

King's College Council	
Meeting date	21 January 2021
Paper reference	KCC-21-01-21-02
Status	Final
Access	Public/Members and senior executives
FOI release	Subject to redaction
FOI exemption	Redacted sections – s.43, commercial interests



Meeting of the King's College Council to be held (remotely) on **21 January 2021** at 17:00 as a **Microsoft Teams meeting**. Please feel free to join the meeting 15 minutes early for a virtual coffee!

Agenda – Strategic Discussion Meeting

INTRODUCTORY ITEMS

1	Welcome, apologies and notices		Chair
2	Approval of agenda	KCC-21-01-21-02	Chair
3	Unanimous Consent Agenda , including: 3.1 Minutes of the Previous Meeting; and 3.2 Actions Log	KCC-21-01-21-03 KCC-21-01-21-03.1 KCC-21-01-21-03.2	Chair
4	Matters arising from the minutes	<i>Verbal</i>	Chair
5	Report of the Chair	<i>Verbal</i>	Chair
6	Report of the President & Principal		Principal
6.1	Principal's summary report (to note)	KCC-21-01-21-06.1	
6.2	COVID-19 Update (to note)	<i>Verbal</i>	
6.3	Mental Health Strategy – Update (to discuss)	KCC-21-01-21-06.3	J Whyte; J Foster
6.4	2019-20 TRAC Return (to approve)	KCC-21-01-21-06.4	SVP Operations
<i>See the Consent Agenda for the remaining items to approve:</i>			
6.5	Modern Slavery Act 2019-2020 Annual Statement	KCC-21-01-21-06.5	

7	Strategic Overview Discussion – 2021 and Beyond	KCC-21-01-21-7(a-e)	
7.1	Principal's Reflections	<i>Verbal</i>	Principal
7.2.	Context Resources Performance and Aspirations		SVP (A&S)
7.3	Decision Framework Priorities/Options Criteria for Decision Making		SVP (A&S)
<i>Background reading:</i>			
(a)	Finance Update		
(b)	Balanced Scorecard		
(c)	Size and Shape Update		
(d)	Framing a discussion on priorities and portfolio		
(e)	Investment in Education and Student Experience		

8 Reports of Committees

8.1	Report of the joint meeting of the Finance Committee and the Estates Strategy Committee held on 19 January 2021	<i>Verbal</i>	Chairs FC/ESC
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8.2	Report of Academic Board <i>See the Consent Agenda for all items to note:</i> (i) Decolonising the Curriculum (ii) [REDACTED] (iii) Portfolio Simplification Update (iv) UG External Examiner report (v) NMS Change of Faculty Name (vi) Quinquennial Review	KCC-21-01-30-08.2	Chair AB
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9	Report of the KCLSU President (to note)	KCC-21-01-21-09	KCLSU President
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10 Any other business

Irene Birrell
College Secretary
January 2021

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 Council approve or note for information the items contained in the Unanimous Agenda, listed below.

Item	Title	Paper	Action
3.2	Minutes of 24 November 2020	KCC-21-01-21-03.2	Approve
3.3	Actions Log	KCC-21-01-21-03.3	Note
6.4	Modern Slavery Act 2019-2020	KCC-21-01-21-06.4	Approve
8.2	Report of the Academic Board	KCC-21-01-21-08.2	All to note
	(i) Decolonising the Curriculum		
	(ii) [REDACTED]		
	(iii) Portfolio Simplification Update		
	(iv) UG External Examiner report		
	(v) NMS Change of Faculty Name		
	(vi) Quinquennial Review – Institute of Pharmaceutical Sciences		
	(vii) Other items noted		

See published minutes from the previous meeting [here](#)

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Actions Log

Action required

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

Executive summary

Council is asked to note the action taken following discussions at previous meetings.

Actions Log

Meeting	Minute	Topic	Decision for Action	Notes	Owner	Original deadline	Progress
<i>November 2020 Council Meeting</i>							
<i>July 2020 Council Meeting</i>							
15.07.20	6.1	Principal's report	Noted that the Student's Mental Health Strategy was to be refreshed	Scheduled for the January meeting of Council	VP (Education)	January 2021	On agenda
15.07.20	6.1	Principal's report	NSS – Noted that there would be a further report early in the new academic year and a further fundraising report on NSS areas	Updated NSS report (and an updated Fundraising report on NSS areas)		Autumn 2021	In progress
<i>January 2020 Council Meeting</i>							
30.01.20	06.1	Champion Hill	Detailed investigation to be overseen by the Chairs of ARCC and ESC	ARCC and ESC Chairs to monitor the investigative process	College Secretary	Ongoing	In progress
30.01.20	06.3	OfS – Access & Participation	Briefing on the nature of the requirements for reporting purposes to be scheduled for Council members	Schedule a briefing	College Secretary	January 2021	In progress – OfS is amending its timelines and requirements
<i>September 2019 Council Meeting</i>							
25.09.19	5.2	Update on College Statutes	Proposed Statute amendment as approved by Council to be submitted to the Privy Council for final approval	Waiting for advice from the OfS	College Secretary	Ongoing	In progress – waiting for OfS approval to move forward

King's College Council

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Paper reference KCC-21-01-21-06.1

Status Final

Access Members and senior executives

FOI release Subject to redaction

FOI exemption Redacted sections – s.43, commercial interests



Principal's Report

Action required

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

Executive summary

The report outlines key current issues for the attention of Council.

This will be my last Principal's report to Council. I would like to thank all the contributors to the report over the last six and a half years. I hope you have found it a useful summary of the key issues faced by the university.

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

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[REDACTED]

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Wellbeing Month

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

British Universities & Colleges Sport

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

Guardian University Awards

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

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

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

Times Higher Employability Ranking

A global employability ranking, designed by HR consultancy Emerging and published by *Times Higher Education* in November, revealed which universities the recruiters at top companies think are the best at preparing students for the workplace. These 250 universities span 43 countries, from the US to Japan. Employers voted for institutions both in their own country and around the world, if they recruit internationally. 14 UK universities appeared in the top 250, five based in London. King's was ranked 4th in the UK behind Cambridge, Oxford and Imperial and 21st in the world up from 31st last year.

New Year's Honours

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

- Dr Mary Patricia Sheridan, Newborn and infant physical examination (NIPE) Lead and Midwifery Lecturer, Guy's and St Thomas' NHS Foundation Trust and King's College London has been recognised for services to Midwifery in the NHS.
- Dr Azeem Alam (Medicine, 2017), a Clinical Teaching Fellow and King's alumnus received the BEM for services to medical education during COVID-19.
- Professor Francesca Gabrielle Happe FBA, Professor of Cognitive Neuroscience, King's College London has been honoured for services to the Study of Autism.

- Dr Asha Thomson, Speciality Dentist in Oral and Maxillofacial Surgery, Senior Clinical Leadership Fellow East Anglia NHS England and Senior Clinical Teacher in Oral Surgery, Kings College Hospital London was recognised for services to the NHS, particularly during the Covid-19 Response.

Commemoration Oration

On 20 January Sir Michael Barber, Chair of the Office for Students will deliver the 2021 Commemoration Oration, Houses of Wisdom: Universities, Scholarship and Diversity of Perspective exploring the idea of the university in the 21st Century.

Other updates (Annexes)

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

Ed Byrne

President & Principal

Jan 2021

Staffing Update

New Dean

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

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

Interim Dean, Dickson Poon School of Law

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

Deputy Provost, Arts & Sciences

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

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King's Health Partners Update

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

Members' Assembly, it has been confirmed that the "Meet the Expert" seminars will now be run in association with EUHA.

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

Health & Safety Update

SAFETY MANAGEMENT SYSTEM

Accident Management System (AMS)

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

Auditing

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

Occupational health

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

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

System Development

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

Health & Safety training and Compliance E-Learning

E-learning

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

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

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

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

H&SS training programme

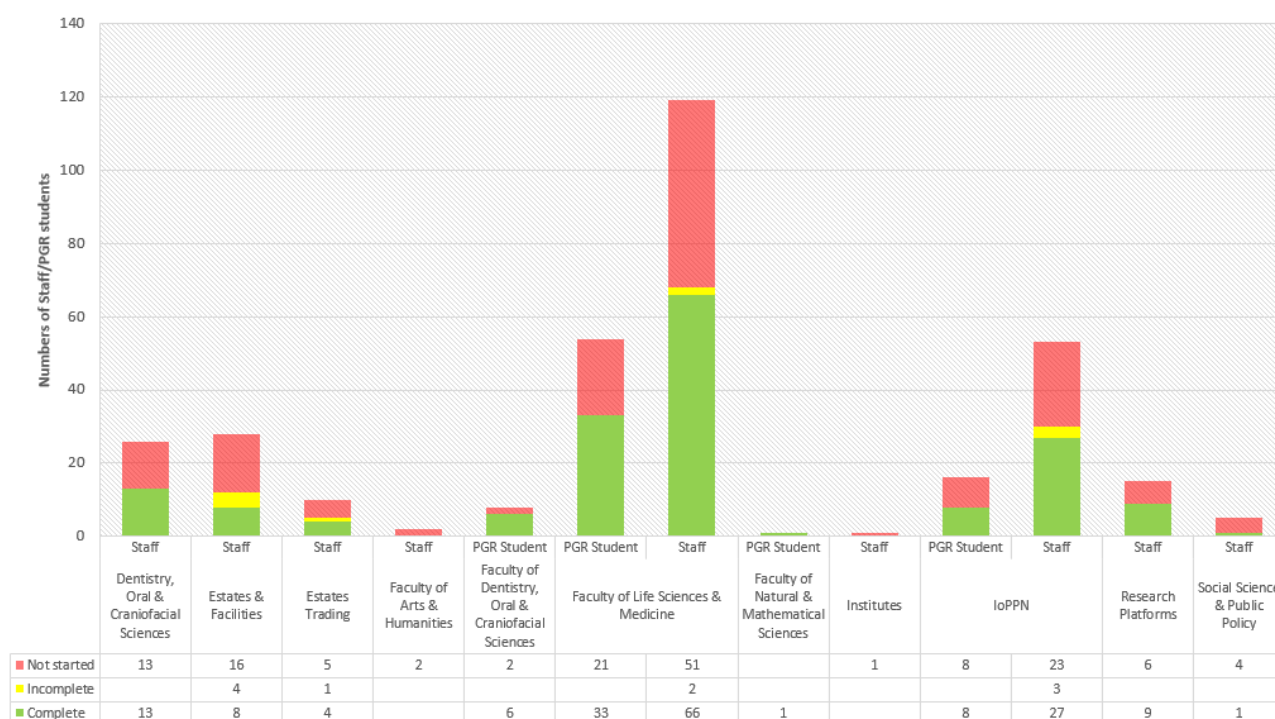
No change since last report.

SERIOUS INCIDENTS / INVESTIGATIONS

Health Surveillance

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

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



Musculoskeletal issues

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

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

None since last report

Significant incidents

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

Fire Safety

Evacuation marshal provision & building evacuation moving forward

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

Fire Risk Assessments

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

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

Regulatory Visits and Enforcement

King's: HSE Enforcement

HSE investigation into the RIDDOR report of occupationally acquired asthma, commenced November 2019 and continues. Outstanding actions relate to BSU Code of Practice publication, engineering controls and Occupational Health protocols. H&SS continues to work with the Director of Biological Services, E&F SQART Compliance Team, Asset and Maintenance and KCH Occupational Health to progress these outstanding matters.

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

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

Communication and Consultation

Safety Notices

No change since last report

Microsoft Teams & SharePoint

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

Collaboration between Health & Safety Services and Estates & Facilities

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

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

Risk Management & Assessment

Novel coronavirus (COVID-19)

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

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

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

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

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

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

Health & Safety Services Staff Resource

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

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We work across six themes and seven strategic objectives as published in our EDI Strategy: <https://www.kcl.ac.uk/hr/diversity/di-at-kings/edi-strategy-final-1.pdf>.

Legal Compliance and Sector Trends

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

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

Recognition – Race Equality and Athena SWAN

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

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

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

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

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https://www.policyconnect.org.uk/sites/site_pc/files/apdf_raa40680_i_pc_i_disabled_students_inquiry_report_screen_reader_version_i_djl_i_f_raa.pdf

In particular, the panel commended:

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

The race equality action plan spans six themes:

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

Gender Equality

In November, King's applied for an Athena Swan Silver award. This is the culmination of almost two years of self-assessment using quantitative and qualitative data and follows wide internal and external consultation⁴.

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

The Athena Swan Leadership & Action team believe the application submitted was credible⁵, demonstrating a thorough self-assessment, evidence of progress and impact, and an ambitious five-year action plan⁶. An executive summary is included in Appendix 2.

The action plan is based on seven themes:

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

Our flagship actions include:

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

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

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

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

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

Inclusive culture

The Dignity at King's - Bullying & Harassment Policy⁷ (<https://www.kcl.ac.uk/governancezone/assets/students/bullying-and-harassment-policy.pdf>) has been published and has been communicated to all staff via King's Essentials and local communication channels. This anti-bullying and harassment work is connected to the changes in Academic regulations, University-wide approaches from HR, and to 'on the ground' work in faculties. IoPPN has begun a pilot of department level anonymous reporting and HR will be evaluating the scheme in 2021.

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

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

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

Disability Inclusion

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

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

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

Governance, Executive Management and Leadership

Accountability

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

Mutual Mentoring

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

Resourcing and prioritisation

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

ⁱ Definitions:

Total: All philanthropic and other income counted toward Campaign target of £750m (confidential).

Philanthropic income: All giving which does not provide the funder ownership of a deliverable, financial benefit, or control of the funding. The gift must be owned in full by the receiving institution once it is received.

Other income: All monies received that provide an economic benefit for compensation to the donor. Benefits could include the following: Rights to intellectual property; commitments of resource; purchase of services; royalties; exclusive rights to the recipient i.e. information or publication rights; consultancy, training, discounted courses.

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King's College Council

Meeting date 21 January 2021

Paper reference KCC-21-01-21-06.3

Status Final

Access Public/Members and Senior Executives

FOI release Subject to redaction

FOI exemption None



Student Mental Health

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

This paper summarises the context, current situation and future issues for student mental health and wellbeing at King's. It also includes an update on current provision. A full report on the action points from the 2018-2020 Student Mental Health and Wellbeing Strategic Plan will be provided in the next report and Strategic Plan.

Particular attention is drawn to the Student Minds University Mental Health Charter, and the need to ensure clear, ongoing reporting line from the Student Mental Health and Wellbeing Steering Group into King's governing structures.

Paper submitted by

Dr Juliet Foster, Dean of Education, IoPPN;
Joy Whyte, Strategic Director, Education & Students

Student mental health and wellbeing: strategy and provision

The King's College London [Student Mental Health and Wellbeing report and strategic plan 2018-2020](#) was finalised in 2018 and formally launched in March 2019. In addition to laying out clear statements regarding KCL's ambitions to achieve a whole university approach to student mental health, the plan laid out fifteen complementary action points pertaining to issues from student support services through to research.

The oversight implementation group was set up to oversee progress on the action points. This group was chaired by Tessa Harrison until June 2019, when she handed over the role of Professional Services Lead on Student Mental Health and Wellbeing to Joy Whyte, who now co-chairs the group along with Juliet Foster (Academic Lead for Student Mental Health and Wellbeing since October 2018). At the same time, Tessa Harrison, Joy Whyte and Juliet Foster reviewed the purpose and progress of the implementation group, and proposed changes to its focus and terms of reference (submitted to CEC in November 2019). This involved the group's name changing to the Student Mental Health and Wellbeing Steering Group. Changes were also initiated to include greater representation and engagement with faculties and an increased discussion of issues and developments within the sector more broadly within student mental health. The group still receives updates on the action points, but these are not the sole focus of discussion.

Current situation: the steering group

The reconfigured group has now been operating for just over a year, and is working well. We have encouraged presentations on various topics from experts within and outside the group (e.g. peer support, intersectionality and mental health, staff training needs, the Student Minds Mental Health Charter). We also aim to both reflect on good practice going on in the faculties but also hold the faculties to account for their important role in achieving the whole university approach.

Progress on the action points in the strategic plan has been mixed. While clear progress has been made in many areas, and indeed some action points have been completed, progress on others has been slow. The responsibilities of the steering group in promoting some of these action points is unclear, given that it has no formal line management responsibility over any of the owners of action points. We will provide a full overview of progress against action points in the next report and strategic plan. Our report on the 2018-2020 report and strategic plan will also an analysis of the equality, diversity and inclusion impact of work to date.

In 2019 Andrew West conducted an independent review of student support at King's. As a result of this he made a number of recommendations, which are being taken forward separately, through line management reporting lines structures.

In March 2020, in line with government recommendations, the University closed its campuses and moved to online teaching and assessment as the coronavirus pandemic developed. While the steering group has spent time reviewing mental health and wellbeing provision for students in the initial stages (those who remained in student residences and those who returned home), and considering guidance that was published on this, it was also keen to ensure that a longer term view of student mental health and wellbeing remained, given the momentum that had been building across the sector before lockdown began.

The wider HE landscape and student mental health

In December 2019, Student Minds launched their [Students Minds' University Mental Health Charter](#). Four universities signed up in March to take part in a pilot assessing them for Charter status before the formal launch of the scheme initially scheduled for Autumn 2020 but rescheduled to January 2021 because of Covid. Three universities have now completed the pilot; one dropped because of the pandemic.

Universities UK also published their updated [Stepchange: mentally healthy universities](#) report in May 2020, fully endorsing and engaging with the Student Minds charter.

Both documents strongly endorse the Whole University approach to student mental health and wellbeing, breaking this down into four domains and five enabling factors.

FOUR DOMAINS (AND SUB-CATEGORIES) DETAILED IN THE STUDENT MINDS UNIVERSITY MENTAL HEALTH CHARTER

Learning

- Transitions
- Learning, Teaching and Assessment
- Progression

Support

- Support services
- Risk
- External pathways and providers
- Information Sharing

Work

- Staff wellbeing
- Staff development

Live

- Proactive interventions and a mentally healthy environment
- Residential accommodation
- Social integration and belonging
- Physical environment

Five enabling factors



Future plans at King's

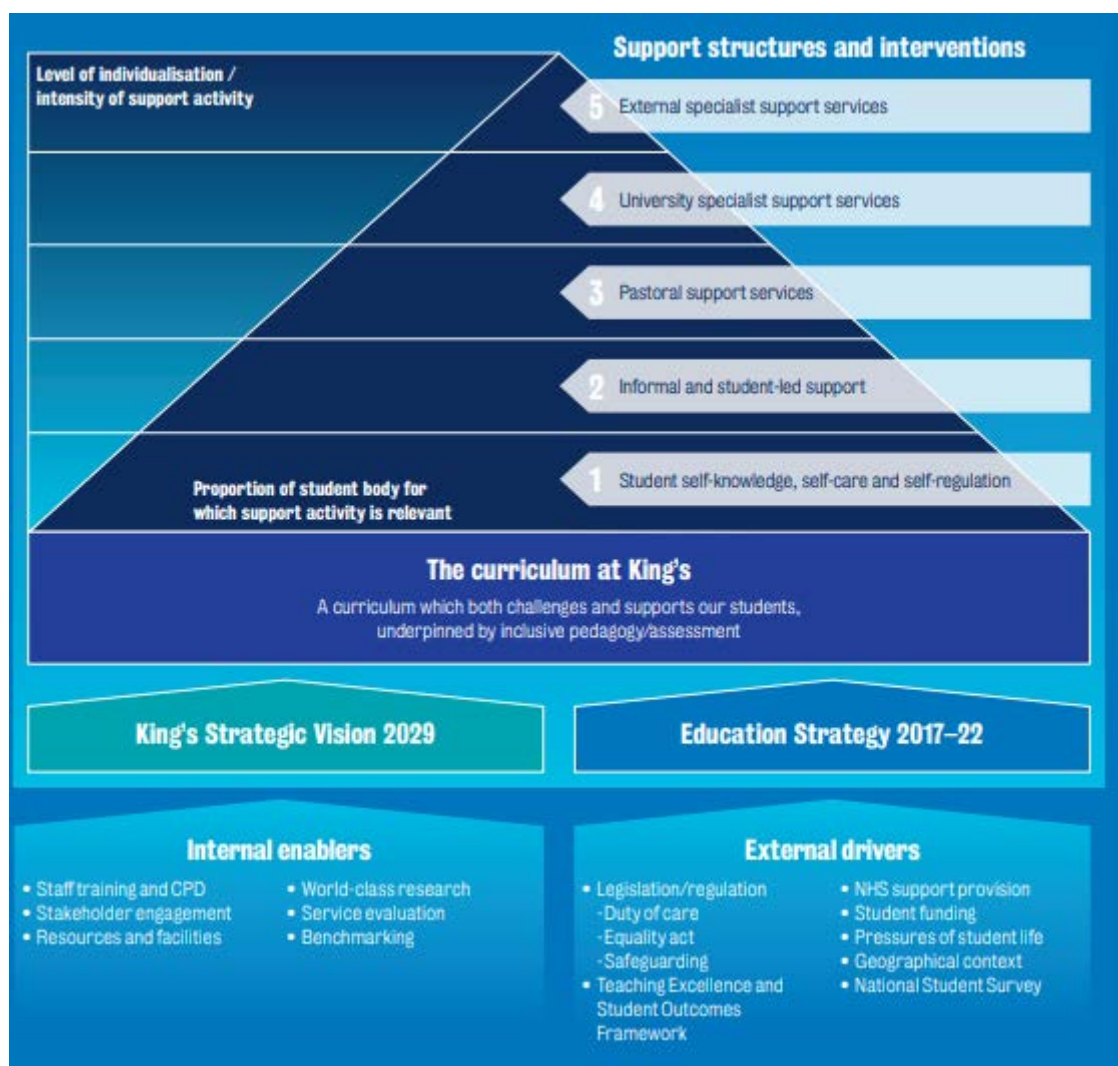
Recent conversation with Student Minds indicates that they will call for expressions of interest in applications to for the Charter process in early 2020, with a deadline of April 2020. Higher Education Institutions will then have up to 12 months to submit what will be a substantial and robust self-assessment, which will be followed by a two-day site visit (either in-person or virtual depending on the public health situation). There may be a scheme for universities who do not apply in this first round to express an interest and then participate in webinars etc discussing best practice.

