturer, with almost all lectures being pre-recorded, this is very demotivating and i have not enjoyed this year of teaching which is really frustrating,"

"I think KCL's decision on this matter of fees will impact for it years to come. Generations of students will either attend KCL for it's commitment to support of students in hard times, or prospective students will skip their KCL application all together for their lack of support and basic understanding during a pandemic. And so, the real question is not should KCL give students tuition breaks, but does KCL want to continue to its legacy as a world renowned institution which values its students"

"The workload seems to have increased over the pandemic months - and although my department has suggested that we should just do what we can, it is hard to take that attitude when you want to make the most of your classes and learning"

"I being a Student Representative feel useless and helpless since my concerns and relegated reviews are ignored and said we can not do anything. Then what's the point of this?"

In a statement shared by a number of international students, the following was expressed: "We have burdened ourselves for six months now by finding a part-time job to sustain and manage living expenses, but it is all just mentally exhausting. After the course, the burden of getting a job is more than ever now. Additionally, we would like to bring it

to your notice that we are paying an equivalent of an average entry-level graduate's annual salary in the UK as our tuition fee. All these uncertainties take a toll on our mental health and do not create a conducive learning environment. Although we are trying to keep our morale high, no amount of support from Kings' can address our financial concerns as our families are working really hard in these testing times in our home country just to support our high living expenses in London(In GBP) which could have been avoided if blending approach wasn't said."

"Can you at least provide better support for international students, especially since they are the ones who paid the most but get such a low quality of teaching"

Certain groups of students have expressed that they feel particularly left out of the conversation, especially where there should likely be more support and consideration applied in King's processes.

"As a disabled student, I have not had anyone reach out to offer support. What support is being offered for disabled students? Were they even mentioned in the 'Fair Assessment Policy'?"

"greater focus on inclusive teaching for students with SpLD needed"

"It would be really nice to have more neurodivergent lecturers and to celebrate them. Representation matters!"

"Those with autism and learning difficulties is not supported by the college. The small attempts made to make feedback have been thwarted and dismissed in every corner."

"Part time students are under-represented. We have less time as we often work as well, less support for those that are working alongside studying"

Recommendations:

- KCLSU to include considerations of a Representation review, looking at the support and integration of Student Reps into College practices as part of their wider Student Voice & Representation piece recently passed at College Education Committee.
- KCLSU to also consider how to better support the Liberation Student Networks to hear their voices in important decision making.
- King's to consider how to ensure all students from all backgrounds are represented in the consultations and conversations it is holding with students – and if these consultations are not happening, to reflect on King's commitment to co-creation with students as in the Education Strategy and commit to working along with students on matters that affect them.

Assessments

With the end of the academic year approaching, the focus for students is strongly on assessments and ensuring that students aren't impeded from achieving their maximal potential in upcoming assessments. It is also worth noting here the issues that arose during Assessment Period 1 which included KEATS crashes; the KCLSU Officers co-wrote a paper with the Assessment Boards & Awards Team detailing the assurances needed as we head into the major period of assessment at KCL, including many student experiences of laborious exam upload processes and the sorts of conflicting, confusing or even absent information that was present even at this point in the academic year.

A number of the issues raised in the Town Hall related to the same issues we have raised through this paper:

"there were mistakes with our assessments for example in first year after the exam paper was released it came to the staff awareness the word count is wrong in the paper. As well as, results being submitted some nearly two weeks later due to unexpected sickness and illness in the department, leading to lectures as well being recycled from last year."

"A pretty concerning lack of clarity surrounding MC claims. Although Covid-related reasons are apparently taken into consideration, the extent to which this is put into practice is very variable, with little to no transparency. I have talked to students who were straight up ignored when asking for reasonings/explanations" – our own KCLSU Advice team

who assist students at any stage of the Mitigating Circumstances process agreed that greater clarity for what constituted evidence in these situations, if the restrictions on providing evidence were being relaxed, and clearer information on which cases would need what evidence would be of value in helping struggling students.

One main ask from students was about the academic mitigation and support measures in place for this academic year, following the continuation of an affected education experience due to Coronavirus:

> "As a student doing a dual degree, the lack of clarity regarding assessments and the impact of the school's policy on our dual degrees is very frustrating. While we are aware King's is coordinating with partner institutions, we do not even know yet what will be done about the 2019/20 assessments - it's very stressful to not know and being told to just keep being patient"

> "For my course (in war studies), exam being take-home and 24hrs turns it into a mix of the ususal exam conditions (shorter time to complete) and essay conditions and expectations (references for instance), which makes the situation very confusing."

> "Exams were made too long maybe because they thought they had to make it hard cos it was at home and open book – I don't agree with longer exams"

It is of note that there have been mixed opinions on the use of 24 hour exams, including from students with disabilities who cannot and have not seen the extra time allocation they have. It will be important to make sure that all students have an equitable chance to achieve their best in the upcoming exams and assessments, from international students being able to complete their assessments at a time of day appropriate to their time zones, to students living with disabilities and neurodiversity.

> "Why are we not entitled to receive support in terms of grade nets? When I brought this up before I was told that because last year's students (who had over half a year of normalcy and stability) did okay in adjusting and didn't have considerable dips in grades, this year's students aren't deemed to need it either. Also, "by being more lenient they would risk our degrees to be perceived less competitive/valuable on the job market, when comparing it to those who have done the same degree pre-COVID." This quote really shocked me. How this reads to me is that King's deems their own short-term reputation more important than the long term lossess students are facing regarding their future degree value in the job market. If there is a reason to adjust grade expectations, then it's being in the middle of a global pandemic. This year's students have had exceptional circumstances that very much warrant reputation/competitiveness concessions by King's!"

With the Fair Assessment Policy now released and the 'cohort mitigation' aspect undergoing detail finalisation as this report is written, it would be ideal for King's to spend some time outlining what it is students' can expect from this year's exam processes, as opposed to identifying the additional mitigations and alterations placed onto this year's provision, alongside what a standard level of mitigation and assessment support would be. KCLSU are also leading on a piece of work to help engaged and interested students understand the Fair Assessment Policy, be able to contextualise it into the widely varying situations of students in different levels, years and courses of study, and to call for additional measures if felt that they are necessary in the continuing circumstances.

A number of comments also addressed feedback and response times, which as mentioned elsewhere in this report we are aware King's are looking to improve by imposing a strict and specific deadline on faculties for assessment feedback at different levels. Student comments below:

> "On top of this my feedback for my essays have been 2-5 weeks late, meaning i cannot use the feedback for future assessments,"

> "Marking results should be issued before students submit next assignment so that they can learn from professors' comments and avoid similar problems"

A number of comments related to the assessment related support that students receive:

> "We were not given any mock exams and even after such poor tutorials our professors expect A level work from us. I cannot even believe my ears when I heard a few students were failed. The times we are living in and due to huge loans students are under huge mental stress. Failing students is literately the worse thing you can do."

"Making assessments harder makes no sense when we are not getting the same support, our future and mental health is being impacted by this"

"As a student despite having multiple conversations with my course about the marking process, I still have no clear answers on how or who is marking assessments. This feel shady and does not reflect well on KCL. There should more regulation of the marking process and clear expectations set forth by KCL that all students should be given proper and inclusive guidance on who and how our assessments are marked"

One student commented about the commitment to not running in-person exams, although we recognise that it would be unfeasible now to book out examination space for Assessment Period 2. One way this could be approached is to make sure there ample quiet space for students to take their exams, despite not providing invigilation of these spaces in respect of equity for those students taking exams at home.

Beyond the CoVid-19 specific comments, there were a number of more general assessment and marking comments made by students:

One around the new degree algorithm – "I think the grades from first year should count into the degree classification for those people who would like to include them. I understand that we should leave the option to make the grades not count to those people who have struggled during the pandemic and I think this should definitely not change. However, I think it is extremely unfair to punish those students who were able to do well in their degree despite the challenging circumstances. This definitely sends the wrong message to students! So I propose that whether first year grades count towards our final degree should be left for any student to decide for themselves, so King's should give us the option to decide!!"

And another about assessment styles – "In case of multiple-choice questions, students can lose mark for selecting the wrong option. It doesn't take into account the process the students undertook to reach the solution. I feel that students should be allowed to submit their working of the questions as well and if they get the answer wrong, they should be awarded partial marks for the question."

Recommendations:

- King's and KCLSU to work together around a number of issues on assessments –
    - The issues raised in our paper, co-written with the Assessments Boards & Awards Team, which highlighted the experiences of students in Assessment Period 1. If King's is to rely on KEATS to deliver the assessments, then it must be assured that it will not crash due to capacity issues.
    - As mentioned elsewhere, to implement and evaluate a standard marking time for certain assessment types across KCL once capacity.
    - Raising the voices of students who have been left out of conversations and face additional barriers in completing their assessments and exams.
- King's to clarify the current Fair Assessment Policy arrangements with regards to the easing of mitigating circumstances, and work with the KCLSU Advice team on where evidence is required and to what degree.

Wider Approach to Lockdown

Students generally felt that the reaction King's had taken to the governmental lockdown was incredibly responsive, perhaps to the point of being overly cautious, and as comments elsewhere indicate students looked to other universities to compare their operations and the governmental restrictions around education to how King's was operating.

"When we are in the tier system unis were open, there was blended learning. Why did the government make the descision to stop blended learning?"

"Also, when we we're in the tier 4, the government said that Universities could stay open and provide f2f teaching … why have you taken the decision to close to uni despite this authorization?"

"LSE had on campus teaching the whole last semester and students and staff were safe due to an efficient testing system. That shows that it would have been possible from the government side. It would have been great to have some on campus teaching during the last weeks once lockdown restrictions are eased. It was so disheartening to find out that every on campus has been cancelled."

> "The government needs to be providing more to institutions to support rebates. Otherwise where will it come from? Do they start to lose staff?"

> "Also it is expected that international students are needed to be in the UK on or before 6th April, so that we are eligible for graduate route. But what if UK goes under lockdown again. Travelling during the classes is hectic, the additional quarantine can affect the productivity of students" – the situation around this specific comment has changed recently, with the Home Office extending the deadline for students to arrive to the UK until the **21 June 2021**, or before **27 September 2021** for courses that began in **January/February 2021**. Students are encouraged to contact the International team within KCL Student Advice & Guidance if they would like extra support in this area.

This last comment will lead into the next section discussing action students have called on the university to take, both in terms of King's continued academic provision and if they cannot bring about the change that students asked for:

> "I recognise that rebates and refunds will only benefit those students who go on to be the highest earners; most students will continue to pay off student loans throughout their life even with a reduction - so I feel the issue of fees during Covid is something that must be addressed at a government level. I have heard that the reintroduction of maintenance grants may be considered by gvt after this year's comprehensive spending review. How can KCL support initiatives like this?"

Action

Throughout the whole Town Hall session, students essentially expressed that they felt isolated, unsupported and disconnected from one another, their tutors and the wider King's community. Not only that, but the financial, emotional and mental health costs associated with the educational and student experience have been sufficiently great to demand action in improving the experience as it stands, and for compensation or recompense for the provision that has been in place up until this point.

> "Please don't just hear us act upon it."

> "If the issue is government, then why is there not more pressure on government to support? It has been debated in the commons. That is clearly not enough. Students are being completely sidelined"

> "If you say we cannot go back to school is due to the government, the government also said the tuition fee reduction, why don't you take that advice?"

Students asked KCL to work with other organisations, their key partners and influencing fora as well as KCLSU to connect with other Students' Unions to lobby alongside and on behalf of students for financial reimbursement and a top quality educational provision that is equitable to all students:

> "Kings has a huge opportunity to stand with other universities and lobby the government and other partners for additional student support."

> "If the university needs financial help, they should turn to the government for help, not cheat its students. It is not our job to pay for things we aren't receiving."

KCLSU as part of the KCL Forgotten Students campaign has been looking to continue working alongside other Students' Unions, for example through the LSE SU initiated Students' United Against Fees campaign, to call for a national approach from the government to provide a level of compensation for students studying under an educational experience that isn't up to scratch.

Recommendations:

- King's to consider what role it can play in calling for governmental change and refunds through connections with partner institutions and bodies such as Universities UK, as well as how it can support KCLSU and student campaigners in their action and activism
- Students interested in active campaigning are asked to join the campaigns KCLSU is supporting:
  - International Student Officer Saffana's campaign for International Student Fee Compensation
  - KCL Forgotten Students campaign for KCLSU action to protect student rights during the continued CoVid educational experience.

- o The LSE SU coordinated cross-SU [Students United Against Fees](#) campaign to lobby the government for all students to receive a refund as a result of the CoVid pandemic's effects on education delivery.

Aspects of Town Hall delivery

There were a number of takeaways for the Students' Union with regards to our intention to run these Town Hall sessions (or similar) as part of the regular schedule of business, in terms of our planning and running of the sessions.

It was raised that the relevance and attitude taken toward this meeting from members of staff and the organisers was difficult to reconcile when KCL had already apparently made decisions around tuition fee refunds and the academic experience. This is part of the reason why KCLSU and the Student Officers want to include these meetings as part of the normal Student Voice processes. Town Halls are seen as a way to bring our incredibly important membership together and have a top-line conversation about some of the most pressing issues to the lives of King's students, and in future this means getting in front of decisions being made at King's/KCLSU instead of merely reacting to them.

Additionally, a number of students expressed views that there was too much feedback and input from university staff members, whilst others stated that there should be more opportunity for staff to come back with answers to specific questions. These contradictory issues will be difficult to fix within the one feedback mechanism, so we are looking at how we can change the Town Hall operations to include a Q&A type format on a regular basis to answer specific queries, and keep the Town Hall specifically for the Student Officers and King's staff to be able to gain an insight into the current student experience.

Students furthermore raised issues about the timing and notice given to students to be informed of the Town Hall. Whilst we did put the information out in our Officers' Update a week before the session, with greater preparedness and planning for the rest of the year we'll be able to let you know the dates for the rest of the year soon. We'll also try our best to let you know when they're happening across KCLSU social media channels and King's news channels where possible.

With regards to timing during the day, we chose a slot during the middle of the day in order to be most accessible for students across multiple time zones. For our Town Halls in November, we chose two different slots to attempt to account for the international aspect, also splitting the focus between Arts & Science and Health faculty students, which is a model we could look to use going forwards.

Reference was also made to the fact that we chose not to record the session, but instead having our fantastic student Hubs staff present in the meeting to take minutes, which led to this report. In the future, we could potentially look to record this session with a disclaimer on the invitation, and the continued ability to remove something from the minutes and final report if wanted.

> "I think that as the outcome of this meeting affects over 30 000 students and over 8000 staff members, it goes without saying that it should have been recorded– not everyone had the capacity to join it in that exact time slot. A report based on notes from the meeting can and will most likely have some bias based on how the person writing the report understood the conversation. So please, do record the next one."

Still, the KCLSU Sabbatical Officers have found this report exceptionally useful in having grounding to challenge the university on providing the best university experience they are capable of – when King's College London data presents that, for example, module evaluation data has shown an increase in student satisfaction, we are able to evidence through student insight and sentiment as contained within this report that there are still many aspects of the university experience.

Recommendations:

- KCLSU to record any future Town Hall sessions, with a disclaimer to students that the session will be recorded and that any individual may continue to get in touch with us after the event if they wish to retract something.
- KCLSU to consider a mixed model, that makes use of both Town Hall sessions like the one run here, and Q&A sessions where students have more of a chance to ask direct questions of senior KCL management.

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- Students to fill in this typeform if they would like to be kept in the loop specifically around Town Halls, or otherwise to read the weekly Officers' Update for information on future sessions.

Disclaimer

This report was written by Sabbatical Officer Ali Gibson (she/they; VP Education Health) without input from KCL staff. It was then looked over by the rest of the Sabbatical Officers and multiple members of the KCLSU Student Voice team before being submitted to the student population and to central KCL committees.

The report has aimed to stay true to the comments made by students, hence why the bulk of the report is quotations taken from those who spoke in the meeting themselves, the comments from the chat and from the Mural board which students were able to add to before, during and after the Town Hall.

The final version of this report will be included as part of the papers we submit to a number of central King's College London decision-making committees, as well as in our conversations with key KCL staff members and departments discussed in this report.

We also wanted to end with a thank you to all of the Students' Union staff and King's College London staff who helped us coordinate this meeting – to Clair, Amy, Jack and Sofia from KCLSU who assisted in organising and publicising the event and Debbie, Deborah, Emma and Ashley from KCL who helped us actually get that many KCL senior figures in the room!

Massive credit for this report is due also to Asif and Samad, our two incredibly diligent minute-takers from our student staff – you made writing this report so much easier, so thank you for your excellent compiling skills and awareness during the meeting.

Ali Gibson (she/they), VP Education (Health) & Town Hall co-chair

Salma Hussain (she/her), President & Town Hall co-chair

Heena Ramchandani (she/her), VP (Postgraduate) & Town Hall co-chair

Quinquennial Review: Department of Geography mid-cycle update

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

In 2016/17 the Department of Geography undertook a Quinquennial Review. The following is a progress report on implementing the recommendations put forward by the panel.

Quinquennial Review: Department of Geography mid-cycle update

**Department of Geography Quinquennial review: progress report October 2020**

In the three years since QQR concluded the Department has:

- Embedded within the School of Global Affairs with all local professional services support delivered by teams managed at that level. At the time of the QQR submission there was a lot of uncertainty with the new School professional services structure but this is now stable and there is a collaborative working relationship between academic and PS staff.
- Moved from the King's Building to Bush House North East. Changed Head of Department and Leadership team
- Worked through the Portfolio Simplification process, leaving our undergraduate programmes largely unaffected, our PGT *modules* largely unaffected but our PGT *programmes* cut from 12 to 6 (with a further one paused for reconfiguration and one in development)
- Re-organised research groupings towards our REF submission and prepared a convincing narrative and set of impact case studies. Increased grant application diversity and volume including involvement in some very large projects and centres.
- Awarded an Athena SWAN Bronze award in 2019 in recognition of progress in Equality, Diversity and Inclusion.

The report takes the form of an updated response to the review panel's original recommendations. Each recommendation is listed **in bold** followed by a summary of progress made against that recommendation.

QQR recommendation: The department should further develop, articulate and disseminate its research strategy. It should consider carefully whether its current research domains and hubs accurately capture and signal its true strengths (for example, its strength in the critical social science of environmental issues is not as clear as it might be). External scrutiny could help in this process.

King's Geography is fiercely interdisciplinary and applied. Human and physical geographers work tightly together in teaching and research providing an integrated scientific-social scientific perspective that is rare in UK and international Geography departments in which the sub-disciplines are often somewhat self contained. This reflects the applied and environmental focus on our physical geographers and the theoretically rich but empirically-inclined nature of our human geographers as well as the 'wicked' nature of the socio-environmental issues that we confront. Over the last years, we have undertaken a series of all staff consultations supported by discussions at Research Committee reviewing research strengths in an evidence-based way on the basis of latent content analysis of our publication and large grant activity. This has indicated key strengths in the areas below:
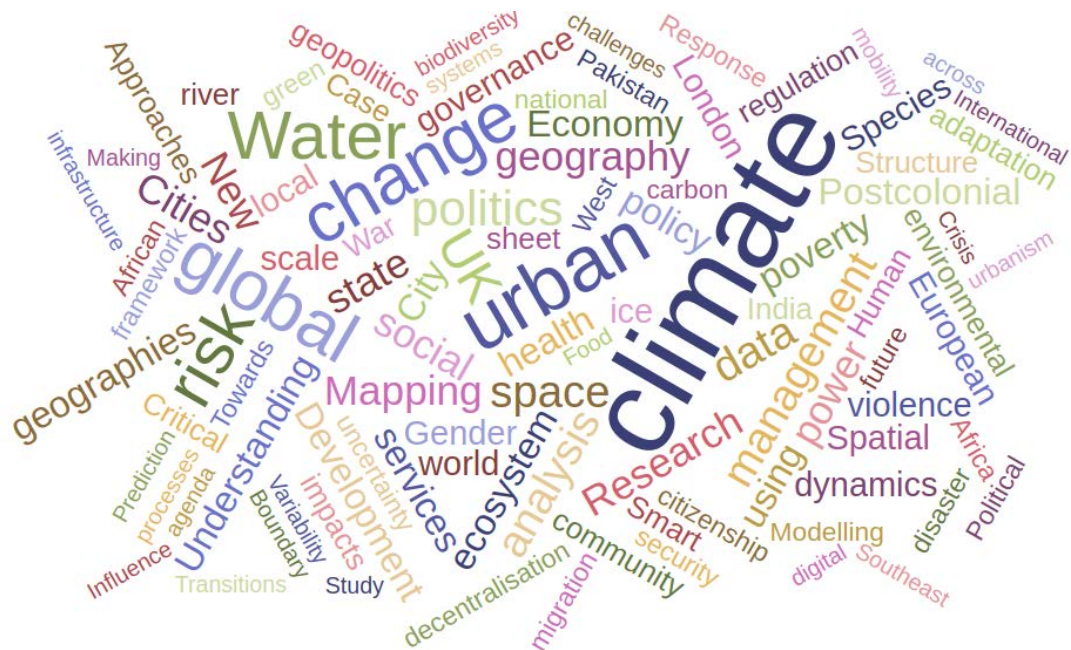
Automatic word cloud produced from publication titles submitted to REF review process showing the frequency of each word used in those publication titles

Automatic word cloud produced from REF period grant titles for grants >£10K showing the frequency of each word used in grant application titles

A further manual clustering and subsequent analysis and discussion (May 2018, May 2019, November 2020) has led to a focus on five **outwards-facing** organisational **research groups** (Urban Futures, Physical and Environmental Geography, *Political Ecology & Ecosystem Services, Risk, Hazard & Society,* Contested Development) two of which (in italics) have interdisciplinarity as their core. These are research (and research-led teaching) organisation and management units with outwards facing marketing and are

designed on the basis of our demonstrable and long term research strengths and led by senior research-active staff. All staff belong to at least one research group. Research groups are defined by their outputs (papers, grants, impact) rather than their people.

