

King's College Council	
Meeting date	20 January 2022
Paper reference	KCC-22-01-20-02
Status	Final



Meeting of the Council to be held on Thursday 20 January 2022 at 17.00 on MS Teams

Agenda

1	Welcome, apologies, notices and conflicts of interest		Chair
2	Approval of agenda	KCC-22-01-20-02	Chair
3	Unanimous Consent Agenda including: 3.2 Minutes of the Previous Meeting; and 3.3 Actions Log	KCC-22-01-20-03.1 KCC-22-01-20-03.2 KCC-22-01-20-03.3	Chair
4	Matters Arising from the minutes 4.1 Five-Year Plan update (to note) 4.2 Any other matters arising	Verbal	Chief Finance Officer
5	Report of the Chair	Verbal	Chair
6	Report of the President & Principal <i>Items for Consideration</i> 6.1 Summary Report on Key Issues (to note) 6.2 Update on Strategy Refresh (to note) <i>Please see Consent agenda for the remaining Item</i> 6.3 <i>Modern Slavery Act 2020-2021 (to approve)</i>	KCC-22-01-20-06.1 KCC-22-01-20-06.2 KCC-22-01-20-06.3	President & Principal President & Principal Chief Procurement Officer
7	People & Culture – Current & Emerging Issues (Industrial Action – Background) (to discuss)	KCC-22-01-20-07	SVPs (Service, People & Planning/Operations)
8	Equalising Opportunities – local, national & global (to discuss)	KCC-22-01-20-08	Interim VP (Education)
FIVE MINUTE BREAK			
9	Reports of Committees		
9.1	Academic Board <i>Please see Consent agenda for all Items</i>	KCC-22-01-20-09.1	President & Principal
10	Report of the KCLSU Report of the KCLSU President (to discuss)	KCC-22-01-20-10	KCLSU President
11	Any other business		
12	Adjournment		

Lord Geidt
January 2022

King's College Council	
Meeting date	20 January 2022
Paper reference	KCC-22-01-20-03.1
Status	Final



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 23 November 2021	KCC-22-01-20-03.2	Approve
3.3	Actions Log	KCC-22-01-20-03.3	Note
Report of the Academic Board		KCC-22-01-20-09.1	All to note
09.1	(i) World-Class Education Strategy Refresh	Annex 1	
	(ii) Review of King's policy and procedures for approval of international partnerships	Annex 2	
	(iii) Academic Board Annual Business Plan		
	(iv) Regular items approved or noted		

King's College Council

Meeting date 22 January 2022

Paper reference KCC-22-01-20-01

Status Final



Declaration of Members' Interests

Action required

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

Executive summary:

This report records the standing declarations of interest of Council Members. Members are asked to advise the Secretariat of any changes and to declare any conflicts of interest for the business to be considered in the current meeting.

Declaration of Members' Interests

The following report lists the declared interests of each member of the King's College Council. Members are requested:

- (i) To confirm that the record against their name is correct, or to inform the Secretary of the Committee of any changes which need to be made.
- (ii) To highlight any items on the agenda of the current meeting which contain any potential conflict of interest for any member.

Christopher Geidt (Chair)

- The Queen's Commonwealth Trust (Chairman)
- The Nuffield Trust for the Forces of the Crown (Trustee)
- The Queen Elizabeth Diamond Jubilee Trust (Trustee) (ended 30 June 2020)
- Schroders plc (Chairman, International Relations and Corporate Responsibility)
- BAE Systems plc (Member, International Advisory Board) (ended 8 April 2021)
- Theia Group Inc (UK Adviser) (ended 31 August 2021)
- House of Lords (Crossbench Member)
- The Independent Adviser on Ministers' Interests
- President of the Royal Overseas League

Vivek Ahuja

- Chief Executive Officer, Terra Firma Capital Partners Limited
- Non-Executive Director, NatWest Markets plc.
- Fellow member of the Institute of Chartered Accountants in England & Wales (ICAEW)

Hilary Briffa

- Lecturer in National Security Studies, KCL
- Vice-Chair of the governing board of Godwin Junior School
- Vice-Chair of the governing board of Carpenters Primary
- Registered as self-employed – private rental
- Member of the Carpenters Destination Steering Group
- Member of University College Union
- Member of the Liberal Democrats Party