Consideration of whether to apply in this first round for the Charter mark coincides with the need to publish a refreshed Student Mental Health and Wellbeing Report and Strategic Plan (2021-23). The steering group has taken the decision to structure this new plan around the domains highlighted within the Charter, and has undertaken an initial high level review of the criteria listed under each of the items within each domain, and listed as evidence of each enabling factor. Five workstreams have been set up around these areas to consider this in more detail. All have now met, and involve not only members of the steering group but also colleagues from Human Resources, Organisational Development, Estates & Facilities, Students & Education and elsewhere. The workstreams will give an initial report to the next meeting of the Steering Group in December 2020.

Leadership, Strategy and Policy are a key enabling factor and, to this end, it would be helpful for the Student Mental Health and Wellbeing Steering Group to have a clear, ongoing reporting line into King's governing structures. This will better enable the Group to flag recommendations and to ensure greater traction in embedding and building on the success of the current report and plan, and considering the next.

Support structures and interventions

The Student Mental Health and Wellbeing report and strategic plan 2018-2020 outlined a pyramid of support structures and interventions, as follows:



The remainder of this report outlines support that is in place at each of the levels.

1) Level 1: Self-knowledge, self-care, and self-regulatory skills

- STUDENT SERVICES ONLINE

[Student Services Online](#) has a dedicated [Health & wellbeing section](#) that provides information on our support and services for students' mental and physical health.

From 1 October 2019, the article "How do I make a counselling appointment?" started trending on Student Services Online, with average views increasing from 1-2/day to around 70/day. This year, we are being proactive about the content students might be looking for and in addition to promoting our Counselling & Mental Health Support Service, we are using our "Useful articles this month" section of the homepage to promote other content tackling topics such as managing self-isolation, difficulty making friends, and coping with how different everything at King's feels this year.

2) Level 2: Informal and student-led support

- KCLSU WELLBEING

The KCLSU Student Wellbeing & Welfare Manager post is a joint role sitting across KCL Student Success and KCLSU. Through this work, students are empowered to build a community of good wellbeing where they feel able to support themselves and others to thrive through:

- a [Wellbeing Hub](#) of wellbeing activities and resources that students co-create so that good wellbeing is accessible for all students, no matter their background
- consistent, high quality [peer support](#) throughout the student journey, including the hybrid peer health education and peer-run support team called the Positive Peers and a new Black Students Talk peer support group for black students

Wellbeing activities and Peer support are enabled through varied levels of training and support for students to run health-promoting wellbeing initiatives and know how to support their peers' mental health and wellbeing. The Wellbeing Lead network has doubled in size from last year with nearly 200 student leaders whilst Peer Support at KCLSU has almost quadrupled in size with a team of 40 students.

- WEB TOOLS

King's webpages provide links to articles about ways of coping with self-isolation, with different wellbeing packages, toolkits, and other resources available. We also promote external tools that are available to support our students and their mental health, including Togetherall (formerly Big White Wall), Apps for self-care and confidence building, Apps for meditation & relaxation and Apps for stress, anxiety, and low mood.

3) Level 3: Pastoral support structures Level

- PERSONAL TUTORS

All undergraduate and postgraduate taught students are allocated a personal tutor, who will be an academic member of staff from within their faculty. Personal tutors at King's provide students with the opportunity to reflect on their academic progress and general wellbeing, offering guidance on how to seek support.

In 2020-21 personal tutoring is being delivered largely online, through 121 and group meetings on Microsoft Teams, but with the option for students to request an in-person meeting if needed and where this is safe to deliver.

Personal tutors are supported with guidance on using Teams effectively and key topics to discuss with students as they adjust to university life this year. Personal tutors will continue to receive monthly emails detailing key activities in the student lifecycle and with template emails they can utilise to check-in with their tutees in-between meetings. Personal tutor training has moved onto KEATS, providing information on the requirements of the role and resources available, and case study scenarios.

During the summer months, we developed a new guide for Personal Tutors on [How to Refer](#) students. We have also updated guidance on [prolonged lack of contact](#), to facilitate support for students at faculty level, as well as referrals to the [Student of Concern](#) process,

- **Faculty-based student Wellbeing and Welfare Advisers**

Effective student support arrangements depend on strong connections and co-delivery of support by specialist services and Faculty. King's has accordingly invested in faculty-based student support and wellbeing teams across the institution, organised on a 'hub and spoke' basis where faculty-based staff are supported and managed by specialist teams in Student Support & Wellbeing Services.

This sort of hub/spoke arrangement enables a model of co-created supportive engagement, enhanced by local nuance, and providing a parity of support for all students. It ensures seamless interaction with specialist Student Support & Wellbeing Services. Importantly the faculty student support remit in this model is not an 'add on' or a job that a person combines with other administrative duties, but is rather a dedicated and full-time role.

We are about to advertise these posts, and will be looking to recruit applicants from a broad range of professional backgrounds bringing a considerable skillset to this area of work, with a focus on previous experience and training in mental health social work or similar. We would be looking to ensure staff in these roles are professionally trained to triage effectively and in a timely fashion, contain and support appropriately, and refer into more specialist support as appropriate.

These roles will complement and closely work with the broader support network in faculties, working closely alongside Student Experience Managers (perhaps as members of their teams), Senior and Personal Tutors, and Diversity & Inclusion specialists amongst others, supported by a dotted reporting line into a faculty-based professional service staff member.

The establishment of faculty-based student wellbeing and welfare advisers provides a point of reference for academic and Professional Services staff who offer pastoral support to students. It enables staff to draw upon this experience and expertise. The adviser will be able to bring together various voices and identify faculty-focussed trends, creating bespoke interventions. Additionally, they will be a support for staff, able to talk through specific areas of student concern and provide guidance on how to manage these, drawing in specialist services as appropriate.

4) Level 4: University specialist support services Level

- **COUNSELLING AND MENTAL HEALTH SUPPORT (CMHS):**

CMHS are providing free, remote, and confidential counselling and mental health support to students. CMHS are aiming to provide as much support as they can to our community during these challenging, uncertain times, and technology offers the ability to reach our students around the world.

All UK-based students are triaged following application and offered up to six counselling sessions, including assessment. Sessions take place using Microsoft Teams, where possible using video. International students based in their home countries are offered 'check-ins' rather than full therapeutic sessions, due to potential legal issues regarding professional registration.

Therapeutic and psychoeducational groups are also being offered to students, following assessment, and delivered online.

- **OUT-OF-HOURS COUNSELLING SUPPORT FOR STUDENTS**

We have recently partnered with Pro-Counselling, who are King's College London's new out-of-hours Counselling Service. Pro-Counselling therapists offer short-term counselling support to King's College London students presenting with low to moderate mental health problems and can provide support, advice, and guidance towards a solution.

From 23 October 2020, Pro-Counselling are available 5pm to 9am on weekdays and 24/7 on weekends, bank holidays and King's closure days.

5) Level 5: External specialist support services

External specialist support services are beyond King's remit, though Counselling and Mental Health Support can recommend that students engage with specialist services beyond King's. We are seeking to raise awareness of external services through Student Services Online articles etc. For example, following the start of the first lockdown, we developed online resources for those [experiencing domestic abuse](#).

Research activity

SMARTEN AND OTHER RESEARCH LINKS AT KING'S

Dr Nicola Byrom (Senior Lecturer at the IoPPN) is Principal Investigator for SMaRteN (the UKRI-funded Student Mental Health Research Network), and, along with other colleagues at the IoPPN, FNSNMPC, and across King's collaborates on a number of high profile projects relating to student mental health and wellbeing. In particular, King's is currently involved in a large OfS Challenges-funded project looking at curriculum-embedded approaches to wellbeing, Education for Mental Health.

King's College Council	
Meeting date	21 January 2021
Paper reference	KCC-21-01-21-06.4
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction – not to be released without College Secretary Approval
FOI exemption	Redacted sections – s.43, commercial interests



2019-20 TRAC Return

Action required

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

Motion: To approve the 2019-20 TRAC Return attached for submission to the OfS

Executive summary

Council is asked to approve the 2019-20 TRAC Return attached for submission to the OfS by its deadline of 31 January 2021.

The Transparent Approach to Costing (TRAC) is a statutory return made to the OfS, allowing them to compare the financial sustainability of universities across the sector. TRAC uses an 'activity-based costing' methodology to split income and expenditure across our primary activities of Teaching, Research and Other (and to sub-activities below that), and shows the cross-subsidies that exist between them.

There is a useful guidance document for members of university governing bodies at the following link:
<https://www.trac.ac.uk/wp-content/uploads/2018/07/TRAC-A-guide-for-Senior-Managers-and-Governing-Body-members.pdf>

Previously, this annual return has been approved by the Chair of the Finance Committee via Chair's Action, but changes in the OfS requirements now preclude this and require approval by Council or by the Finance Committee at a meeting. The Finance Committee does not meet again in time for the deadline, hence the submission to full Council.

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Modern Slavery Statement 2020

Action required

- ☒ For approval
☐ For discussion
☐ To note

Motion: That the Council approve the Modern Slavery Act Transparency Statement 2019-2020

Executive summary

In compliance with the provision of Section 54 of the Modern Slavery Act 2015, King's produces a statement each year of its efforts to combat slavery and human trafficking within its business and supply chains within six months of the end of its financial year.

The statement is presented here for approval by the Council for signature by the Chair in accordance with Clause 10 of the Statutes for posting on the university's web page.

Modern Slavery Act 2019 Annual Transparency Statement

This statement is produced under the university's obligation to publish an annual 'Modern Slavery Act Transparency Statement' in accordance with the provisions of Section 54 of the Modern Slavery Act 2015.

King's College London has the stated corporate strategic Vision 'to make the world a better place'. As such, the university is committed to ensuring that mechanisms are in place to prevent business being undertaken with an organisation that has not adopted appropriate steps to ensure that human rights abuses are not taking place in any of its supply chains. Accordingly, all potential suppliers to the Institution are required to provide written assurance of their compliance with the provisions of the Modern Slavery Act 2015 and other social legislation. King's terms and conditions of contract make it a requirement on those it does business with to provide assurance that workers in their organisation and in their supply chain are not subject to inhumane practices and that their welfare is properly protected.

The university comprises ten Professional Services Directorates and nine Faculties, these total upwards of 327 Departments¹, and there are numerous research groups within each faculty. As the Institution operates on a system of devolved budgets, control over the day-to-day spend of these groups is delegated through line management in accordance with the university's Financial Regulations and Procedures and Purchasing Policy. In academic year 2019-2020, the non-pay contractual expenditure of the university on goods, works and services was approx. £204 million with around 4,600 different suppliers. The nature of this expenditure falls predominantly within the following categories:

- Estates and Facilities - Capital Projects, Minor Works and Utilities
- Premises Services - Catering, Guarding and Cleaning Services
- ICT Equipment and Services - Computing, Communications and Audio Visual
- Laboratory Supplies - Research and Scientific Equipment and Consumables
- Research Services – Services related to drug trials
- Library Provisions - Books, e-journals and subscriptions
- Professional Resources – Consultancy, Recruitment and Legal Services
- Corporate Business Services - Travel and Accommodation
- Office Supplies - Stationery, Printing, Postage and Furniture

King's Strategic Vision 2029, describes our vision to make the world a better place, this strategic vision was launched in January 2017 takes us to our 200th anniversary in 2029 and builds upon our history of making a full contribution to society. We continue to focus on world-leading education, research and service and will have an increasingly proactive role to play in a more interconnected, complex world.

Socially responsible procurement policy: "The policy is intended to ensure that King's purchases third party goods and services in ways which are beneficial to society and King's local boroughs. It promotes responsible environmental, social and economic goals and meets the requirements of the Public Services (Social Value Act) 2012, the Equalities Act 2010, the Modern Slavery Act 2015, and other legal obligations." This policy started on 1 March 2019 and will run until March 2021.

The university takes a proportionate approach to procurement which allows for low value spend to be procured locally but requires that the Procurement Office is consulted for high value spend or where a grant funder requires a procedure to be followed which complies with legal requirements of the EU.

The university is vigilant in all areas of activity that may be open to the risk of slavery, trafficking and human rights abuses generally taking place but it enhances the questions asked in the selection and evaluation stages of procurements where risks are highest such as when purchasing personal protection products (including garments and gloves), electronics and medical or laboratory supplies.

All new suppliers are required to confirm compliance with provisions of the Modern Slavery Act and terms and conditions of contract specify the standards we require from contractors as regards the welfare of their staff and those in their supply chain.

The university has implemented a Socially Responsible Procurement Policy in order to better ensure that social benefits are gained and risks of damage to society are reduced when procuring third party contracts. Key milestones for 2020/21 include: the review of the Socially Responsible Procurement Policy; establishing a Responsible Procurement Advisory Group; and assessing the university against best practice standards.

[Signed]

Lord Geidt
Chair of King's College Council

Date

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Report of the Academic Board

Contents	Meeting at which considered	Consent agenda	Council action
1. Decolonising the Curriculum Annex 1	9 December 2020	Yes	Note
2. [REDACTED]	9 December 2020	Yes	Note
3. Portfolio Simplification Update	9 December 2020	Yes	Note
4. UG External Examiner report	9 December 2020	Yes	Note
5. NMS Change of Faculty Name	9 December 2020	Yes	Note
6. Quinquennial Review – Institute of Pharmaceutical Sciences	9 December 2020	Yes	Note
7. Other items noted	9 December 2020	Yes	Note

For Note

1. Decolonising the Curriculum through a new perspective to internationalisation (Annex 1)

Board members had a strategic discussion with the Vice President (International) and the Vice President (Education) about the institutional approach to the issue of decolonisation. Discussion areas included:

- The need for tailored responses across different subject areas.
- Decolonisation is about a sense of equal belonging and the curriculum is the engine that can drive this discussion.
- Attainment gaps and focusing on how teaching is framed and diverse ways of learning, rather than on grades.
- The need for cultural competency guidance and training for staff as well as for students, and that the academic teaching community should be consulted on what kind of guidance would be helpful.
- Issues involved in attracting and retaining diverse members of staff.
- The need to address and own King's colonial past.

2. [REDACTED]

3. Portfolio Simplification

The Vice President (Education) presented the final Portfolio Simplification report and plans for implementation. Academic Board approved minor amendments to a previous decision regarding PGT modules in the department of English and to the timetable for discontinuation of the MA History of War program.

4. UG External Examiner report

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

5. NMS Change of Faculty Name

The Board approved a change of faculty name in order to recognize engineering, which was supported within the faculty. The new faculty name is: the Faculty of Natural, Mathematical and Engineering Sciences, and the new acronym is NMES.

6. Quinquennial Review – Institute of Pharmaceutical Sciences

The Board received a report which outlined the actions taken in addressing the recommendations and issues raised in the quinquennial review conducted in 2017.

7. Other items noted and approved included:

- (i) COVID-19 Update (Education)
- (ii) Report from Council
- (iii) Academic Board Elections report

Academic Board Operations Committee

- (iv) Eligibility of Affiliate Staff to serve on Academic Board (recommendations approved)
- (v) PGR Seats on Academic Board (approved)
- (vi) Academic Board agenda planning (approved)
- (vii) Powers of Academic Board (noted)

College Education Committee reports:

- (viii) Degree Awards - I & IIA award analysis 2019/2020
- (ix) Results of the institutional pulse survey
- (x) Student mental health & wellbeing update
- (xi) C2029 update
- (xii) King's Business School First Year Pilot
- (xiii) Studentships

(xiv) Study Abroad Simplification update

College Research Committee reports:

(xv) Research Integrity (approved)

(xvi) RMID Transformation

(xvii) Bullying and Harassment

College International Committee reports:

(xviii) International Collaboration Dashboard

(xix) Safeguarding in an international Context

College Service Committee reports:

(xx) Chair and Director's Report

(xxi) What is next for Service?

College London Committee reports:

(xxii) Faculty Annual London highlights

(xxiii) Extracurricular report

(xxiv) Homeless London

The Dean's report (noted)

College Secretary
January 2020

Decolonising the curriculum through a new perspective to internationalisation

Paper for Academic Board

Background

1. The debate on decolonisation of higher education has remained at the fore of discussion since the Black Lives Matter protests following the killing of George Floyd in June 2020. However, concerns about structural racism, which shows up in education, health and other sectors of society, long predated these events. Recent debates on systemic racism in higher education have increased calls for decolonization of the academy. Several issues have recurred in this debate, including, for example, what is taught, what counts as legitimate knowledge, whose knowledge is privileged, differential outcomes for Black and Minority Ethnic students, lack of diversity and representation of BME in the faculty. To be sure, the debate about what decolonizing means and whether it applies to all academic disciplines, what is included in or excluded from the curriculum, rages on and is bound to continue for some time. While it is important that this debate continues, there is an urgency in the demand for decolonisation of H.E. particularly among university students and staff.
2. There is a strong case to be made for each university to look within its own context and respond to its community's demands on questions of racial and other inequality. Among other things, each institution must define decolonization for itself and decide the scale of response. At King's, work on decolonizing the curriculum began in 2017, within the context of internationalisation of the curriculum. It began from the ground up with a survey among select staff and Focus Group Discussions (FGD) in all nine Faculties and among students across Arts and Sciences, and Health Faculties. Students – home and international – had a variety of concerns about inequality, attainment gap and differences in their experiences. Many were clear in their demand for a decolonizing agenda. KCLSU brought forward students concerns and requested collaboration with the College on a decolonizing the curriculum agenda. These developments informed, in part, the focus of King's international strategy (Internationalisation 2029) and are central to Curriculum 2029.

Some issues to consider

3. In responding to King's students' demands for decolonizing the curriculum, several issues are worth considering:
 - The importance of creating a space for a continuing debate among King's academics on decolonizing the academy. There are diverse views, even contestation on what this means, how much change should be accommodated.

- The issues at the core of the decolonisation demand apply to home and international students alike and require expansive thinking and a radical shift in the approach to internationalisation to address questions of inclusive education as well as systemic inequalities.
 - Decolonising the curriculum has relevance to all disciplines but the focus and emphasis will vary between programme content and pedagogy. We acknowledge that while Faculties such as Arts and Humanities and Social Science and Public Policy have examined decolonisation of the curriculum to varying degrees, this is not necessarily the case with some Faculties. As such, developing a common framework on decolonising the curriculum has complexity (unlike institutions like SOAS or liberal arts colleges that do not have health sciences programmes) and might require a different approach.
 - The importance of an intersectionality approach: While racialised difference and racial injustice are no doubt a serious challenge, it is important to recognize that questions of power and privilege (at the core of decolonisation discourse) apply also to socio-economic background, gender, creed, ability and other identities. It is rare that a student suffers only one aspect of inequality.
 - Privileging student voice is an important entry point for King's given the diversity of the student body and the clarity of their demand and scale of the need as further outlined below.
4. Overall, students and academics arguing for the decolonisation of the curriculum do this in part from the perspective of current experiences. Some may wish to debate whether or not those experiences merit the demand for decolonisation, but unarguably the related issues of exclusion and lack of belonging demand attention, and are forcefully expressed in student feedback through mechanisms like the NSS.
 5. The new approaches to both internationalisation and inclusive education at King's offer a useful response to questions of decolonising the curriculum. There is greater diversity in our student body. While there has been more focus on race in recent times, it is important to retain simultaneous focus on the various identities across race, class, genders, ability and religion. Significantly, this diversity crosses international borders. The division between home and international students has limited meaning when one examines the emerging issues clustered under the decolonisation agenda by groups of students and staff.

Preliminary observations

6. In the internationalisation Focus Group Discussions (FGD) at King's, students from countries with limited exposure to European Education or those who are the first to go to university in their families, for example, expressed similar views about a sense of exclusion and 'belonging'. This might show up in classroom and in non-classroom activities in different ways. While many students had positive feedback about their

classroom experience, those who were less positive cited a range of experiences and observations including, for example:

- Lectures with unfamiliar illustrations or examples, which do not speak to their context or experiences or engage critically with extant (predominantly Western) literature. In this regard, students have tended to mention the reading list as a key rationale for decolonising the curriculum
- Limited interaction and low level of participation in classroom discussion by particular student groups
- Language barrier (this applies more to international students whose first language is not English and who may have mastered the technical aspects of the language, but have limited understanding of UK socio-cultural norms expressed through language).
- Select groups of students unable to engage with students from outside their socio-cultural context (there are differences, of course, between home students and non-European students in this regard)
- Less than excellent or less than average performance in assessments such as essays and written examinations, and the absence of diverse assessment techniques which allow all individual students to show their ability and understanding.

While the above observations were made in FGDs involving small groups of students (across Arts and Sciences and across the Health Schools), it is to be expected that experiences will vary across disciplines, programmes and modules. What is to be done to address such concerns? The concerns outlined above fall broadly into three categories – classroom-related student experience; non-classroom related student experience; and staff-related concerns. The focus here is on the classroom related concerns.

Unanswered questions

7. Anecdotal evidence suggests that these groups of students (home and international) perform differently in assessment. Having rightly focused much of our attention to date on the BME attainment gap, we still know too little about attainment gaps beyond the black attainment gap. It is important to support further work to explore whether existing data shows differential outcomes for select groups of home students and international students alike. Are there similarities, for example, in the attainment gap of home students from working class backgrounds (many of whom might be from the Widening Participation programme) and groups of international students from non-European backgrounds (such as Chinese and African students with limited exposure to British education)? We need a close examination of our own data in order to understand this problem.
8. If existing data confirms some or all of the anecdotal evidence above, this might explain, in part, the consistent demand for decolonisation specifically among groups of home students. And it might forewarn us about a possible demand from the Chinese student community, where there are already emerging claims of alienation

and poor representation. The numbers of BAME students in decolonising campaign groups and the similarity of their experiences across UK universities also strengthens the narrative of racism in ongoing decolonisation discourse. However, without in any way negating their feelings and experiences, such evidence will point to a structural inequality, which was not necessarily evident in the recent past, before such significant numbers of WP students and BAME students were present at King's.