These research groups are supported by **inwards-facing** interdisciplinary **research activity hubs** around climate, water and geocomputation/earth observation and do not form part of our research marketing. These hubs are conduits for time-limited research activity (reading groups, conferences, grant applications, co-curricular research-led teaching activity, major grant applications). Staff may belong to none, one or a number of hubs. These are considered transitory and flexible and are led by more early career academics. They are defined by their activities rather than their outputs and bring researchers together from across research groups, around a common interest. We also host a Centre for Integrated Research on Risk and Resilience and the Leverhulme Centre for Wildfires, with the former likely to be discontinued in the light of emerging Faculty guidelines relating to Centres. These centres contribute to the Risk, Hazard & Society research group.

These **research groups** and associated outputs are now the focus of our REF submission and our UG, PGT, PGR and research marketing. David Green and Julia Stepowska have overseen revision of webpages and archiving of redundant pages, ensuring key projects and outputs in the REF period are given prominence. Revising of webpages is nearing completion, and the new **research groups** are now represented on our webpages. The research hubs remain as internally-facing convening fora.

These research groups align with significant changes in UG and PGT teaching, as described below, to embed these same research themes in our UGT and especially PGT teaching portfolio, within the overall context of an interdisciplinary focus, seen as one of the Departments unique selling points relative to other Geography departments.

In June 2020 Cathy McIlwaine was appointed as Faculty Vice Dean for Research. Through liaison with Cathy and colleagues in SGA, the Department Research Committee will in 2021 aim to oversee the authoring of a more overt research and impact strategy for the next REF cycle which identifies aspirations and expectations for each of these groupings and clusters, but will stop short of suggesting individual targets for grant application/acquisition or output production noting a 'mixed economy' across the Department. More explicit statements about the optimum mix of funding across the Department may be necessary given recent anxieties about overhead return across the College: from summer 2020 we have a new pre-application approval process in the Department which allows for earlier discussion of the appropriateness of grant applications to different funders.

More explicit consideration is also being given to the relation of Geography to other parts of SGA, especially DID but also the Global Institutes. Recent discussions have proposed a series of joint DID/Contested Development Seminars on themes which might be the basis for larger/centre bids in the future, such as gendered development/violence, uneven development and the nexus of global pandemic/migration. Recent SSPP pump priming for collaborations such as Visual and Embodied Methodologies shows possibilities for further collaborative working between the Departments. The Geography Research Lead also sits on the newly-convened Global Institutes Research Committee chaired by Christophe Jaffrelot.

Departmental research groups and cross-cutting activity hubs

QQR recommendation: Staff recruitment and replacement practices need review. The timescale for replacing lost staff is unhelpfully long. Current practice is adding significantly to workloads of existing staff, reducing their ability to deliver on wider commitments, notably research. A more clearly articulated research strategy, as recommended above, should also help in speeding up recruitment to vacant posts since the strategic research and education needs would become apparent.

- College policies on recruitment and replacement are outside of the departments control and have not changed significantly. If anything these challenges have become more acute, even before the impact of COVID-19, as:
  - (a) Provost approval has been required for all posts, even fixed-term replacements. This means developing departmental staffing strategy is challenging as strategically important posts may or may not get approved. Moreover, since this scrutiny is significantly contingent on SSRs it does not facilitate replacement in key areas where expertise may have been lost. For example, if key staff member leaves in a research and teaching group, replacement does not necessarily follow if reliant on the departmental SSR metric (as overall SSR remains stable)
  - (b) Planning round is still on an annual basis meaning that replacements for staff who have left tend to create either a fixed term 'cover' contract or result in a teaching and research gap for an academic year until the next planning round. Where cover posts are funded, this embeds precarity (20% of Geography academic staff are on FTCs). Where posts remain vacant this leads to constant short term shifts of teaching between staff with impacts on research output, staff morale and teaching quality. With so many staff on FTCs, renewed annually or every two years, advance teaching planning becomes challenging and vulnerable.

- - (c) Faculty Exec. Dean must chair all permanent post panels, HoS must chair all fixed-term post panels. This makes the interview process even for short term posts contingent on the availability of key, time-pressed staff.
  - (d) No budget surplus can be carried over by Departments from year to year meaning strategic investments are impossible. Budgets are allocated in August and must be spent by the following June. Much of this time is full-on teaching with the result that research, impact and networking pump priming budgets tend to become fragmented and support small projects rather than longer term more strategic priorities. Significant student over-recruitment and financial return even over many years lead to increases in establishment (staffing) budget and non-pay, but since non-pay is annually allocated for spend within the year, longer term strategic research and impact generation support is challenging and reliant on annual competitive Faculty level bidding processes.
  - (e) The process for allocation of co-funding to new GCRF, Leverhulme and other schemes is sometimes bespoke and obscure.
- Of course, we understand the need for such oversight but these all create challenges for replacing staff, developing a long term departmental staffing strategy, managing workloads and investing in strategic research. We have made progress on a strategically articulated research strategy and look forward to maintaining our long term production of budget surpluses post-COVID-19 and being afforded the opportunity to reinvest these into strategic projects.

QQR recommendation: Consideration should be given to encouraging (or recruiting) academic staff on the education-led career track

- This has been facilitated by the College's creation of the AEP contract, though the fact that those teaching fellows with <1 year on an FTC (typically of two years duration) cannot apply in post, is a disincentive to those who might wish to transfer from a teaching fellowship. Though all new T&S posts will be AEP, the AEP contract does not change terms and conditions in terms of contract duration, for example. This means that precarity of contracts (even where there is a demonstrable long term need for the work) remains a serious issue affecting some of our colleagues and the delivery of our teaching portfolio. Those on 2-year FTCs spend a significant fraction of their time on gearing up in their first year. In their second year they have little incentive to invest in significant module development since their contract may end with the academic year, instead having to focus on research and publications as a priority for securing the next post. Moreover, precarity in contracts leads to precarity in teaching planning, delivery and quality as teaching has to be 'shifted around' with backup plans always in place should contracts not be renewed. FTCs also cost senior academics, HoDs and HoS time bidding, reviewing bids, advertising, interviewing year on year, taking time from more strategic work. There is a role for FTCs in covering maternity and medical leave or research buyout but for demonstrable long term teaching provision they are inefficient and ineffective in the long term.

QQR recommendation: ......and to developing teaching fellows.

- We have worked very hard to maintain contracts for our teaching fellows and to extend them by more than a year each year, providing the opportunity for professional development. Teaching fellows now sit on the department steering group, have significant leadership roles in UBOS, admissions, marketing, TEL, careers, staff communications and GTA allocation. Teaching fellows' teaching loads have been reduced (180 hrs to 150 hrs on average) in order to focus more on innovative education and scholarship. Notwithstanding the structural issues of fixed term contracts noted above, the AEP pathway is now a more attractive option in the Department, with the opportunity for career development in this pathway, or a transfer to T&R for those who take on significant research responsibilities. To realise the benefits of

this investment more colleagues on this pathway need to transition to permanent posts and thus continuing to support the teaching and research in which we have invested.

QQR recommendation: In the taught programme portfolio, the balance between UG and PGT provision needs re-examining. Although excellent, the subject range and student numbers in the PGT portfolio of programmes might be unsustainable. A vibrant, sustainable UG programme is the foundation of a good university department, and the perceived need to significantly reduce UG student numbers might erode departmental identity. For example, the UG students are the only students who are unquestionably studying geography.

- King's Geography is fiercely interdisciplinary and applied. Human and physical geographers work tightly together in teaching and research providing an integrated scientific-social scientific perspective that is rare in UK Geography. We have carefully marketed the interdisciplinary nature of our BA and BSc degrees and plan to open up the BSc to new and growing markets in Environmental Science through a rename (now approved) of *BSc Geography* to *BSc Geography and Environmental Science* (which better reflects the current content and approach of the programme). Our Geocomputation pathway has been opened up to significant internal markets at King's through collaborations with the Department of Informatics (NMS) and the Business School, with some rebranding as Spatial Data Science in line with the possible College moves into *Big Data and Society.*

- It is important for the Department to maintain a strong PGT portfolio because the UGT Geography market in London is highly competitive and our PGT market provides resilience as well as reach beyond the discipline of Geography, significantly expanding our staffing and research reach. Our PGT market is predominantly high margin overseas and this is critical to maintaining financial returns. In common with many Departments at King's and especially in SSPP we are fundamentally interdisciplinary and impact focused. Our reach is well beyond the discipline of Geography and our PGT programmes (that do not use the word Geography) extend our student market. Geography continues to be a strong and an expanding discipline at UGT, now the 6th most subject studied GCSE and our fiercely interdisciplinary brand remains popular with students.

- Though targets for recruitment and financial returns are not in our gift to manage, we have strived to achieve a better balance between UG and PGT teaching versus research workloads largely through carefully managing deployment of cover staff (within the constraints of planning round) as well as implementing an open and transparent workload model to protect funded research time. The UG admissions target has reduced from 140 to 130. For AY 2018/2019 and 2019/20 we did not go through clearing, meaning UG numbers could be better managed, avoiding the difficult-to-manage over-recruitment at 170 that we had seen under clearing for some years before. If we go through clearing 2020/21 it will be as a result of unprecedented circumstances associated with COVID-19. Management of PGT over-recruitment has been more challenging. On a target of 216 we regularly receive 250 PGT students in October, creating all manner of challenges. The department has returned well above financial targets for many years now.

- The process of Portfolio Simplification has significantly reduced our number of PGT programmes (from 12 MA/MSc to 5 MSc and 1 MA only), taking us out of some thematic markets. Whilst this does simplify the portfolio, it has also removed some of our highest overseas student recruiting programmes risking a formerly very profitable and efficient shared module PGT model with stakes in a range of markets, well beyond Geography and consistent over-recruitment.   Whilst we expect some transfer of students from discontinued programmes to our remaining programmes, we may need to increase PGT recruitment targets from the current (216) in order to replace any high-fee losses from closed programmes and meet higher expected returns to College. The process has had little impact on the number of modules we need to deliver as almost all were shared between programmes and offer the choice that incoming students want.

- Portfolio Simplification decisions were outside of our control but we have taken the opportunity of the change to reconfigure our remaining programmes and modules, better align them with our new interdisciplinary research groupings and staffing, refresh titles and review content between and across modules and programmes. Greater mixing of disciplines (science/social science) within these new programmes will help achieve synergies between this teaching and our research.
- The impact of Portfolio Simplification on PGT student numbers in general and overseas PGT in particular remains unknown and is likely not to be clear for a number of years given the expected significant impacts of COVID-19 on PGT recruitment.

QQR recommendation: The notion of "pathways" through the undergraduate degrees requires further development. However, the panel did note the problems that were being caused by the admission of students through clearing and emphasised the importance of maintaining student quality.

- Maintaining student choice is important but this has to be carefully guided in order to ensure a full and coherent education. We have worked to further specify indicative pathways through our degrees which carefully communicate structures to prospective and current students. Each module is assigned to one or more of these pathways: Physical & Environmental Geography (PEG), Environment & Society (ES), Development Geography (DG), Urban and Cultural Geography (UC), Spatial Data Science (SDS). These can be viewed on a scale from biophysical to social science as follows:

- They map loosely with our research groups (physical & environmental, development, social environmental). The mapping with research groups is tighter at PGT.
- Year 1 is foundational (and pass/fail) but each Y2 and Y3 module is assigned as a thematic module in one of these themes and a complementary module in others. This provides the structure for specialisation whilst allowing a degree of flexibility.

Typical 2nd year optional modules

Module	Physical Geography	Society, Environment & Geography	Development Geography	Urban & Cultural Geography	Geocomputation & Spatial Analysis
Earth Surface Processes & Landforms	■				
The Nature of the Environment		▨			
Development Geography			■		
Urban & Cultural Geography				■	
Geocomputation*	▨	▨		▨	■
Spatial Analysis*	▨			▨	■
Natural Hazards	▨		■		▨
Water & Development		▨	■		
Global Environmental Issues	▨	■	■		
Urban Geography: Exploring the City				■	▨
Climate Variability, Change & Society	■	▨			
Biogeography & Ecology	■	▨			
Cities & Citizenship			▨	■	
Historical Geographies of Urbanism			▨	▨	
Territory, State & Nation			▨	▨	

■ Thematic module: tied directly to one of the themes
▨ Complementary module: modules with cross-over appeal that are relevant to several themes

*In order to obtain the Geography BA/BSc (with Geocomputation and Spatial Analysis) you must complete all modules with an asterisk and complete the relevant requirements of the BA/BSc degree programmes.

Typical 3rd year optional modules

Module	Physical Geography	Society, Environment & Geography	Development Geography	Urban & Cultural Geography	Geocomputation & Spatial Analysis
Applied Geocomputation & Spatial Analysis*	▨	▨		▨	■
Desert Environments	▨	▨			
Advanced Issues in Natural & Environmental Hazards	▨	▨	▨		
Global Environmental Change 1: Climate Science	■	▨			
Global Political Ecology		■			
The Right to the City				■	
Tropical Forests in a Changing Environment	▨	▨			
Political Economy of Hazardscapes		■			
Global Environmental Change 2: Earth System Dynamics	■	▨			▨
Hollywood & the Post-Industrial City				■	
Environmental Remote Sensing 2	▨				▨
Histories & Geographies of Climate Change	▨	▨			▨
Critical Geopolitics			▨	■	
Health, Lifestyle & Cities			▨	▨	
Environmental Risk, Governance & Society	▨	▨			
Gender & Development in the Global South		▨	■	▨	
Geography & Development in Latin America			■	▨	
Directed Readings in Geography	▨	▨	▨	▨	▨

- Field trips have been realigned to fit better with these indicative pathways through the development of greater interdisciplinarity within field trips i.e. each trip focusing on two pathways: Kerala: DG and PEG; Capetown (DG and PEG), San Francisco (UC and SDS), Lisbon (UC and DG).
- There are risks to the cohesion of the educational offering resulting from the 2029 vision for Curriculum Flex, allowing students to take modules in each year from other departments and faculties so this will have to be carefully managed
- For AY 2018/2019 and 2019/20 we did not go through clearing, meaning UG numbers could be better managed, avoiding the difficult-to-manage over-recruitment at 170 that we had seen under clearing for some years before. If we go through clearing 2020/21 it will be as a result of unprecedented circumstances associated with COVID-19.

QQR recommendation: The faculty should also work to support the department when targets are overshot through providing additional temporary teaching support.

- Faculty has provided a gainshare fund which shares the proceeds of faculty level over-recruitment with those departments that generate them. Whilst this has been helpful in supporting student experience activities it is difficult to deploy in teaching support particularly in those areas affected by over-recruitment (room capacities, marking loads). We do not use GTAs for marking. The deployment of teaching fellows (now AEPs) as cover posts through the planning round has been helpful as over-recruitment has been been year on year but the nature of these FTCs means that now almost 20% of academic staff are on precarious contracts. Recent moves to move some of these posts to indefinite have been helpful, though only one has made it through, with a further two won at planning round, now withdrawn as permanent in the COVID-19 period.

QQR recommendation: PGR student support, from induction onwards, needs improvement.

- Overall we have seen a reduction in the number of PGR students (and an increase in quality as indicated by on time submission and PhD student involvement in REF and other publications) with more staff involved in PGR supervision so less heavy loading of specific supervisors. This has been achieved through clearer processes and greater coordination for PGR admissions and supervisor allocation to manage supervisor loads and ensure the consistent high quality of incoming students.

- There is now a fully integrated induction programme for all new students (UGT, PGT, PGR) with a geography fair and other programming (eg IT training) which helps integrate students into the department early on.
- We have improved cohort building; through research group activities and dedicated PhD presentation slots in the Wednesday Departmental seminars: we also have an active Study Cafe involving PGR GTA support of UG and PGT students *daily* during term time, bringing UGT and PGT students into the heart of the Department. Our weekly departmental seminars are very well attended by our PGR students who then join in social activities after. All our PGR students have the opportunity for GTA work which we see in a supporting capacity with GTAs involved as demonstrators alongside lecturers in practical classes or co-running small group seminars led by academics to support teaching on large modules. Our GTAs do not mark assessments or deliver modules. They benefit from a range of professional development and training in education through this GTA work, which also makes a contribution to their financial sustainability.
- Greater input, training and activities coordinated by DTPs and DTCs though this also comes with risks for dividing departmental PGR cohorts (funded v self-funded)
- We have funded a newly revitalised PGeogSoc (Postgraduate Geography Society) who have managed the allocated funds to arrange a number of activities open to all PGR students. This has included a writing workshop in 2019-20 that was really successful in bringing students (across all years) together.
- We have PGR representation on major committees including department Staff Meeting, EDI Committee and Research Committee
- Since QQR we have developed bespoke sessions, with ASRO, on grant application and postdoctoral opportunities for our PGR cohort to ensure that we are offering careers engagement activities, advice and support. This activity is supported at School level by a new Student Engagement Team (previously 0.5 FTE in the School, now increased to 3.0 FTE across UGT, PGT, PGR)
- The pastoral support of PGR students has also been improved through greater social, financial and mental health support from the Department and the CDS.

QQR recommendation: Care should be taken not to overburden popular supervisors.

- We have seen a reduction in the number of PGRs overall and more staff involved in PGR supervision so less heavy loading of specific supervisors. Our workload model currently lists an average of 3.1 PhD students per permanent academic staff member out of probation with a maximum of 6.5. This is down from an average of 3.5 and max of 8 in 2016.
- We now see more co-supervision within Geography and across departments in the School. All PGRs have a formal second supervisor but more students are now 50:50 co-supervised (also reflecting an increased interdisciplinary physical-human geography).

QQR recommendation: Work should continue to ensure that students (PG and UG) have a clear affinity and involvement with the department.

- We have made student engagement a key focus over the past few years, with significant investment from gainshare funds and through a reorganisation and expansion of PS support for student engagement. We have: Funded (UG) GeogSoc and worked with the committee in organising social activities, planning inclusive activities, careers events and student comms around key events (i.e. NSS); funded PGeogSoc who now ensure that our PG students can enjoy a host of social activities, cohort-building events and careers activities; continued to fund Intrepid Explorers (as GeogSoc outdoors) and made this a student-led series to ensure collective buy-in; set up and run a GTA-led Study Cafe for our UG and PGT students offering daily help, advice and support that is module-specific, for key skills and dissertation feedback.

- Finally, we have also ensured that we are offering significant student support infrastructure that enables and deepens student affinity with the department including: open access to room 6.05 in the heart of the Department (when it is not being used for teaching) offering students a convenient on-campus study and discussion space in the heart of the department. We have also provided research bursaries for dissertation fieldwork and conference attendance for both UG and PG students, through gainshare funds. In addition PhD students are now colocated on the same floors as staff in Bush House. Challenges remain around the lack of shared communal space since the Departmental meeting and social space (6.05) remains bookable for teaching.
- We have revamped our staff-student liaison committee (SSLC) committee to a more consultative Student Voice Committee (SVC) process with more meetings, open-access minutes set up as a discussion and a wider remit. Drawing on GeogSoc communications, there are now more opportunities for all students to feed into this process and see the outcomes of these discussions.
- Our student body is diverse and we have actively sought out a range of views to improve engagement and progression. We have UG & PGR student representation on our Equality Diversity and Inclusion (EDI) Committee.

QQR recommendation: Postdoctoral research assistants could be better integrated into the department and better used. Their career development opportunities are not fully exploited and they could become a useful resource if developed as teaching fellows, for instance.