Paul Cartwright

- Trustee of Raise, West Hertfordshire Hospitals NHS Trust Charity 1052210
- Non-Executive Director of West Hertfordshire Hospitals NHS Trust
- Fellow of The Institute of Chartered Accountants in England and Wales (ICAEW)

Donna Catley

- Paid employee of Compass Group U&I

Jon Coles

- Trustee, Athena GEP Trust (formerly Athena Schools Trust)
- Chief Executive and Trustee, United Learning
- Honorary President Challenge Partners (formerly Chair to August 2021)
- Trustee, Professional Teaching Institute (ended April, 2021)

Michael D'Souza (Chair)

- Bank of England (part-time)
- Independent member, Bank of England RTGS/CHAPS Board of Directors and Chair, Risk Committee
- Member of the Bank of England's Court of Directors' RTGS Renewal Committee
- Independent senior advisor at the Bank of England's Prudential Regulation Authority
- Chair of the Regulatory Arbitrage and Market Consequences Committee
- Independent Member, Bank of England Resolvability Assessment Framework Steering Committee

Paul Goswell

- Trustee of the Somerset House Trust
- CEO of Delancey Real Estate Asset Management
- Cape Projects Limited, Centros Miller 1999 Limited
- Cortx Holdings Limited, Croydon Plaza Limited
- Dcif Uk General Partner Limited, Delancey Asset Management Limited, Delancey Coinvestment Limited, Delancey Nw1 Co-Investments Ltd, Delancey Nw1 Group Ltd, Delancey Nw1 Promote Ltd, Delancey Partners Co. Limited, Delancey Real Estate Asset Management Group Limited, Delancey Real Estate Asset Management Limited, Delancey Real Estate Debt Services Limited, Delancey Real Estate Partners Limited, Delancey Real Estate Partners Limited, Dream Nw1 Co-Invest Spv Limited, Dream Nw1 Gp Spv Limited, Dv4 Administration 1 Uk Limited, Five Oaks Investments Limited, Headland Investments Limited, Here East Management Limited, Innovation City (London) Limited, Jupiter Properties 2011 Uk Limited, Minerva (Croydon) Limited, Minerva (Finance) Limited, Minerva (Kensington Developments) Limited, Minerva (Stores) Limited, Minerva Corporation Limited, Minerva Limited, Mount Kendal Limited, Mount Kendall Group Limited
- Newincco 1404 Limited, Newincco 1407 Limited
- Nw1 Partners (Gp) Ltd, Nw1 Spanish Logistics (UK) Holdco Ltd
- Penninsula Projects Limited, Penninsula Projects (Ellands) Limited
- Scarp Developments Limited, Soho Clerkenwell and General Industrial Dwellings Company Limited, Somerset House Trust
- Totton Investments Limited
- Member of the RCIS

Shitij Kapur

- President & Principal, KCL
- Advisory Board of the Medical Research Future Fund, Australia

Ron Kerr

- Guys and St Thomas' Foundation Trustee
- Special Advisor to the Board, Guy's and St Thomas' NHS Foundation Trust
- Chair, NHS Providers

Steve Large

- Senior Vice President (Operations), KCL
- Trustee, Council for the Advancement & support of Education Europe (ended 23 September 2020)
- Trustee Director of the Superannuation Arrangements of the University of London (SAUL)
- Fellow of the Chartered Association of Certified Accountants
- Member of the Chartered Institute of Management Accountants

Sarah Mullally

- London Diocesan Board of Finance – Trustee & Director
- London Diocesan Board for Schools – Trustee & Director
- London Diocesan Fund – Trustee, Director & Chair
- Lygon Almshouses Trust – Trustee & Patron
- Royal Foundation of St Katharine (The) – Trustee (member of the Court)
- Bromley & Sheppard's Colleges – Trustee
- Allchurches Trust – Member
- The Church Commissioners (Clerk in Holy Orders)
- Member of the House of Lords - Lord Spiritual
- UNITE
- Bereavement Commission
- Health Inequalities Group for London