9. Invariably, we need to address how we deal with difference beyond the statutory obligations that higher education institutions are required to meet. We may be seeing a coincidence between complex questions of class, race and cultural difference, which reflect the trajectory of the students we admit to King's. Without a better understanding of these trajectories and without taking them into account in our pedagogical work, it is unlikely that the demand for decolonising the curriculum will dissipate, and unlikely that we will be able to take the right steps to foster inclusion and belonging for the entirety of our student population.

How does internationalisation respond to this challenge?

10. A different approach to internationalisation offers a concrete way to respond to the decolonisation demands and King's is already pioneering this. While recognising that international students will have important needs as they settle into a new environment and culture, international strategies and the measures of internationalisation have typically focused on the quantitative dimensions. The numbers of international staff and students in a university constitute just one aspect of what makes a university an internationalised environment. Less attention is given to the values that determine whether these people thrive and what impact their interactions with their UK counterparts produce. Furthermore, by focusing so much on international students, universities inadvertently discount their home students, whose collective experiences offer a new perspective to students coming in from abroad.
11. King's approach is different. We aim to internalise the values of cultural competency and a global problem-solving mindset while using this as the lens through which to engage our network of global partners. We define cultural competency as the ability to see the world through the eyes of others. 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 should also apply to our staff - academic and professional services. We cannot hope to overcome the current challenges if our staff are excluded from cultural competency programmes and activities. Embedding these values in systems and relationships across our institution enables a process of culture change.
12. We propose that all new students participate in cultural competency programmes at the point of entry into King's. We also propose that a mechanism should be found to

engage staff in cultural competency programmes and activities. This will have the impact of building better understanding and relationships among students, teachers and administrators, and expand perspectives among researchers studying across disciplines. A cultural competency approach to problem-solving across the board will only serve to improve the impact of King's education and research at home and abroad.

Problem-solving from a global leadership perspective

13. King's high-quality research and education are world renowned and have been deployed to contribute to addressing global challenges, not least in relation to the Sustainable Development Goals (SDG). The internal resources that can develop the talent and potential of our students to contribute to global problem-solving at home and abroad are immense. It requires that our students are able to develop a global-problem solving mindset.
14. Global leaders can be distinguished from others by their ability to recognise and engage with complexity. Complexity in today's world entails dealing with diversity and uncertainty amid rapid change. To operate successfully in this 21st Century globalised world, our students must be well-prepared and resilient. They will be better equipped to contribute efforts to address the complex global challenges of these times – including health pandemics, movement of people, climate change and large-scale insecurities – which demand inter-disciplinary and adaptive modes of responses. As next generation leaders they must be able to thrive within and across national and international borders and across different socio-cultural contexts while achieving success for organisations that operate in these environments. Communicating across cultures and working in varied geographical locations will be prerequisites for success as global leaders.
15. The objective of the Global Leadership Programme at King's is to offer students (home and international) an opportunity to become culturally competent people who successfully navigate this global context while contributing to problem-solving. Students will be able to grasp global leadership conceptually and practically. Like cultural competency, the global leadership programme at King's, which has the Principal's Global Leadership Award (PGLA) at its core, will be available to all students virtually and select students face-to face (through competitions) at UG and PGT. This will greatly enrich the student experience.
16. On the Global Leadership programme, joint cohorts of UG and PGT students will undertake individual and collective reflective sessions, critically engage debates on global issues, analyse case studies of responses to global crises; interact with leaders across government, business and international institutions; and develop collaborative responses to complex crisis scenarios as part of applied global problem-solving. The PGLA has been piloted and incubated at King's through the Principal's and Vice-Principal International's office since 2014 and is being expanded from 2020-21.

[How does this view of internationalisation help address the concerns outlined earlier?](#)

17. An internationalisation approach to the decolonising the curriculum demand will help address the stated concerns of students. Returning to the classroom related student experience outlined in the examples in paragraph 3, the curriculum will be a key area of the response.
18. Part of the response is about curriculum content. As an integral part of our implementation of Curriculum 2029, the exposure of students and staff to cultural competency programmes and activities will have a knock-on effect on programme design and modification. Students will have increased exposure to a plurality of ideas, promoting trans-disciplinarity and critical knowledge.
19. Renewed attention is also required to programme design, particularly assessment design. Diverse assessment methods are a critical dimension of our approach to more inclusive forms of education, recognising the need to allow all students to demonstrate their strengths and abilities.
20. The question of the reading list becomes less magnified when students and teachers expand their perspectives on a subject and when students understand the historiography of a subject.
21. The pedagogical aspect of the curriculum is also a significant aspect of the response. In relation to teaching, our starting point is that whoever teaches a subject from a cultural competency perspective is sufficiently reflexive to take their positionality, as well as the diversity of the classroom, into account. In relation to students themselves, the more and the sooner students are exposed to cultural competency modules at the start of their studies at King's, the greater their potential to interact well in a diverse classroom, such that fewer students feel alienated because of how a subject is taught or how learning takes place.
22. Flexibility and adaptivity are also important. The composition of our classrooms changes every year. Designing and teaching a module in a way that enables the teacher to prepare for the changing profile of diversity among students in the classroom is a key aspect of responding to the changing needs of a diverse community of students.
23. A global problem-solving mindset and exposure to global leadership will expand the students' thinking and boost their capacity to contribute to their courses, offering new perspectives and critical thinking.

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FOI exemptions	None



KCLSU President's Update

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

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

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.

In light of the national lockdown, we conducted two Town Halls (see **Annex 2** for more detail) to evaluate what the current student sentiment is on the current blended learning provision but also what this means in light of the pivoting to online teaching. Despite advertising less than 24 hours in advance, we had an outstanding turnout with a breadth of students from all backgrounds including from every faculty but also postgraduate, study abroad and part time students. **Annex 2i** highlights key findings and recommendations from the Town Halls.

KCLSU participated in a national loneliness survey run by WonkHE, and there is KCL and national data to benchmark against. This survey explored a number of issues that students are experiencing, the results of the survey are listed in **Annex 2ii**.

The 20-21 Officer Team:

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

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

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

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



Salma Hussain
President



Niall Berry
VP Activities & Development



Vatsav Soni
VP Education (Arts & Sciences)



Aless Gibson
VP Education (Health)



Heena Ramchandani
VP Postgraduate



Tasnia Yasmin
VP Welfare & Community

KCLSU President's Update

Author's Name: Miss Salma Hussain, Mr Niall Berry, Mr Vatsav Soni, Miss Aless Gibson, Miss Heena Ramchandani, Miss Tasnia Yasmin

Date: 16th December

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.

Officers Reports

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Summary

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

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

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

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

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

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

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

Diagram 1: Keys

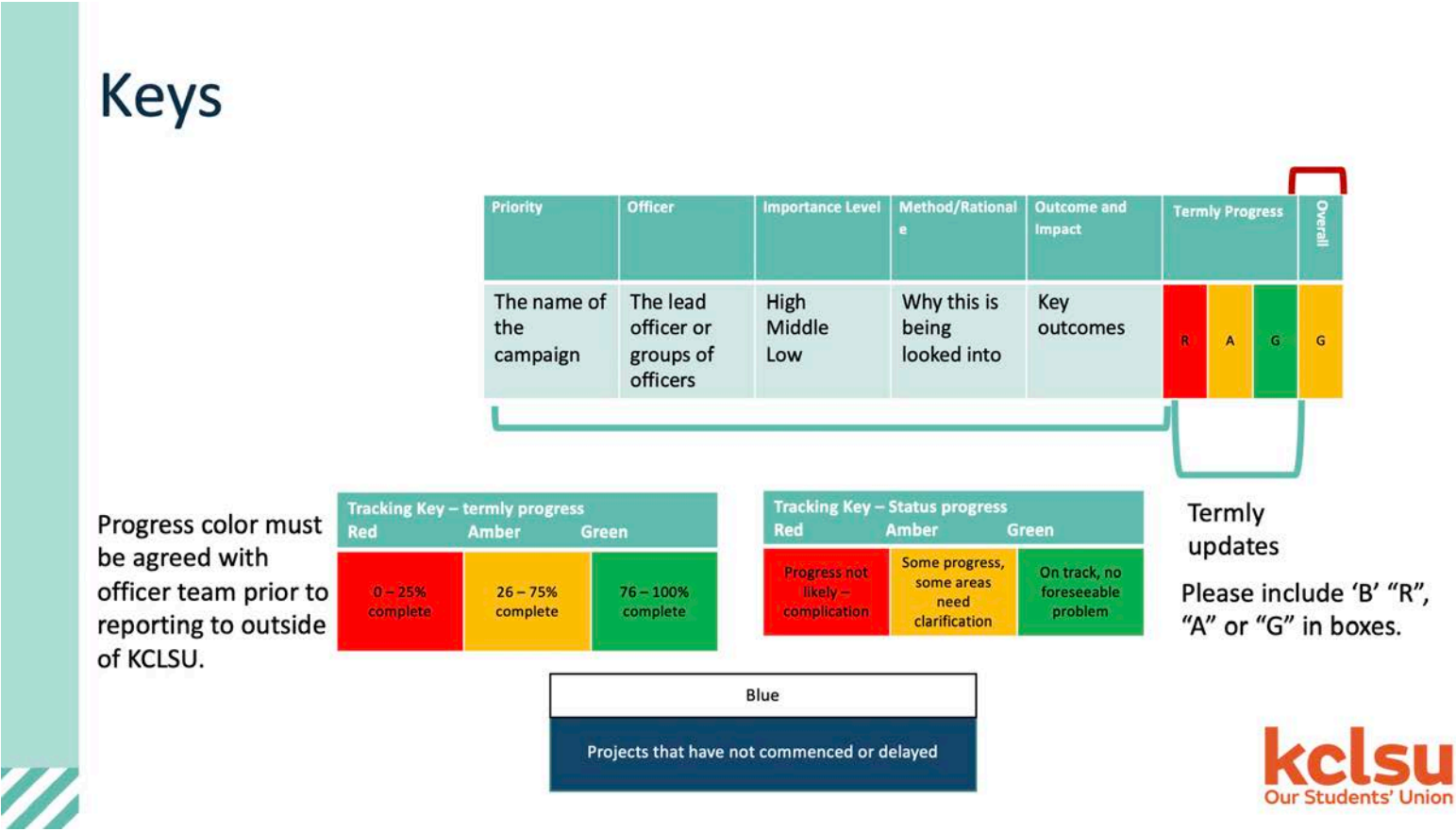


Figure 1: depicts the progress on each of the objective and clarifies the meaning of each colour and column

Section 1: Collective Projects

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

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

Table 1: Collective Officer Projects

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

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

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

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

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

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

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

Table 2: Officer Projects

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

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

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

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
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			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			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	<p>The College's existing approach to assessment design and delivery does not promptly communicate to students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability to understand the assessment design. In an 'Assessment for Learning' program the latter cannot adequately be justified as a learning outcome.</p> <p>Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions;</p> <ol style="list-style-type: none"> 1. Early access to Past Papers across all modules and where applicable access to past questions 	<p>By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can do to improve their academic performance.</p> <p>Specific Outcomes and Impacts;</p> <ol style="list-style-type: none"> 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

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

			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.	B			G

			university governance is an inclusive two-way discussion.				
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		A
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		A

			<p>students at heart, which includes but is not limited to:</p> <ul style="list-style-type: none"> • 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. <p>Recognising a lack of knowledge of the experiences of a number of these identity groups, championing the inclusion of student voice directly at every step possible.</p>	<p>All students are able and feel empowered to achieve their academic, personal and social potential during their time at university.</p>				
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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
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
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			G

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

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		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

self-funded students			fees in 2 instalments compared to 3 instalments from Student Finance funded students. This places a great strain and stress on these students who have to work alongside studying for their degree, disproportionately affecting students from lower socio-economic backgrounds.	instalment for more students to access to reduce financial burdens and stress.			
Financial signposting	TY	Medium	Accessing bursaries, scholarships and financial aid can be difficult to access on the website resulting in less people applying and using them, especially to those who need it most.	Have an updated page of financial support available for students to easily access and navigate. This will improve overall student wellbeing due to reduced finance induced stress.	R		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

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.

O'Connor, R., Wetherall, K., Cleare, S., McClelland, H., Melson, A., Niedzwiedz, C., O'Carroll, R., O'Connor, D., Platt, S., Scowcroft, E., Watson, B., Zortea, T., Ferguson, E. and Robb, K., 2020. Mental health and wellbeing during the COVID-19 pandemic: longitudinal analyses of adults in the UK COVID-19 Mental Health & Wellbeing study. *The British Journal of Psychiatry*, pp.1-17. Doi: 10.1192/bjp.2020.212

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].

Annex 2i: Town Hall Student Feedback Report

Executive Summary

KCLSU hosted two Town Hall meetings on Thursday 5th November 2020 in order to gain a greater understanding of key concerns, criticisms, suggestions or commendations that King's College London students had in regards to the second announced national lockdown and the impact this is having on their university experience.

The core findings from the research are as follows:

- It was found that the four most largely raised, and thus apparent most critical themes, included: **Online Teaching, Campus and Spaces, Wellbeing and Support, and Communication.**
- **Confusion over online versus in person classes**

Students reported broad concerns and confusion over online versus in person classes, with a feeling of a current contradiction being given by the university. The timetable was often confusing to understand or if classes were pivoted online this was not made clear.

- Concerns regarding the **quality of online teaching** and still paying the same **fees** this year despite this

It is felt by students that the university cannot keep the fees paid by students the same as they are not receiving the same quality of education. **Many students agreed that the quality of the online education is substandard.**

- **Criticisms of the current informal study space booking system**

Students highlighted that there are significant issues with the current system for booking informal study space and suggested that longer and more flexible booking slots are required.

- There are a **multitude of reasons** as to why some students are **not coming onto campus**

Students raised that limited study spaces, timetabling errors, safety concerns, and a lack of scheduled on campus hours are amongst the reasons as to why it is not financially viable or time worthy for them to come to campus.

- A lack of **social connection and opportunities to socialise** with fellow students causing feelings of isolation

Many students felt that not having opportunities to socialise with the peers is affecting their mental health and wellbeing.

- A **lack of communication** from King's and a lack of **clarity, transparency and accuracy** in information given

There was a general feeling and agreement that there has been a lack of communication given to students from King's, as well as a lack of clarity, transparency and accuracy in the information given. It was felt by students that more targeted and succinct communication is required.

A summary of some of the key recommendations that have emerged from the report below, however different sections also have a range of recommendations made by the students depending on the key area whereas the ones directly below come from the KCLSU President with the knowledge of what is already in progress.

Officer Recommendations

Spaces:

- Modify library booking system so longer slots of 6-8 hours are available. If a student does not turn up 2 hours in, this can then be reallocated and booked using a short terms system by students.
- Increase flexibility around booking and cancellation of library study spaces so that students can book in last minute.
- Create a method for students to view available rooms for informal study, similar to LibCal, so they can be aware of which spaces will not be used for teaching. Students reported frequent disruptions to studying due to certain rooms

being used for teaching or these rooms being closed, as they Estates colleagues were unaware they were supposed to be open being inclusive of all possible places to use such as KCLSU spaces.

- Improve transparency of opening hours and locations of informal study spaces
- Create an accessible list of informal spaces that students can use
- Continue having computer labs open, particularly for NMS students who require hardware specific to computer labs, both faculty specific spaces but also student computing rooms.
- Rent reductions or rebates for students who are not staying in residences over lockdown and the Christmas period
- Send out clear communication so that students are aware that they are allowed onto campus to study
- Extend the final deferral in which students are allowed to arrive in residences
- **There was a clear appreciation for the limited F2F teaching students were receiving up to this point, all students were supportive of increasing F2F provision next semester**

Quality of Online Teaching:

- Improve close captioning using Blackboard Ally, provide opportunities for students to be paid to sense check close captioning.
- Remind academics to use Blackboard Ally and provide a script with notes to improve the students understanding. Students mentioned that there has been very few instances when close captioning was correct, suggesting a lack of usage of Blackboard Ally and other technologies such as Kaltura.
- Decrease class sizes, despite the ability to take more students on due to virtual spaces, class sizes should remain constant so educational outcomes are not adversely affected. This was highlighted by students, in now expanded class sizes, that are graded on participation and therefore educational outcomes have been adversely affected.
- Long term: KCL needs to review capacity of courses to ensure commitment to a high quality of education can be maintained.
- Now that lectures are recorded rather than delivered live, have live Q&A sessions for a block of lectures so students can have some interaction with the academics but also their peers.
- Remind academics to respond to emails from students. This was a common theme, both pre covid and during covid, where academics are unresponsive however a lack of F2F teaching worsens this as students cannot query the academic content after a live lecture as normal.
- Inform students in advance on format of exams as it affects how students will engage and use online teaching

Wellbeing:

Wellbeing is a byproduct of service standards of other activities therefore improvement and implementations of other areas of recommendations will improve overall wellbeing of both students and staff.

- Reminder to personal tutors on the training available, students reported that they received inaccurate information from their personal tutors
- Reminder to all personal tutors to contact their tutees for either group sessions or 121s, on a regular, perhaps fortnightly basis.
- Wellbeing peer support groups – KCLSU can aid in providing this. We already have a proposal sent to Darren asking for budget in as part of BAU however is waiting for approval.
- Ask Wellbeing Lead Network and Peer Supporters to suggest changes to Wellbeing Hub so it continues to be relevant and meaningful for students
- Invest in more ways for students to make meaningful connections with each other online more informally –potentially an app.
- Work on a strong communication plan between KCL and KCLSU that highlights all of the positive wellbeing activities going on including First Conversations, Peer Support, Campus Conversations, Take Time In, etc.
- Facilitate a conversation with students to understand what they think might help improve their wellbeing and help them connect with each other during these very isolating times.
- Support for international students with covid-19 testing prior to flying home, this may be financial subsidies or otherwise to assuage concerns that students will be unable to return home for Christmas
- Continue to highlight the support available for self isolating students, both wellbeing and otherwise
- Extend self isolation support from residences to all students

Co-curricular Activities:

- Personal Tutors to arrange study groups for their tutees to discuss course content
- Academics to suggest content related to lectures such as reading or videos
- Alumni and Career events to aid the transition into careers
- Interdisciplinary lectures facilitated by different departments
- Events looking at postgraduate study – KCLSU are looking at providing a range of events so students are aware of the path to postgraduate study and how to fund this transition
- Community building events where students can interact with their peers socially

Communications, both central and faculty specific, were highlighted to be a problem in all areas. This led to student uncertainty in various issues such as, but not limited to, exams, knowledge on whether they are allowed to come to campus, which services they can access and more. Improving information cascade will be key in ensuring that students feel confident in the quality of the academic experience provided.

A disclaimer for the following report

Due to the length of time that the survey was open, the ever-changing nature of the current situation and the moving positive actions and responses taken by the College, it is worth noting here that there may be potential inaccuracies or disparities in respondents' concerns, criticisms and suggestions. Accordingly, data may confirm positive actions that have now been taken by the College.



Introduction

KCLSU hosted two town hall meetings on Thursday 5th November 2020, attracting a wide range of students from every faculty at King's and also including Postgraduates, Part Time students and study abroad students. The town halls were held in order to gain a greater understanding of key concerns, criticisms, suggestions or commendations that King's College London students had in regards to the second announced national lockdown and the impact this is having on their university experience due to rapid changes in the delivery of teaching within King's College London.

The quickly changing nature of this matter meant that gathering student feedback was time sensitive and therefore these events were conducted within 24 hours of initial marketing which meant that a number of students were unable to attend. Despite this, up to 300 students attended both virtual events and KCLSU was able to gather in depth, qualitative feedback from students at KCL.

This report will start by outlining the method used, it will discuss the qualitative data results and analyse the findings (including concerns and criticisms and student suggestions) by theme, and will subsequently detail recommendations by Student Officers, from KCLSU to the College.

The following report focuses on 4 key strategic areas that were highlighted by student feedback: Online Teaching, Campus Spaces, Wellbeing and Support, and Communication. Followed briefly by other emerging themes: Residences, International Students and Travel and Assessments.

Method

In order to accommodate for students in different time zones, differing availability and the short notice, two town halls were scheduled, one with an Arts and Sciences focus and the other with a Health focus, however students were invited to attend whichever town hall fitted their timings the best.

Key areas of strategic focus were identified based upon perceived student need to explore with the students, these included but were not limited to: online teaching quality, use of spaces and wellbeing.

Each 1.5 hour session was facilitated by Student Officers, with KCLSU staff as observers in attendance, and one member of student staff taking minutes.

At the beginning of each town hall session, the students were asked to input their concerns on a Google Jamboard which we used to inform the agenda for the rest of the session, however the areas of perceived student need were largely in line with those that shared anonymously on the Jamboard. Students were informed that this was a safe, anonymous space and that they had the option to contribute via the chat or verbally and that these concerns would then be fed-back to College as well as used to form a list of recommendations to improve the overall student experience. This session was not recorded but minutes were taken for data collection purposes. Academic Representatives who were unable to attend the session were also sent a link to a Padlet where they could share their feedback.

At the end of each town hall, students had the opportunity to provide feedback on the event and this also provided an insight into the identities of students. Every faculty was represented in these town hall sessions and it was clear that there was a good cross-section of our student population, including study abroad/Erasmus, part-time and postgraduate students. An average rating was given of 4.33 stars out of five. Text comments also reflects the success of the event including students commenting: "First time I've felt listened to" and "Very well organised and run! It was very interesting and filled me with confidence."

The contents of the Padlet, the Jamboard, Teams chat log messages and the minutes from the meeting were then collated and a thematic analysis was conducted by the Community Representation team at KCLSU.

Four key themes were drawn from the results: Online Teaching, Campus and Spaces, Wellbeing and Support and Communication, all linking in with initial areas of strategic focus for KCLSU Officers.