- Geography refers to PDRAs as *research staff*, better highlighting their positionality as departmental staff, with a focus on research. Research staff are now represented at Department Meetings and Research Committee meetings and we have an annual presentation slot and reception where they present their research projects at the start of the academic year. For career development, research staff are also offered teaching and PGT co-supervision opportunities and we have helped put together a range of bespoke research funding training events with ASRO, encouraging research staff to develop their own bids. Research staff carry out annual PDR with their line manager or another senior staff member. HoD reads all of these and actions any changes that are under Departmental control.
- All research staff in Geography are provided with a PRA (Personal Research Allowance) from the departmental budget to be used in networking activities that highlight the staff member's research and profiles the Department internationally. This is in recognition of a research staff member's role as King's staff and in helping to secure and deliver on funded research.
- Our weekly Geography e-newsletter profiles research staff on a regular basis, and asks them to summarise their recent activity better enabling cross-departmental communication, networking and interdisciplinary research.
- As a result of this increased engagement and capacity building, we have evidence of research staff leading more research grant applications, including successful applications to ESRC from Faith Taylor, and involvement in both FRF and DRF applications and a number of successful fellowship applications (James Angel, Paul Breeze). Our REF submission is likely to include multiple outputs where a research staff member was lead author (e.g. Adam Elliott Cooper, Faith Taylor, Maud Borie).
- This response has been developed in consultation with research staff who are very positive on this and consider these meaningful improvements

QQR recommendation: When the current Head of Department leaves later this year, the transition to a new head should be actively and carefully managed to avoid a dip in staff morale. Effort will be required to make sure that the distinct identity of King's Geography is maintained and not lost with the new structure.

- That is now in the past but important to bear in mind for the next transition. This process will begin again in September 2020 as the current HoD's four year term comes to an end in September 2021. The

Department has some well-qualified individuals who would be great in this role. There are also a number playing significant leadership roles already in the Faculty (Dean, Vice Dean Research, Pro Dean Impact, Pro Dean Education). The next HoD, as the current one, would need to be supported by good deputies and a steering group of senior staff, given the size of the Department. HoD is a particularly challenging role given some of the structural issues on finance, staffing, systems identified above leaving little scope for strategy over management in this role. This is recognised in the College *"Enabling HoDs"* consultation and report and the implementation of recommendations therein should ease transition planning across departments.

- Discussions with staff indicate that morale has generally been good and that the current HoD's work in running the Department since the departure of Mike Hulme has been much appreciated. The Department's identity and collegiality has been arguably stronger since our move to Bush House, though COVID-19 and home-working has meant that maintaining an inclusive culture is now more of a challenge.

- Geography remains a distinct research and teaching unit within SGA and it is important that this remains given the importance of Geography and Environment as a discipline and the increasing numbers of GCSE and A level students taking up this subject. Research collaborations across SGA are developing where there is mutual benefit in this. The move of the Environmental Research Group to Imperial makes Geography the only Department working on Environment in the College and post-COVID should facilitate further investment in this area with London as a socio-environmental laboratory.

QQR recommendation: Future quinquennial reviews might benefit from separate sessions with PGR students, early career researchers and professional services staff.

- Agreed. This is also important from an equalities, diversity and inclusion perspective. Professional services was also notably absent in this process. Though most of those services are now provided at College, faculty and School levels, they remain fundamental to the effective and efficient working of departments and to departmental culture and should be an important part of stock-taking exercises like this.

QQR recommendation: Attention should be given to the resourcing needs in physical geography, in relation to laboratories and field equipment, which are below levels typical of the sector.

- Discussions at the January 2020 Research Committee around this point suggested that our labs are generally now well-equipped for the type of work we do in the Department. Issues remain around the need for more computing capacity (HPC) for 'big data' research, but there have been some encouraging developments in this regard across campus. However, it remains a challenge, to secure reliable, supported access to these from Geography.

- Over the last 2.5 years, the John B Thornes laboratory has made notable capital investment, targeting strategic research projects and building teaching capacity. The lab continues to take a larger role in timetabled teaching across the whole of physical geography, with technical staff acting as Independent Geographical Study supervisors and being responsible for delivery of all face-to-face laboratory teaching.

- Further investments have been made (particularly in staffing). The technical team has a complement of 5 full time staff, the lab now has 3 full time technical staff and a new appointment whose work is in part associated with the move of substantial equipment capacity (> £1 M) from NERCs Airborne Remote Sensing Facility (ARF) to King's. Funding for 0.5 FTE of this new appointment is covered by NERC National Capability funding through NCEO, and has immediately allowed us to successfully win more than £0.5M in funding to operate airborne research activities for the European Space Agency, with more coming in 2021 after cancellation in 2020 due to the lockdown. Other activities of this new staff member include a leading role in UAV developments and general planning for remote sensing field data collection campaigns and instrument engineering.

- There is scope for further growth in use by new academic and research users within the Department, specifically those working on interdisciplinary research questions around, for example, ecosystem services. This is dependent on the maintenance of budget, which will enable the lab to tailor and maximise support for the refocused Political Ecology & Ecosystem Services and Risk, Hazard & Society research groups.
- Moreover the move of the Environmental Research group to Imperial means that King's Geography is now the only Environmental Science unit in the College. We are keen to build on our strengths in interdisciplinary environmental science through an investment in 4-5, 0.2 FTE professors of practice in this area, with the potential to help capitalise on links to industry, government, NGOs and international organisations. This would sit alongside an investment in using our unparalleled expertise in low-cost, high accuracy, real-time environmental sensing to work with schools throughout London to ensure London is the most heavily monitored urban environment in the world, with King's Geography as the *London Environment Data Hub.* This network would support research and public engagement in soil, water, air and noise pollution, urban climate, urban nature, health, climate hazards, flood mitigation and nature based solutions to more sustainable urban living.   This would require investment in existing workshop facilities at King's as well as continued support of existing lab staff to help crowd-source and support this schools-based network. This vision sits well between the *King's London* and *King's Service* strategies.

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29th January 2021

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board and Committee Terms of Reference Review	16 March 2021	Main	Approve	No
2. Academic Board Meeting Cycle 2021/22 **Annex 1**	16 March 2021	Main	Approve	No
3. College Service Committee Terms of Reference **Annex 2**	16 March 2021	Consent	Approve	No
4. Business Schedule/Annual Agenda Plan	16 March 2021	Consent	Note	No

For approval

1.   **Academic Board and Committee Terms of Reference Review - 'Powers' of the Academic Board**

      Motion: That the terms of reference for CEC include the delegation of authority to Academic Standards Subcommittee for specific items of business to be presented directly to Academic Board for approval; and that the terms of reference for Academic Board include delegation of final approval for items that are sent back for further attention to ASSC or CEC as appropriate wherever possible.

ABOC considered the above motion received from the College Education Committee during the process of review of the wording of the terms of reference of the Academic Board and its standing committees undertaken by the Secretariat as agreed at the November 2020 meeting of Academic Board.

Resulting from the review, ABOC also agreed that the Secretariat would prepare draft amendments to the terms of reference for consideration at the next meeting. The amendments would include the use of the term "power" and the addition of a table listing in more detail the various decisions taken by the Board and by its standing committees on its behalf.

The intention behind the review had been to ensure that the terms of reference were clear about what the Board has the power to do and to consider whether any amendments were needed. The review had included consultation with the chairs and secretaries of the standing committees of the Board to determine whether the current delegations were working or whether changes to the delegation of authority might be warranted; analysis of items considered by the Academic Board for the last four years and changes to workflow resulting from the 2018 governance review; and collection and analysis of terms of reference/statements of authorities from other institutions.

The positioning of the description of the Academic Board within the Charter and Statutes made clear the significant authority and power held by the Academic Board with respect to academic matters at King's. The use of the terms "responsibilities", "authority" and "duties" within the existing terms of reference rather than "powers" did not detract from that and it was notable that

the phrasing used to describe the work of the Board was exactly the same as that of other key standing committees of Council. Nonetheless, if additional assurance would be provided by changing the wording in section 2 of the terms of reference from "duties" to "duties and powers", this would be possible. A comprehensive table listing in more detail the various decisions taken by the Board (and by its standing committees on its behalf) could be added to the terms of reference to provide greater clarity on specific actions taken under the provisions of section 2. In discussion the following points were made:

- The table of decisions would be welcome and would help members better understand which matters require Council approval, which were retained for Academic Board under its direct authority, and which had been delegated for action on the Board's behalf.
- A change from the word "responsibility" to "power" would help specify the matters upon which Academic Board had final decision-making authority.
- The table would provide a useful guide for student members as well as staff in understanding their role as members of the Board.

2. **Academic Board Meeting Cycle 2021/22**

    Motion: That the changes to the meeting schedule attached at Annex 1 to this report be approved.
    [Note that this motion will also be put to Council and that, because of the timing of meetings, the proposal has already been approved by Council and any objections arising from Academic Board will be notified to Council.]

    The amendments proposed were considered with a view to enabling increased time for paper circulation for meetings of the Academic Board for 2021-22 forward, as requested by members of Academic Board.

    The two-week circulation period requested would require the Committees of the Board to meet four weeks before Board meetings and the constraints of the Academic Year meant that this could only be achieved by moving meetings of Academic Board and Council at each end of the year to make space for the extra time. In discussion with Committee Secretaries it had become clear that there were other advantages to doing this in that it will be useful for the Academic Board Committees to be able to put proposals to the Board closer to the beginning of the Summer recess and to be able to allow more preparation time at the start of the Academic Year.

    The proposals make clear the meetings that were intended for a particular focus on strategic matters for which no report from committee would be required. The Committee was supportive of this proposal and agreed to recommend that the December and April meetings would be the strategic-focus meetings.

    The Committee considered the introduction of a late July meeting, but noted that this would raise problems in attendance and agreed that the final meeting of the academic Year should be held at the end of June.

    It was noted that there was a fairly long gap between the November and March meeting routine business meeting dates, but that urgent items for approval could be taken as part of the December strategic focus meeting or by email circulation as appropriate.

3. **College Service Committee Terms of Reference (Consent Agenda)**

    Motion: That the proposals for minor factual and editorial amendments to the Terms of Reference for the College Service Committee attached at Annex 2 be approved.

For note

4.   **Business Schedule/Annual Agenda Plan (Consent Agenda)**
     The Secretariat was in the process of producing a draft schedule of business for Academic Board for the next two years and would draw on the analysis of business items produced for item 1 above to ensure that the scheduling of routine business was comprehensive. Specific strategic items would need to be added and the College Secretary would be contacting all Academic Board Members for their requests for topics to be included. A draft schedule would be presented at the next meeting for recommendation to Academic Board.

     The following potential strategic items were identified in discussion:
     - The best way to hold meetings in future – by remote access or in-person, considering levels of participation, ability to contribute, quality of decision-making etc.

     - The ways in which we will work differently in the core business of research and education as a result of the pandemic – workshop discussion with the new Principal.

     - Revisiting the International Strategy.

     - Animated discussions on academic research post-covid, considering KPIs to evaluating quality and other metrics.

     - Review of research impact and the ways in which it is brought into Academic Board and College consideration.

Proposed changes to the dates for Academic Board and its committees in 2021/2022

GOVERNANCE BODIES	CURRENT SCHEDULE (with three week gap between Committee and Academic Board meetings)	PROPOSED SCHEDULE (with four week gap between Committee and Academic Board meetings)
Academic Board Committees meet	Before 15 September 2021 (AB report due 22 Sept)	Before 12 October 2021 (AB report due 15 Oct)
Council Away Day	Wednesday 22 September 2021	*STRATEGIC – NO CTTEE REPORTS* Wednesday 22 September 2021
Academic Board	Wednesday 6 October 2021	(papers out on 20 Oct) Wednesday 3 Nov 21
Academic Board Committees meet	Before 17 November 2021 (AB report due 24 Nov)	*No requirement to make any reports*
Council	Tuesday 23 November 2021	Tuesday 23 November 2021
Academic Board	Wednesday 8 December 2021 (Strategic Focus)	*STRATEGIC – NO CTTEE REPORTS* Wednesday 8 December 2021
Academic Board Committees meet	Before 12 January 2021 (AB report due 19 Jan)	Before 15 Feb 2022 (AB report due 18 Feb)
Council (Strategic 'Away Day style' discussion)	Thursday 20 January 2022	*STRATEGIC – NO CTTEE REPORTS* Thursday 20 January 2022
Academic Board	Wednesday 2 February 2022	(papers out on 23 Feb) Wednesday 9 Mar 22
Council	Thursday, 31 March 2022	Thursday 31 March 22
Academic Board Committees meet	Before 6 April 2021 (AB report due 13 Apr)	Before 29 Mar 2022 (AB report due 1 Apr)
Academic Board	Wednesday 27 April 2022 (Strategic Focus)	*STRATEGIC – NO CTTEE REPORTS* Wednesday 20 April 22
Council	Thursday, 12 May 2022	Thursday, 12 May 2022
Academic Board Committees meet	Before 25 May 2022 (AB report due 1 Jun)	Before 7 June 2022 (AB report due 10 Jun)
Academic Board	Wednesday 15 June 2022	(papers out on 15 June) Wednesday 29 June 22
Council	Wednesday, 13 July 2022	Wednesday 20 July 22

College Service Committee, Committee of Academic Board
(Ordinance Appendix B, 1 August 2019)

Terms of Reference

1.   **Authority**

The purpose of the Service Committee is to provide robust oversight and accountability in delivering the Service strategic framework, including abiding by the eight guiding principles identified in King's Strategic Vision 2029, and as applied to Service:

1.1   exceptional institution in all that we do, focusing on excellence and making a distinctive contribution to society. This means ... going above and beyond what is expected or contracted of a world class university.

1.2   Create an inclusive environment where all individuals are valued and able to succeed. This means ... working to encourage everyone at King's to engage with Service activities no matter who they are.

1.3   Build on the accomplishments of our predecessors and improve the university for future generations by providing effective stewardship. This means ... developing approaches which encourage, engender and embed quality Service activities across King's.

1.4   Use the best evidence and critical enquiry, and learn from our successes and failures to prepare ourselves for the future. This means ... measuring, evaluating and listening to feedback and continually improving the impact of Service activities.

1.5   Enable meaningful connections between our students and staff to local, national and international communities, creating a porous boundary between what we do and those communities with which we engage. This means ... working in effective and empathetic partnerships with community organisations.

1.6   Take a holistic approach to Education, Research and Service to enable our students and staff to develop character and wisdom for the benefit of others. This means ... the benefits of Service are clear, actioned and articulated in all that we do at King's.

1.7   Demonstrate open mindedness and tolerance and expect to challenge and be challenged in protecting freedom of expression. This means ... inviting challenge from different perspectives and being accessible to different parts of the King's community.

1.8   Share an unrelenting ambition to deliver Strategic Vision to make the world a better place. This means ... redefining the public purpose of universities, tin the UK and internationally.

2.   **Duties**

The College Service Committee will:

2.1.   Foster King's intrinsic and unique ethos of Service, by ensuring that an inclusive environment conducive to enabling Service activities is established and maintained across the university.

2.2.   Champion and support the implementation of the framework for delivering King's Service strategic priorities across all constituencies of the university, including students, staff and alumni.

2.3.   Be accountable to students and staff for the implementation of the Service Strategic Framework.

2.4.   Act as a 'sounding board' to feed back to the central service team, and for the central service team to feed into, to develop new ideas and resolve issues arising with the implementation of the framework for Service.

2.5.   Monitor conditions nationally and internationally and ensure that the university is proactive in the changing public landscape in the context of Service.

2.6.   Critically review and comment on the Annual Service Report, ensuring accountability back to King's communities in delivering on Vision 2029 in the context of Service.

2.7.   In support of these duties, the Committee will:

   2.7.1   form subcommittees, working groups and task and finish groups as needed.

   2.7.2   review the relevance and value of its work and the terms of reference on an annual basis;

   2.7.3   review its terms of reference on an annual basis.

3.   **Composition**

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

   3.1.1   Vice President & Vice-Principal (Service) (in the chair)

   3.1.2   KCLSU Vice President Welfare & Community or nominated representative

   3.1.3   KCLSU Vice President Activities & Development or nominated representative

   3.1.4   Two student Service representatives

   3.1.5   A representative from each Faculty

   3.1.6   SERVE Priority Area Representatives
   - Social reform
   - Educational experience (Service-learning)
   - Research impact
   - Volunteering

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- Environmental sustainability

3.1.7 Priority Areas
- Sanctuary programme
- Civic Leadership Academy

3.1.8 Innovation
- Culture
- Policy Institute
- Entrepreneurship Institute
- Commercialisation Institute

3.1.9 King's Health Partners Representative

3.1.10 King's Maths School Representative

3.1.11 A representative for Equality, Diversity and Inclusion
3.1.12 A lay member of the Council
3.1.13 Other officers of the College may also be permitted by the Chair to attend the
3.1.14 College Service Committee either permanently or for particular meetings

3.2 The following shall have the right to attend meetings of the Committee, but are not members of the Committee:

3.2.1 Vice President & Vice-Principal (Education)
3.2.2 Vice President & Vice-Principal (Research)
3.2.3 Vice President & Vice-Principal (London)
3.2.4 Vice President & Vice-Principal (International)
3.2.5 Director, Service Strategy & Planning
3.2.6 Director, London Strategy & Planning
3.2.7 Chief Operating Officer, Arts & Sciences
3.2.8 Chief Operating Officer, Health

3.3 The College Secretary or his/her designate shall act as Secretary to the College Service Committee.

4. **Frequency of Meetings**

The College Service Committee will meet as required, at least once per academic term

5. **Reporting Procedure**

5.1 The College Service Committee will regularly report to and advise the Academic Board and, through it, Council on all matters relating to Service.

5.2 Papers for meetings will be circulated electronically to members and permanent invitees.

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	Academic Board	
Meeting date	28 April 2021	
Paper reference	AB-21-04-28-09.2	
Status	Final	
FOI exemption	None	

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Degree Outcomes Statement **Annex 1**	14 April	Consent	Approve	No
2. PGR Student Involvement in Teaching and Learning Policy **Annex 2**	14 April	Consent	Approve	No
3. PG External Examiner Overview Report **Annex 3**	14 April	Consent	Approve	No
4. Mitigating Circumstances Policy **Annex 4**	14 April	Consent	Approve	No
5. CEC Composition Amendment	27 January	Consent	Approve	No
6. Breakthrough Investment in Education and the Student Experience	27 January	Consent	Note	No
7. A Shared Approach to Student Voice	27 January	Consent	Note	No
8. Curriculum Innovation Modules	27 January	Consent	Note	No
9. Service Learning	27 January	Consent	Note	No
10. Late Submission Cap	27 January	Consent	Note	No
11. Welcome to King's 2021	27 January	Consent	Note	No
12. PSRB Update	27 January	Consent	Note	No
13. Online Professional Education	27 January	Consent	Note	No
14. SUSTech Request for non-standard module sizes	27 January	Consent	Note	No
15. REIEF Update	27 January	Consent	Note	No
16. Fair Assessment Policy Working Group Update	14 April	Consent	Note	No
17. King's First Year	14 April	Consent	Note	No
18. Delivering Cultural Competency	14 April	Consent	Note	No
19. E-Assessment and Proctoring	14 April	Consent	Note	No
20. Module Evaluation Response Rates	14 April	Consent	Note	No

For Approval

1. Degree Outcomes Statement

Motion: That Academic Board approves the paper to go to Council for approval prior to publication as required by the UK Standing Committee for Quality Assessment. **[ANNEX 1]**

Background: The degree outcomes statement is a brief, high-level report, setting out the institutional degree classification profile and any changes together with the reasons for those changes. It compares data from 2015/16 to 2019/20.

2. PGR Student Involvement in Teaching and Learning at King's Policy

Motion: That Academic Board approves the updated policy. **[ANNEX 2]**

Background: The amendments reflect developments introduced since the current 'live' version was approved in 2014 and aim to provide greater clarity and alignment of practice across the university. The developments include reviews of the pay and working conditions and the approach to the employment of GTAs at Kings – see the new GTA Contract Framework here. They also include changes made to the Academic Regulations for Research Degrees and the GTA Development Programme pilot programme delivered by King's Academy.

3. PG External Examiner Reports 2019/20

Motion: That Academic Board approves the following two recommendations arising from the external examiner reports:

(i) That assessment board and sub-board deadline timeframes be reviewed and revised where appropriate.

(ii) That inclusivity be further embedded in programme content.

Background: This report details the main issues highlighted by external examiners in 2019/20, focusing on judgments made on academic standards within King's. **[ANNEX 3]**.

4. Mitigating Circumstances Policy

Motion: That Academic Board approves the updated policy. **[ANNEX 4]**

Background: The proposed amendments to the Mitigating Circumstances Policy aim to ensure greater clarity and to align with the guidance issued to staff and students.

5. CEC Composition Amendment

Motion: That Academic Board approve the removal of the post of Associate Director, King's Academy from the ex-officio members of College Education Committee.

For note

6. Breakthrough Investment in Education and the Student Experience

The Committee discussed a paper detailing a strategic outline of a business case for investment in education and the student experience. The Revenue, Expenditure & Risk Committee (RERC) had approved the paper, which was the first of three stages to gain formal approval. The detail of the investment was still to be finalised.

7. A Shared Approach to Student Voice

The Committee discussed a paper from KCLSU concerning the ways in which King's and KCLSU could work together to develop a shared approach to student voice. The Committee endorsed the direction of travel and looked forward to contributing on the next steps.