Clare Sumner

- Director, Policy for the BBC

Zahra Syed

- President, KCLSU

Guy Tear

- Head, Department of Genetics, KCL
- Member of University and College Union
- Member of British Society for Developmental Biology
- Member of Genetics Society
- Fellow of Royal Society of Biology

Kat Thorne

- Director of Sustainability, KCL
- Co-opted non-executive director for Abri – a housing association

Richard Trembath

- Senior Vice President (Health & Life Sciences), Professor of Medical Genetics, Faculty of Life Sciences & Medicine, KCL
- Executive Director, King's Health Partners
- Director & Trustee, The Francis Crick Institute
- Non-Executive Director, King's College Hospital
- Board Director, UK Biobank
- Non-Executive Director, MedCity
- Member, Royal College of Physicians
- Member, Academy of Medical Sciences
- Member, British Society for Human Genetics
- Member, Association of Physicians of Great Britain
- Member, American Society of Human Genetics
- Owner, Apartment 10, Victor Wharf, Clink Street, London, SE1 8DW

Lan Tu

- NED, Arrow Global PLC
- Director, Lonsdale Road (Barnes) Management Company Ltd

Evelyn Welch

- Senior Vice President Service, People & Planning; Professor of Renaissance Studies, KCL
- Chair, Board of Trustees, Dulwich Picture Gallery
- Chair, Advisory Board, Warburg Institute, University of London
- Research England, REF Panel Member
- Director, Florence & the Machine Ltd and subsidiaries
- Member, Association of Art Historians
- Member, Renaissance Society of America
- Member, Society for Renaissance Studies
- Member, Court History Society
- Member, Royal Historical Society

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

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 2021 Council Meeting</i>							
23/11/21	6.1	Principal's report	UCU Strikes The Principal would submit a paper to the January meeting of Council on what has been done on issues beyond pay and pensions		President & Principal	January 2022	Complete – on January 2022 agenda
23/11/21		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
23/11/21	7.1 (ii)	Finance Committee	Five-Year Plan Council requested an update report at its January meeting, ahead of the OfS February deadline		CFO	January 2022	Complete
23/11/21	7.1 (iii)	[REDACTED]	[REDACTED]		SVP (Operations)		In progress
<i>July 2021 Council Meeting</i>							
14/07/21	4	Matters Arising (Private & Confidential)	Petition to Rescind a Fellowship Fellowships & Honorary Degrees Committee to address the request to articulate the circumstances under which it would take an award away and report back on its discussion.	Initial discussion by FHDC in November 2021	College Secretary	No deadline. Expect report back by July 2022 with comprehensive review of processes	In progress

14/07/2	7.3					Academic Year 2021/2022	Complete
<i>May 2021 Council Meeting</i>							
26/05/2	10	AOB: Climate Risk	Future in-depth discussion of ESC/Climate Change/Climate Risk	ESC discussed in September 2021	College Secretary	Academic Year 2021/2022	In progress
<i>March 2021 Council Meeting</i>							
31/03/21	6.2	Balanced scorecard update	Chair of ARCC and Interim Principal to decide whether the Principal's report should include an annex on risk and risk management	In progress	Chair, ARCC & Interim Principal		In progress
31/03/21	8.1	KCLSU President report	KCLSU termly Town Hall dates to be forwarded to Council Members for information	Upcoming dates forwarded to members	KCLSU President		Complete
31/03/21	7.1 (ii)	Debt-raising	A more detailed paper including repayment options would be considered by the Finance Committee and reported back to Council.		VP Finance/ Chair FC		Complete
31/03/21	7.1 (iii)	Financial Outlook and Risks	The Finance Committee to receive a report on the Research Deficit Plan, which it would then report to Council		VP Finance/ Chair FC		In progress
<i>November 2020 Council Meeting</i>							
21/01/21	6.5	Modern Slavery Act Transparency Statement 2019-2020	Vice President (Education) to investigate ways to strengthen the statement and review the training and due diligence actions of suppliers/consortia. ARCC to seek assurance through its annual review of procurement.	For ARCC when it views the annual procurement report	VP (Education)		Complete – on January 2022 agenda