Qualitative Data Results

This report will discuss the results of the concerns and criticisms reported as well as student suggestions for each most commonly raised theme, and then will move onto outline commendations given.

The Four Core Themes

The four most commonly raised themes by students included online teaching, campus and spaces, wellbeing and support, and communication. Concerns and criticisms as well as student suggestions for each of the themes are discussed in detail below.

Online Teaching

Online teaching was a core theme that many students provided feedback on within the town hall meeting.

Concerns and Criticisms

Students appeared to have a broad concern, and perhaps confusion, over online versus in person classes as well as the phrase “blending learning.” Many students felt that there is a contradiction in messaging given by the university in terms of them wanting and asking students to stay in London but then also saying that all teaching that can be done online will be. This is in addition to the confusion from students over the government stating that universities should stay open “yet there is little to none campus teaching.” One student commented: “I don't see why kings is trying to make us come back when all the teaching is online anyways”. Further to this, students feel as though there are discrepancies between faculties and departments regarding online versus on campus teaching.

Students raised a large concern around the quality of online teaching, giving feedback such as “pre-recorded lectures are clearly not the same quality we would be receiving in person” and “the 20+ people digital online formats are not the same as in depth face-to-face discussions.” This concern from students also led into criticisms that they are still having to pay the same fees despite teaching being online and not receiving the same quality of education. Students stated: “they should not talk about “blended learning”, have massive online classes that cannot possibly fulfil their claim of “continued excellent teaching” and at the same time keep the study fees we pay as if this was a normal year with real learning etc.” as well as “I'm paying 9 grand for youtube videos and facetime calls.”

There was also very varying feedback in the use of closed captioning for online lessons, which is causing accessibility issues for students. Students from various faculties and departments including SSPP War Studies, Arts & Humanities and King's Business School reported issues such as captions often being wrong or inaccurate, not being provided scripts and that “sometimes the accents are too thick to understand especially with very bad recording quality.”

It was clear to see from students' feedback that there is a core concern around the impact that online teaching coupled with the uncertainty of the future is having an impact upon students' mental health and then in turn their academic performance. One student stated: “not knowing what is going to happen is taking a toll on our mental health which is affecting our performance. We are paying a lot of money for an education and this absolutely sad.”

Other emerging concerns from students regarding online teaching included issues with course sizes causing a lack of ability to participate in online classes; the challenging nature of having many online classes in a day; large concerns around the current workload for students

Student Suggestions

Suggestions given by students regarding the theme of online teaching included a need for closed captioning to be consistently used across Teams, KEATS, Zoom and so on for all courses to aid accessibility, as well as that perhaps students could be hired “to correct subtitles” for lectures.

Further suggestions from students were that time should be added to classes with bigger sizes to allow more opportunities to participate, or that "smaller session groups for live lectures would be better", as well as that increased resources should be available to aid students with online learning and teaching.

Campus and Spaces

A common theme that came out of the town hall meetings was feedback regarding campus and spaces.

Concerns and Criticisms

A clear and overarching concern regarding the theme of Campus and Study Spaces. Students would like clarification about when spaces will open again during and even after the England-wide lockdown. Some students commented on how their working conditions meant that their learning was severely impacted as one student noted; "there are 7 people in my flatshare all of whom are using the WI-FI, and I'm often late to lectures because my connection isn't too great. I feel quite isolated because it feels like the university doesn't recognise that these problems are very real for some students." Not only do students feel as though their working spaces are being impacted by the online learning, but they also feel as though the university does not fully understand the issues that students are facing at this time.

Students are not only struggling with limited library access but also with booking systems not being up to standard. One student commented: "We're spending most of our time trying to find spaces rather than studying", with other students saying they need to book spaces days in advance and some even being unaware of existing so called 'informal study spaces' on campus. There were widespread criticisms from students regarding the current informal study space booking systems.

Furthermore, students commented that a lack of scheduled on campus hours for them means that it is not financially viable or time worthy for them to come to campus, particularly for students who live further away. Students also raised additional reasons as to why they may not have been coming onto campus, including: safety concerns, limited study space bookings available and issues with the timings of these, and timetable issues.

Additionally, students aired their concerns around workshops and tutorials being cancelled or moved online as students felt they were safe in small numbers in a class; "Confused that they cancelled workshops and tutorials, if they could be open legally. I felt they were all very safe, with no more than 6-7 people in a class. I'm going to miss those kind of classes a lot." Moreover, students reported that they felt it was unfair to be penalised by the acts of a few students not attending on campus teaching and that they are now not being given the option.

Students raised a lack of clarity regarding 'additional engagement' activities that has been stated to be provided on campus by Faculties in the move to online teaching, including a confusion over "how that would help retain students in London" and that because all classes are due to be online "we literally have no "reason" to come to campus."

Discussion about lack of study space fed into concerns around standards of teaching and learning online. Students were worried that paying their fees wouldn't provide them with the same standard of learning, especially now that study spaces and library spaces were extremely limited.

Student Suggestions

- Study spaces should be open for longer and should be more flexible because students would like to use them for longer periods of time.
- For accessibility reasons, some students are requesting extended evening hours and weekends so they can fulfil the other responsibilities and commitments they have and fit studying around this.
- There should be detailed and accurate information on which spaces are open and how students can use them.
- Free up library spaces by using all space possible – some socially distanced spaces could be used.
- Lobby library to free up spaces that haven't been booked.
- Open up other spaces for studying such as cafeterias or canteens and KCLSU spaces.
- Providing in person seminars as an option would be a more effective way of keeping students in London.

- Co-curricular activity suggestions included: tailored to actual course content; support groups of professionals helping students with careers or further education advice; wellbeing groups where students can stay in contact; materials that students can access in their own time; groups for students to exchange ideas and discuss the course.

Wellbeing and Support

There was a range of feedback given from students at the town hall meetings regarding the theme of wellbeing and support.

Concerns and Criticisms

There were large concerns raised by students regarding a lack of social connection and opportunities to socialise with fellow students (and staff) due to the current online context, which is leading to feelings of isolation. For example, one student stated: “the cancellation of the in-person seminars further hampers our ability to connect with fellow students and professors, which to me is an absolute vital social component of this MA.” Another student raised “How are we supposed to make friends or simply talk to peers when we are asked to mute our mic during all live sessions and obviously these sessions are purely course-related.”

Students highlighted concerns of impacts on their wellbeing due to the uncertainty of the future; a feeling of a lack of guidance from the university; as well as due to being told to stay in London during the second lockdown. One student also significantly stated that “the university and my course's department keep stressing students should show patience and understanding throughout the changes, but it feels like they aren't being patient with students - their expectations seem unchanged in spite of the many challenges associated with learning online in a pandemic.”

Further feedback regarding wellbeing and support included a concern that students with disabilities are not receiving enough additional support. There was also a recognition from students of the importance of a good relationship with their Personal Tutors as beneficial for their mental health as they are the first point of call for students.

Student Suggestions

Suggestions from students regarding the theme of wellbeing and support included a request for more interactions with course peers; an allowance for students with disabilities for whom study from home is difficult; as well as more in-person office hours with Personal Tutors. Additionally, increased support and a lower workload would be much appreciated by students as they feel it can be “hard to focus and maintain a work mindset during lockdown.”

Communication

The fourth core theme raised by students within the town hall meetings was communication.

Concerns and Criticisms

Students frequently referenced a general feeling and agreement that there has been a lack of communication and transparency from King's, a lack of clarity and inaccurate and out-of-date information given. Some students noted a lack of responsiveness from the university to answer difficult questions, and others have had issues with getting the support they need from the university in terms of Personal Tutor contact time.

Additionally, students have struggled to make the decision whether or not to pay to come to London and for accommodation. Students that made this decision to come to campus in-person felt that the college did not clearly communicate this to them that there may be a chance that all learning would be online. One student noted that there are “very high level of stress for non-uk students as to whether or not we should stay in the country or leave - very very confusing”, whilst another student noted “all my roommates are leaving and i'm gonna remain alone in a foreign country for a month”. Understandably, this is negatively affecting students both financially and their mental health.

Student Suggestions

- More communication from the university required in general – university needs to work on putting out more tailored and targeted communication; more tailored and targeted communication that is more succinct and consistent with regular updates.

- Transparency and communication on how issues are being addressed by the university.
- More communication to King's residences as crucial information could be missed following government guideline changes and announcements.
- More concise, simple, succinct, consistent and regular updates
- Frequent and transparent communication requested on what the issues are and how they are being addressed
- Increased resources available as well as more communication as to how to get hold of resources.

Other Emerging Themes

Other emerging themes that students gave feedback on included assessments, international students and travel, and residences. Please see all key concerns and criticisms and student suggestions for each of these themes detailed in the below table:

Theme	Concerns and Criticisms	Student Suggestions
Assessments	<ul style="list-style-type: none"> • Issues with receiving feedback • Not having enough time with tutors due to lack of office hours • Fairness and accuracy of online open book, multiple choice exams • Time zone concerns for timed assessments • How issues such as internet connection problems will be handled • Upholding academic assessment standards concerns. 	<ul style="list-style-type: none"> • Safety net requested for this years' exams and assessments due to differences in teaching. • Suggestion to move assessments to a later date to give students time to adapt and deal with the current situation. • Suggestion for open book exams to be turned into coursework to create an appropriate reflection of knowledge. • More formative assessments suggested.
International Students and Travel	<ul style="list-style-type: none"> • Concern that for some international students who are living in Covid safe countries that they will not be able to travel to England and then back home. • Confusion as to why as some countries are safer than England, King's wants students to come to London especially when all teaching is online. • Online classes are particularly challenging for international students. • Concerns for international students isolated in residences. 	
Residences	<ul style="list-style-type: none"> • Confusion as to what is and isn't allowed for students in King's Residences. • Difficult for students living alone, isolation and loneliness concerns. • A lack of support felt for those quarantining. 	<ul style="list-style-type: none"> • More communication needed for students in King's residences and a consistent following of government guidelines.

Commendations

There were a few pieces of positive feedback given by students, each of which are detailed in the below table:

Theme	Commendation
Online Teaching	<ul style="list-style-type: none"> Students noted that it is “more convenient and safer” to access their courses via online teaching, as well as being useful for “replaying, fast forwarding and pausing whenever necessary.” Some students also fed back that they are pleased about the current provision of online learning and that KCL are “quite confident in their online teaching.”
Wellbeing	<ul style="list-style-type: none"> There was positive feedback given for Personal Tutor contact and support for SSPP Department of Political Economy, NMS Department of Biomedical Engineering and NMS Department of Mathematics.
Residences	<ul style="list-style-type: none"> Commendations were given to the King’s Residences wellbeing team with one student saying the “wellbeing team was excellent (calls, emails...) and my flat received 10 days provision of food so that was great.”

Ongoing Student Engagement

KCLSU are looking at how to further develop these town hall events to become a permanent feature in gathering student sentiment and opinions. We are exploring how to improve these events in future, including targeted communication, inviting KCL colleagues and specifying the student audience. Overall the event was a success but there is always more work to be done to gather the breadth and depth of student experiences.

Conclusion


To conclude, the aim of this research was to ascertain the concerns, criticisms, commendations and suggestions from the KCL student body at a time where England is going into a second country-wide lockdown. Undoubtedly this impacts students in a multiplicity of ways and the Town Hall events aimed to bring students together with KCLSU to discuss both issues students are facing as well as suggestions on how to create positive changes for students at KCL.

A thematic analysis of the Padlet, Jamboard, Teams comments and Minutes from the Town Hall were conducted by KCLSU and it was found that the four most largely raised, and thus apparent most critical themes, included: Online Teaching, Campus and Spaces, Wellbeing and Support, and Communication.

Online Teaching: Students aired confusion over lack of face-to-face teaching despite paying the same fees, and further contradictions when the government tell universities to stay open yet solely carry out online learning. There was also very varying feedback in the use of closed captioning for online lessons, which is causing accessibility issues for students, whilst other students are extremely concerned about the increase in workload due to the new virtual learning. Finally, a common thread running through this was mental health and how it could severely impact grades.

Students have requested closed captioning to be used consistently across all teaching platforms, whilst other students have suggested increased resources to aid students in online teaching.

Campus and Spaces: A common theme that came out of this research was concerns over a lack of study space both on campus and informally. Students are struggling with booking systems not being up to standard, home WI-FI issues, and worries about not receiving the level of quality teaching that their fees should have afforded them.



Students suggested more flexible opening times and booking times for study spaces, whilst others requested opening up other spaces such as libraries and food halls that aren't being used. More simple suggestions such as simply providing accurate and detailed information on which spaces are open and how students can use them was also offered.

Wellbeing and Support: There were large concerns raised by students regarding a lack of social connection and opportunities to socialise with fellow students (and staff) due to the current online context, which is leading to feelings of isolation. Students would like more opportunities for interaction with their course peers. Students also highlighted concerns of impacts on their wellbeing due to the uncertainty of the future; a feeling of a lack of guidance from the university; as well as due to being told to stay in London during the second lockdown.

Communication: Students frequently referenced a general feeling that there has been a lack of communication and transparency from King's, with inaccurate and out-of-date information often given, as well as a general lack of responsiveness from the university to answer difficult questions. Students suggested that the college needs to have more targeted communication and transparency around how issues are being addressed.

We hope that our colleagues at KCL will take these suggestions on board constructively and implement necessary changes. KCLSU welcomes further comments, questions or response from the college.

Written by Clair Murray (Academic Communities Coordinator), Emily Taper (Academic Communities Coordinator) and Salma Hussain (KCLSU President 2020-21).

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WONKHE RESEARCH PROJECT

Research Bureau

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Section One- Key Takeaways

A total of 508 people completed the survey, with the completion rate declining throughout the survey

1. Academic Satisfaction this term:

- 49% of respondents "mostly agree"
- However, more straight students agree with the statement than students from the LGBT community (10% vs 6% respectively)

2. Wider student experience satisfaction:

- A similar percentage of students are either satisfied or unsatisfied with the student experience
- 15% of straight students "definitely agree" with the statement compared to 5% of LGBT students

3. Dropping out of university:

- 73% of students never consider dropping out, compared to 2% who think about it every day

4. Feeling part of a community:

- 52% of respondents agreed, compared to 21.8% of students who disagree
- However, LGBT students were more likely to not feel part of a community (11%) than heterosexual students (3.5%)

5. Feeling Lonely:

- Respondents leaned more towards feeling lonely on a regular basis
- 23.5% of LGBT students responded "every day", compared to 7% of straight students.
 - More students with conditions answered that they felt lonely "every day", than students without conditions.

6. Understanding rights and know how to complain:

- 57.9% of students agreed with the statement.
- Final-year students were less likely to "definitely agree" with the statement, whilst First-year students agreed the most.

Qualitatively, the most common complaints revolved around:

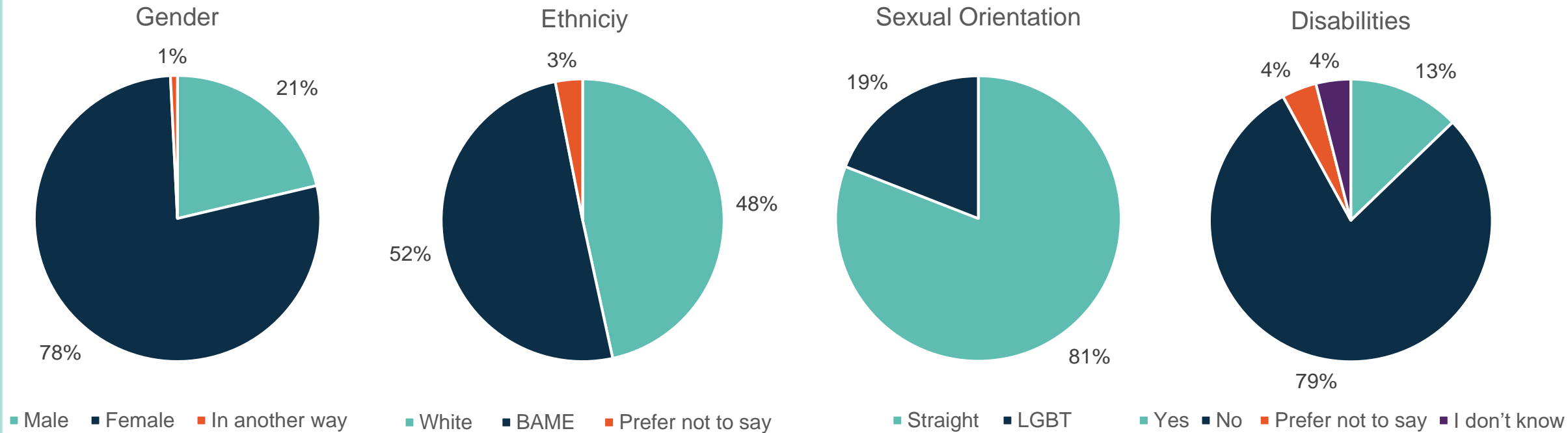
- 1. Fees
- 2. Time management and workload
- 3. Mental health
- 4. Administrative support
- 5. Social events

Overview of the Questions

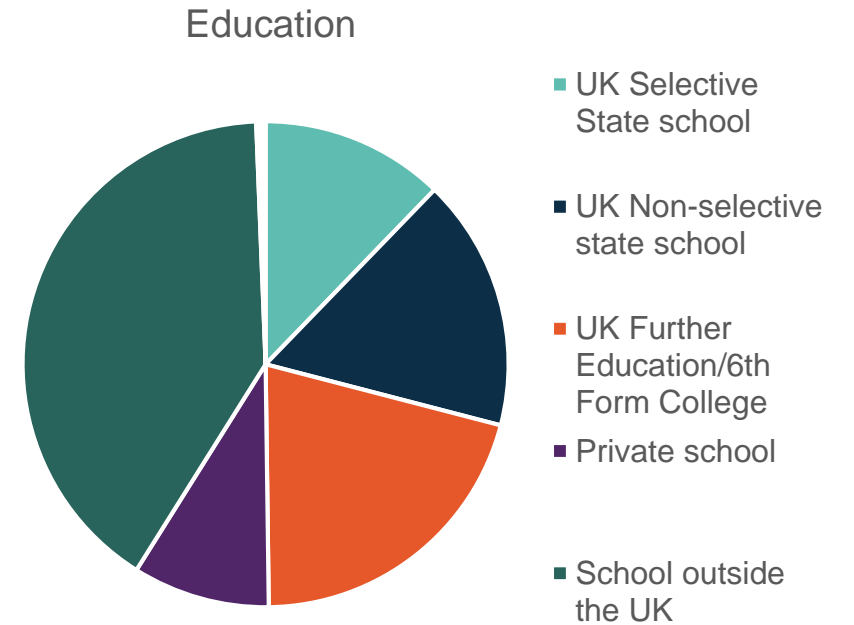
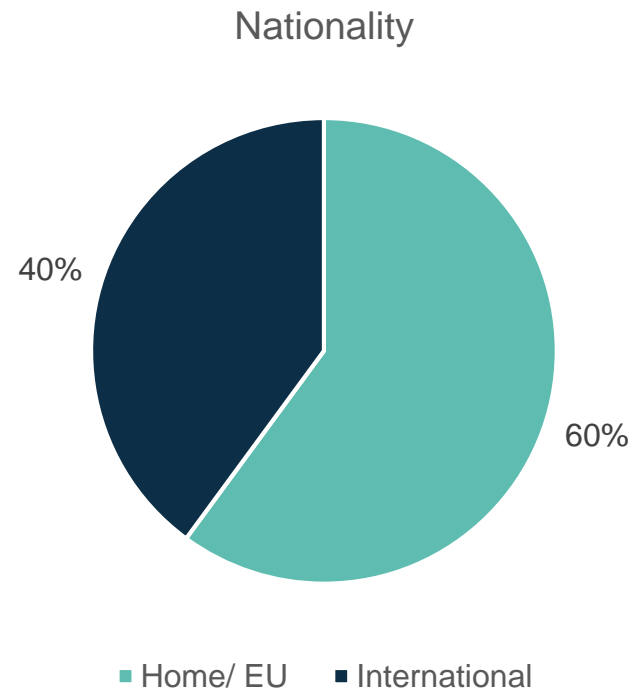
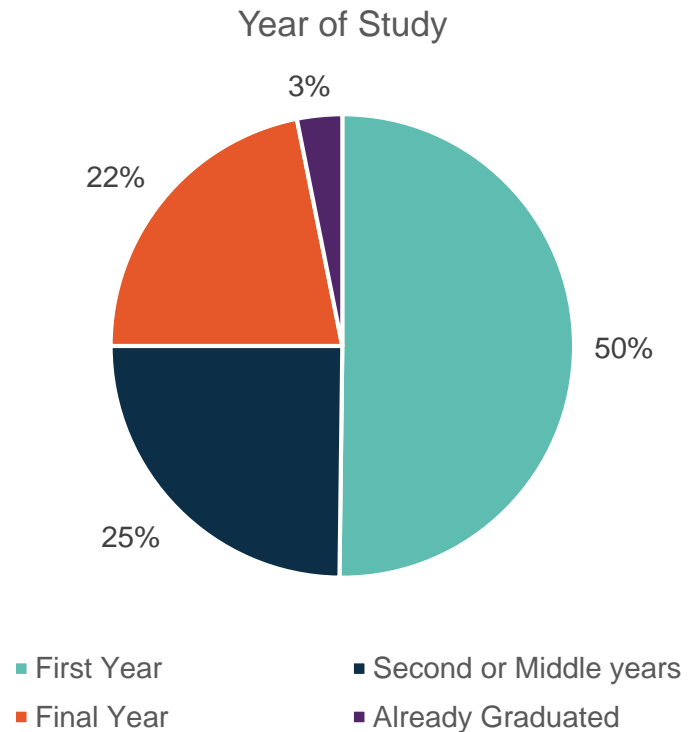
A total of seven questions were asked to students, and these included:

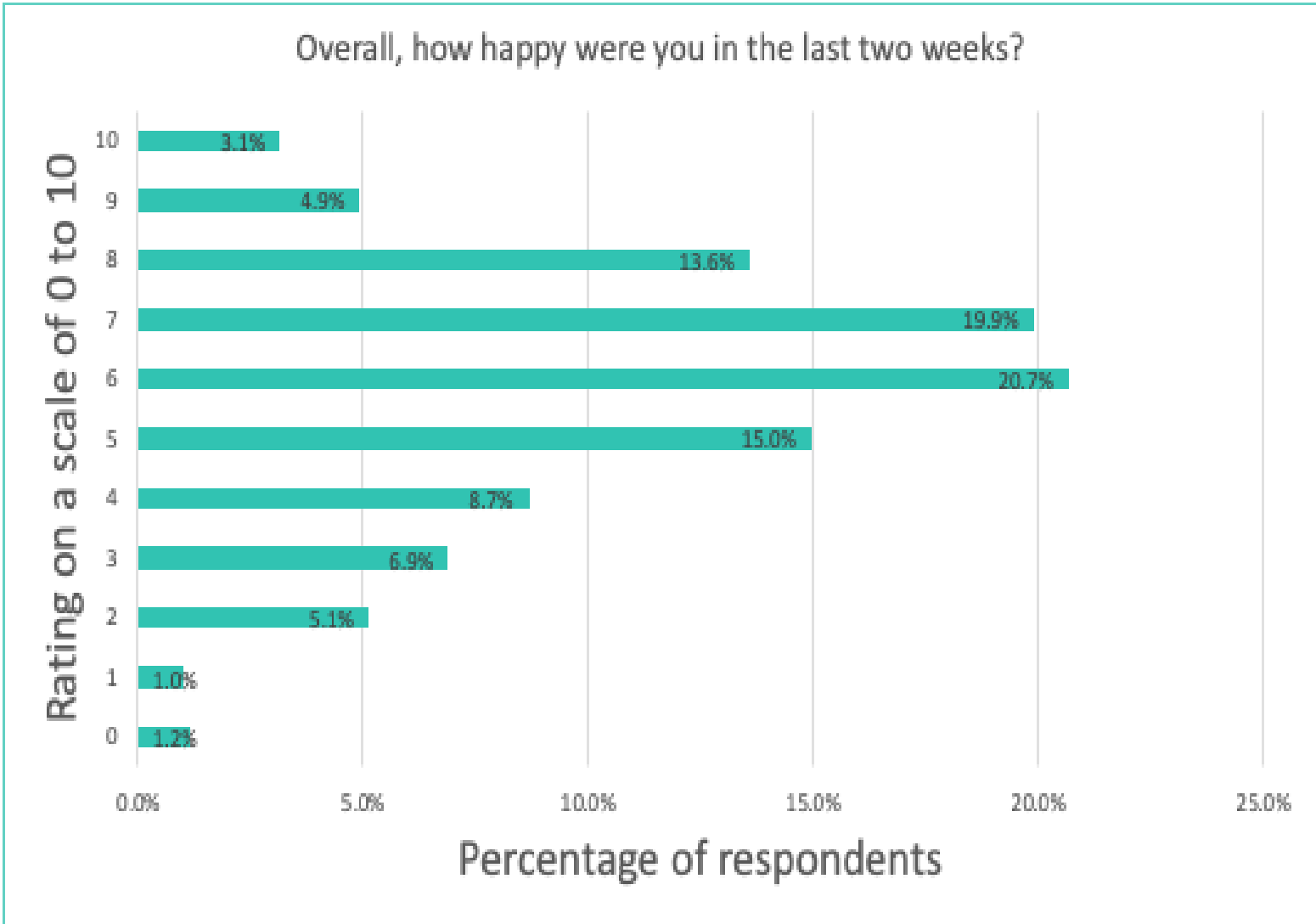
1. I am satisfied with the academic experience so far this term
2. I am satisfied with the wider student experience so far this term
3. How often do you consider dropping out of university?
4. I feel part of a community of staff and students.
5. How often, if ever, do you feel lonely?
6. I understand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

Section Two: Demographics



Section Two: Demographics





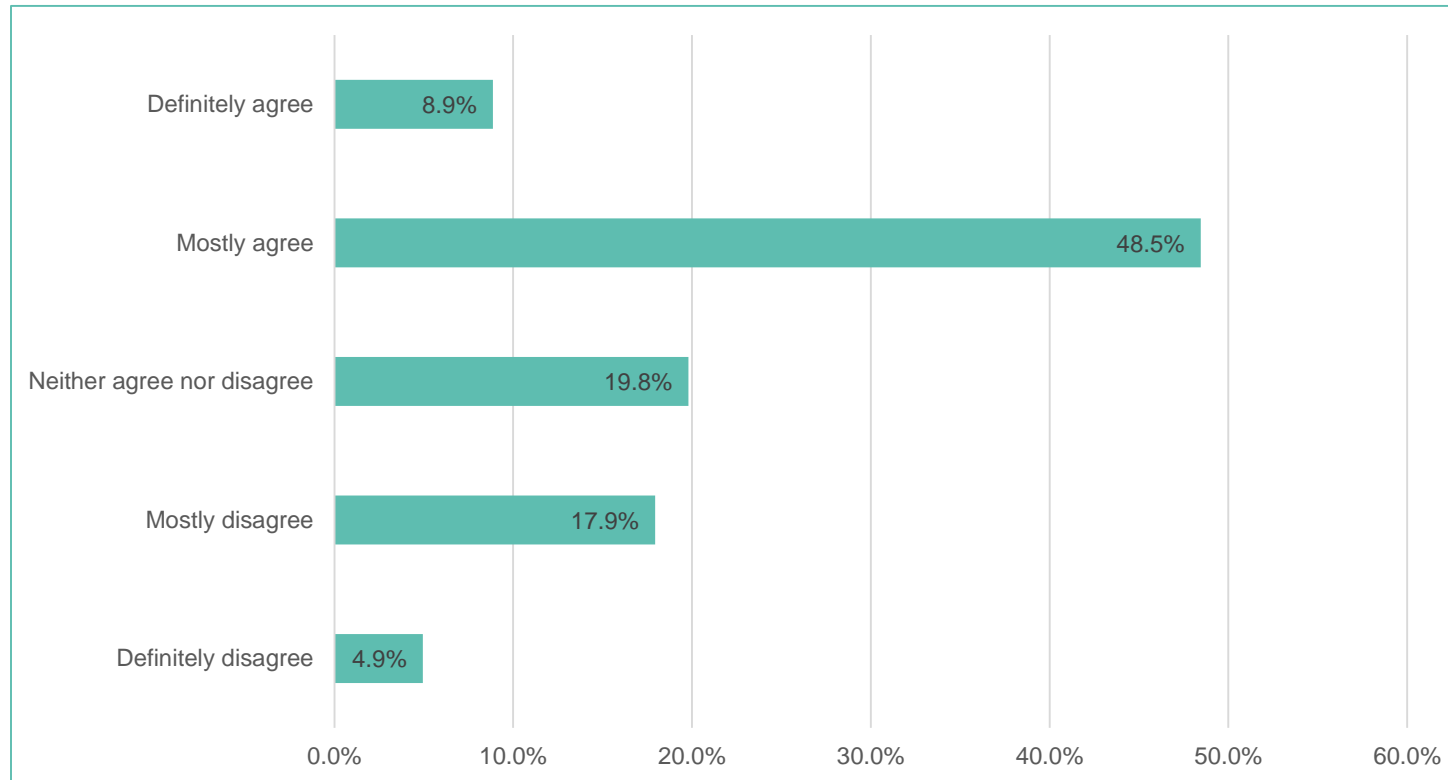
The graph illustrates that the most common rating was a 6/10, with 21% of responses. This is closely followed by a rating of 7/10, with 20% of responses.

62% of respondents gave a rating of 6/10 or above, compared to 23% who gave a rating below 5/10.

There were no major disparities amongst each of the demographics.

Section Three: Quantitative Analysis

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



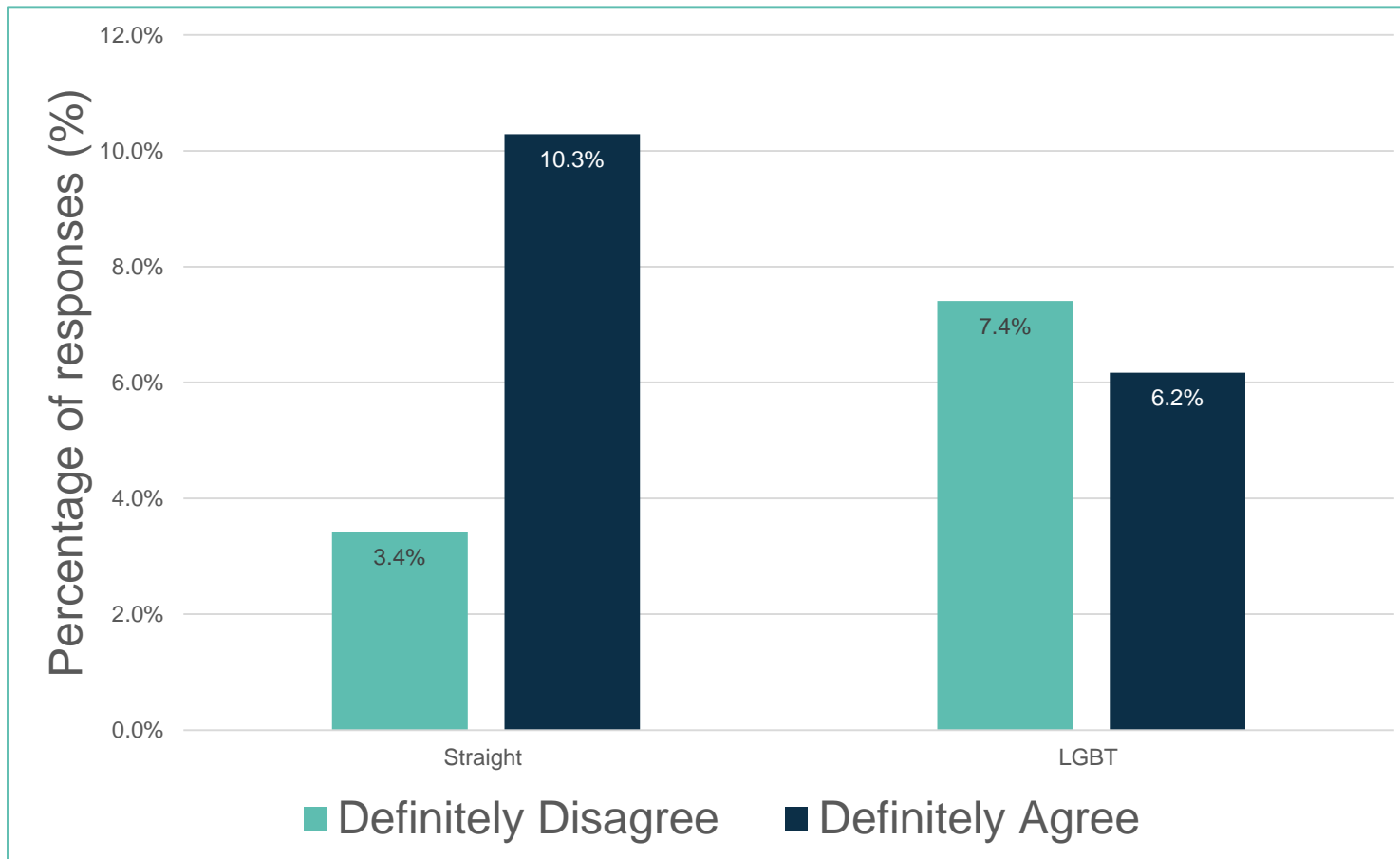
The graph illustrates that almost half of respondents (49%) “mostly agree” that they are satisfied with the academic experience, and 9% selected “definitely agree”. Only 5% of respondents selected “definitely disagree” and 18% selected “mostly disagree”.

There is no significant disparity in the answers provided amongst the gender category.

Bar chart displaying the overall proportion of total students who choose each answer, i.e. x% of total students Mostly Agreed.

Disparities

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

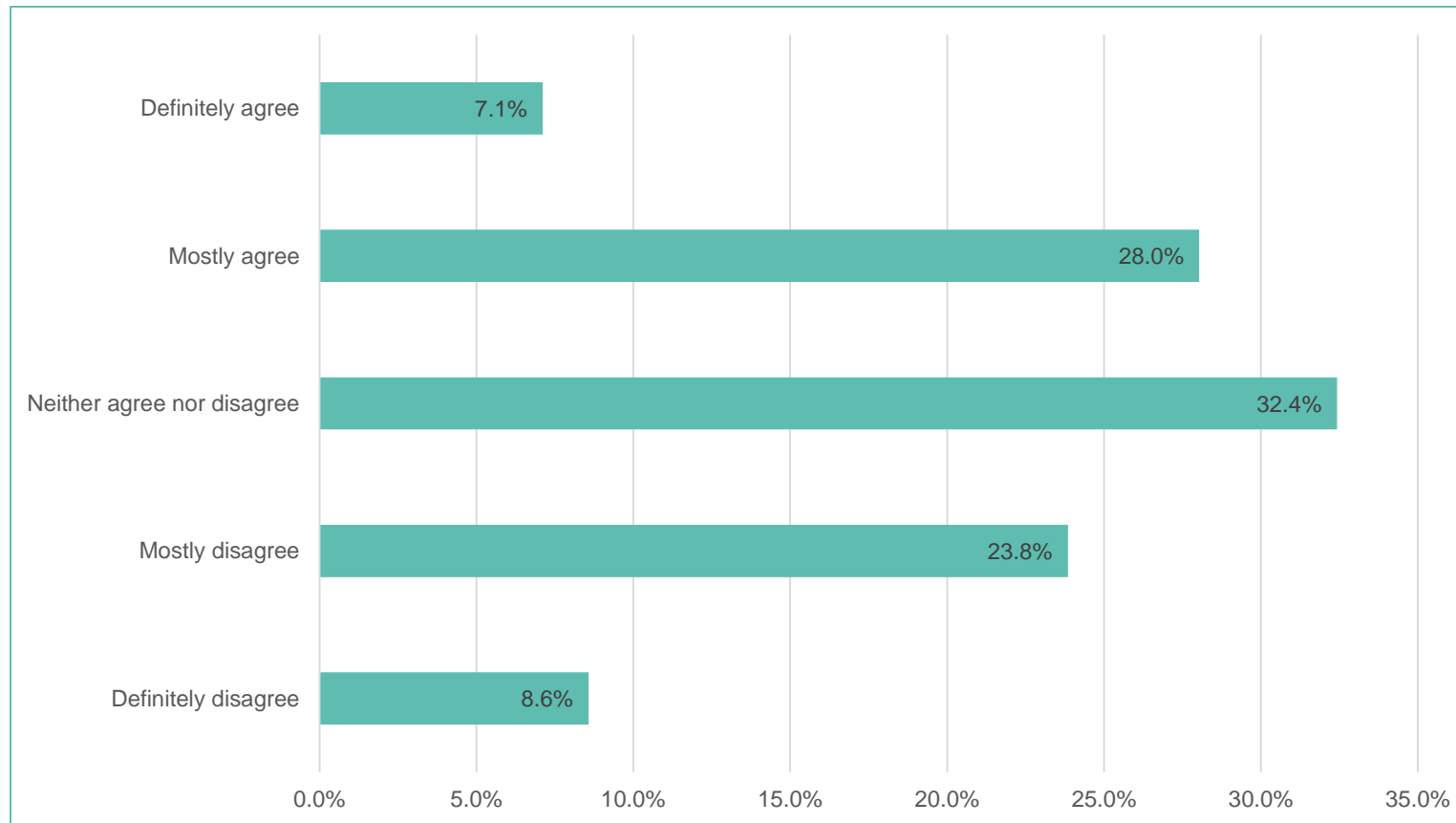


The only visible disparity in the responses was within the sexual orientation group.

Only 3.4% of straight students "definitely disagree" that they are satisfied with the academic experience this term. This is compared to 7.4% of students from the LGBT community.

Section Three: Quantitative Analysis

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



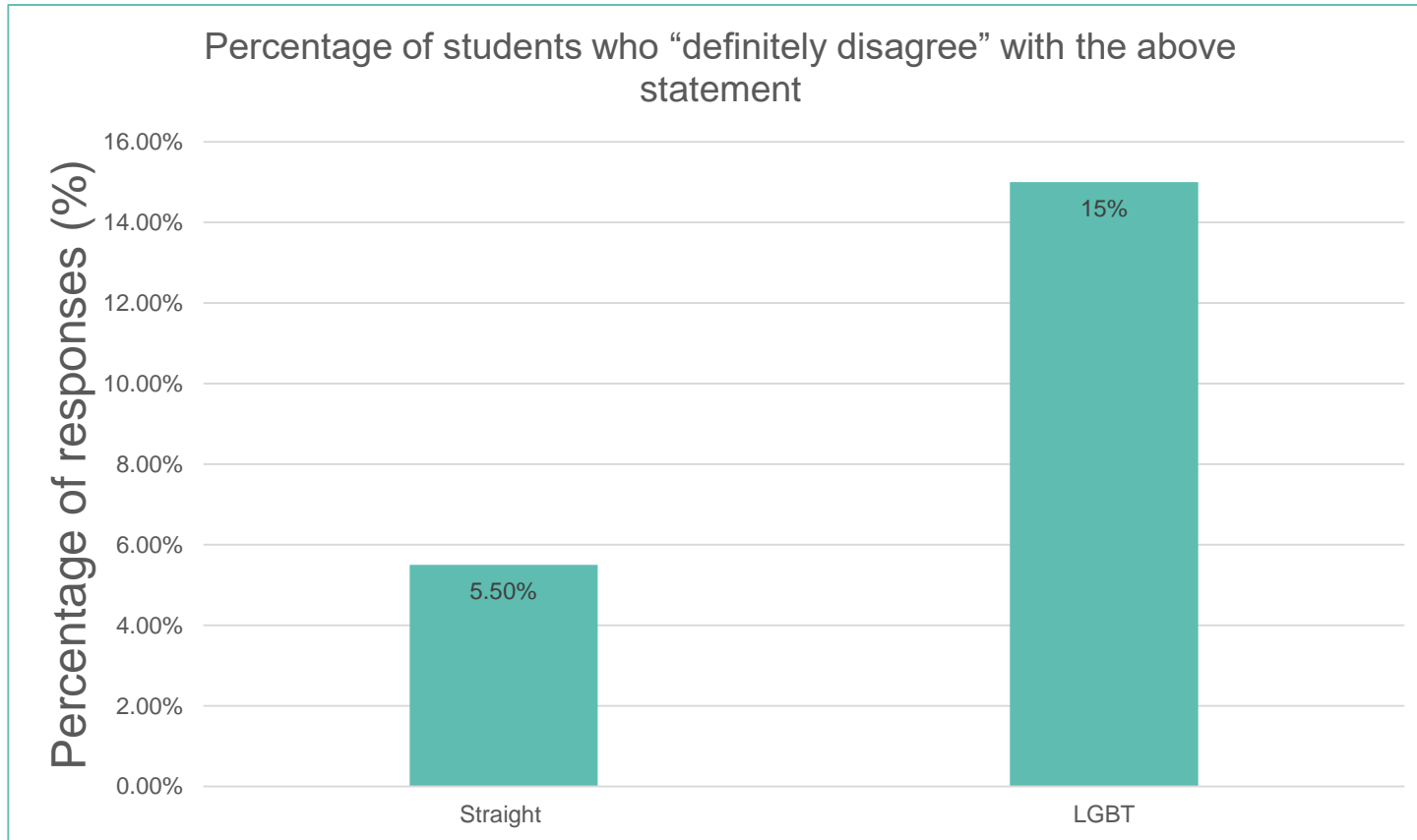
The graph illustrates that the most common answer was a neutral one, with 32% of respondents selecting that one.

A total of 35% of respondents either “definitely agree” or “mostly agree” with the statement.

At the same time, 32% of respondents either “definitely disagree” or “mostly disagree” with the statement”

Disparities

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

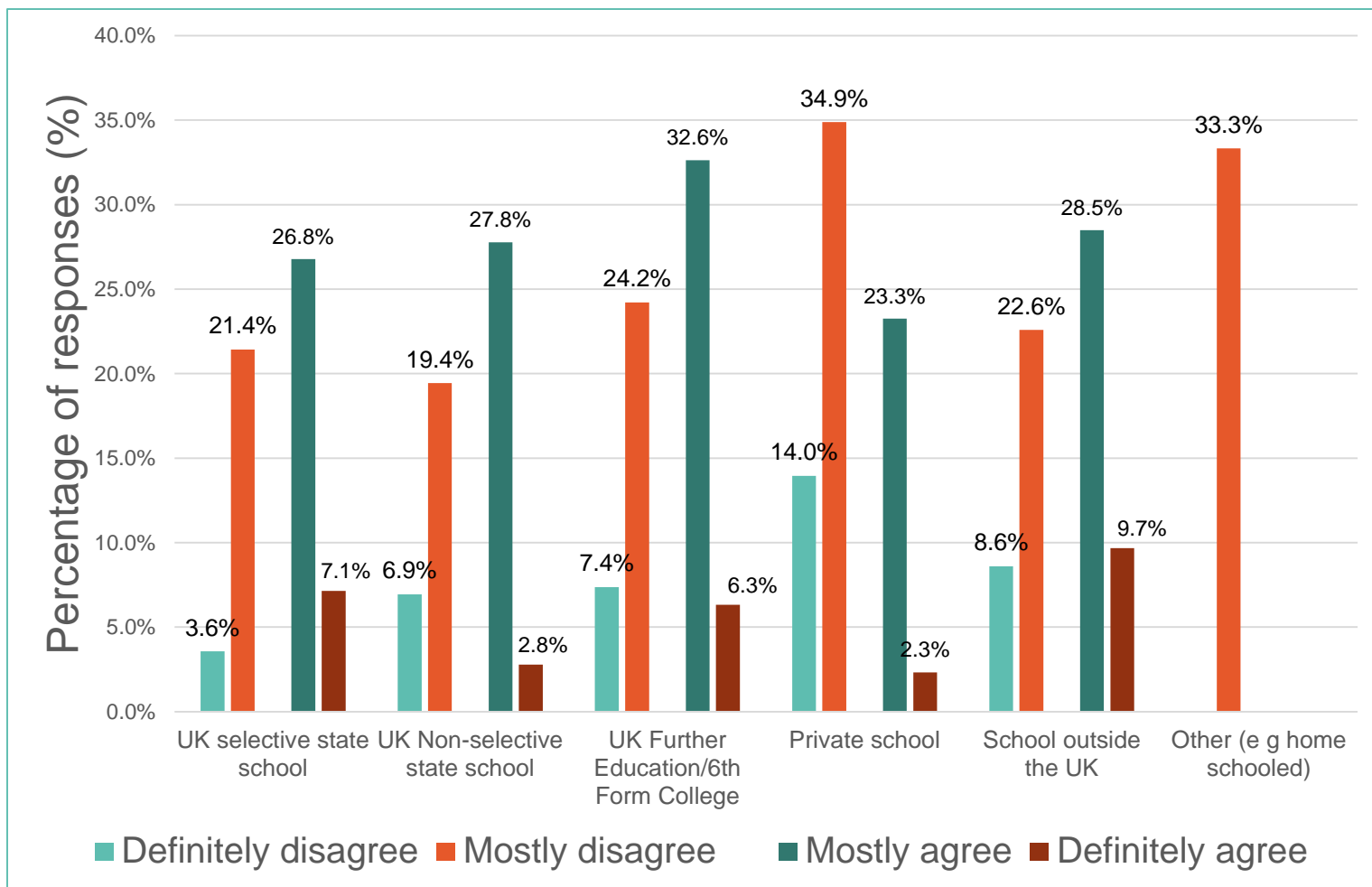


A visible disparity in the responses was within the sexual orientation group.