8. Curriculum Innovation Modules Pilot

The Committee discussed a paper on the outcome of the Curriculum Innovation Modules (CIM) pilot. The CIMs were modules chosen as the forerunners in developing academic content that could be available within the flexible curriculum and the project was exploring new ways to approach curriculum. The pilot had seen success including positive staff and student feedback, but also considerable challenge associated with implementation.

9. Service Learning

The Committee discussed and endorsed a paper outlining progress and plans for service-learning at King's. It endorsed the definition of service learning and the initial proposals for its development at King's. The Chair noted that the plans would need to be integrated and align with the C2029 programme.

10. Late Submission Cap
The Committee discussed and endorsed a proposal to re-examine the current College policy on late submission of coursework. It was agreed that Education & Students Transformation (EAST) should review the operational requirements. A report and next steps would come to the May meeting.

11. Welcome to King's 2021
The Committee discussed and approved plans for Welcome to King's 2021.

12. PSRB Update
The Committee noted the approval from the Health and Care Professions Council (HPC) for the following programmes: BSc (Hons) Physiotherapy and MSc Physiotherapy (Pre-registration).

13. Online Professional Education
The Committee approved a three-phase academic development and implementation plan, developed in collaboration with the Online CPD and Executive Education - Academic Working Group, and a recently formed Operations Group comprising of senior professional services colleagues.

14. SUSTech request for non-standard module credit size
The Committee approved a non-standard module credit size for the SUSTech programme, which was being jointly delivered by King's and the Southern University of Science and Technology in Shenzhen, China. The non-standard size was required for the particular programme structure and would not be considered for other King's programmes.

15. Race Equity and Inclusive Education Fund
The Committee noted an update on progress made in Term 1 to award grants across the College for projects related to race equity and inclusive education.

16. Fair Assessment Policy Working Group Update
The Committee approved recommendations concerning the implementation of the Fair Assessment Policy.

17. King's First Year
The Committee endorsed the development of next stages for the King's First Year project which it recognised as being of strategic importance for education and students.

18. Cultural Competency
The Committee discussed an update from the Cultural Competency team, endorsed the direction of travel and expressed support for the pilot. It noted the importance of the work and the scale of ambition.

19. E-Assessment and Proctoring
The Committee considered an update from the working group on E-Assessment pilots being undertaken in Faculties. It endorsed the position that King's should work towards a culture of zero proctoring for remote computer-based assessments, and instead look to review its own assessment design mechanisms to maintain the security and integrity of our assessments. It also endorsed the proposition that King's should continue to look for a systems solution for those programmes that do require proctoring for PSRB or other related issues.

20. Module Evaluation Response Rates
The Committee noted a general increase in module evaluation response rates for S1 2020/21 and considered mechanisms to engage students in the online survey during S2 2020/21.
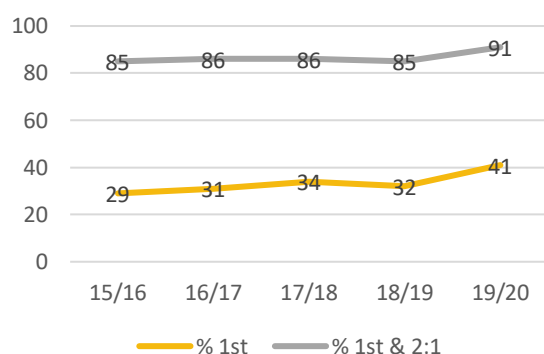
Degree Outcomes Statement 2019/20
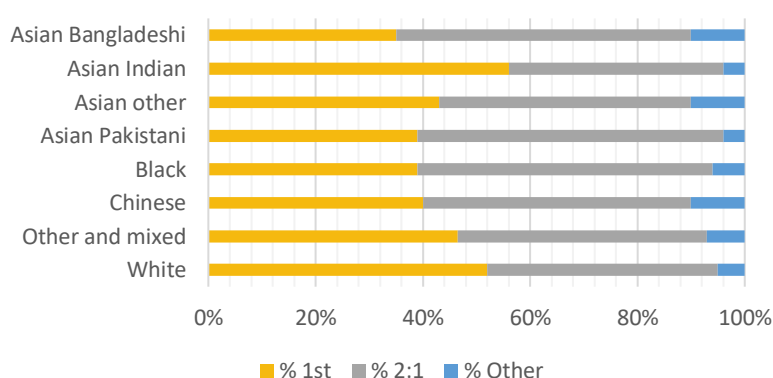
Undergraduate Student Numbers

Undergraduate student numbers at King's have increased from 17,700 in 2015/16 to 19,634 in 2019/20.
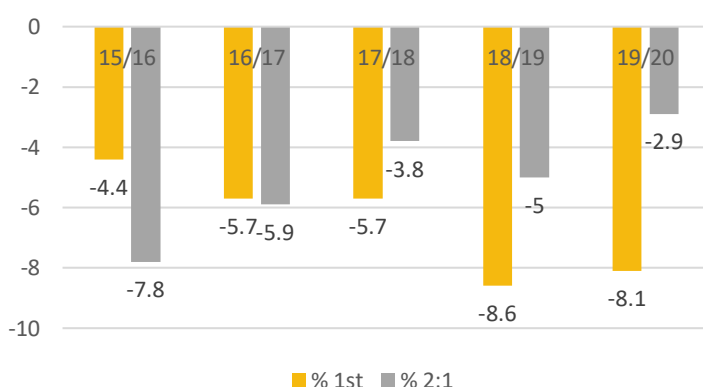
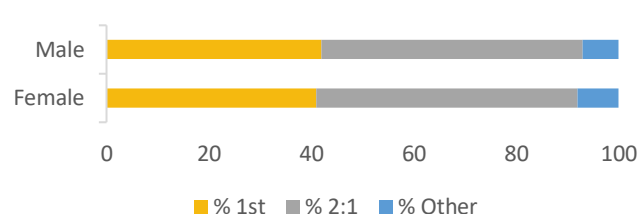## Institution Degree Classification Profiles

Undergraduate attainment

	15/16	16/17	17/18	18/19	19/20
% 1st & 2:1	85	86	86	85	91
% 1st	29	31	34	32	41

Legend: % 1st, % 1st & 2:1

Awards - ethnicity (19/20)

Categories: Asian Bangladeshi, Asian Indian, Asian other, Asian Pakistani, Black, Chinese, Other and mixed, White

Legend: % 1st, % 2:1, % Other

BME attainment gap by academic year

	15/16	16/17	17/18	18/19	19/20
% 1st	-4.4	-5.7	-5.7	-8.6	-8.1
% 2:1	-7.8	-5.9	-3.8	-5	-2.9

Legend: % 1st, % 2:1

Awards - male/female (19/20)

Categories: Male, Female

Legend: % 1st, % 2:1, % Other

In 2019/20 there was an increase of 6% in good honours and 9% in 1st class honours (further information below). In the previous four years, the percentage of students achieving a good honours degree was consistent although the number of 1st class honours increased by 3%. There was a sharp rise in the 1sts awarded to Black British students, although more 1sts have been awarded generally, particularly for White and Asian Indian students. The College is undertaking further work to close the attainment gap.

The rates of 1st and 2:1 degrees awarded will be kept under close review so that the College can continue to ensure the standards of its awards.

Assessment and Marking Practices

The College Marking Framework gives guidance to markers on their marking practices and a choice of models to use. As part of their regular review cycle, an Academic Standards Sub-Committee (ASSC) working group was set up in 2018/19 to review the College marking models. In light of Covid-19, the group will be focusing closely on the relevance of the model to online assessment and online marking. The working group was also tasked with reviewing the College marking criteria, as part of the regular review cycle, and consult the College community and come to a position on whether a step-marking scheme would give greater transparency, better feedback and potentially enable the use of a wider range of marks. The working group's findings and recommendations will be considered by ASSC during 2020/21.

A number of mitigating measures and changes to the assessment landscape were put in place in 2019/20 to ensure that no student was disadvantaged academically by the impact of the Covid-19 pandemic. Data suggests that these measures contributed to the increase in good honours awarded in 2019/20. Mitigating measures included a move from timed exams taken in a traditional exam hall setting to online exams taken within a 24-hour window; modifications to the 2% upgrade rule; the 'Safety Net', which was applied to students whose average from 15 March onwards was lower than the average of their summative grades from earlier in the Academic Year, or from the previous academic year if appropriate; and an enhanced mitigating circumstances process which allowed students to defer assessments if their personal circumstances changed and they were unable to take assessments at the scheduled time due to the pandemic. External Examiners were complimentary about the College's response to the Covid-19 pandemic in their annual reports, which they felt was fair and appropriate.

External Examiners

External Examiners attend all Assessment Sub-Board (ASB) meetings where results and award classifications are reviewed, discussed, and ratified. A summary of the annual reports submitted by External Examiners, including their views on how the academic standards of our programmes compare with the wider sector, are submitted annually to the ASSC.

King's has participated in Advance HE's External Examiner professional development programme and, since 2017/18, 66 staff have attended External Examiner training.

Programme approval

All programmes are mapped against the Framework for Higher Education Qualifications at the point of programme approval. Additionally, programme approval procedures ensure that there is consideration of relevant Quality Assurance Agency (QAA) subject benchmark statements during the development of the programme. Subject benchmarks are also re-visited during the process of programme review. King's makes use of external expertise during the programme approval and review procedures, asking external specialists to review the programme and module documentation to confirm that sector reference points are/continue to be met.

Externally accredited programmes

King's has 78 undergraduate programmes accredited and/or registered by a range of external organisations and professional, statutory and regulatory bodies (PSRB).

QAA Academic Integrity Charter

King's has signed up to the QAA's Academic Integrity Charter. The charter represents the collective commitment of the UK higher education sector to promote academic integrity and take action against academic misconduct.

Academic Governance

The academic governance structure at King's is described [here](#) .

Within the structure, ASSC is responsible for overseeing the College's assessment process and advising on;

- the strategic development of assessment policy and regulation;
- the level of College compliance with the assessment framework;
- the extent to which assessment policies are transparent, fair impartial, and consistent.

Assessment Boards (ABs) scrutinise faculty, department and programme level award data and report their analysis to ASSC, with consideration of the attainment of BME or disabled students or other groups facing disparities in attainment. All issues identified in the report are discussed and actions assigned. ASSC also considers sector developments relating to assessment and academic standards and revises or develops assessment policy and practice accordingly. Subject level Assessment Sub-Boards (ASBs) scrutinise results and ratify awards. ASBs do not have discretion when deciding borderline awards, which are calculated according to a set of rules known as the 2% rule.

Where a programme is jointly awarded with a partner institution, the College ensures that there are satisfactory arrangements in place for the assessment of the student's performance whilst attending the partner institution. Regulations and External Examiner oversight are negotiated between the institutions involved, to ensure the academic standards of the programme remain robust.

Degree Algorithm

All undergraduate student awards are calculated using the [degree algorithm (C-score).](#) From 2015/16 to 2018/19, students received an automatic upgrade to the higher classification if their C-score was within 2% of a higher classification boundary (68/58/48) and where at least 60 credits at level 6 (level 7 for Integrated Masters programmes) or above were in a higher classification (2% rule). In 2019/20, as part of the mitigation measures for Covid-19, the rules were changed and if a student's final C-score fell into a borderline zone between classifications and the existing rules did not result in an upgrade, an additional 'safety net' provision was put in place to see if the 60 credits required could be found at level 5 or above in a given year. This modification to the 2% rule, when combined with the 'safety net average', resulted in 1% of students being upgraded across the College. The 'safety net average' alone saw 2% of students upgraded.

Teaching Practices and Learning Resources

Supporting teaching practices

In 2017, an education and learning development team ([King's Academy](#)), was established to support all staff in:

- developing curriculum and assessment;
- developing and reflecting on teaching practice and gaining recognition;
- providing learning development opportunities to students;
- building communities, networks and disseminating innovation; *and*
- supporting inquiry into pedagogic scholarship and research.

At the core of this work is the Learning & Teaching Development programme, the GTA Development Programme and the HEA Recognition Scheme. Led by the goals of the Education Strategy, [King's Academy](#) is embedding assessment for learning and active learning at the heart of our teaching practices with a current project of supporting staff with designing Curriculum 2029 and our ambitions for an inclusive education providing research enhanced teaching and service-learning opportunities.

The Centre for Technology Enhanced Learning and King's Online supports staff with digital education and the design of their online programmes.

Learning resources

The King's Education Strategy 2017–2022 makes a commitment to continue investment in formal and informal, innovative, and digitally-enabled learning spaces. Projects include:

- a £47m investment to develop accommodation for a new department of Engineering,
- a clinical skills laboratory at our Denmark Hill campus;
- a £20m development undertaken with the Clinical Research Facility in Denmark Hill, along with King's Health Partners and the Wellcome Trust.

Over the period of this review, the Libraries & Collections Service has;

- developed Library staff expertise in pedagogy and information literacy to enhance student support and skills development;
- worked closely with academics on the pedagogy of reading lists – embedded advice and guidance in training session (on the reading lists system) and within liaison activity to ensure resources were available and that lists were a size and structure beneficial to student learning and research;
- introduced specialist services to provide tailored support for students in developing their literature searching skills.

Identifying good practice and actions

- The degree algorithm is applied consistently to all students. Marks cannot be changed because of mitigating circumstances or as the result of an appeal.
- The academic regulations and appendices are reviewed annually to ensure they remain fair and fit-for-purpose.
- Every undergraduate student is allocated a personal tutor on enrolment and are encouraged to meet them at least once a term. Each faculty also has a senior tutor, who a student can approach if their personal tutor is not available. A review of the personal tutoring system is being undertaken.
- The What Works Department was established in 2018, following a successful two-year project that demonstrated the power of the behavioural insights and what works approach in driving social mobility and student success at King's.
- Your King's Your Success, the College's flagship project to tackle possible psycho-social barriers to attainment that some Black, Asian, and other ethnic minority students may be experiencing, ran from 2018-2020. The final evaluation report is due in 2021.

The data included in the section 'Institutional Degree Classification Profile' will be revised annually. All other sections will be reviewed every 3 years or if there is a significant change to report.

Postgraduate research student involvement in teaching and learning at King's

DRAFT POLICY FOR FACULTIES / SCHOOLS / DEPARTMENTS

1. INTRODUCTION

1.1. The three guiding principles of the policy are transparency, consistency and operational simplicity.

1.2. This policy concerns Graduate Teaching Assistants (GTAs), the term used for any postgraduate research (PGR) student who is engaged in educational support of some form within the University.

1.3. GTAs should be recognised as having a dual role at King's – as research students and employees. Our approach to GTA employment recognises that their first commitment is to the successful completion of their academic studies, and their work as a GTA should be compatible with that priority.

1.4. Across King's various academic faculties, GTAs play a wide range of roles (see 3) and wherever possible, GTAs undertaking regular/pre-scheduled work should hold an employment contract with the University.

1.5. All faculties should appoint an academic staff member with responsibility for GTAs (the GTA Lead)[1]. See section 11 for further details.

1.6. GTAs are expected to maintain standards of quality, professionalism and professional ethics appropriate for any member of academic staff[2].

2. BENEFITS

2.1. The primary motivation for King's to employ GTAs is to provide professional developmental experience and training for our community of PhD students. Acquiring teaching experience and skills is an important component of the doctoral experience. It should be encouraged by supervisors where opportunities exist, and where the student is making good progress with their project/thesis.

2.2. Faculties, schools and departments should make research students aware of the range of benefits gained from engaging in educational support. These include:

- gaining teaching experience

- enhancing and learning personal, professional and career development skills

- interacting with the teaching community within a department

- contributing to their own research through improved knowledge of their subject

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[1] A list of Faculty GTA leads can be found on the King's Academy GTA Professional Development One Stop Shop course pages, under: Dashboard > My courses > GTA One Stop > Getting Started > The GTA Role at King's: 2. Faculty Information. GTA One Stop Shop
[2] Academic Honesty and Integrity Policy

- accruing financial benefits

2.3. Faculties / schools / departments should make it clear to undergraduate students (UGs) the benefits they gain from being taught by GTAs. These include:

- approachability – being taught by those closer to their own age/experience, which can result in UGs being more comfortable with asking questions and seeking advice

- flexibility – faculties / schools / departments are better able to deliver small group teaching on a wider scale

- knowledge – GTAs who have engaged in academic practice workshops bring up to date knowledge from their research which informs their teaching

- role models – GTAs can inspire taught students to pursue research/teaching as a career

3. ROLE OF RESEARCH STUDENTS IN EDUCATIONAL SUPPORT

3.1. The central guiding principle is that the primary responsibility, ownership and intellectual leadership of teaching delivery and assessment should always rest with a member of academic staff e.g., programme/module convener. GTAs are there to support delivery. As a result, the following examples of undergraduate educational support could be delivered by GTAs:[3]

i. Assisting with lab sessions, other small group work to develop student skills, demonstration for experiments/techniques in lab-based science and computing.

ii. Delivering research methods tutorials.

iii. Facilitating 'problem classes'.

iv. Leading seminars/small group teaching.

v. Holding tutorials.

vi. Careful and proportionate preparation for teaching activities. In some instances, materials will be provided by departments / schools / faculties.

vii. If required, marking and assessment (formative and summative) under supervision of module leaders or other appropriate academic staff.

viii. Provision of timely and useful formative and summative feedback to students, holding weekly office hours or similar to provide students with opportunities for face-to-face meetings, and providing feedback and guidance via e-mail where needed.

ix. Maintenance of information and resources on KEATS and interaction with students via the virtual learning environment (VLE).

x. Attendance at lectures where needed/requested to ensure consistency of module delivery.

xi. Routine administration and correspondence associated with teaching delivery.

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[3] The types of educational support offered by individual faculties may differ. Refer to the relevant faculty guidance documentation for further details.

xii.   Liaison with senior colleagues regarding contributions to module development (e.g. course material, content development), planning of teaching and monitoring student progress.

xiii.   Input to syllabus development.

GTAs will NOT be expected to:

i.   Lead lectures, unless they have accepted to do so on a very occasional basis, in their specialist field.

ii.   Provide pastoral support to students or act as a personal tutor.

iii.   Supervise Masters research/dissertation projects, although they can contribute in an advisory capacity towards projects.

iv.   Be involved in Open Days or admissions activities.

v.   Provide students with references.

vi.   Set assessments.

vii.   Be available to students at all times.

viii.   Carry out unremunerated additional work on an *ad hoc* basis.

Variation will exist across academic departments and disciplines in relation to specific requirements of GTAs.

3.2.   As a general rule, GTAs should not provide teaching or educational support for postgraduate taught students/programmes. Exceptions to this rule include:

i.   Delivering a limited number of lectures/sessions where the topic is directly related to the GTA's field of research expertise, or where involvement would enhance their own research project.

ii.   Acting as an advisor to a PGT research project, but not the lead supervisor.

iii.   Delivering tutorials or classes on research methods.

iv.   Assisting as demonstrators for practical classes.

v.   All exceptions should be closely monitored to mitigate against misuse and should be monitored by the Head of Department and Executive Dean.

3.3.   First-time GTAs should be given additional guidance and supervision.

3.4.   Experience of preparing teaching materials and assessment is part of the learning process for new Lecturers and, where appropriate, may be made available, at the discretion of the relevant faculty / school / department, to GTAs.

4. ASSESSMENT

4.1. All student work must be assessed in accordance with the College Marking Framework.[4]

4.2. GTAs can be involved in both formative and summative assessment duties[5] provided that:

- they receive the appropriate training and guidance from those responsible for the module/piece of work, and

- the primary responsibility, ownership and intellectual leadership remains with a member of academic staff

It should be noted that allowing GTAs to be involved in assessment duties for courses they have taught on provides continuity benefits.

4.3. Any piece of summative work marked by GTAs must be double marked (with the other marker not being a GTA), unless the piece of assessment amounts to 15% or less than the total assessment for the module, in which case it can be single marked. When a GTA is used as a sole marker for a piece of work, a second experienced marker should be available for consultation by the GTA and maintain an overview of the marks awarded.

4.4. GTAs should not be involved in the summative assessment of level 7 work. An exception might be made for practitioners with extensive experience but only with prior approval from the Chair of the relevant Assessment Board.

5. ELIGIBILITY

5.1. All research students should first seek the permission of their primary supervisor before starting any involvement in teaching.

5.2. Normally, full GTA duties should only be assigned after a research student has successfully completed the upgrade process (MPhil to PhD). Prior to this, demonstrating in labs or contributing to practical & problem classes or methods tutorials should be permissible. Exceptions to this can be considered where research students can already evidence teaching competency.

6. WORKLOAD

6.1. GTAs should be employed on the basis of a well-designed package of teaching commitments, which offer the GTA a predictable workload and income. We seek to avoid our GTAs being asked to undertake significant duties for which they have not been recruited or remunerated, and also to avoid the proliferation of *ad hoc* contracts and additional hours being added to existing contracts during the academic year.

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[4] The Marking Framework offers examination boards seven marking models that can be applied in different instances, and guidance has now been included within the Framework on how GTAs can be employed in the context of each marking model. For full details, refer to the framework document via the Governance Zone.