21/01/21	7.3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		In progress
		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
July 2020 Council Meeting							
15.07.20	6.1	Principal's report	NSS – Noted that there would be a further fundraising report on NSS areas	Updated NSS report (and an updated Fundraising report on NSS areas)	Fundraising	2021	In progress
January 2020 Council Meeting							
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

Joanna Brown
Governance Manager
January 2022

King's College Council

Meeting date 20 January 2022

Paper reference KCC-22-01-20-06.1

Status Final



Principal's Report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Principal's Report

Coronavirus update

The university continues to manage the risks and impact of coronavirus. A few days before the end of the Autumn term, given the increasing numbers of COVID positive cases detected on campus through KCL test, we gave permission for teaching activities to move online, where educational objectives could be maintained, whilst keeping the campuses open and some practical and other classes continuing as per the government guidance. In response to the escalating rise in numbers just before the Christmas closure we informed staff and students that those that can work remotely could do so until 17 January and we moved some teaching online between 5 January and 14 January for the small amount of teaching that takes place before the formal start of term. We also announced that graduation ceremonies due to take place in January would be rescheduled to later in the year.

The Principal's Senior Team met on 5 January to consider our approach to the start of term given the latest COVID infection data and agreed a return to face to face teaching from 17 January and extension of the work from home advice until the end of January to bring it in line with the anticipated date for the change in government guidance. To ensure safe campus operations, we have made face coverings mandatory, unless exempt. We continue to encourage staff and students to get vaccinated and be tested twice a week. Meetings and events will take place online where possible and a full risk assessment undertaken where they need to take place in-person. We expect to review this guidance by the end of this month.

The university has formally reviewed its safety plan in light of the latest Omicron data both locally and nationally and the revised version will be considered by the Health & Safety Management Group including trade union representation on 17 January. The personal risk assessment app is being updated to reflect the COVID booster vaccination status. I will give a verbal update at the Council meeting.

Death of Desmond Tutu

Following the death of Desmond Tutu on Boxing Day we posted a short memorial acknowledging our close links with a quote from the President & Principal and the Dean: <https://www.kcl.ac.uk/news/tribute-to-archbishop-desmond-tutu>.

Tutu came to King's in 1962 where he studied for a degree in Theology (1965, awarded by the University of London) and then stayed on for a Masters in Theology (1966). He retained strong connections to King's throughout his life. We awarded him the Fellowship of King's College London (FKC) in 1978, one of his very first such honours. He returned to King's as a Visiting Professor for a year in 2004. We are currently engaged in digitising his papers through the Department of Digital Humanities and, with Executive Dean Marion Thain's leadership, in fundraising for an endowed chair in his name in the Department of Theology and Religious Studies.

Revd Dr Ellen Clark-King, Dean of King's, and Simon Tanner, Professor of Digital Cultural Heritage, who is leading on the Tutu papers project, travelled to South Africa and were able to represent King's effectively throughout their short stay facilitated by Professor 'Funmi Olonisakin including attending the Desmond and Leah Legacy Foundation commemoration event. Ellen was invited as one of a very small number (100) attendees to join the funeral itself. She was also able to give letters of condolence from myself, the Chairman and Bishops of London and Southwark to Tutu's widow directly on a separate occasion. Separately, former Dean Richard Burrige, from London, did a piece for SABC News about Tutu's time at King's and a piece for the Spectator Magazine: <https://www.spectator.co.uk/article/the-father-i-knew-a-tribute-to-desmond-tutu>

Going forward, we are exploring a range of further events and activities to commemorate the relationship between the university and the Archbishop.

Industrial action

UCU

Strike action took place from 1 – 3 December. A number of peaceful picket lines were formed across the university's campuses, with most activity focused on the entry to the Strand building. According to strike declaration data, some 635 staff members were on strike for at least one day between 1- 3 December, including 72 Graduate Teaching Assistants. Arts and Humanities (219 staff) and Social Science & Public Policy (SSPP) (193 staff) were the most impacted faculties.