There was a significantly higher (10%) percentage of students from the LGBT community who “definitely disagree” with being satisfied with the wider student experience this term.

Disparities

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

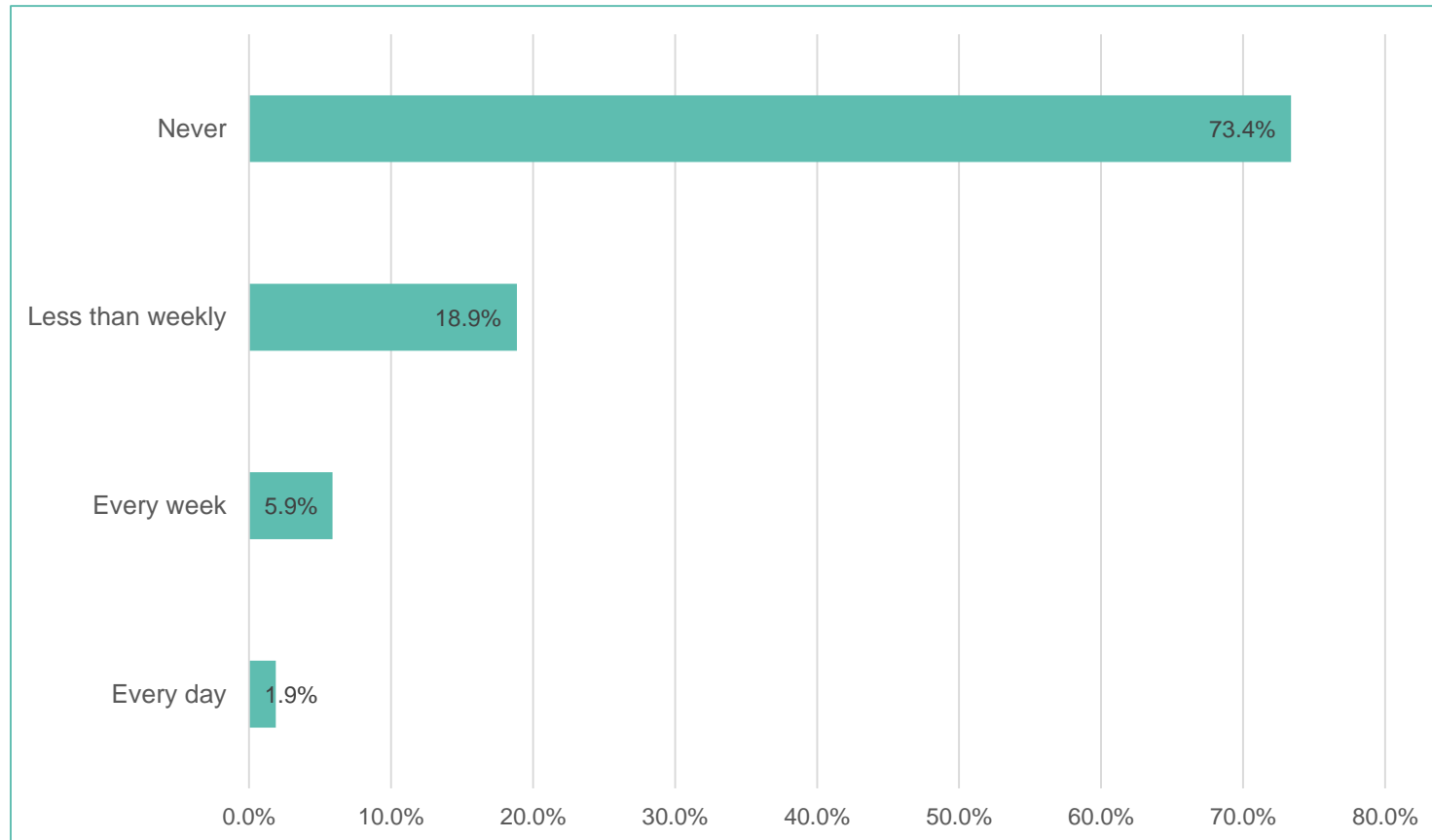


The graph shows that a higher percentage of respondents from private school (14%) “definitely disagree” that they are satisfied with the wider student experience, compared to the rest of education types which all have fewer than 9% of responses.

At the same time, students from private school and UK non-selective state school have the lowest percentage of students who “definitely agree” with the statement (less than 3% each) compared to the others which are between 6% and 10%.

Section Three: Quantitative Analysis

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

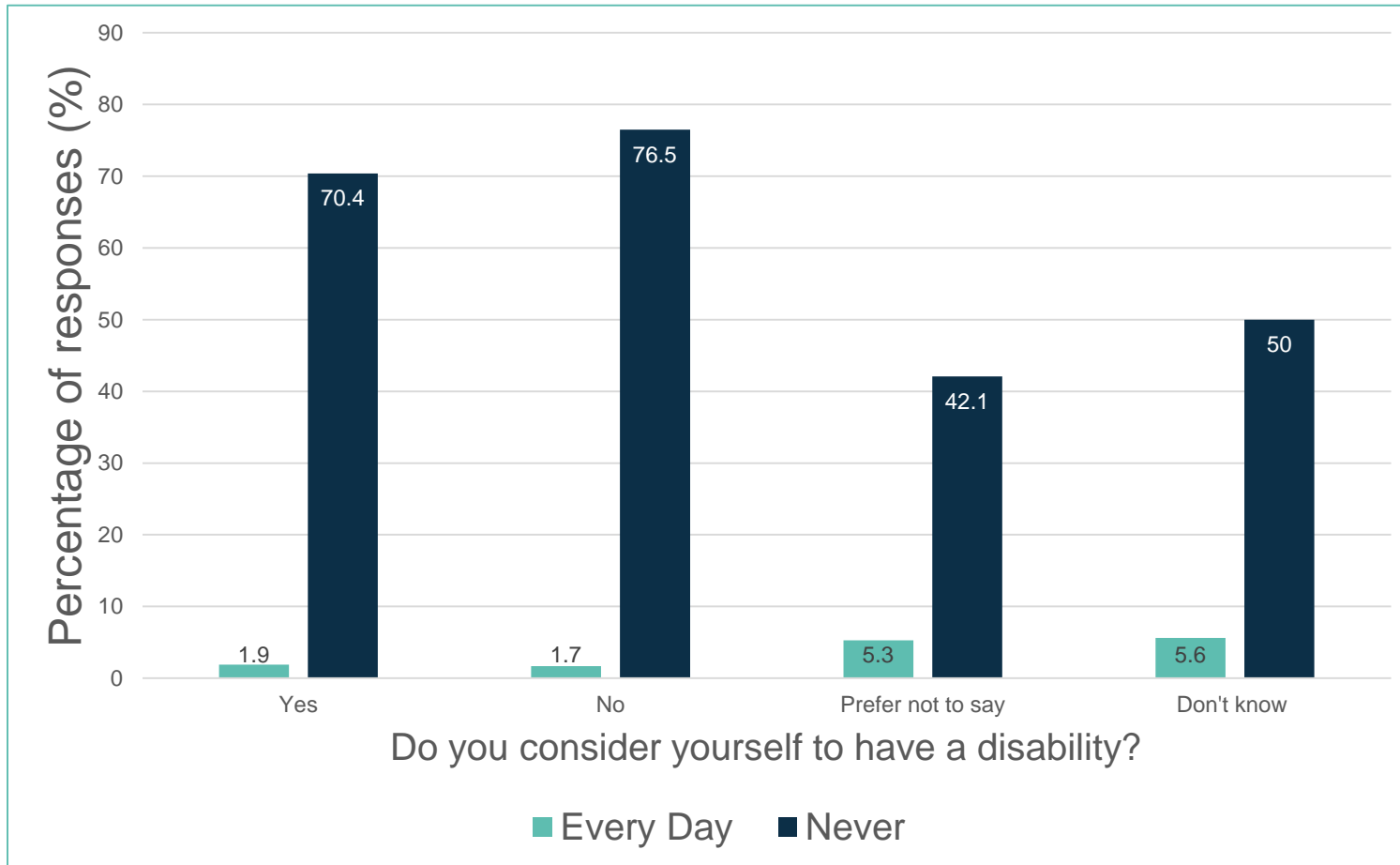


The graph illustrates that most respondents (73%) “never” consider dropping out of university. Only 2% of respondents selected “every day”.

There was no clear disparity amongst the different demographics on whether students had considered dropping out of university

Disparities

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

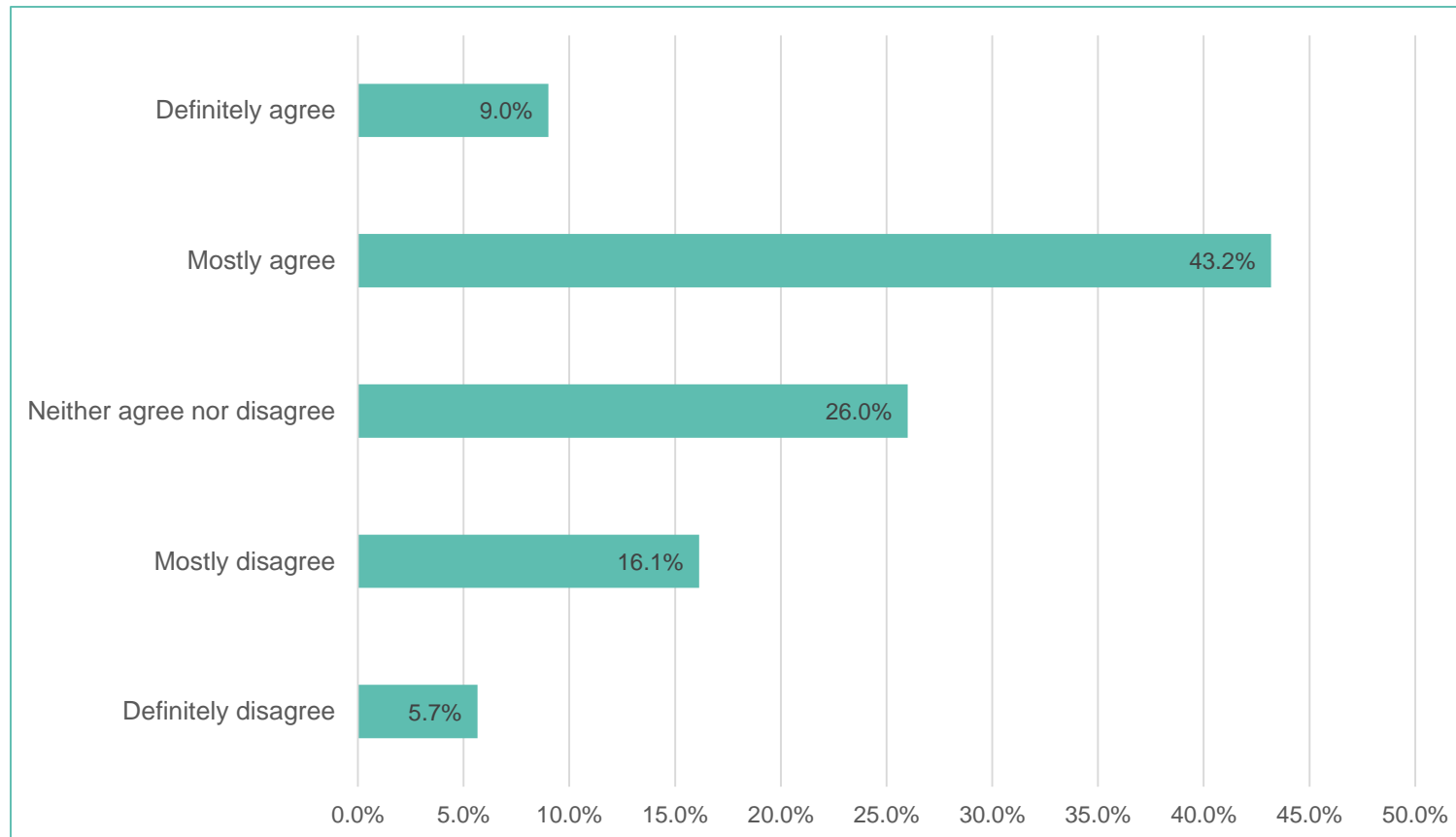


The only visible disparity in responses was within the disabilities group.

Students who “preferred not to say” or “don’t know” if they have a disability recorded a lower percentage of “never” considering dropping of university (46%), compared to students who answered “yes” or “no” for having a disability (73.45%).

Section Three: Quantitative Analysis

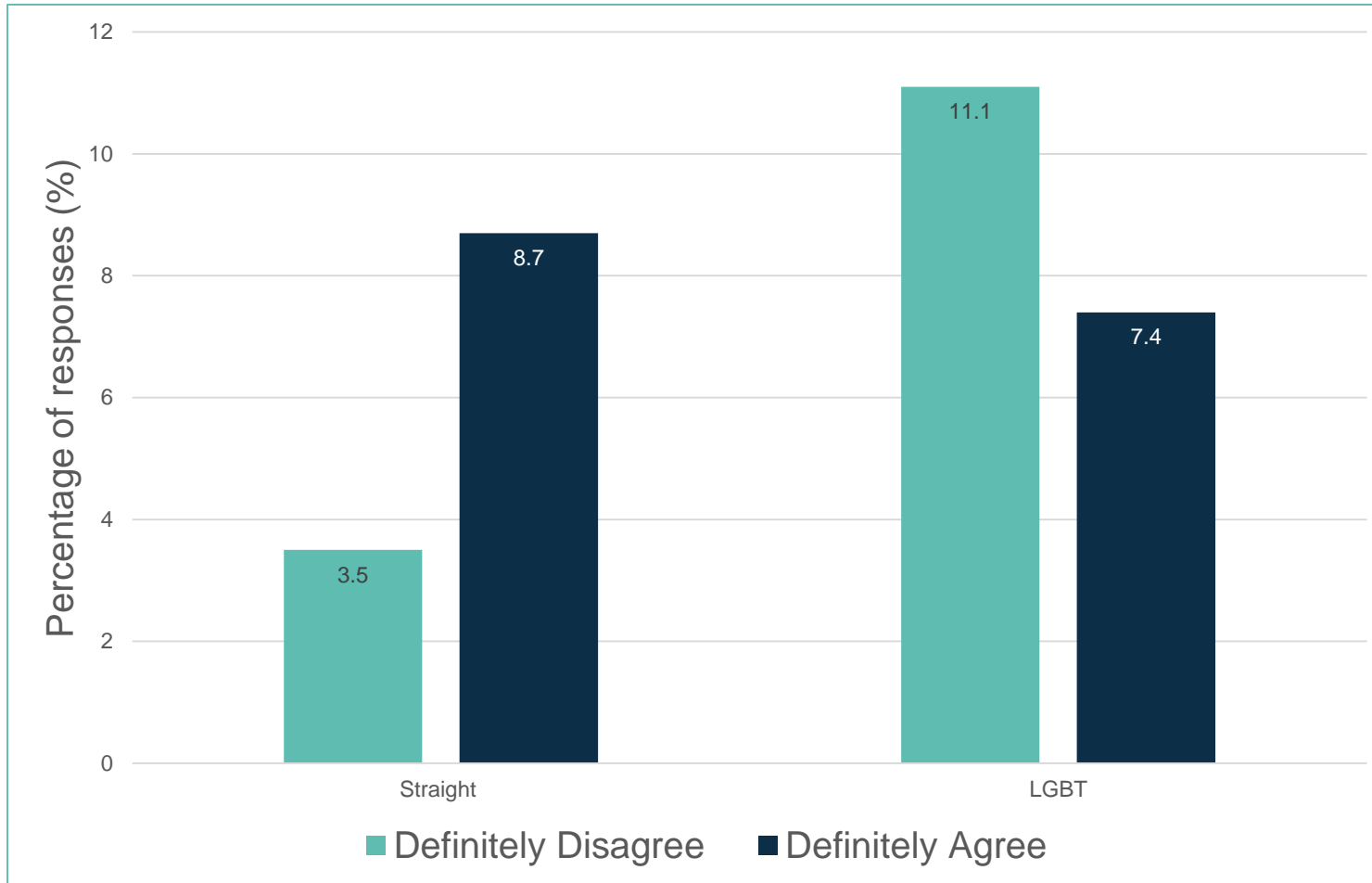
Question 4: I feel part of a community of staff and students



The graph illustrates that more than half of respondents (52%) “mostly agree” or “definitely agree” that they feel part of a community. Overall, fewer respondents selected answers which suggest they do not feel part of a community (21.8%).

Disparities

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

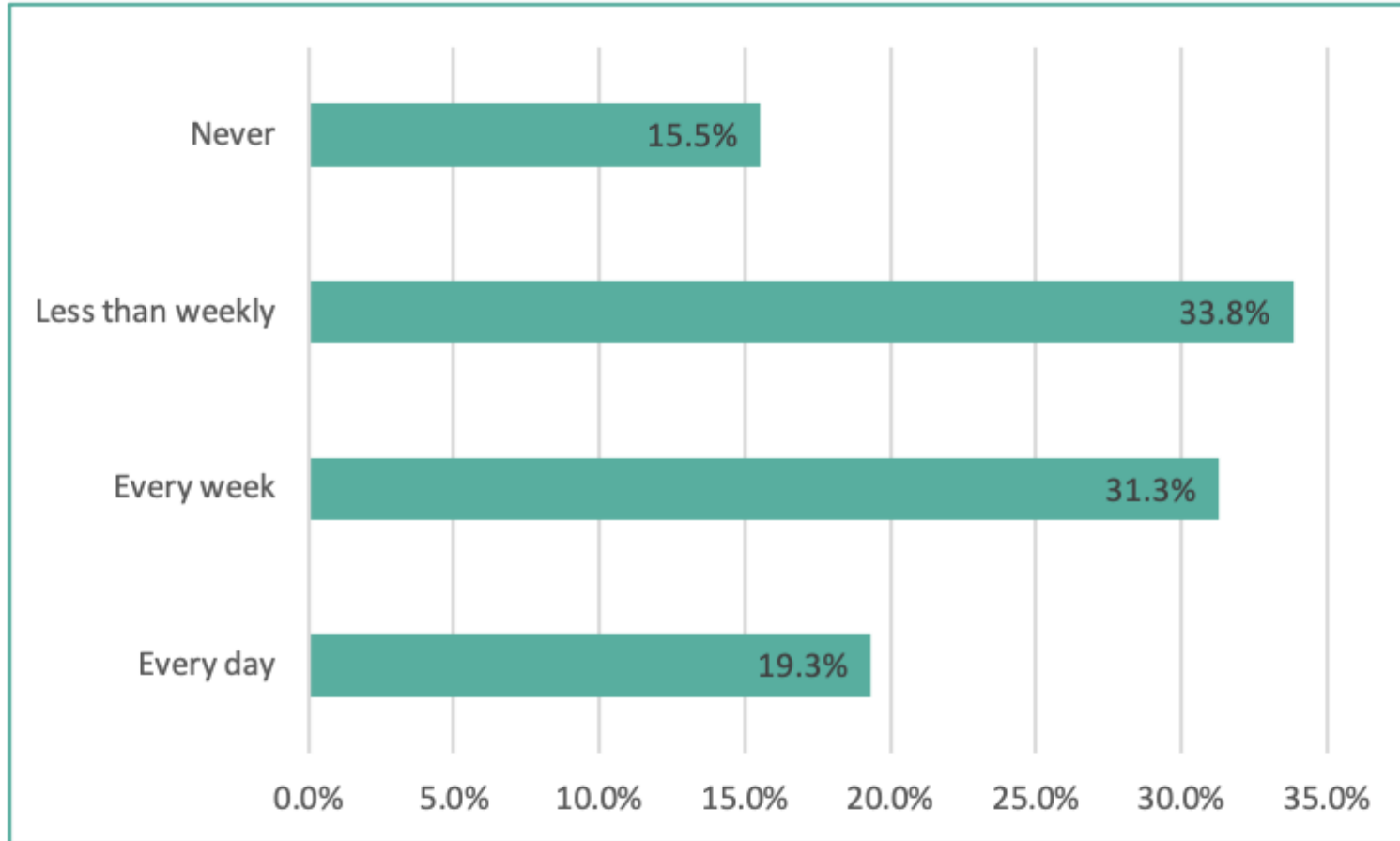


The only visible disparity in the responses was within the sexual orientation group.