[5] As agreed by College Assessment & Standards Committee (CASC)

6.2. The University's [Academic Regulations](#) describe the maximum time a research student may commit to educational support as six hours per week on average[6].

6.3. For international students studying at King's on a Tier 4 visa, the academic regulations regarding working hours are especially important and could have very serious ramifications if ignored.

6.4. Time spent undertaking teaching and educational support must not negatively impact on the submission and completion of the research student's thesis. Therefore, it must be carefully monitored and assessed throughout its duration to ensure the student is on track to submit their thesis within the required timeframe. Workloads should be monitored via the progress monitoring system, with details of hours spent and activities undertaken being included under the 'Any additional comments' section of the report.

6.5. Extensions to submission or registration deadlines are unlikely to be granted to research students if lack of progress is due to teaching and educational support duties[7].

7. OPPORTUNITIES & RECRUITMENT

7.1. King's GTAs should be current King's PGR students. We should seek to reduce and eliminate the employment of GTAs from outside King's, and we should not offer GTA work to individuals who are not registered as PGR students. However, it is acknowledged that in some departments / schools / faculties, there may not be sufficient PGR students available to meet the teaching requirement and therefore it will be necessary to recruit GTAs externally.

7.2. Recruitment of GTAs should always involve interviews and an emphasis on quality. Opportunities to apply for a GTA role should be open to all PhDs and follow a fair and transparent process. Where possible, the timing of this process should be designed to give GTAs early notification of the outcome of their application and the work that will be available for them, to assist in their academic and financial planning.

7.3. Ideally recruitment should take place as early in the academic year as possible, so that new GTAs can access training, be inducted into teaching and marking, and observe teaching sessions.

7.4. GTAs who are teaching seminars or tutorial groups should have submitted a formal application for their position. This is not necessary for GTAs who are assisting with demonstrations.

7.5. GTA contracts should be clear about the rate of pay, the roles to be undertaken, and the terms & conditions, and these must be consistent with the King's GTA Framework.

7.6. The tenure of GTA contracts should be an accurate reflection of the proportion of the year in which they teach (e.g. September to May)[8].

7.7. Schools and departments may not be able to offer teaching experience to all research students who want it, but should endeavour to offer some opportunity to gain teaching experience to as many

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[6] Includes all activities listed in the tariff table. The academic year typically spans 34 weeks a year, so the typical maximum contract for a GTA would be 204 hours.
[7] [Regs R6.2](#) and [Reg R4.9-R4.13](#).
[8] A contract may not be issued for work of 6 hours or less (total) in an academic year, however GTAs would still be paid for the work as per the framework.

PGR students as possible. Employment of GTAs will be shaped by business need; King's cannot undertake to offer all PhD students the chance to work as a GTA, nor to make any commitments to the same amount or profile of teaching being available to an individual over a period of time. Faculties / schools / departments should take this into account when developing recruitment materials and liaising with students. In some cases, there may be teaching opportunities in other faculties / schools / departments.

7.8.   The Centre for Doctoral Studies maintains a list of additional teaching opportunities, such as summer school programmes, the Brilliant Club and Realising Opportunities.

8.   TRAINING & DEVELOPMENT[9]

8.1.   GTAs make a formal commitment to undertaking training and professional development. All GTAs are required to undertake designated training provided by their faculty / school / department and King's Academy. GTAs will be paid for the time spent on mandatory training. Faculties / schools / departments will determine the level of training required for their new GTAs as well as those with prior teaching experience.[10]

8.2.   In conjunction with King's Academy, faculties / schools / departments will review the content of the training courses on a regular basis. PGR GTA reps should be consulted in the design of training and feedback should be sought as to what training needs are required. Participation is recorded so that GTAs can evidence the training and development activities they have undertaken.

The minimum training provision should include guidance/training on assessment (where applicable), ensuring that GTAs understand its alignment with learning outcomes, how to provide consistent marking based on locally set criteria and providing effective feedback.

8.3.   Faculties are responsible for monitoring training. However, the process for monitoring training should be undertaken at school/departmental level and reported to the faculty, normally via the GTA Lead in liaison with the Faculty Education Committee and, where necessary, the Vice-Dean (Doctoral Studies) for issues relating to student progress. The Centre for Doctoral Studies will monitor GTA training completion on an annual basis[11].

8.4.   GTAs are encouraged to pursue Associate Fellowship status of the Higher Education Academy through the HEA Recognition Programme.

8.5.   King's Academy provides a KEATs resource called the 'GTA One Stop Shop' which houses multiple resources on learning, teaching and assessment to support the GTA experience at KCL. GTAs are encouraged to self-enroll here to access the resources and to receive announcements on further opportunities and developments.

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[9] The training and support of GTAs is a joint endeavour between the University, faculties, schools and departments. The University, via the King's Academy KEATS resource, provides initial and continuing training/education and offers support for GTAs to work towards accreditation with the Higher Education Academy, while faculties and departments provide more discipline-specific training and support via the King's Academy GTA one stop shop resources on KEATS.

[10] Departments are encouraged to liaise with King's Academy to develop bespoke training relevant to their particular context.

[11] Faculties must provide an annual report (based on a structured proforma) to the Postgrad Research Student Subcommittee. The report contains some GTA related issues, including training.

8.6. Faculty / school / departmental handbooks should outline the supplementary teaching support offered to newly trained GTAs. For example, all GTAs should:

- Be mentored by a full member of staff, e.g. supervisor or module leader.

- Have their teaching observed by an appropriate member of staff, based on the type of teaching being undertaken, with a subsequent meeting in which strengths and areas for improvement are discussed.

- Have a workspace available to them to hold office hours and undertake private student consultations.

- Meet module convenors/teams in advance of each module starting, each semester in which they teach, and as necessary during the module.

8.7. GTAs are responsible for ensuring that they fulfil mandatory training requirements and are recommended to keep a record of their training.

9. PAYMENT

9.1. All GTAs should be directly employed by King's and paid through Payroll.

9.2. It is a University requirement that all GTAs are paid, irrespective of any other non-monetary benefits derived. Payment comes from departmental budgets.

9.3. All GTAs will be paid the same hourly rate (grade 5, spine point 25 on the King's pay scale[12]). The rate is linked to national pay scales and will therefore rise automatically with national pay settlements keeping King's in line with national practice. All payment will be subject to satisfactory delivery of the activities. Faculties / schools / departments are free to pay more than these minima if market conditions dictate it.

9.4. The University has agreed a new framework tariff to take effect from September 2021 onwards for the delivery of different forms of teaching and learning.

9.5. Attendance at faculty / school / department training sessions will also incur payment if they are mandatory.

9.6. In some disciplines, research students, during the normal course of their studies/research, will find themselves working alongside undergraduate or Masters students as well as more junior research students. They may be asked to provide an oversight or mentoring role, giving advice or support on technical or analytical aspects of a research project. The sharing of such expertise is a reasonable expectation of a member of a functional research group, including research students, and is not considered to attract payment.

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[12] There may be market factors which mean that a pay rate higher than grade 5 is necessary. In such a case, prior agreement to payment at a higher rate based on market evidence may be paid as authorised by the Provost/Senior Vice President (Arts & Sciences) or Provost/Senior Vice President (Health), as appropriate.

TARIFF TABLE (PAYMENT SCHEDULE)

Activity	Mode		Tariff
Teaching - Preparation Time, Contact Time, Feedback & Support			
Contact time	Classroom-based teaching (based on seminar groups lasting 1 hour)		Number of seminars groups e.g. 10 (teaching weeks per semester)
	Lab-based teaching sessions		Number of Lab sessions per semester x hours per Session
Preparation	Classroom-based teaching where no worksheet[13] is provided, and independent preparation is required		2 hours preparation per 1 hour of contact time
	Classroom-based teaching where a worksheet is provided, and no further independent preparation is required		1 hour preparation per 1 hour of contact time
	Lab-based teaching where no preparation time is required		0 hours
	Lab-based teaching where preparation is required, and no worksheet is provided		2 hours preparation per session
	Lab-based teaching where preparation is required, and a worksheet is provided		1 hour preparation per session
	Lab setup/clear up		1 hour per session
	Lecture attendance or other session (where required by module convenor)		1 hour per lecture
Feedback & Support	For classroom-based teaching, where student feedback and email responses to student enquiries are expected		1 hour per seminar group e.g.10 (teaching weeks per semester)
Marking			
Course work	1 hour per student per 15 credit module		1 hour per student per 15 credit module
Exam Marking	0.5 hours per student per 15 credit module		0.5 hours per student per 15 credit module
SAQ Marking	Short Answer Questionnaire marking where no student feedback is required.		0.25 hours per student with marking rubric
			0.5 per student without marking rubric
Training			
Mandatory Training	Includes any induction or training that is required for a GTA to deliver teaching activity		Typically, 6 hours per academic year to be allowed for training and development activities, with extra provision for new GTAs.

Effective: contracts issued for teaching from academic year 2021/22

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[13] A worksheet or any other formal support to prepare the GTA for teaching.

10. FEEDBACK

10.1.   All GTAs should receive feedback from students via the standard student evaluation procedures. Module leaders are responsible for responding to any issues and liaising with the students as appropriate.

10.2.   Where a GTA receives significant negative feedback, this should be dealt with sensitively and as part of a performance/employment issue. For example, the student should be given the opportunity and support to improve their performance. However, if the problems persist, then faculties / schools / departments should consider terminating the GTA contract. This should have no impact on the continuation of the student's studies.

10.3.   The King's Doctoral Students Association (part of KCLSU) has appointed two GTA reps – one for arts, humanities and social sciences and one for natural and health sciences. These reps meet regularly with GTAs from the relevant faculties and feedback on issues which have not been resolved at a local level to the Centre for Doctoral Studies. They also liaise with King's Academy on training issues. When necessary the Centre for Doctoral Studies should work with either the Arts & Sciences Executive Team or the Health Faculties Executive Team to resolve issues.

11. RESPONSIBILITIES OF FACULTY, SCHOOL AND DEPARTMENT GTA LEADS

11.1.   All faculties / schools / departments that employ GTAs should appoint an academic staff member with responsibility for their training and support (the GTA Lead). This should normally be for a minimum of 2-3 years, with appropriate recognition in the staff member's job plan. In schools/departments which employ large numbers of GTAs, an additional departmental member of staff or senior GTA may be appointed to facilitate regular communication with the GTA Lead.

11.2.   In faculties / schools where research student involvement in teaching and learning is undertaken on an ad hoc or very limited basis, a GTA Lead may be appointed at faculty / school level. In faculties with a number of different schools/departments, a Faculty GTA Lead may also be appointed to co-ordinate overall strategy.

11.3.   The GTA Lead's responsibilities will normally entail: liaising across the faculty and with King's Academy to plan GTA induction and training; making sure that all guidance for GTAs is up-to-date and consistent with University policies and procedures; liaising with departments, programme leads and module convenors to ensure that appropriate mentoring procedures are in place; organising additional development opportunities such as disciplinary specific workshops, microteaching sessions, and regular check-ins or office hours to provide support and development for GTAs.

11.4.   GTA Leads should support the development of more experienced GTAs, for example by encouraging them to take on more varied roles and to apply for recognition by the Higher Education Academy/Advance HE.

11.5.   Faculty GTA Leads are responsible for developing faculty strategy on all GTA issues, liaison with School/Departmental GTA Leads and quality assurance of training. They will be supported by the Vice-Dean Education and King's Academy.

11.6.   School/Department GTA Leads will be supported by the Faculty GTA Lead (if applicable) or Vice-Dean (Education) of their respective faculties and by King's Academy.

11.7. School/Departmental and Faculty GTA Leads should sit on appropriate education committees to ensure co-ordination and integration of GTA teaching within the overall education strategy.

12. RESPONSIBILITIES OF THE MODULE CONVENOR

12.1. Module convenors are responsible for ensuring that GTAs are appropriately prepared for and supported in their roles. This may include providing access to curricular information and materials, guidance on the content and format of individual teaching sessions, and opportunities for reflection and feedback on their teaching. The level of support should be tailored to the needs of the individual GTA, taking into account their previous qualifications, training and experience and the demands of the role. Support will normally be greatest at the start of a module, with regular briefings and debriefings, and may reduce over time as the GTA becomes more confident and competent.

12.2. Where GTAs are involved in marking, they must receive relevant training/briefing relating to each type of assessment they undertake (e.g. essay, presentation, lab report). Where multiple GTAs, or GTAs/other staff are marking the same assignment/examination, procedures to ensure standardisation must be implemented.

12.3. GTAs should be presented as an integral part of the teaching team to ensure they are well received and valued by students.

12.4. Module convenors should encourage GTAs to evaluate their teaching and share the results of centrally collected student feedback with them. GTAs can also provide useful feedback to the teaching team regarding student progress and ideas for module development.

12.5. Module convenors should observe a teaching session taken by each GTA in order to provide constructive and developmental feedback, ideally within the first term and at least once a year subsequently. They may also encourage GTAs to peer review each other's teaching.

External Examiner Reports 2019/20 – Postgraduate Programmes

1.   INTRODUCTION

The purpose of this report is to draw out the main issues raised in External Examiners' reports during 2019/20 and to report on the judgements made by External Examiners about academic standards. In instances where particular examples from Departments or Faculties (Institutes/Schools) are quoted this is often done to illustrate a point that could, or should, be applied generally across the institution.

2.   NUMBER OF REPORTS RECEIVED

2.1 The number of External Examiner reports received for postgraduate programmes by Faculty (Institute/School) is as follows:

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	38	31	82%
Business School	17	14	82%
Dentistry, Oral & Craniofacial Sciences	19	17	89%
Life Science and Medicine	41	34	83%
Law School	28	15	54%
Natural and Mathematical Sciences	17	16	94%
Nursing and Midwifery & Palliative Care	12	9	75%
Institute of Psychiatry, Psychology and Neuroscience	51	30	59%
Social Sciences and Public Policy	65	57	88%
Total	288	224	77%

2.2 Those reports still to be submitted are being followed up by the Quality, Standards and Enhancement team and Faculty teams. Though the response rate is lower than expected at this time, this report is being submitted earlier than usual so recent boards held are still waiting for their External Examiner reports to be submitted. It may also be due to the Covid pandemic, and the impact this is having on the work External Examiners are undertaking at their own institution, resulting in a delay in these reports being submitted. The Quality, Standards and Enhancement team will continue to follow up with those External Examiners who have yet to submit their report.

	2019/20	2018/19	2017/18	2016/17	2015/16
Number of External Examiners	288	285	278	271	274
Number of Reports received	224	250	275	268	265
Percentage Return Rate	77	90	99	99	97

3.   INDUCTION

3.1 It is a requirement that all new External Examiners receive an induction on taking up the role. The satisfaction with the induction process continues to be monitored via their first report and based on findings from 2019/20 reports assurance can be given that most Faculties are providing their external examiners with appropriate orientation on commencement of their role.

4.   COVID-19

4.1 In light of the Covid-19 pandemic that impacted all universities in March 2020, a letter was sent to all acting External Examiners, advising them of the following:

- The move to the use of our emergency regulations, thus allowing us to make adjustments to assessment without gaining consent from the external examiner(s). In addition, with the changing to the assessment period meaning assessment sub-board meetings needed to be pushed back, these regulations allowed awards to be ratified in the case the external examiner(s) was unable to attend the meeting.
- For students who started in 2019/20, the removal of the first-year marks from the final degree algorithm.
- The change in mitigating circumstances and appeals process, where we removed the necessity to provide evidence to the claim.
- The introduction of the "safety net", to assure students that no one would be disadvantaged by the impact of the pandemic.

4.2 The annual report template that External Examiners complete each year was revised to get opinions from our External Examiners on how we managed the pandemic, and whether they had received sufficient information. Assurance was given that the mitigations we put in place were appropriate and did not impact on our academic standards. An External Examiner in the Faculty Arts & Humanities noted, 'the measures put in place to minimize the impact of COVID-19 have been clearly successful: quality has not suffered in spite of the difficulties experienced by staff this year', while an External Examiner in the King's Business School reported, 'the programme team should be congratulated on their professional response to an exceptionally challenging situation, and I am satisfied that academic quality standards have been maintained whilst also taking into account the very difficult situation faced by students'. And an external examiner in the Faculty of Social Science and Public Policy noted:

"After receiving a letter from the Vice Principal Educated dated April 8th, the programme team managed assessment well during the period of COVID-19 pandemic. The team kept me informed of all relevant developments from April onwards. I was particularly impressed by the impact statements incorporated into assessed essays for modules taught in the second semester and the dissertations. This was helpful and a great example of good practice".

4.3 A number of External Examiners commented on how programme teams managed the change in assessment, for example an External Examiner in the Faculty of Dentistry, Oral and Craniofacial Sciences commented that, 'the assessment has been well managed by programme team and an appropriate adjustment was made accordingly", while an External Examiner in the Faculty of Nursing, Midwifery and Palliative Care commented on the innovation of programme teams, noting:

"Programme teams introduced a number of innovative solutions to ensure that students were able to complete their programmes with minimal delay. For example, the exam paper of one module was very swiftly adapted to suit the conditions created by the prevalent social isolating requirement and University regulations".

4.4 For those programmes that held Viva examinations online, External Examiners were also complimentary of the experience. One External Examiner within the Institute of Psychiatry, Psychology and Neuroscience noted, 'given the challenge in conducting the Vivas online this year, I would like to extend my appreciation to the admin staff and the programme team for a seamless, smooth-running experience, which I'm sure helped to reduce the stress levels for trainees and examiners alike'.

4.5 Several External Examiners have provided complimentary comments on the College's introduction of a 'safety net'. For example, an External Examiner in the Faculty of Life Science and Medicine noted that, 'the programme team appear to have applied the Safety Net policy fairly across the affected courses' and an External Examiner in the Dickson Poon School of Law noted, 'I was happy with the management of assessment during COVID and with the safety net measures'.

4.6 There were concerns raised from External Examiners in the reliability and precautions taken with the take home examinations, with one External Examiner within the Dickson Poon School of Law who noted, 'I felt that the referencing / plagiarism policies put in place for the take home exams were lacking' and an External Examiner in the Institute of Psychiatry, Psychology and Neuroscience commented, 'the risk of "cheating" during remote exams was acknowledged during the sub-board meeting and would be my only major concern, especially in relation to identity checks'. However, in this instance, the External Examiner went on to note that there was 'no evidence of cheating [that] emerged from the discussion'.

4.7 Overall, our External Examiners confirmed the actions taken by the College and programme teams, along with the mitigations put in place, where appropriate in managing the pandemic. Many External Examiners also raised congratulations to the staff and students for the work undertaken in the year.

5. ACADEMIC STANDARDS

5.1. Every year External Examiners are explicitly asked to confirm that the academic standards of the programme(s) is in line with QAA requirements, whether the performance of students is comparable in relation to their peers on similar programmes, and whether the programme(s) is comparable to those of similar programmes nationally. Reports from External Examiners indicated that academic standards continue to be endorsed at an equivalent standard, and in some cases of a higher standard, to comparable programmes in other Russell Group Universities and are in line with QAA standards. An example of this is within the Faculty of Art & Humanities, an External Examiner stated that the programme 'offered by Kings College London is of the highest academic standards within the UK and internationally', while an External Examiner from Faculty of Dentistry, Oral and Craniofacial sciences noted that, 'the academic standards were comparable with those of other UK Masters programmes'.

5.2 This absence of concern does not reflect a lack of engagement since our External Examiners have shown themselves willing to be critical where necessary. Where External Examiners have identified an area that "impact[s] on academic standards", discussions are held with the Assessment Board Chair and Chair of Academic Standards Sub-Committee (ASSC) before a formal response to the recommendation is sent back to the External Examiner. In some circumstances a separate letter may be required to be sent to the External Examiner from the Chair of ASSC but for 2019/20 reports there was no such requirement.

6. ASSESSMENT CRITERIA AND FEEDBACK

6.1 External Examiners commented favourably on the marking schemes and the improvement that this has meant. One External Examiner from the Institute of Psychiatry, Psychology and Neuroscience commented that, 'the marking guidelines were very clear, detailed and helpful. They had been accurately applied and the marks assigned were fair and consistent'. An External Examiner within the Faculty of Natural and Mathematical Sciences highlighted the improvement of these, noting that 'thanks to the introduction of more specific grade descriptors, there is now a greater consistence in the marking of essay-based work'.

6.2 However, there were External Examiners who were less favourable and asked for more consistent marking schemes between modules with one External Examiner in the King's Business School commenting that 'inconsistency in the information provided on marking schemes to students between modules'.

6.3 In previous External Examiner overview reports, it was a recommendation that markers use a full range of marks in assessment. This topic was highlighted positively from External Examiners within the 2019/20 reports. An External Examiner in the Faculty of Arts and Humanities noted, 'I have noticed a fair distribution of marks across modules and within modules, ranging from a high distinction to a number of essays that did not reach the standards of a pass'.