In terms of the two most impacted faculties, in Arts & Humanities figures currently indicate that 252 separate sessions were impacted by staff members being on strike (equivalent to 4,400 student/sessions impacted (as distinct from unique students)). Of these, 178 were seminars and 45 Hyflex sessions. Very few lectures were cancelled. 49 sessions were instead covered by a GTA. In SSPP, 228 sessions were impacted totaling 5,300 student/sessions. Mitigation approaches are being considered locally.

In terms of Action Short of a Strike (ASOS), the initial notification from UCU notified working to contract and not undertaking any voluntary work. These were not felt to constitute partial performance. UCU has subsequently notified additional elements under ASOS, which include not agreeing to reschedule classes that had been cancelled due to strike action and removal of online materials relating to such cancelled classes. The start date for this action has only recently taken effect and it is therefore too early to assess any scale or impact. It is intended that data will be gathered on ASOS in the same way that it is for strike days.

Unison

UNISON has declared a dispute in relation to the 2021-22 pay offer and is balloting for industrial action. According to the ballot notification UNISON has 586 members employed at King's mainly in administrative, security, cleaning and maintenance positions. Strike action by members of UNISON could potentially be disruptive on a number of fronts. We are developing contingency plans to minimise any disruption to services should UNISON obtain a mandate for strike action and will know the outcome of the ballot soon after it closes on 28 January.

Media Coverage

Members of Council may have seen recent media coverage around Sackler donations, Theresa Cheng's Fellowship and the Rhodes Professorship held by Richard Drayton. We worked actively to provide an accurate King's picture in these cases which were taken up and reported in most cases.

- With respect to Sackler, the concern of the article was the continued acceptance of nearly £14M donations by institutions across the UK from a family associated with Purdue Pharma in the US. For us the accepted funds (£250K) were a part of a continuing project that could not be stopped mid-way. The continuation of this donation was approved by the university's Fundraising Ethics Review Group (FERG) and adhered to the King's College London and Kings Health Partners' Policy for the Acceptance of Donations. The funded work is being led by Professor Declan Murphy into brain-development and neurodevelopmental disorders.
- Another news item, following a FOI request, pointed out that King's had dropped the title of the Rhodes Professor of Imperial History. This had been done in 2020 and had received little attention then. A King's College London spokesperson said: "Professorships at King's are named in association with endowments or funding and as we have not received funding from the Rhodes Trust charity for almost 100 years, the name of that Chair was updated in 2020 to reflect that position."
- Finally, there was renewed interest in our granting a Fellowship to Theresa Cheng and calls that it be withdrawn in light of her prominent role in the pro-China Hong Kong administration. This matter had been discussed at Council and it had been agreed not to revoke this Fellowship. Our stand on this has been: "The Fellowship of King's College (FKC) is distinct from

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Strategy Refresh Update

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

While *Vision 2029* remains our compass, much has changed since it launched in 2017. In light of Covid and Brexit, the Strategy Refresh process is remapping our path to *Vision 2029* and will produce a Strategy underpinned by a 5-year capital plan and financial outlook that will make choices about where our efforts and resources are needed most. The paper is presented to provide sight of the direction of travel. Council will consider the strategy proposals in detail at its May 2022 meeting. A schematic of the strategy process and timeline is included in **Annex One**.

Progress to date

Following the Council Strategy Day on 26 September 2021 the Strategy Refresh process has been progressing at pace across six thematic areas. The descriptions of each are included in **Annex Two**:

- World-Class Education led by Professor Adam Fagan
- Sustainable Research Excellence co-led by Professors Reza Razavi and Richard Trembath
- Strategically-focused Impacts on the World co-led by Professors Evelyn Welch, 'Funmi Olonisakin and Baroness Deborah Bull
- People and Culture led by Professor Evelyn Welch
- Simple, Nimble, Effective King's led by Steve Large
- Investment in our Future led by Annie Kent and Bronwyn Parcell

The Strategy Exploration phase (October to January) has focused on the development of the six themes and foundational cross cutting strategic questions. Key milestones include:

- A Strategy Theme Leads conference (23 November 2021) identified synergies across themes and discussed emerging propositions, issues, and financial parameters related to each theme. The University Executive Strategy Exploration Day (13 December 2021) considered how to become a digitally transformed university and explored our approach to a People and Culture Strategy.
- A series of mini-Summits to determine the strategic priorities for Education and Research and the scope, scale and phasing of the strategic initiatives that will be included in the Strategy. Particular attention will be given to Environmental Sustainability and our obligations as a consumer of energy and resources but also our opportunities as a producer of new knowledge and education in this regard.