A lower percentage of students who identify as straight do not feel part of a community (3.5%). This is compared to the 11% of LGBT students. However, there was a similar percentage of respondents from both groups who “definitely agree” they feel part of a community of students and staff.

Section Three: Quantitative Analysis

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



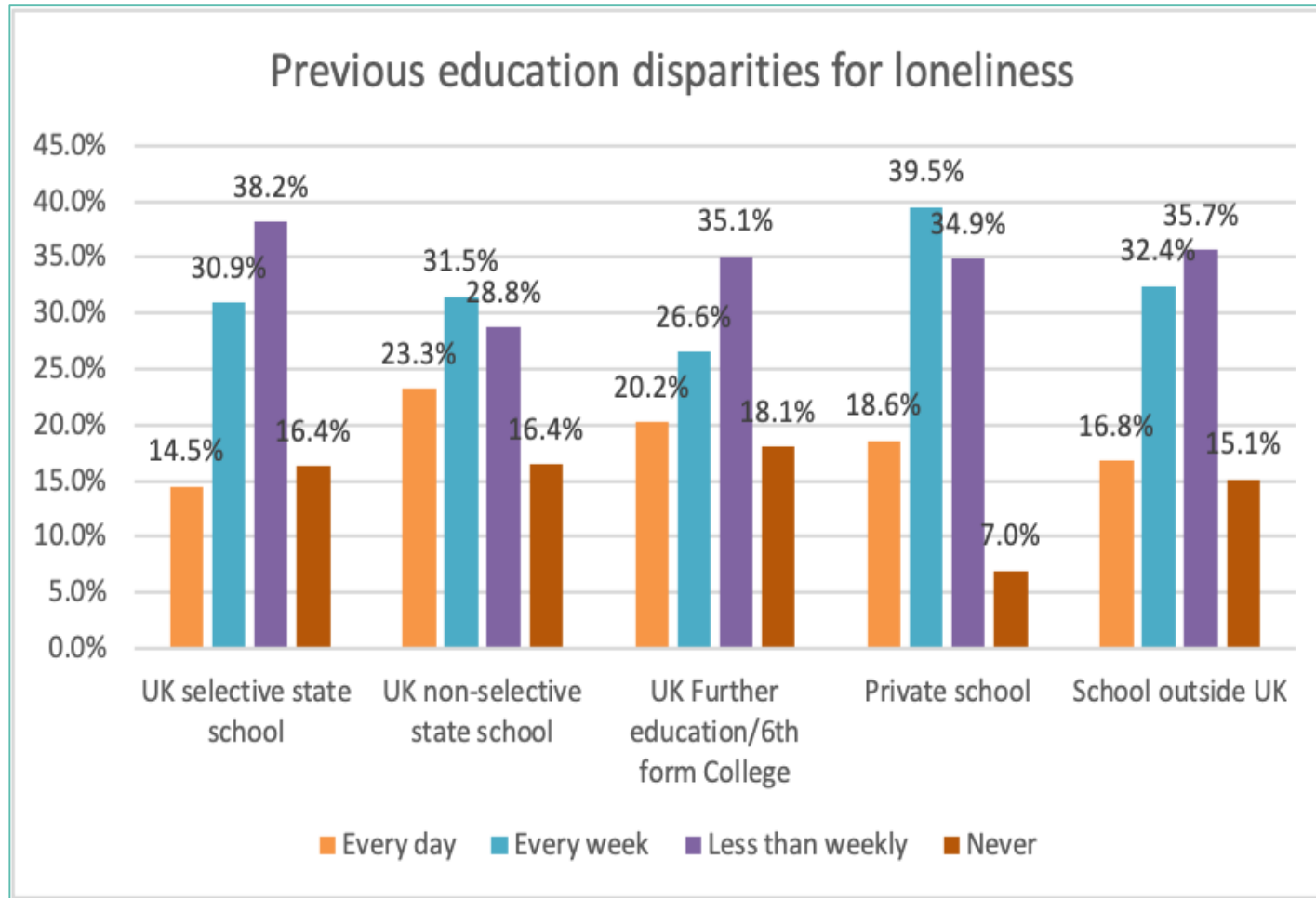
The graph illustrates that the most common answer was 'less than weekly' with 34% of responses.

However, the next more common answer is 'every week' with 32% of responses

When aggregating the percentages, we find that more responses leaned towards feeling lonely on a regular basis.

Disparities

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



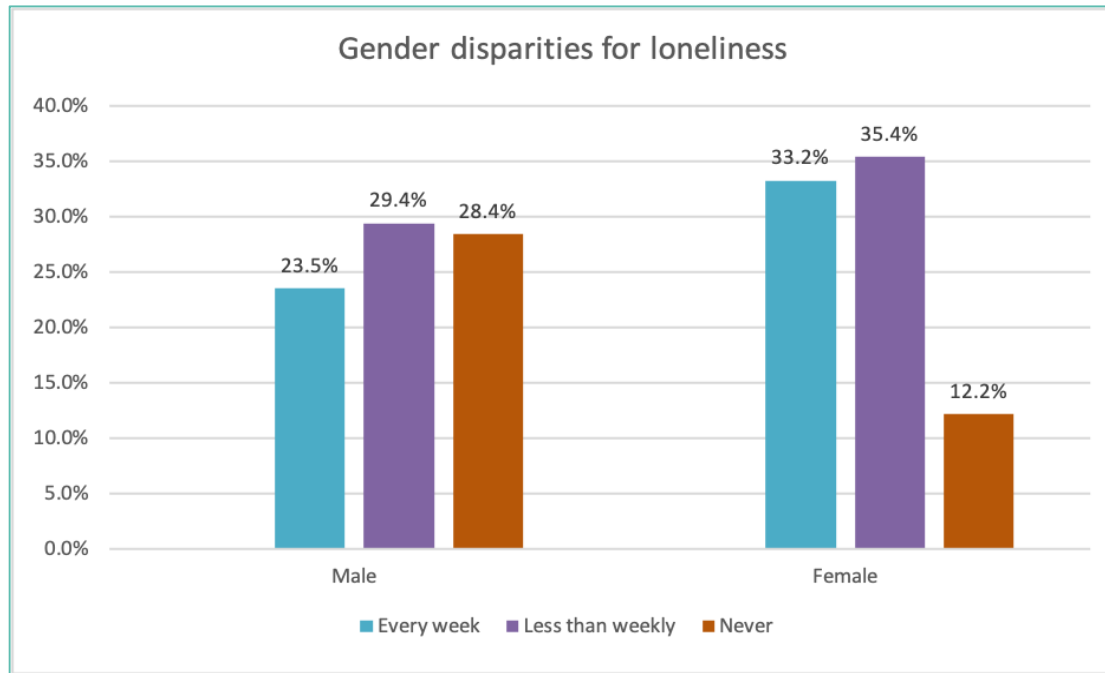
Form colleges have the second highest percentage of students feeling lonely “every day” while international schools have the second lowest percentage of students “never” feeling lonely.

Private schools had the highest number of students reporting feeling lonely “every week” and the lowest percentage of students reporting 'never' feeling lonely at only 7% which is an 8.5% disparity with the total average.

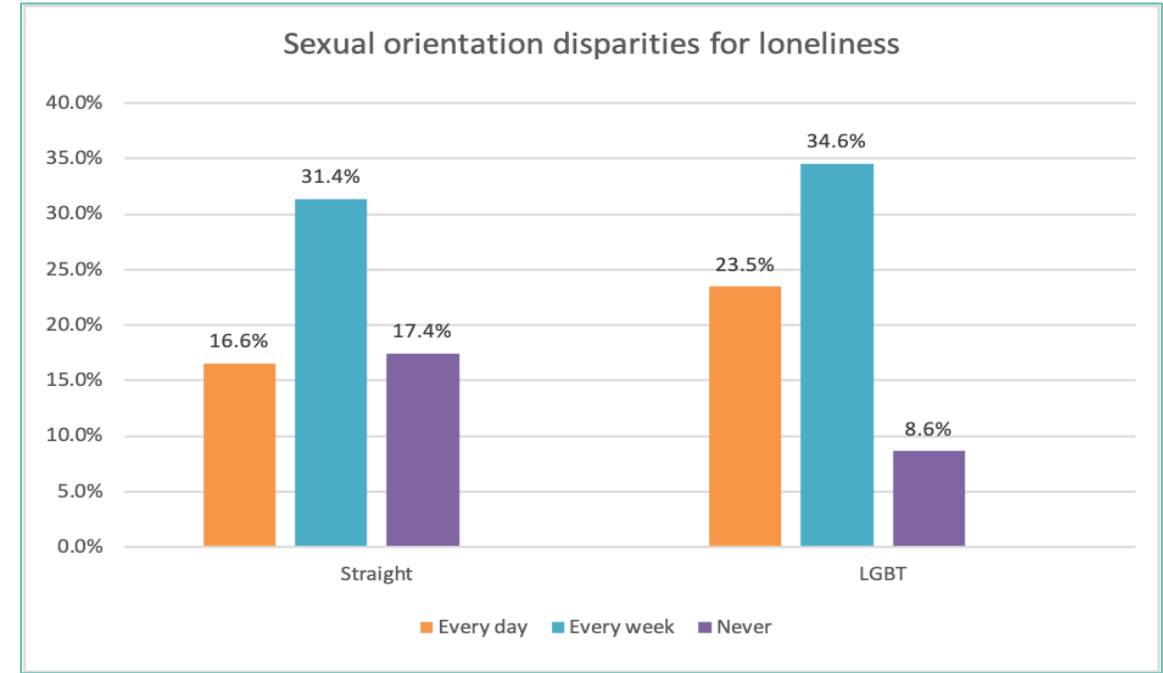
Among the state schools, the selective ones reported the lowest number of people feeling lonely every day while non-selective ones had the highest absolute percentage in the same answer, making a disparity of 8%. Also, the non-selective ones reported the lowest number of students feeling lonely 'less than weekly' making a difference of 10%. Overall, the selective state schools seem to report a lower intensity of loneliness.

Disparities

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



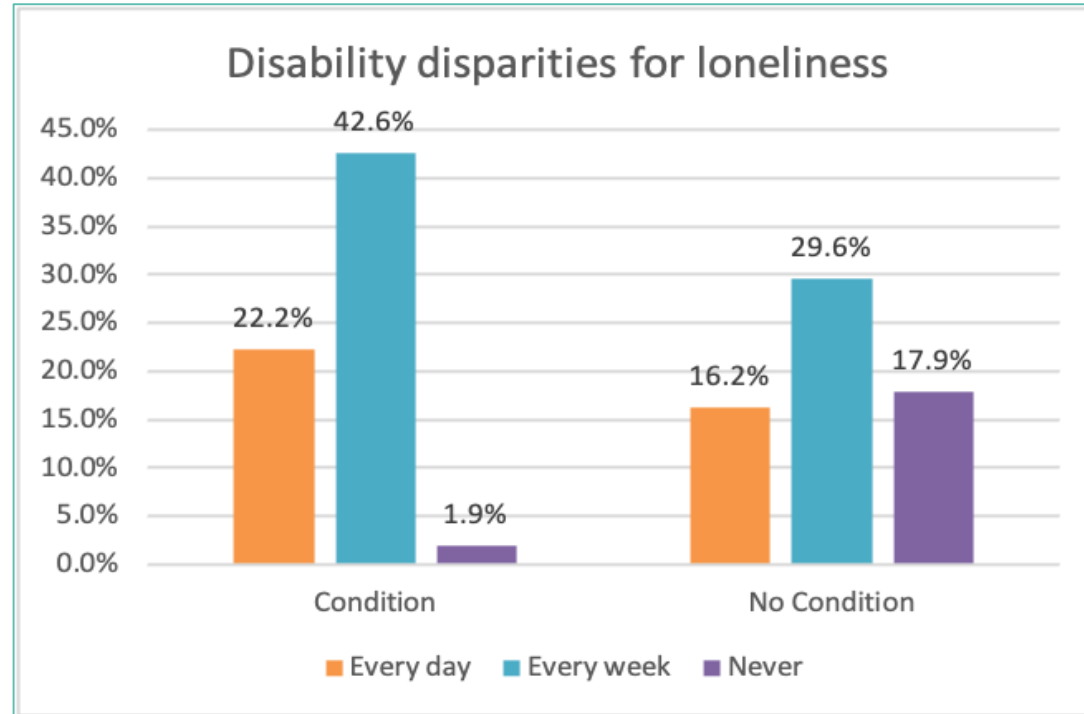
Females were more likely to say they feel lonely “every week” and “less than weekly” while also being significantly less likely to say they “never” feel lonely compared to males. 28% of males claim to never feel lonely while only 12% of females can report the same.



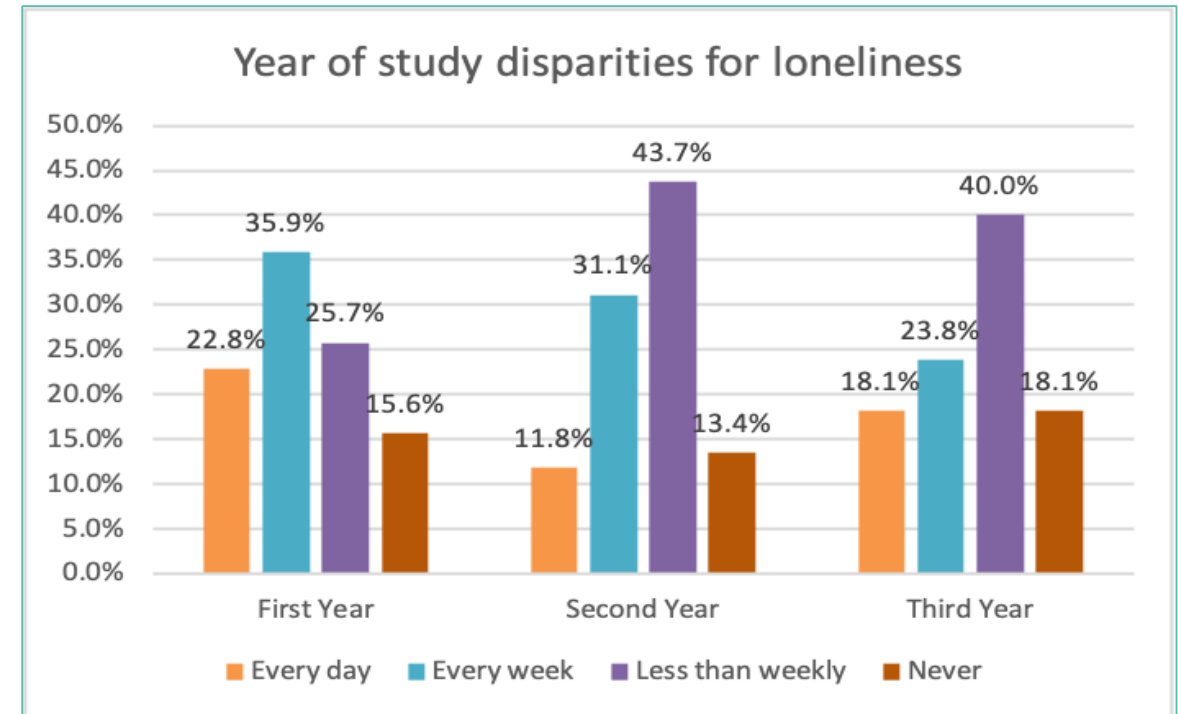
23.5% of respondents who identify as LGBT said they felt lonely “every day”, this represents a difference of 7% with their heterosexual counterparts for the same answer. LGBT respondents also said they were less likely to “never” feel lonely, which is shown by a disparity of 9.2%.

Disparities

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



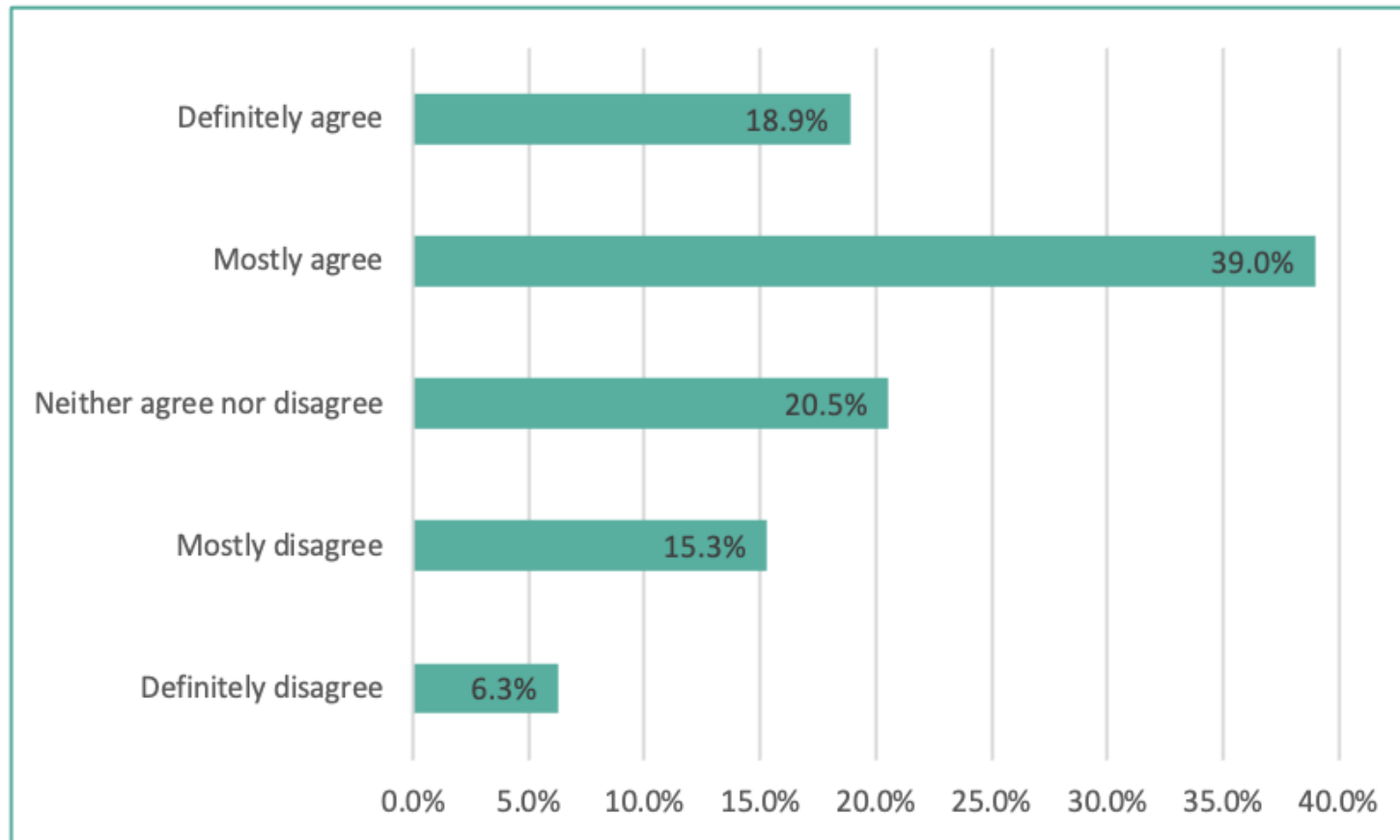
22.2% of people with a disability said they feel lonely “every day” whilst people without a condition only said the same for 16.2% of responses. This is a difference of 6% and we also observe a disparity for “every week” between the two of 13%. Additionally, people without a disability were more likely to report “never” feeling lonely, there is a disparity of 16% for that answer.



Final years, have the highest percentage of students reporting “never” feeling lonely at 18% while first years top the charts for feeling lonely “every day” and “every week” at 22.8% and 35.9% respectively. Second years were most inclined to say they felt lonely “less than weekly” at 43.7%.

Section Three: Quantitative Analysis

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



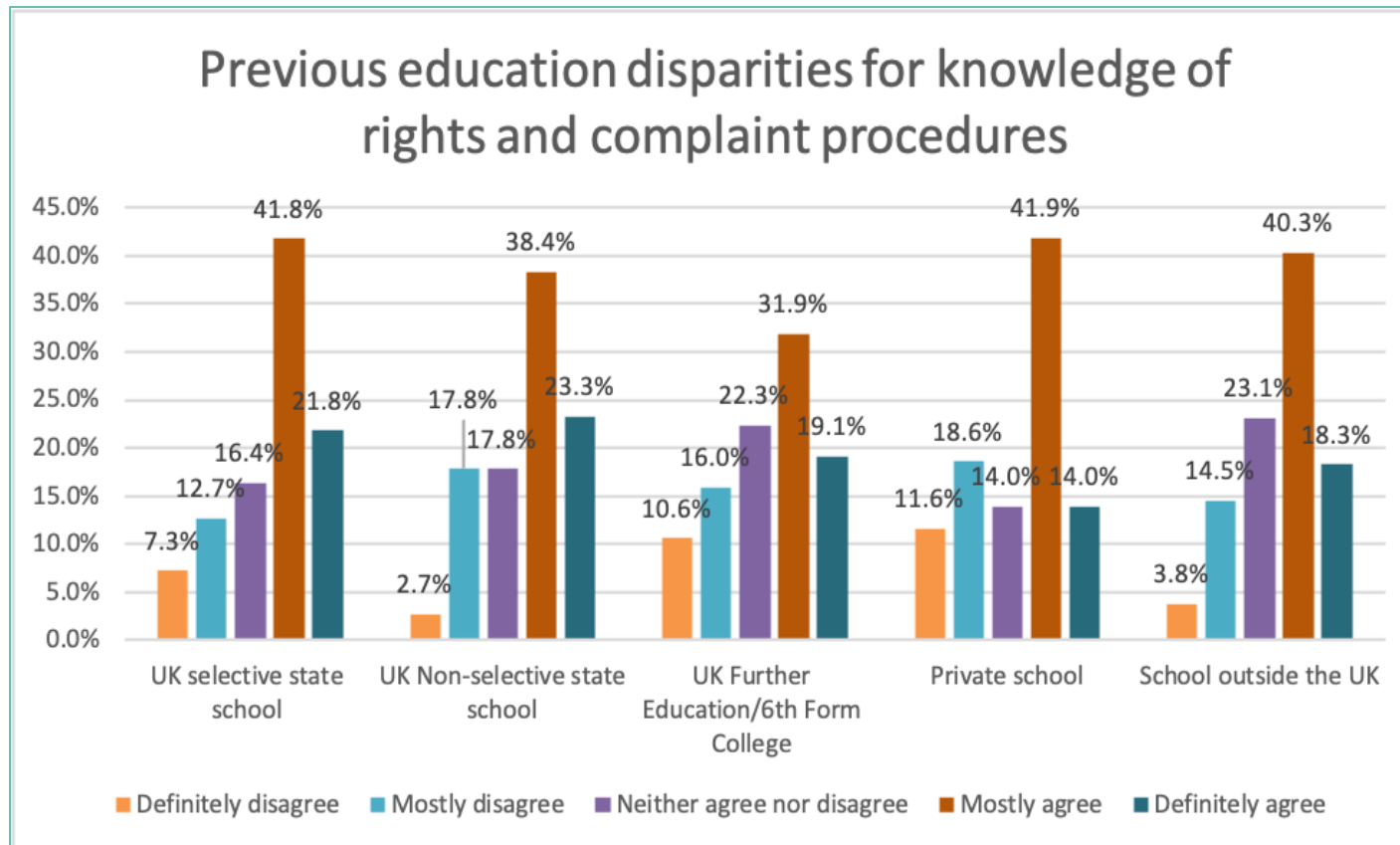
The graph illustrates that the most common answer was “mostly agree” with 39% of the responses.