6.4 However, there were some External Examiners who commented marks that were being used were on the top end of the scale and might be contributing to grade inflation. An External Examiner in the Faculty of Natural and Mathematical Sciences commented that, an 'increase of awarding firsts may suggest degree inflation'. And an External Examiner in the Faculty of Life Sciences and Medicine reflected that there possibly was an 'increase in graduates with passes with Distinction'. The External Examiner does, however, go on to say that 'this [was] discussed at length and [they were] reassured that the marks are entirely appropriate and reflective of the high standards and overall competence of the graduates'.

6.5 The quality of teaching and programme content were commended across many faculty External Examiner reports, such as within the King's Business School, an External Examiner commented that, they 'think the teaching was of high standard'. And an External Examiner with the Faculty of Social Science and Public Policy noted that 'the programmes offer a broad range of relevant and challenging content based on leading research'.

6.6 However, it was raised that programmes could work toward more inclusive content. For example, within the Institute of Psychiatry, Psychology and Neuroscience an External Examiner commented 'I am not sure the programme teaches cross-cultural and trans-ancestry elements. Given the presence of students from diverse geographical, cultural (and ethnical) background, those elements may be of interest'. And an External Examiner within the Faculty of Social Science and Public Policy commented on students discussing protected characteristics. It was noted:

"There were a significant number of papers about disability – I noted that this topic had two classes dedicated to it. I would have expected students to be applying this critical framework to other protected characteristics rather than opting to repeat the example around which the classes were based. For example, I did not see any papers that dealt with issues of gender or race in the same way. Likewise, I did not see any papers that considered questions of class."

7.   OPERATION OF ASSESSMENT SUB-BOARDS

7.1.   In general, External Examiners are positive in their comments on the operations of the boards, with many thanking professional services staff and Chair's for their assistance. An External Examiner from the Faculty of Nursing, Midwifery and Palliative Care noted that they were 'impressed by [the] organisation for the virtual exam board and thought they worked well'. While an External Examiner within the Dickson Poon School of Law commented that 'the organisation of the assessment sub-boards meeting [was] exceptional'.

7.2.   However, there were some External Examiners who are less favourable with the operation of the Boards and how data was presented to the members, with one External Examiner in the Faculty of Arts & Humanities noting that the 'situation was even more chaotic. Covid contributed to this but is not an excuse'. An External Examiner in the Faculty of Dentistry, Oral and Craniofacial Sciences noted that 'administration in connection with the examination panel is not satisfactory' and that 'meetings were arranged at the last minute which meant that [the External Examiner] was not able to attend or we had to postpone'.

7.3 An External Examiner in Arts and Humanities continues to comment on the lack of anonymous marking noting that, 'I am surprised at the continuing absence of anonymity, although I have heard it suggested that this may be going to change'. As noted at the Academic Board meeting on 3rd February 2021, this matter is being resolved within the Faculty, so a check will be undertaken with the 2020/21 reports to ensure this change has occurred.

7.4 Some External Examiners commented on the time allocated to review examination scripts, particularly in online programmes, with one External Examiner in the Institute of Psychiatry, Psychology and Neuroscience commenting that 'the turnaround between submission and return of work is too short to give staff a chance to fully reflect on the work'. A review is being undertaken of King's Online Managed programme, and consideration of the turnaround process of assessment will form part of that review.

8. GOOD PRACTICE

8.1. There were many areas of good practice that were noted across the reports including:
- the high standard of candidate performance
- innovative and variety of assessments styles
- the quality of the teaching and commitment of both academic and professional services staff.
- the high level of organisation for online examinations.

8.2. There were a number of External Examiners that highlight the innovative and variety of assessment formats, with one External Examiner in the Faculty of Life Sciences and Medicine noting that 'a range of assessment styles are used', an External Examiner in the Faculty of Arts & Humanities commented that 'the variety of assessments is impressive' and an External Examiner in Faculty of Natural and Mathematical Sciences noted, 'the programme employed a variety of assessment methods which were well-designed with a well-balanced mix of questions and tasks'

9. RECURRING THEMES

9.1. The following themes emerged from scrutiny of External Examiners reports. Some themes have appeared in previous year's reports too:
- Elevated level high marks, which might lead to grade inflation
- The need of standard level of marking schemes across all Faculties.

10. EXTERNAL EXAMINER REPORTS

10.1. The External Examiner report template was reviewed and updated for 2018/19 at the April 2019 meeting of the Academic Standards Sub-Committee. Within this review, 'monitor comments' and 'critical comments' were replaced with 'Issues that Impact of Academic Standards' and areas for the External Examiners to note issues that need to be considered at either Assessment Sub-Board, Faculty or College level.

10.2. The number of External Examiner reports with 'Issues that Impact Academic Standards' is deemed low (2%). Which has decreased 4% from 2018/19 at 6%.

10.3. It has been recognised in the past that External Examiners raised 'critical comments' that were deemed not critical, for example the use of pencil for marking. The comments 'impacting on academic standards' that have been reviewed by the Chair of the Academic Standards Sub-Committee were not highlighted as inappropriate, examples of these comments were regarding grade inflation and assessment turn-around times.

11. RECOMMENDATIONS

11.1. Taking the above into consideration it is therefore requested that Academic Board agree to the following:

- Assessment Board and Sub-Board deadline timeframes are considered and revised where appropriate.
- Further embedding inclusivity to programme content.

Proposed Revisions to the Mitigating Circumstances Policy

The following revisions are proposed to ensure greater clarity and to align with the guidance issued to staff and students. The full Policy follows this table.

New/ edited clause	Clause	Original clause number	Original clause	Notes
3.2	It is the student's responsibility to declare any circumstances in accordance with the mitigating circumstances process and to provide independent evidence to support the circumstances.	3.2	Unchanged, links to SSO KA added	
3.3	It is the College's responsibility to ensure that responses to mitigating circumstances claims are made normally within 7 calendar days of submission of the supporting evidence.	3.3	It is the College's responsibility to ensure that responses to mitigating circumstances claims are made in a timely manner.	Deadline of 7 days inserted which algins with the guidance for ASB.
3.10	Under no circumstances will mitigating circumstances be grounds for adjusting marks awarded.	3.6	Unchanged, repositioned under outcomes	
3.6	It is the College's responsibility to ensure that students meet the learning outcomes for module(s) affected by mitigating circumstances before the module can be passed.	3.7	It is the College's responsibility to ensure that learning outcomes for module(s) affected by mitigating circumstances are still met.	Provides greater clarity
3.7	Relevant College staff will have access to information students have willingly shared as part of the mitigating circumstances process, as relevant for their role in the process.	3.8	Relevant College staff will have easy access to information students have willingly shared as part of the mitigating circumstances process, as relevant for their role in the process.	Removal of word 'easy' for GDPR purposes
3.8 (new)	Mitigating circumstances requests will not be accepted after the publication of results.			Included in guidance but not previously in the policy.

3.9	A student who has experienced disruptive or unexpected events beyond their control that might have a significant and adverse impact on their academic performance may submit a Mitigating Circumstances Form (MCF). This form will only be eligible for consideration if they satisfy one of the following: • The MCF is submitted any time before the affected date of assessment. • The MCF is submitted (normally) no later than 7 calendar days after the affected date of assessment. • Exceptionally, if the MCF is submitted after the 7-day deadline but the student is able to provide good reason and supporting evidence why they did not follow the correct procedure. **NB** In all of the above cases the independent supporting evidence must be submitted within 21 calendar days (14 calendar days for King's on line programmes) of the affected date of assessment(s)	3.9	A student who has experienced disruptive or unexpected events beyond their control that might have a significant and adverse impact on their academic performance is eligible to submit, for consideration, a Mitigating Circumstances Form (MCF) if they satisfy one of the following: • The MCF is submitted any time before the affected date of assessment • The MCF is submitted (normally) no later than 7 calendar days after the affected date of assessment. • The MCF is submitted after the 7-day deadline but the student is able to provide good reason and supporting evidence why they did not follow the correct procedure.	'NB inclusion, this was previously covered as a footnote. Included in main body for the avoidance of doubt Exceptionally inserted into third bullet point for more clarity.
3.10	Unchanged	**3.10**	Unchanged	
3.11	Under no circumstances will mitigation be grounds for adjusting marks awarded. However if satisfied with the MCF and supporting evidence, the ASB Chair (or nominee) can decide the following outcomes: a) A student is granted a replacement opportunity to be taken at a later date b) A student is granted an alternative assessment opportunity to be taken at a later date c) A student is granted an extension to submit at a later date d) The late submission penalty is suspended	**3.11**	If satisfied with the MCF and supporting evidence the ASB Chair (or nominee), can decide the following outcomes: • Replacement/alternative assessment granted • Extension granted • Late submission accepted without penalty • Attempt nullified • Adjustment to College and/or course specific regulations, subject to exemption request	Reinstated clauses for option e) for clarity.

	e) An element of assessment will be voided and the module mark re-scaled so that the overall mark is based only on the elements of assessment the student has completed: NB This cannot be used if the element of assessment contributes more than 20% of the overall total OR the module has a qualifying mark. Options a) to c) should be considered first before deciding to void the assessment. f) Apply for an exemption to Adjustment to College and/or course specific regulations			
3.12 (New)	If the mitigation relates to a module that is a resit attempt the reassessment regulations will apply and the final module mark following reassessment will be capped at the relevant pass mark; if it is a first attempt the marks will not be capped			Provides further clarity on the outcome.
3.13	If the Assessment Sub Board Chair (or nominee) is dissatisfied with the MCF and supporting evidence the MCF will be rejected and the assessment attempt will stand; there is no right of appeal against the outcome of an MCF.	3.12	If the Assessment Sub Board Chair (or nominee) is dissatisfied with the MCF and supporting evidence the MCF will be rejected and the assessment attempt will stand; there is no right of appeal against the outcome of an MCF. However, there is an academic appeal process available to undergraduate and taught postgraduate students, but academic appeals cannot be used to challenge academic judgement.	Appeal info presented separately in 3.13
3.14 (New)	**Appeals** A student has no right to appeal the outcome of a MCF request. Following the publication of results a student can appeal following the Stage One appeal process.	n/a		
3.15 (New)	**Review** The policy will be reviewed every 3 years.	n/a		

MITIGATING CIRCUMSTANCES POLICY

Policy Category:	Academic
Subject:	Mitigating Circumstances
Approving Authority:	Academic Board
Responsible Officer:	Executive Director of Students and Education
Responsible Office:	Students and Education Directorate
Related Procedures:	Exemption Request
Related College Policies	Academic Appeals for students on taught programmes
	Mitigating Circumstances
	Programme Specification
	Module Status
	Progression requirements
	Glossary
	Exemptions
Effective Date:	17 June 2020
	Mitigating Circumstances
Supersedes:	March 2021
Next Review:	

I.   Purpose & scope

1.1   This Policy sets out the College's arrangements for considering requests for mitigation in certain circumstances in accordance with the regulations T43.

1.2   This Policy applies to Undergraduate and Postgraduate Taught students. It will only apply to Postgraduate Research students when they are studying the taught elements of a doctoral programme of study.

2.   Definitions - [link through to glossary]

- **Academic Appeal**
- **Alternative Assessment**
- **Assessment**
- **Assessment Sub Board Programme Chair**
- **Authorised absences**
- **Deferred**
- **Disruptive/unexpected events**
- **Examination**
- **Exemption**
- **Extension**
- **Mitigating circumstances**
- **Progression**
- **Reassessment**
- **Replacement**

3. Policy

3.1 The College considers mitigating circumstances to be recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance.

3.2 It is the student's responsibility to declare any circumstances in accordance with the mitigating circumstances process and to provide independent evidence to support the circumstances.

3.3 It is the College's responsibility to ensure that responses to mitigating circumstances claims are made normally within 7 calendar days of submission of the supporting evidence.

3.4 All students will be treated equally and fairly in the consideration of their mitigating circumstances regardless of their programme of study.

3.5 All students will have a consistent experience of the mitigating circumstances process. However, due recognition will be given to the specific challenges faced by off campus-based programmes where the mode of assessment can lead to a different set of circumstances.

3.6 It is the College's responsibility to ensure that students meet the learning outcomes for module(s) affected by mitigating circumstances before the module can be passed.

3.7 Relevant College staff will have access to information students have willingly shared as part of the mitigating circumstances process, as relevant for their role in the process.

Eligibility

3.8 Mitigating circumstances requests will not be accepted after the publication of results.

3.9 A student who has experienced disruptive or unexpected events beyond their control that might have a significant and adverse impact on their academic performance may submit a Mitigating Circumstances Form (MCF). This form will only be eligible for consideration if it satisfies one of the following:

- The MCF is submitted any time before the affected date of assessment.
- The MCF is submitted (normally) no later than 7 calendar days after the affected date of assessment.
- Exceptionally, if the MCF is submitted after the 7-day deadline but the student is able to provide good reason and supporting evidence why they did not follow the correct procedure.

NB In all of the above cases the independent supporting evidence must be submitted within 21 calendar days (14 days for King's on line programmes) of the affected date of assessment(s).

Consideration

3.10 A student who has satisfied the eligibility criteria above will have their MCF considered by the Assessment Sub Board Chair (or nominee) responsible for their programme of study.

Outcomes

3.11 Under no circumstances will mitigation be grounds for adjusting marks awarded. However if satisfied with the MCF and supporting evidence, the ASB Chair (or nominee) can decide the following outcomes:

   a. A student is granted a replacement opportunity to be taken at a later date;
   b. A student is granted an alternative assessment opportunity to be taken at a later date;
   c. A student is granted an extension to submit at a later date;
   d. The late submission penalty is suspended;
   e. An element of assessment will be voided and the module mark re-scaled so that the overall mark is based only on the elements of assessment the student has completed:
      NB This cannot be used if the element of assessment contributes more than 20% of the overall total OR the module has a qualifying mark.[1] Options a) to c) above should be considered first before deciding to void the assessment.
   f. Apply for an exemption to Adjustment to College and/or course specific regulations

3.12 If the mitigation relates to a module that is a resit attempt the reassessment regulations will apply and the final module mark following reassessment will be capped at the relevant pass mark; if it is a first attempt the marks will not be capped

3.13 If the Assessment Sub Board Chair (or nominee) is dissatisfied with the MCF and supporting evidence the MCF will be rejected and the assessment attempt will stand; there is no right of appeal against the outcome of an MCF.

Appeals

3.14 A student has no right to appeal the outcome of a MCF request. Following the publication of results a student can appeal following the Stage One appeal process.

Review

3.15 The policy will be reviewed every 3 years.

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[1] Exceptionally, an Assessment Board Chair may seek permission, from ARPC, to deviate from these requirements.

Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-09.3
Status	Final
FOI exemption	None

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Internal Centres for Doctoral Training	17 February 2021	Consent	Note	No
2. Scholarly Publishing and Negotiations with Publishers	17 February 2021	Consent	Note	No
3. College-Wide Impact Review	17 February 2021	Consent	Note	No

For note

1.   Internal Centres for Doctoral Training

The Committee received an update on the Centre for Doctoral Studies (CDS) investment in three internal Centres for Doctoral Training (CDTs). The CDTs were established in Autumn 2019; all funding was taken from the CDS scholarship budget, as proposed in the King's PGR strategy, which was endorsed by the Senior Management Team in June of that year.

There were two key reasons for launching the CDTs: to leverage external funds to increase PGR numbers, and to create centres that may be eligible for support in the next EPSRC PGR funding call. The CDTs have now been operating for over a year and have achieved great success in that time. At the end of the first year, CDS had managed to leverage: internal funds totalling £880k; external funds from industrial partners totalling £1.1M; funds for a PGR training grant from an external funding body, The Leverhulme Trust, totalling £1.35M.

The creativity of the CDTs in attracting funding from industry, their ability to leverage external academic programmes, and their efforts to develop interdisciplinary partnerships with established training programmes, has been incredibly encouraging. The CDTs have served to illustrate the enthusiasm that there is for PGR training, and highlighted its importance when it comes to promoting interdisciplinarity and team-based research across the health faculties. Buoyed by this initial success, CDS expressed their desire to replicate this process, in order to increase the number of PGR students enrolled at King's, noting that this activity would help to improve the College's visibility in the PGR funding space.

For note

2.   Scholarly Publishing and Negotiations with Publishers

The Committee was briefed on the Libraries and Collections team's plans to negotiate new contracts with some of the most prominent academic publishers. UK Universities are seeking to negotiate new contracts with publishers such as Elsevier, to accelerate the move towards open access publishing, in order to meet compliance requirements that have recently been introduced by funders.

The Russell Group has recently signed a new contract with Taylor and Francis, for a duration of 12 months in the first instance. Separately, UK Universities are seeking to negotiate more favourable contracts with Elsevier, but they are aware that they may have to terminate their existing contracts for an extended period of time, in order to provoke change.

The Committee discussed the implications of UK Universities terminating their existing contracts with Elsevier, noting the impact that this might have on the academic community, but most notably early career researchers. The Committee will consider strategies for mitigating the negative impact that this activity may have and present their suggestions at the CRC meeting on 5 May 2021.

For note

3.   College-Wide Impact Review

The Committee received an update on the college-wide impact review. The College is considering how it can improve its approach to impact going forward. The Director of Corporate Strategy is leading a small team, who are in the process of identifying where prospective challenges and opportunities may lie. The Corporate Strategy team will approach staff working in all capacities across the college to ask for input, before collating the information and drafting a report summarising the key points and suggested actions.

The Committee suggested that the Corporate Strategy team should engage with the team responsible for KEF, given that much of the College's impact work falls under their remit. The Corporate Strategy team will attend a future CRC meeting to present their summary report.

Report of the College International Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Cultural Competency **Annex 1**	25 February 2021	Consent	Note	No
2. Health Faculties Priorities	25 February 2021	Consent	Note	No
3. Research Impact	25 February 2021	Consent	Note	No

For note

1.   **Cultural Competency** (Consent agenda)
Dr Ben Schofield, Dr Sarah Bowden, and Dr Shuangyu Li invited members to participate in an activity to kick start their thinking about cultural competency before Jen Angel presented an update on work to date and facilitated a discussion about plans and aims for this cross-College programme. Members were reminded that achieving the aims depend on further investment to be discussed as part of this year's business planning round.

The ambition of the programme is to reach all staff, and all undergraduate, postgraduate taught and research students within three years and to have established a sustainable and embedded model will that reach all students and staff at their point of entry to King's from that point on. It is a key part of King's response to student and staff demand for decolonising the curriculum and a fundamental step towards rethinking the curriculum, transforming the student experience, and delivering on King's commitment to Equality, Diversity & Inclusion.

Members were also asked to note the co-development of a student induction for September 2021 and pilot workshops for colleagues in May that will contribute to shaping the roadmap to support staff in their development and application of cultural competency.

A prototype of the student induction will be presented to the Academic Board in June, along with the outcomes of a cross-College Forum on Decolonisation of the Curriculum being arranged for late May.

See paper attached at **Annex 1**.

2.   **Health Faculty Priorities** (Consent agenda)
Professor Jenny Gallagher (Global Envoy & Dean for International Affairs, Faculty of Dentistry, Oral & Craniofacial Sciences), Professor Francesco Dazzi (Vice-Dean, International, Faculty of Life Sciences & Medicine), Professor Paola Dazzan (Vice-Dean International, Institute of Psychiatry, Psychology & Neuroscience) presented the Health Faculties' international priorities, opportunities, and challenges.

3.   **Research Impact** (Consent agenda)
Professor Michael Goodman, Academic Lead for Research Impact led a Presentation and discussion about the latest thinking and how we are organised at King's around this important topic.

Delivering Cultural Competency at King's

Executive summary

This paper summarises plans for the development of a College-wide cultural competency programme for all staff and students and notes a forthcoming proposal for a central investment commitment over three years to ensure delivery of this significant long-term differentiator for King's. The vision aims and benefits of a joined-up approach are summarised here, along with principles for the delivery of a sustainable programme.

This ambitious programme aims to reach all students and staff at their point of entry to King's and all existing staff through sustained engagement and interventions. It is a key part of King's response to student and staff demand for decolonising the curriculum and a fundamental step towards rethinking the curriculum, transforming the student experience and delivering on King's commitment to Equality, Diversity & Inclusion. It depends on contributions from all disciplines and commitment from every faculty.

The programme seeks to make it a priority from September 2021 to introduce students to the concept of cultural competency, and to promote it is as an essential part of a King's experience – something all students are expected to engage with. Simultaneously, it sets out to engage and support all staff in every part of King's by embedding cultural competency in all induction and professional development programmes and training.

Members are asked to endorse plans to create the shared resource outlined here, and to act as champions by promoting cultural competency among staff and students as an essential King's value.

Sponsor: Professor 'Funmi Olonisakin
Authors: Dr Ben Schofield
                    Dr Shuangyu Li
                    Dr Sarah Bowden
                    Jen Angel

<u>Vision & Aims</u>

At King's we define cultural competency as *the ability to see the world through the lens of the other*. It is at the heart of *Internationalisation* and *Vision 2029* and provides the foundation for delivery of an inclusive education and student experience. It is not simply about our students and staff discovering other cultures or integrating students who come into our campuses into the UK culture. Cultural competency, defined in this way, helps each student – home and international – to expand both their worldview and their perspectives on problem solving. However, cultural competency does not apply only to students. It must also apply to our staff – academic and professional services. Embedding these values in systems and relationships across our institution enables a process of culture change.