Second most common answer is “neither agree nor disagree” with 20.5% of responses.

If we aggregate the agree and disagree sections, we find that the vast majority, 57.9% of students agree with the statement made in question 6.

Disparities

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



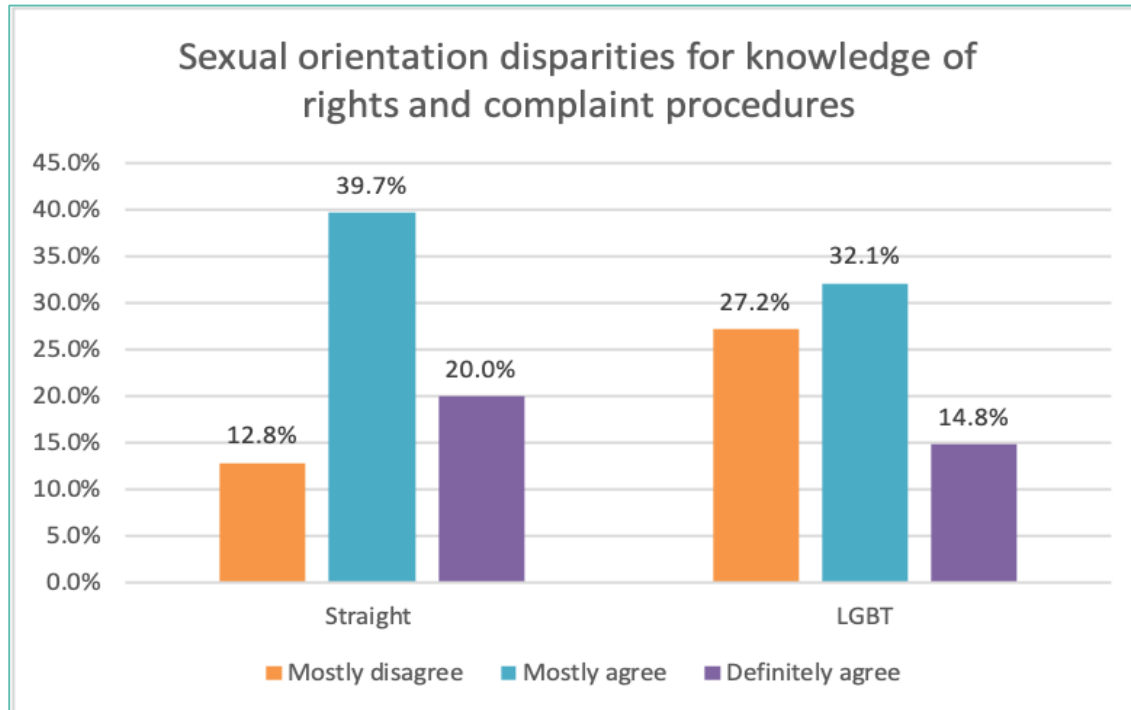
Both types of state schools had the highest percentage of students saying they knew their rights and entitlements 'definitively'. Moreover, non-selective state schools had the lowest percentage of students answering 'definitively disagree' while selective ones had the lowest percentage of 'mostly disagree' at 2.7% and 12.7% respectively.

Form colleges and private schools did relatively worse compared to their counterparts. Form colleges had the lowest percentage of student 'mostly' knowing their rights while private schools had the lowest percentage for 'definitely agree' at 31.9% and 14.0% respectively.

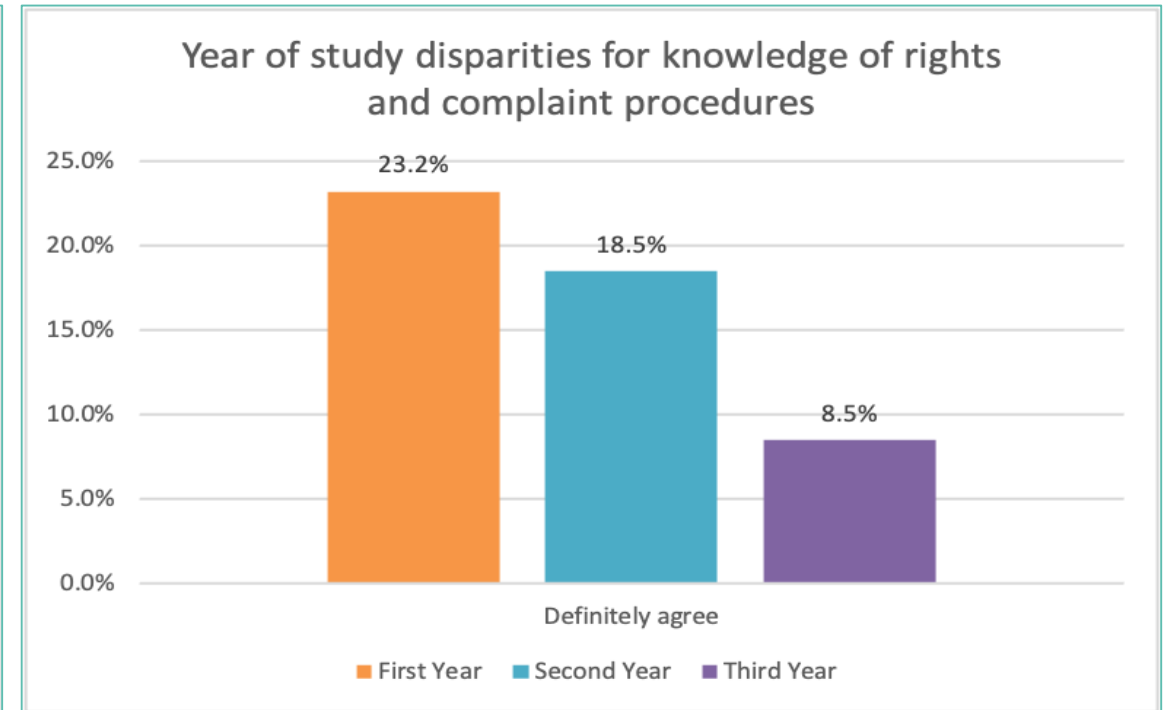
International schools reported relatively high numbers of student knowledge for their rights, but also the highest percentage for the answer of 'neither' at 23.1%

Disparities

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



LGBT people appear to be more uninformed about their rights and entitlements with a disparity of 14.4% between them and their straight counterparts for the “mostly disagree” answer. At the same time, 7% more heterosexuals said they “mostly agree” and 5.2% more saying “definitely” compared to LGBT people.



There seems to be a decreasing trend, where the final years are less likely to “definitely agree” and first years are most inclined to agree. The disparity between the first years and third years is 15%.

Section Three: Qualitative Analysis

Question 1: Why did you respond in that way for academic experience satisfaction?

Reasons arranged thematically		
Online teaching and interactions	Negative	<ul style="list-style-type: none">- Online teaching is “difficult”, “awful”, and it’s hard “to concentrate with everything online and long hours in front of a screen”.- Lack of personal interaction makes studying feel “impersonal and unenjoyable”.- Students feel like they were left “floundering” by the university and their academic experience has been “diminished”.
	Positive	<ul style="list-style-type: none">- Some students find that online teaching has exceeded their expectations→ they find the classes “interesting, interactive and stimulating!”.- Some students wrote that this course structure may “work better academically”, as the quality of teaching is “very good”.
Mental Health	Negative	<ul style="list-style-type: none">- The “increased workload” means that some students are “struggling” and stressed”.- Students wrote that their mental health is “taking a strong hit”, as they feel “unmotivated” , “alone” and “isolated”, as they are not able to see and study with friends and have an ”emotional outlet”.- There was also mention of how the increase in breakout rooms and groups as a teaching activity this year has negatively impacted those who tend to feel anxious.
Workload	Negative	<ul style="list-style-type: none">- Many people wrote that the workload is “too much”, “stressful” and “taking a toll” on their lives.- It is difficult to keep up with all the learning material. Some wrote that it is harder to “adjust” to the workload as they can’t use the facilities on campus, but also because there is no work-life balance. A student noted that they would like lecturers to change “the workload accordingly.”
Fees	Negative	<ul style="list-style-type: none">- Students wrote that the tuition fees for online teaching is “unjustified”, “exorbitant”, and “not worth the price” they have to pay. They feel “let down” by university as many have no in person classes and limited access to facilities, yet there has been “no discount”

Question 1: Why did you respond in that way for academic experience satisfaction?

Reasons arranged thematically		
Quality of Content	Negative	<ul style="list-style-type: none"> - Some students find that the quality of teaching is worse than in-person lectures. - Some lecturers are “putting too much weight on self-study”, rather than including the content in live sessions or pre-recorded lectures.
	Positive	<ul style="list-style-type: none"> - Content is interesting and classes are going smoothly. - The information and classes are delivered well
Time management	Negative	<ul style="list-style-type: none"> - Having a hard time setting boundaries and creating a healthy work-life balance
	Positive	<ul style="list-style-type: none"> - Able to organise daily activities better, improving time management - Reduced transport costs and issues. - A disabled students stated that online learning has really allowed them to gain a better experience of their course as the online resources are very accessible to them.
Organization/ disorganization	Negative	<ul style="list-style-type: none"> - Issues around timetabling and the disorganisation around this has been one of the most raised concerns. - Uncertainty/ lack on information on how exams will take place - One student stated that they moved to the UK because they were told classes would be in person but they ended up being online - Poor arrangement of the admin staff
	Positive	<ul style="list-style-type: none"> - Some students wrote that they are “kept informed” of all relevant development. - They feel that everything has been “well organized”, and they can “easily access” any resources they need
Facilities	Negative	<ul style="list-style-type: none"> - As the facilities available to students are limited, some have found it difficult to study or access library books. In addition, those on more practical courses noted that they are “missing out on research experience” as laboratories are closed.

Question 2: I am satisfied with the academic experience so far this term

Reasons arranged thematically		
Online	Negative	<ul style="list-style-type: none"> - Too much workload - Unable to experience the student experience with only remote activities - Unable to create a healthy work-life balance - Not worth the fees being paid
	Positive	<ul style="list-style-type: none"> - It's more relaxing as able to take notes at own pace. - Online resources are well made and easy to access. Everything is easy to follow, despite being online
Support	Negative	<ul style="list-style-type: none"> - Not enough mental health support - Administration is extremely slow and unresponsive - Lack of communication
	Positive	<ul style="list-style-type: none"> - Received a lot of help from the wider student body in my class - Student support and resources have been plentiful - The Student Union and the Pastoral Services have been very supportive
Social Aspects	Negative	<ul style="list-style-type: none"> - Online events are very boring - Hard to connect with and get to know others
	Positive	<ul style="list-style-type: none"> - Societies are clearly trying hard to set up regular events - I have still been able to participate in many activities online
Fees	Negative	<ul style="list-style-type: none"> - Unfair/ frustrating to be paying the same amount for an online education--> limited access to campus and resources - Paying very high international fees for online classes is very unfair

Question 3: Why did you answer like that for "how often do you consider dropping out of university"

The most common reasons for considering dropping out are:

1. Fees
2. Lack of support

The most common reasons for not considering dropping out are:

1. Degree is important
2. Enjoy the learning environment

Students who answered “every day” or “every week”	Students who answered “less than weekly” or “never”
Lack of support	A duty to graduate
Lack of financial support post grad	Degree is of utmost importance
Online learning has been terrible	University life is interesting
Don't find the degree enjoyable	Love the degree and learning environment
Online learning is not worth the price of university	Can't afford to restart studies later
Very tough	For financial reasons
Not an actual university experience	Flexibility and able to catch up at own pace
Fees are too high for what the student is getting in return	Looking at the bigger picture and pursuing a career
Not enough lab experience	Already a few years into the degree

Question 4: What could your university/students' union do to support students who feel lonely while at university during Covid?

The most common answers and themes amongst the answers:

Provide more online events

Provide more mental health support

Arrange meetings for new students who feel lonely

Set up meetings with tutors for extra support

Offer trained therapists we can talk to about mental health

Set up forums online for chats and for people to interact

Create a mentor scheme with people from the same course but a year above to help and provide extra support

Socially-distanced events

Create study groups for students who are living alone and are feeling especially lonely during these times

Question 5: Why did you answer “I understand my rights and entitlements as a student and how to complain if unhappy” the way you did

The most common answers and themes amongst the answers:

Ill-informed <i>(38% of responses fell in this category)</i>	<ul style="list-style-type: none">- The largest number of respondents (104) stated that they either did not know the complaint procedures, who to contact or their rights- e.g.: “nobody has ever told me what students are entitled to” and “I don’t know how to officially complain”
Unresponsive university <i>(9% of responses fell in this category)</i>	<ul style="list-style-type: none">- People in this theme noted that they felt disenfranchised and that the system did/would not properly address their concerns.- Many cited that the university didn’t care for their unhappiness → e.g.: “no one acts on our complaints”
Informed and aware <i>(33% of responses fell in this category)</i>	<ul style="list-style-type: none">- People in this theme noted that they had the necessary knowledge and resources to voice a complaint.- Some cited the university and KCLSU website for their detailed information, whilst others cited points of contact such as personal tutors and representatives.
Rights known <i>(6% of responses fell in this category)</i>	<ul style="list-style-type: none">- People in this theme said they were aware of their rights as students. However, did not specify if they knew how to complain or if they see a need for complaint.
Lack of interest <i>(9% of responses fell in this category)</i>	<ul style="list-style-type: none">- People in this theme noted that they had no interest in figuring out the procedures for complaint because they feel satisfied right now.
Other <i>(5% of responses fell in this category)</i>	<ul style="list-style-type: none">- “The staff and Union are very open to feedback”- “Taking 8 months to receive a response from industrial complaints about whether I’ll be reimbursed the money lost due to strikes.”

Question 6: Do you have any advice for your university or the students' union?

The most common answers and themes amongst the answers:

Events (12% of responses)	<ul style="list-style-type: none">- More events and extracurricular activities for socialising. However, the group differs on their preference for in-person events or online.- E.g.: "I would ask for more in-person events and teaching" and "need to host more virtual events to make people feel like they belong"
No (36% of responses)	<ul style="list-style-type: none">- The largest number of responses fell under this category, with people either answering "no" or "n/a"- E.g.: "No, keep up the good work!"
Praise (6% of responses)	<ul style="list-style-type: none">- General statements of encouragement and praise for the current efforts done by the university and student's union.- E.g.: "Thank you for all of your hard work and keep it up. You guys are definitely heading in the right direction."
Support (11% of responses)	<ul style="list-style-type: none">- Recommendations in this theme cantered around the need for better individual support for students, specifically around mental health, academics, and listening to student concerns.- E.g.: "try and give more social/emotional support as everyone is feeling lonely and there have even been suicides" and "Definitely find a way to reach out to those struggling, check with students as it is so easy for them to suffer during these times"
Communication (38% of responses)	<ul style="list-style-type: none">- Need for better communications from the university on expectations for the future surrounding Covid-19 restrictions and more generally more transparency with plans from the university- E.g.: "I would say to communicate more and create collaborative discussion forums"
Student fees (4% of responses)	<ul style="list-style-type: none">- discontent with tuitions fees remaining the same when all their classes have gone online.- E.g.: "It is really unfair to charge students this much just to online stream lectures. It feels like university is just taking advantage of students because they have no other choice but to pay."
Other (22% of responses)	<ul style="list-style-type: none">- "Provide more on campus study spaces where social distancing is possible so that we don't always have to work from home" · "Actually act on our Feedback and listen to us. We're not all undergrad students!"

Conclusion- Quantitative Aspect

Overview

- It could be said that, overall, each of the questions had a higher percentage of positive responses.

Demographics

- When breaking down the responses by demographics, the sexual orientation category tended to generate more disparities in the answers.
- For example, more students from the LGBT community disagree that they are satisfied with the academic and student experience, compared to straight students.
- At the same time, more students from the LGBT community disagree that they feel part of a community.

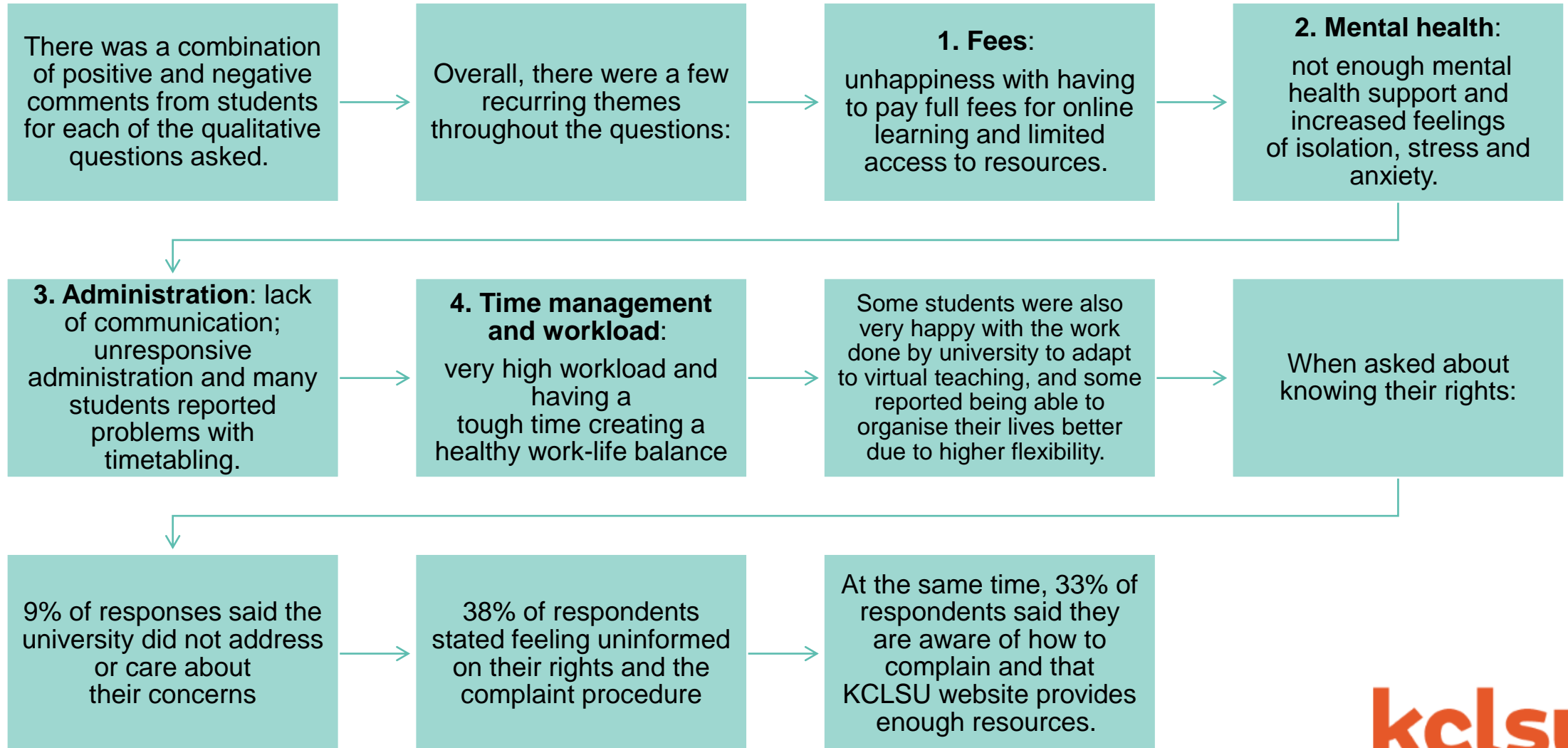
The question about feeling lonely also had a lot of disparities.

- More females reported feeling lonely "every week" than males.
- LGBT students had a higher percentage of respondents who reported being lonely "every day", compared to straight students.
- First year students reported feeling lonely "every day" more than Second- or Third-year students.
- Students who have a disability had a lower percentage of "never" feeling lonely compared to students who do not have a disability.

Question about knowing your rights as a student

- 39% of respondents "mostly agree" that they understand their rights and entitlements as a student and how to complain

Conclusion- Qualitative Aspect



Recommendations

Student suggestions as to how the university and the union can support students who are feeling lonely:

- Offer trained therapists
- Create more events
- Create study groups
- Set up forums for people to interact
- Create a mentor scheme with people from the same course who are a year above.

Other suggestions for the Union or university:

- 36% of respondents said they were happy with all the work the university and the Students' Union are doing.
- 38% suggest improved communication.
- Other suggestions include increasing study spaces on campus and creating more events.