How we communicate with each other and how we learn to understand differences, is relevant to all disciplines. It has a bearing, for example, on public health, clinician-patient relationships, political communication, and international relations. Cultural competency is a graduate outcome most highly valued by all employers and required by the General Medical Council.

King's is not new to this debate[1], and there is exceptional work being done in individual faculties, but it is crucial that anything we do must resonate across all faculties and draw on the existing expertise of staff in a wide range of disciplines. There is a pressing need for a formal programme of joined-up activity which should:

- Draw on expertise and research of colleagues across the College, as well as foreground work on Cultural Competency that is often implicitly part of various degree programmes; it should also draw on the lived experience of King's people.
- Enable students to develop (inter)cultural competences which will be highly beneficial to them in their lives and careers.
- Be accessible to all students, regardless of background and nationality.
- Be underpinned by a broad, diverse understanding of culture and the intercultural, and lead to membership of a vibrant community of practice in cultural competency.
- Be accompanied by an emphasis on developing the cultural competency of staff.
- Reflect our partnerships at home and overseas, and our global problem-solving approaches in practice.
- Draw on our relationships with local communities in London, and the ways in which we can learn from these communities.

<u>Creating a hub for cultural competency at King's</u>

Since early 2020, in collaboration with the VP International's office, colleagues from Arts & Humanities have led cross-College Steering and Working Group to bring together expertise and the many and diverse projects, courses and modules related to cultural competency from across the College, and to develop a roadmap for new projects that result from cross-faculty interdisciplinary discussions[2]. As an epicentre for research-informed knowledge and understanding in this area, Arts & Humanities provides a natural home for these cross-College developments and the Faculty has committed to act as host for their co-ordination and management. Within the next few years, the aim is for King's to have a financially sustainable academic centre serving the whole College with a co-developed suite of resources, modules and micro-modules, interventions, events, and expertise supporting an ongoing programme of cultural competency development for King's students and staff.

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[1] *cf.* George, Thornicroft & Dogra (2015). Exploration of cultural competency training in UK healthcare settings: A critical interpretive review of the literature in *Diversity & Equality in Health and Care* which concluded that the desire for cultural competency training will increase with ever changing demographics.
[2] Steering and Working Group members are listed in Appendix B.

A first step in realising our commitment to embedding cultural competency in everything we do will be the development of a cross-College module. This will be based on 5 principles:

1	**College-wide**	It serves the whole college; is accessible to all King's students and all King's staff and helps King's students & staff translate cultural competency in the King's way
2	**Adaptive**	It is sufficiently adaptive that participants' voices and perspectives are clearly present. This applies to disciplinary perspectives and geographies, and a variety of identity configurations (how people express themselves through race, language, gender, religion, e.g.)
3	**Transformative**	It allows for reflexivity – however that is expressed, either in individual or group work – and the transformation of world views
4	**Integrated**	New students & staff join at their point of entry (eg. King's First Year, new staff induction, first term PGT); staff and students already at King's will engage with the programme in their faculties and directorates, through personal and professional development programmes
5	**Blended**	It has online & real world / face-to-face components

Staff & student roadmaps
The roadmap for engaging staff with cultural competency is designed to achieve four objectives[1]:

1. To empower staff to build and participate in a diverse, inclusive, and fair King's Community.
2. To co-construct the definition of cultural competency for King's staff.
3. To support colleagues to make the curriculum more inclusive and to manage the classroom with students from a wide range of backgrounds (incl. students from different socio economic, cultural, religious backgrounds).
4. To be culturally competent in service delivery and pastoral care, including dealing with complaints against discrimination, harassment, bullying, and having conversations about sensitive issues.

Adopting a phased and modular approach to content development will enable us to reach all new students at induction in September 2021 and begin the process of raising awareness and embedding cultural competency development in staff programmes without delay.

King's Online is leading the instructional design for a short interactive introduction to cultural competency that will feature as an essential part of welcome and induction for all new students from September 2021. Module co-development workshops are underway with over 100 students from across our disciplines with the aim of every undergraduate having the opportunity to develop and apply cultural competency as part of their King's First Year experience within the next few years. Postgraduate taught students and postgraduate researchers will also encounter cultural competency at induction and beyond, at the appropriate level, and through the most effective channels.

Resources & planning

The model proposed is for two part-time Academic Co-Directors seconded from Health and Arts & Sciences to lead an interdisciplinary team of researchers, AEPs and Professional Services colleagues to develop and deliver these resources for King's over an initial period of three years. The ambition is to reach all staff, and all undergraduate, postgraduate taught and research students within this time, while also establishing a sustainable programme for future cohorts and new joiners.

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[1] From *Outline for College wide cultural competence for staff* by Drs Shuangyu Li & Heidi Lempp, 121020.

<u>Appendix A: What we have achieved so far</u>

Collaboration across the College has been underway since early 2020 with the following aims:

1. Promote awareness & engagement with cultural competency across King's students and staff.
2. Increase sense of belonging at King's as part of a diverse welcoming institution.
3. Help King's community to know self and others, enabling critical engagement with their own positionality and awareness of intersectionality.
4. Develop cultural competency content/modules/interventions for students and staff.

This work has been led jointly by the VP International's Office and the Faculty of Arts & Humanities, and has relied on the good will, expertise, and time of dozens of colleagues from across all the Health and Arts & Sciences Faculties, and many PS Directorates.

Achievements to date include:

✓ Launch of website with videos and resources hub

✓ "Standing room only" Welcome Week events with staff, students, and alumni panels

✓ Launch of awareness campaign across social media, Intranet, and newsletters

✓ Establishment of Steering and Working Groups for programme development

✓ Planning & delivery of Feb/Mar 21 co-development workshops with >100 students

✓ Planning for pilot staff workshops with Staff Internationalisation Network (Apr / May 21)

✓ Draft resourcing model and roadmap
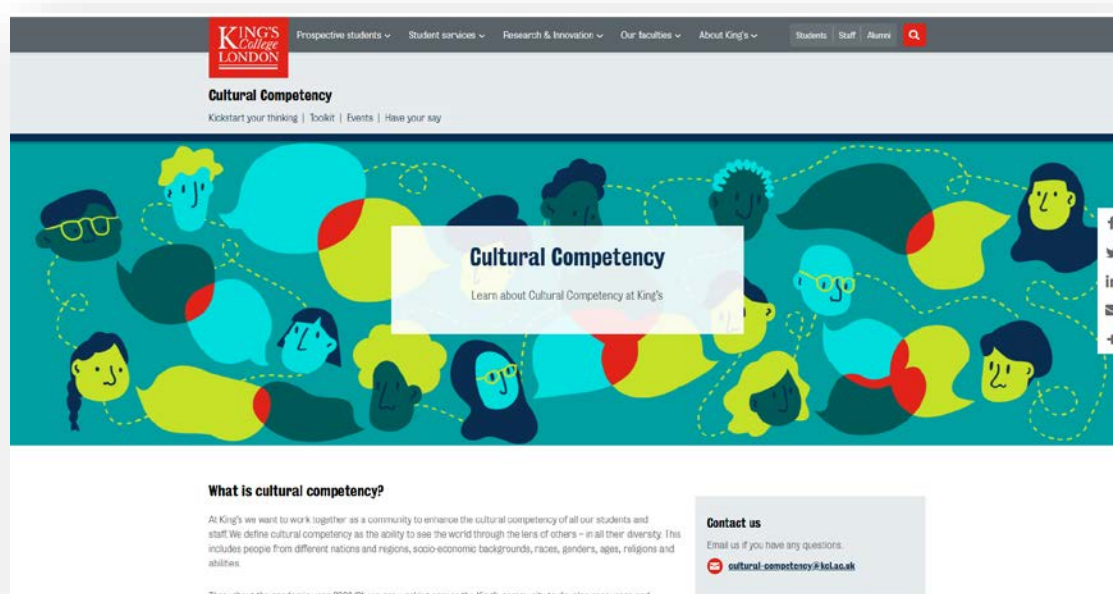
Appendix B: Cultural competency programme leadership and governance (2020-21)

Steering Group
- Prof Funmi Olonisakin (Chair), Vice President & Vice Principal International
- Prof Marion Thain (Sponsor), Executive Dean for the Faculty of Arts & Humanities
- Dr Ben Schofield, Co-Director of the Centre for Modern Literature and Culture (A&H)
- Dr Shuangyu Li, Senior Lecturer in Clinical Communication & Cultural Competence(FoLSM)
- Dr Sarah Bowden, Senior Lecturer in German; Head of Department (A&H)
- Dr Kyle Dyer, Academic Lead for Online Education (IOPPN)
- Dr Flora Smyth Zahra, Clinical Senior Lecturer in Interdisciplinarity & Innovation Dental Education (FODOCs)
- Dr Ana Maria de Medeiros , Pro-Vice-Dean (Academic Portfolio) (A&H)
- Dr Lucia Pradella, Senior Lecturer in International Political Economy (SSPP)
- Donata Puntil, Programme Director, Senior Fellow HEA (A&H)
- Dr Kyriaki Koukouraki, EAP tutor (King's Foundations)
- Prof Shaun Ewen, Pro Vice Chancellor (Indigenous), Melbourne, Visiting Professor (SSPP)
- Dr Nelly Mars, Deputy Director Modern Language Centre (A&H)
- Prof Paul Readman, Vice-Dean (People and Planning) for Languages & Literatures (A&H)
- Prof Graeme Earl, Professor of Digital Humanities & Vice Dean - External Relations (A&H)
- Aless Gibson, Vice-Principal Education, Health (KCLSU)
- Tasnia Yasmin, Vice-Principal Welfare & Community (KCLSU)
- Lorraine Kelly, Director of Organisational Development
- Helena Mattingley, Head of Diversity & Inclusion
- Lauren Cracknell, Associate Director, King's Academy
- Jen Angel, Director of International Strategy & Planning

Extended Steering Group membership (consulted but not required at meetings)
- All Vice-Deans Education and all Vice-Deans International
- Prof Beatrice Szczepek Reed, Head of the School of Education, Communication and Society
- Dr Heidi Lempp, Reader in Medical Sociology

Staff & Student Working Group members (in addition to those also on Steering Group)
- Dr Nicola Palmer, Senior Lecturer in Criminal Law (Law)
- Heena Ramchandani, VP Postgraduate, KCLSU
- Vitoria Russo Gaino, International Development (Student)
- Dr Liat Levanon, Lecturer in Criminal Law (Law)
- Dr Ekaette Ikpe, Senior Lecturer in Development Economics in Africa (SSPP)
- Dr Sean Cross, Consultant at SLaM and Clinical Director of KHP's Mind & Body Programme
- Dr Wale Ismail, Lecturer in Leadership, Peace & Development Education (SSPP)
- Momin Saqib, Engagement Officer for Vision 2029, former KCLSU President
- Dr Abdoolkarim Vakil, Lecturer in History, D&I Lead for Modern Languages (A&H)
- Dr Nithya Natarajan, Lecturer in International Development (SSPP)
- Angad Khanna, co-founder of King's Student Internationalisation Society (Student)
- Dr Ed Stevens, AHRI Manager (A&H)
- Prof Kerry Brown, Professor of Chinese Studies and Director of the Lau China Institute (SSPP)
- Gayatri Menon, Instructional Designer (King's Online)
- Dr Marina Yasvoina, E-learning Lead (IOPPN)
- Dr Victor Fan, Senior Lecturer in Film Studies (A&H)
- Dr Nicole Mennell, Communications & Engagement Manager (Service & International)
- Kirti Swift, Staff Engagement Manager (OD)
- Dr Brenda Williams, Reader in Neuroscience Education (IOPPN)
- Catherine Thristan, Acting Director (OPEE)

Academic Board	
Meeting date	28 April 2021
Paper reference	AB-21-04-28-09.5
Status	Final
FOI exemption	None

Report of the College Service Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair and Director's Report	17 March 2021	Consent	Note	No

For note

1. Chair and Director's Report

This report sets out an update on main areas of work in the central Service team and through our partners, since the last College Service Committee meeting in November 2020.

Updates on the following topics were covered:

1. Service-learning

2. Volunteering

3. Fundraising Global Panel

4. Service Seed Fund 2020-21

5. Citizens UK Community Organising Training

6. King's Global Day of Service 2021

7. Sustainability

8. Widening Participation

See full report in **Annex 1**.

College Service Committee

Report from the Interim Vice Principal Service and Director of Service Strategy & Planning

March 2021

Contents

This report sets out an update on main areas of work in the central Service team and through our partners, since the last committee meeting in November 2020.

1. Service-learning

- Following our discussion with the Service Committee in November, we are pleased to share that our approach to Service-learning, the introduction of an institution-wide large scale learning opportunity, was endorsed at the College Education Committee (CEC) on 27th January. This is a joint priority with Education, and we are working closely with Professor Nicola Phillips, Dr Rebecca Browett, and the Curriculum 2029 board. This work will also help shape the Service contribution to King's First Year.

- The definition was approved as follows: *"Service-learning integrates meaningful and mutually beneficial community engagement into the curriculum, offering academic credit for learning related to students' subjects of study that derives from working collaboratively on identified community needs".*

- Key objectives of Service-learning were agreed:
  - The learning experience must address community needs.

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- o There must be reciprocity, as the learning experience must benefit the student <u>and</u> the community partner.
  - o Curriculum is developed in collaboration with community partners.
  - o Credit bearing.
  - o Connected to subjects, where Service-learning enhances engagement with the subjects of study.
  - o Critical reflection is a central, assessed element of learning.
  - o Uses assessment that is appropriate to Service-learning but is comparable in rigour to other forms of assessment.
  - o The type of partner that we will engage with is not-for-profit or is an enterprise with an explicit social purpose.

- We believe this approach will deliver:
  - o A more distinct, effective, and easy to understand offer (for students, staff, and partners).
  - o Advance our students capacity and willingness to work *'in service to society'*, bringing benefit not only to the King's community but also to our partners.
  - o Develop core proficiencies in cultural competency, leadership, team building and change management, that will greatly enhance employability through a distinctive King's education.
  - o Provide vital core support (including signposting to additional training and initiatives) for students and staff to develop their skills so they can undertake social impact initiatives confidently and appropriately.
  - o Create potential pathways to postgraduate education at King's through enrolment in allied degrees such as an MA in Community Organising, or master's degrees in Global Leadership or Public Policy.

- We have facilitated four student workshops, which included students from all nine faculties, to test the ideas and curriculum topics. Students provided positive feedback on the mindset and skillset topics and mode of delivery. The response from all workshops to date has been positive overall and many students expressed the wish that Service-learning modules had been available to them earlier in their own degrees.

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Other key headlines are:
- o Service-learning could provide students with the opportunity to understand how to apply the skills they are learning in their degree programmes and to see real world benefits, particularly for those studying degrees that are very theoretical.
- o Flexibility was very important- especially for those who were studying degrees with little flexibility and a large amount of mandatory curriculum.
- o Service-learning could help mitigate against some of the feeling of social isolation exacerbated by the COVID-19 pandemic and online studying. Students have struggled to build personal relationships during the crisis and hope that Service-learning could provide a space to build friendships and connections.

- Our next step in student engagement is a slot at the King's 100 in April and concurrently work now begins to plan the offering out in more detail and start developing content. The first modules to be produced will be '**Community Organising'** with Citizens UK and '**Disruption and Creative Changemaking'** with Entrepreneurship. Both of these topics were voted highly in the student workshops to date.

2. Volunteering

- Following several years of work on our volunteering offering, and an approved business case in 2020, we welcomed the new Volunteering Implementation Lead – Laura Beswick- to the Service team. Laura has worked at the IOPPN for the past 2 years, managing the Student Mental Health research network, SMaRteN. Prior to joining King's, Laura worked at Queen Mary for 3 years in student volunteering and at London Borough of Newham in community development. Laura will be an asset to the Service Team, as well as to the wider ambitions of Vision 2029, and we are delighted to have her in the team.

- Laura will be leading the Volunteering Team (Volunteering Engagement Officer and Volunteering Partnerships Manager) and setting up new ways of working collaboratively across the university and implementing the new digital platform that will match students and staff to volunteering opportunities. We have recruited a Volunteering Partnerships Manager, who will join the team on 31st May.

- Laura joins the College Service Committee as the representative for volunteering and will present on the plans in more detail at a future meeting.

3

- We are working with IT on the [Karma app](#), planning the development phases to get the app to King's specification. A student team from informatics will be employed to do this work (they built the app for one of our entrepreneurs, which is available on the app store).

- The previous Volunteering Working Group has now been wound down and a new Volunteering Sounding Board will be created to test the new platform before launch and to support us in socialising this new enabling support with faculties and directorates.

- The new team will also build capability in third sector partnership management and development, which is crucial not only to volunteering but also to our other ambitions, such as Service-learning.

- We will also be working on our social impact pathways and theory of change for volunteering.

- We are working with KCLSU to ensure that the volunteering experience for students is positive and fulfilling, and it is easy to navigate opportunities.

3. King's refugee sponsorship scheme

- Over the past two years, King's has worked together with the Home Office, the United Nations Refugee Agency (UNHCR), community organising charity Citizens UK and Southwark Council to develop and pilot a unique version of the UK Refugee Community Sponsorship scheme.

- Working closely with our partners, the King's refugee sponsorship scheme will be the first time that a Higher Education institution will act as the sponsoring community. This new scheme is led by Professor Bronwyn Parry and Dr Leonie Ansems de Vries (Senior Lecturer in International Relations), with support from the King's Resettlement Support (KRES) team.

- The COVID-19 pandemic impacted the UK Refugee Community Sponsorship scheme. In March 2020, the government halted refugee resettlement and no refugees have been resettled in the UK since then. In November 2020, the government announced that they would restart resettlement in a limited capacity in early 2021.

- A Syrian refugee student and their family have been identified by the UNHCR on the basis of their protection need. The student has successfully completed a foundation course through the PADILEIA programme, one of the flagship initiatives in [King's Sanctuary Programme](#).

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- In addition to providing a full scholarship for the student to study at King's, we will provide the family with structured all-round support, which includes finding appropriate accommodation in our neighbouring borough of Southwark.

- Our top and most urgent priority is to find a five-bedroom property for the family to rent at an affordable rate. We initially focused our efforts on Southwark but have recently been granted permission to expand our search to include Lewisham. <u>The family will not be able to travel to the UK until appropriate accommodation is secured</u>.

- The King's Resettlement Support (KRES) team coordinates the King's refugee sponsorship scheme and will support the family when they arrive and as they settle in London. They are looking for volunteers to join the team, including one-off, short-term and longer-term roles. Over 50 members of the King's community have signed up so far and expressed pride that King's is acting as a community sponsor.

- We are also raising funds for the King's refugee sponsorship scheme. Our current priorities include the following: help the family pay their rent as housing benefits will not be sufficient to cover the rental costs; decorate and furnish the property; enhance the support we can provide through the King's refugee sponsorship scheme. We have raised £1,221 to date (without pushing the fundraising link).

- The wider aims of the King's refugee sponsorship scheme, and the opportunity for thought leadership in the sector, is to set a precedent for other universities to follow suit. Bron and Leonie have received an IAA grant for this wider project. To raise awareness of this aim, KRES are running a workshop on 24th March (13:00-16:00 GMT) for anyone who works and/or studies at a UK Higher Education Institution to find out how a university can support a refugee family through resettlement. [Find out more and register for the workshop on Eventbrite](.).

4. Fundraising Global Panel

- Bron led a Global Forum Webinar, organised by F&SD on 10th February, along with Laura Hucks and Dr Leonie Ansems De Vries. King's Global Health Partnerships and King's Sanctuary Programme (PADILEIA) were presented, and the panel answered questions from the group of

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philanthropists, facilitated by F&SD. As funding has been significantly cut by DFID, it is hoped that we can secure some philanthropic funding for this highly impactful and reputation building work.

5. Service Seed Fund 2020-21

- The Service Seed Fund was set up in 2019 to enable staff and students to put their Service ideas into practice. In 2019/20 we allocated £35,732 to 8 projects.

- In 2020/21 we have delivered one funding round so far and received 41 applications. The Service Team were impressed at the range and quality of the applications, and the scoring and decision making was particularly difficult. We funded 6 projects, which are summarised below. The next funding call is TBC and will depend on resource available to run it.

Project	Lead	Amount
Ask Loma First (Sustainability- second hand clothing venture) A sustainability project providing an online platform which allows its users to search the entire online second-hand clothes market. The aim is to make buying second-hand affordable and easy to encourage people to support the circular economy, allowing people to buy sustainably in a way which is effective and affordable	Thomas Valderrama	£4,000
Eat. Smile. Be Well. (Oral health training for older people in care homes) This project is intended to raise the importance of oral care for older people in care homes by providing a free online evidence-informed resource pack to care home residents and staff.	Rakhee Patel	£4,000
Fencing 4 Change and Social Impact (Sport for young people with Autism Spectrum Disorder) Classes to reduce social isolation for young people aged 11-16 with Autism Spectrum Disorder (ASD). Fencing 4 Change will provide fencing sessions in after school clubs across London for young people with ASD and use creative coaching methodology to encourage integration, develop motor skills and provide a unique experience for young people.	Francesca Gliubich	£4,000
The Ladder Project (WP through tutoring) The Ladder Project CIC is designed to help students from lower socioeconomic and BAME communities holistically prepare for academia and the world of work by offering a skills development programme, as well as free tuition masterclasses to help offset the academic effects of COVID-19.	James Frater	£3,956
Make a Shape (WP through arts and creativity)	Camelia Muldermans	£3,891

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This project aims to facilitate conversations and hold creative activities with young people in North Lambeth and North Southwark, so that their voices are the focus and foundation for building future neighbourhood support.		
2 Young Lives (Mentoring scheme for vulnerable teenagers in Sierra Leone) 2 Young Lives (2YL) is a mentoring scheme for pregnant teenagers in Sierra Leone, started in response to research conducted by the project leader into the causes of high maternal death in adolescents.	Lucy November	£4,000
Total allocation		**£23,847**
Balance of Fund		£26,153

6. Citizens UK Community Organising Training

- We are working with our partner Citizens UK to develop and offer Community Organising Training for students.

- We piloted this training last year for staff and students (which we had to quickly adapt for online delivery at the outset of the COVID-19 pandemic) and will now expand the sessions as part of the targeted enhancement programme commissioned by SED and led by Jim Collins (Director, London Strategy and Planning) and Niall Berry (VP Activities and Development, KCLSU).

- This introductory course in Community Organising is designed to equip students who care about their community and want to take action to make it a better place with the skills they need to become more effective community leaders.

- No prior knowledge of Community Organising is necessary and for interested students, we will also develop masterclasses in particular topics which will include building a team and listening to your community; the cycle of organising; relational 121s and house meetings; breaking down issues; power analysis; developing leaders; negotiation for change; and taking action.

- The most powerful outcome of this training will be for students to take their learning and apply it to a real-world issue. If you have any pathways or opportunities for students to work on a societal challenge, please do let us know and we will make sure we encourage students to get involved at the end of the training (for example Sustainability Champions; Civic Challenge).

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7. King's Global Day of Service 2021

- Each year in March, students, staff, and alumni take part in a range of volunteering activities across the world as part of [King's Global Day of Service](#). The official Global Day of Service is on 25th March (to celebrate the day King's was founded) but any volunteering activities that take place in March can contribute to our volunteering hours and demonstrate the positive impact that the King's community has in our local, national and international communities. We work with the Alumni Team to deliver Global Day of Service events across the world.

- We have chosen to focus on remote volunteering opportunities this year due to COVID-19 restrictions but have shared information about activities individuals can safely take part in on their own, with their households or in their local communities.

- The Service Team are supporting the design, promotion and delivery of three Global Day of Service events, which will be run by students and staff: [Make a Crisp Packet Blanket](#); [Start a Wellness Box Initiative](#); [Empowering communities with Fair Energy](#).

- We are calling on students, staff and alumni to arrange or take part in volunteering activities so that we can continue to make a positive difference as a community. To support this, students, staff and alumni can find a range of volunteering opportunities on the [Service in action webpages](#) and in our [Volunteer Inspiration Pack](#).

- A communications pack and the Volunteering Inspiration Pack has been sent to all communications leads, as well as the KCLSU volunteering team who are helping us to promote Global Day of Service activities with students.

- We are inviting individuals to share their Global Day of Service activities by contacting us by email, sharing content on social media and through logging their volunteering hours by completing [our Global Day of Service Impact Form](#). This will enable us to keep track of and celebrate the positive impact of the King's community.

8. Sustainability

- In February, several events took place as part of King's Sustainability Month, which brings students and staff together to collaborate, share knowledge and equip our King's Community with the tools

they need to #TakeAction. There were *22* events in total and over 400 people attended. In addition, 26 students were actively involved in supporting or organising the events.

- The Service Team led two volunteering information sessions, which focused on how people can deliver on the United Nation's Sustainable Development Goals (SDGs) through voluntary activities.

- Other events included:
    o **Panel events**: Sustainability Careers Panel (included Environmental Editor at the Guardian) and a Sustainable Finance Panel (which included HSBC's Head of Sustainability).
    o **The London Student Sustainability Conference (LSSC)** – This student-led conference was co-hosted by King's and City University, with 300 attendings from across the world. Bron delivered the opening address by outlining King's commitment to championing sustainability in all its forms. The conference showcased sustainable research and initiatives by students from across London, all of which were mapped against the Sustainable Development Goals. King's was well represented at the conference, with students presenting their ideas for a more sustainable world. Find out more in [this news story](.).
    o **#TakeAction Hackathon** – this hackathon brought students and staff together to problem solve and develop issues posed by the King's Sustainability Team. This included supporting diversity within the field of sustainability and developing a Sustainability Keats module.
    o **Climate Action Panel** – this panel explored what King's is already working on in terms of embedding sustainability and the climate crisis within the curriculum, but also what steps needs to be taken to keep progressing and expanding this sustainability curriculum to all students at King's. The panel included Professor Adam Fagan (Vice-Dean for Education,) Dr Kate Greer (Education, Communication & Society), and the Climate Action Society, and was chaired by Tasnia Yasmin, King's student and KCLSU's VP for Welfare and Community.

Development of King's Climate Action Strategy

- King's has now achieved its 2020 carbon reduction target and has moved into the next phase of climate action and is working towards its Net Zero Carbon Target by 2025, set in 2017 in response to intense student campaigning.

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- King's has <u>now fully divested its investments from fossil fuels</u> – achieving the target a year ahead of schedule. There is also significant progress against the target to have 40% of investments in socially responsible funds. Communications to announce this will be going out shortly.

- The [King's Climate Action Network](#) (CAN) was launched by the Sustainability Team in October 2020. It is an open, interdisciplinary forum that brings together the King's community (staff, students, alumni, and partners) to cocreate the King's climate action strategy.
    - Through seven sub-groups that meet approximately every two weeks, King's CAN is developing solutions to reduce our carbon emissions from sources like energy, travel, procurement, and waste, while also maximizing our positive impact on climate action in the areas of divestment, research, education, and community engagement. The aim is to launch the strategy in October 2021.
    - Supporting the network is a student volunteer team who are receiving support and training from the Sustainability Team which will include additional careers and employability advice.
    - Estates & Facilities have commissioned a decarbonisation strategy, part-funded by [Salix,](#) which will provide a detailed and costed plan by July 2021.

- The March 2021 King's 100 session is being used to engage with a wider group of students on the climate action strategy – this will include topics such as communication and education and aims to get an indication of what King's students are expecting to see in the university's commitments.

- King's does not currently have an offsetting policy but will need to have one in place and a provider for carbon offsets by October 2021, for travel to be compliant with the Wellcome Trust's new funding guidelines. It is recognised that offsetting will have to be part of the solution to achieve net zero carbon by 2025. King's will take a scientific approach and look at how high-quality carbon removal offsets can be prioritised over low-quality carbon avoidance offsets.

- [The UN Climate Change Conference (COP26)](#) is taking place in the UK in November 2021 and a King's COP group has been set up, coordinated by Global Affairs in SSPP.

- Due to the nature of the climate crisis challenges we are addressing; this must be recognised as a <u>university-wide priority</u> and not just an estates issue. The Sustainability Team has reached out to senior members of King's and SPA to support the project. Professor Bronwyn Parry and Steve Large have volunteered to act as the senior sponsors for the project. In addition, Climate change is being added to the corporate risk register.

9. Widening Participation

- King's Widening Participation department (KCLWP) have adapted their programmes across all Key Stages (from Year 6 to Year 13) to meet both King's WP and OfS targets and as a pathway to deliver against the Service strategy, working with schools, young people, parents, teachers, and community organisations. The WP Team developed a [Digital Manifesto](#) communicating the challenges faced by young people in an online environment and what they would put in place to remove barriers to online access. At the same time, KCLWP are working with the South London branch of Citizens UK, Service, Sustainability, and IT at King's to create a long-term solution to the digital divide facing our neighbourhood communities so that King's tech devices (or their equivalent) can be redirected to the local campaign.

- Following agreement with the Leader of Lambeth Council, KCLWP and Citizens UK have launched the listening campaign for the **Lambeth Social Mobility Strategy**. While this was initially designed to look at barriers to access selective universities for young people in the borough, the focus will be shifted to understanding the educational impacts of the pandemic and the long-term effects. The aim is to listen to over 1000 young people in Lambeth in 2021.

Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's report	08 March 2021	Consent	Note	No
2. Faculty annual London reports	08 March 2021	Consent	Note	No
3. King's London Highlights	08 March 2021	Consent	Note	No
4. Extracurricular report	08 March 2021	Consent	Note	No

For note

1.   Chair's Report (Consent agenda)

The Chair's Report (CLC_210308_03) provided an update on the development of a pilot for a Local Knowledge Exchange. The Local Knowledge Exchange will be a platform where community partners pose local challenges. King's academics and students will be able to access these, and working with the local communities, the challenges will form the basis of capstone projects and research topics for dissertations. Supported by the London team, academics from the faculty of Social Science & Public Policy with King's Business School will pilot the approach with Westminster City Council, focussing initially on the Church Street and Harrow Road regeneration programme. The ambition for the pilot is that students will benefit from real-world experience directly related to their programmes while the council and local communities will benefit from insights generated through students' projects and dissertations.

As an example of King's commitment to its local communities, the report noted that King's Centre for Stem Cells & Regenerative Medicine (CSCRM) have partnered with the Mayor's Fund for London's 'Access Aspiration' programme. The Centre delivered a week of online activities to young Londoners during school holidays. Flexible online activities allowed participants to complete tasks in their own time over the week and allowed the CSCRM to open sessions to more participants than in-person outreach activities.

2.   Faculty annual London reports (Consent agenda)

The Faculty of Arts & Humanities presented its annual London faculty report. Highlights included:

- National Gallery X, a partnership between King's and the National Gallery, supported by Google. The partnership provides extra-curricular opportunities including hackathons and commercial placements in research and development. The faculty hope to contribute to enrichment activities focused on digital creativity this summer.

- The faculty is contributing to King's approach to the pedestrianisation of Strand Aldwych.

King's Business School presented its annual London faculty report. Highlights included:

- The BSc Capstone Applied Project module launched in 2020-21 and is supported by London alumni members.
- The K+ Business Programme launched in January 2021 with 48 A-Level students with 92% of the cohort being the first generation to attend university.

3.   King's London Highlights (Consent agenda)

A paper (CLC_210308_06) providing an update on London highlights drawn from the entire King's community was submitted to the CLC. The examples included in the paper demonstrate the wide range of King's engagements and collaborations with communities and organisations across London. Copies are available from the College London Committee Secretariat.

4. **King's Home Boroughs update (Consent agenda)**

The Director of King's London Strategy, provided an update (CLCL_210308_10) on collaborations with King's home boroughs, the #KingsLocal framework, and the development of an approach to deepening King's relationships with local government and communities, called 'Localisation'.

He noted that the pandemic has deepened the relationship with King's home boroughs providing examples where colleagues from King's are currently working with the local councils. He highlighted the example of Dr Robert Cowley, in Social Science & Public Policy, who alongside colleagues from his faculty and in King's Business School are developing a variety of collaborations with Westminster City Council. He also referred to discussions with Lambeth and Southwark Councils about emerging opportunities for collaboration as both boroughs recover from COVID-19.

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;
2) events within the Chaplaincy;
3) activities of the Chapel Choir.

This paper has been produced by the Dean's Office. 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. <u>Dean's Office</u>

a) I have been having a lot of online meetings in the last few months, as I get to know people across the College, and it's also been good to do a couple of online 'Meet the Dean' sessions, first for the Chaplaincy community, and then in conversation with Baroness Bull for the whole King's community. The transcripts of both, and the recording of the conversation with Deborah, are on our webpages at https://www.kcl.ac.uk/aboutkings/principal/dean/thedean/about-the-dean (scroll down) if you missed these events.

b) I have also been having conversations about how the Dean's Office can build links and connections with projects and teams in different parts of King's, and something which I am very much hoping to be able to explore in more depth is the possibility of commissioning a new artwork near or in the Guy's Chapel, which will celebrate the modern-day reality of the work of the Health Schools and Guy's Hospital, and also be a memorial to the dedication shown during the COVID-19 pandemic. This particular conversation is in the very early stages so I will report more in due course, but I would be delighted to hear from anyone with thoughts or comments.

2. <u>AKC</u>

a) This semester's lecture AKC series on 'Voices in the Wilderness: Leadership in Troubled Times' was well-received. Marking of the last few weekly quizzes is still in process at the time of writing, so numbers of those who've fully completed the semester aren't yet available. There will be a catch-up week in June for both semesters, but as things stand about 2,300 people completed the required number of quizzes in semester I, so we're hoping that the numbers will be similar in semester II - although there has been some evidence of screen fatigue during the latest lockdown, so we are prepared for a possible reduction in numbers.

b) The latest AKC Conversations, based on last semester's theme, are now available at https://www.kcl.ac.uk/aboutkings/principal/dean/akc/akc-handbook/akc-conversations. These include a conversation between me and the Very Reverend Dr Kelly Brown Douglas, Dean of the Episcopal Divinity School at Union in New York City, which I greatly enjoyed doing. Dean Douglas is a pioneering voice addressing sexual issues in relation to the black religious community, and an advocate for equal rights for LGBTQ persons, and our conversation covers issues of gender and race equality, the importance of diversity and empowerment in leadership, the Black Lives Matter movement, and a vision of hope embodied by the young leaders of tomorrow. Other conversations include the AKC Director, Prof Clare Carlisle, in conversation with Deborah Bull, and a conversation I had (as the interviewee this time) with one of our AKC Ambassadors, TRS PhD student Emma Lowe.

c) As you might expect, planning is underway for next year's lecture series, which will both be co-ordinated by colleagues in the Department of Theology & Religious Studies. Exact details have yet to be confirmed, but Prof Joan Taylor (https://www.kcl.ac.uk/people/joan-taylor) will be putting together a series on the theme of the body (building on from this year's series on 'The Life of the Mind', and in response to some of the questions raised by the Covid-19 context), while Dr Dan DeHanas (https://www.kcl.ac.uk/people/daniel-nilsson-dehanas) will again be co-ordinating the other semester's lectures, this time on the theme of the radical. More details in due course!

3. <u>Chaplaincy</u>

a) We're always sad when a member of the team leaves King's, but it's also good to see them moving on to exciting new opportunities. In March, the Revd Jarel Robinson-Brown decided that it was time to

step back from his role as Associate Chaplain; Jarel joined us in May 2019 as Methodist Chaplain, although his role with us changed slightly when he moved from the Methodist Church to the Church of England in 2020. He is now preparing to get back into full-time parish ministry, so sadly he doesn't have the time to give to King's which he would like – but he's remaining in London, so we very much hope that he will keep in touch.

b) And if losing one Chaplain weren't enough – most of you probably know by now that the Revd Dr Keith Riglin, Chaplain to the St Thomas' Campus (and recently also Waterloo) and Vice-Dean, will be leaving at the end of April to become Bishop of Argyll & The Isles in the Episcopal Church of Scotland (https://internal.kcl.ac.uk/news/News-Article?id=b2dd2c92-d1ea-47c3-8aa6-f4d9da0ec7a6). Given the ongoing situation, we aren't able to say goodbye to Keith as we would like, but we very much hope that the new Bishop will be able to come and preach for us in the Strand Chapel at some point relatively soon, when we'll be able to celebrate with him appropriately.

c) Our regular Chaplaincy activities have continued online this term, including times of prayer and Bible study as well as book groups. There is a definite sense that although seeing others online is helpful, people really do want to be back together in person, so we hope that it will be possible to have some activities on campus again before too long.

d) Since exams are a stressful time anyway, even in 'normal' circumstances, it is to be expected that the next couple of months may be difficult for more people than usual. The Chaplaincy will again be part of the 'Take Time In' initiative, with KCLSU and Student Wellbeing; we'll be offering mindfulness meditation sessions, craft workshops online, and support drop-ins, so do look out for more information soon.

4. Chapel Choir

a) The remote live-streamed Choral Evensong services on Tuesday evenings have gone well, and it has been good to be able to keep members of the Choir involved even if they've had to be singing solo from their bedrooms! As lockdown restrictions start to ease, we hope to be able to return to the Chapel in May, albeit with a half-sized Choir (so about a dozen singers), at appropriate distance from each other. These services will continue to be live-streamed at 5.30pm on Tuesdays (https://www.youtube.com/ChoirofKingsCollegeLondon), and we are also having conversations with AVSU about semi-permanent technical solutions on an ongoing basis.

b) In June, we are then hoping to be able to make the two recordings which had to be postponed from last summer. One of these is a new commission of choir and guitar music with classical guitarist Sean Shibe (https://seanshibe.com/), and the other is a selection of choral music by Dr Ed Nesbit, Lecturer in Composition in the Music Department (https://www.kcl.ac.uk/people/dr-edward-nesbit). Finally being able to get these collaborations underway will be a great relief!

c) The Choir's usual summer tour overseas won't be possible again this year, but instead we are hoping to have a 'Choir tour from home' later in June. This will involve both services and concert performances from various places along the Strand and Fleet Street, such as King's itself, St Mary le Strand, and St Paul's Cathedral. Details and permissions are still being worked out, but if you'd like more information do email choir@kcl.ac.uk.

Ellen Clark-King
Dean, King's College London
April 2021

Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-10.2
Status	Final
FOI exemption	Public version redacted in full: s.40, personal information

Election of Associates of King's College

Action required

☒ For approval
☐ For discussion
☐ To note

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

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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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 31 March 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 31 March 2021

Principal's Report

Council **discussion** included: offers for the next academic year and blended learning; politics of vaccination; the need to continue to liaise with the KCLSU as well as separately monitoring student experience; and the need to be able to adapt rapidly to address student and staff needs rather than waiting for NSS results at the end of the year.

Balanced Scorecard Update

Council **discussed** the bi-annual balanced scorecard update, which integrated the latest actuals for the current and previous year along with the updated targets that have been reviewed and agreed through the annual Business Planning Round, noting that COVID related disruption had had a direct impact on the scorecard and that future year targets needed to be revised (both to capture accelerated progress that has been made and because of the knock-on adverse effects of the disruption). Members noted that productivity was an area that needed data improvement and that more current information against KPIs would be valuable for more numerical understanding on progress. Council would consider a detailed review of the Balanced Scorecard, covering its purpose, methodology and coverage in Autumn 2021.

Access and Participation Plan Monitoring Report

Council **noted** a report summarising the university's monitoring return to the Office for students (OfS) on the 2019/2020 Access and Participation Plan. The BAME attainment gap had improved, but remained higher than the target and this issue would be put to the business planning round for greater focus and attention at faculty level. It had also been given more visibility in the race equality work. Otherwise, good progress had been achieved against targets.

Report of the KCLSU President and Sabbatical Officers

Council **discussed** a report from the KCLSU Sabbatical Officers which highlighted results from a number of innovative ways in which the KCLSU had been trying to understand the rapidly evolving student perspective on a range of issues. Council Members welcomed the report and the valuable information it contained. Academic Board has received the same report with this agenda.

KCLSU Returning Officer's Election Report

Council **noted** a report from the Deputy KCLSU Returning Officer on the elections run for the new student leadership team for the 2021-2022 academic year.

Report of the College Finance Committee

Council discussed and **approved**:

- Stamford Street – Settlement of Lloyds Lease

Council **discussed**:

- Debt Raising Update
- Financial Outlook and Risks

Council **noted** that the pensions discussion was being postponed until its May meeting as the Universities UK fourth option had not yet been received; and noted the remaining reports:

- Productivity Improvement in Health
- Size and Shape
- Research Recovery Cost
- Climate related risks

Report of the Audit, Risk & Compliance Committee

Council **approved**:

- The interim annual Health & Safety Report

Council **discussed**:
- The report of the ARCC Cyber Security Sub-Committee and noted that a fuller report would be available at its next meeting.

Report of the Governance & Nominations Committee
Council **approved**:
- Ordinance Amendment to the Standing Orders relating to Chair's action
- Member reappointments/staff appointment
- Meeting cycle 2021-2022.

Council **discussed** the petition and new correspondence regarding Council Membership but remained of the view that there was distinct value in independent objective expertise. It was noted that King's met the advice from the Committee of University Chairs on what good governance constitutes for university councils. Council would receive a fuller report from the Governance & Nominations Committee at its July meeting.

Council noted reports on the University of London Act, the search for new members, the process for selection the second student member, and the annual Council review process.

Reports of the Academic Board, the Estates Strategy Committee, the Fellowships & Honorary Degrees Committee and the Remuneration Committee
Council discussed and **noted** reports from these Committees