Looking ahead

We are now moving into a more detailed Strategy Development Phase (February-March) followed by engaging staff more broadly in the coming months.

Professor Shitij Kapur

President and Principal, King's College London

5 January 2022

Annex 1 – Strategy Process and Timeline Schematic

Annex 2 – Strategy Theme Descriptions

These pages have been redacted

Modern Slavery Statement 2020/21

Action required

- ☒ For approval
☐ For discussion
☐ To note

Motion: That the Council approve the Modern Slavery Act Transparency Statement 2020-2021 for the financial year ended 31 July 2021

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 and signature by the Chair, for posting on the university's web page.

Modern Slavery Act 2020/21 Annual Transparency Statement for the financial year ended 31 July 2021

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 ensure we are ethical employers and 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, King's is an accredited Living Wage employer, paying all directly employed staff and contractors working for extended periods on our premises a wage that recognises the costs of living in London. Further, the College will not agree to any new supplier being added to its finance system unless they assure us via our 'new supplier vetting' that they conduct their business in compliance with the provisions of the Modern Slavery Act 2015 and other social legislation. The College also has terms and conditions of contract which make it a requirement on those with whom it does business to provide assurances that workers in their organisation and in their further supply chain are not subject to inhumane practices and that their welfare is properly protected.

The College comprises ten Professional Services Directorates and nine Faculties - these total upwards of 327 Departments, and there are numerous research groups within each faculty. As it 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. 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 aligns with the legal requirements of the EU or the Public Contracting Regulations.

The College has implemented a Socially Responsible Procurement Policy to better ensure that social benefits are gained and risks of damage to society are reduced when procuring third party contracts. 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 Equalities Act 2010, the Modern Slavery Act 2015, and other legal obligations. Key milestones under this policy have included:

- the establishment of a Responsible Procurement Advisory Group comprising students and staff from professional services and academic faculties of the College;
- the incorporation of a supply chain code of conduct into our evaluation procedures and contracts;
- a supplier risk assessment tool; and
- our partnership with Electronics Watch, a non-governmental body which works with buyers and civil society to monitor the practices in electronics factories across the world using worker led surveys.

In academic year 2020-2021, the non-pay contractual expenditure (which is influenceable by the Procurement function) of the university on goods, works and services was approximately £177 million with

around 3269 different suppliers. The nature of this expenditure falls predominantly within the following categories:

- Estates and Facilities - Capital Projects and minor works
- Premises Services - Catering, furnishing, heating, and cooling and other facilities management services
- ICT Equipment and Services - Computing, Communications and Audio Visual
- Laboratory Supplies - Research and Scientific Consumables
- Research Services – Services related to drug trials, equipment, consultancy
- 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

A Compliance Assurance Review was undertaken internally in the 2020-21 year and concluded through sample testing that appropriate assurances are taken from potential vendors with regards to their supply chains and socially responsible business practices. To support with the collection and assessment of these assurances, the College uses suitable electronic tools, including a due diligence research tool.

A similar approach is taken to assessing major corporate donors to ensure that their business practices are legally compliant with the Modern Slavery legislation and that their standards of conduct align with the high expectations of the College regarding social responsibility. The process to assess donors includes a step for senior review of due diligence outcomes.

The College also supports various approaches to ensuring compliance to Modern Slavery legislation in its arrangements for research. For smaller partnership arrangements, King's generally insists on using the sector-standard Brunswick Collaboration agreement templates, which contain a provision that all parties shall procure goods and services in a way that complies with all applicable laws, regulations, and statutes, including those relating to modern slavery and anti-bribery. On larger agreements, a similar contractual clause will be inserted by the Research Grants and Contracts team as a mandatory requirement. In sub-contracting research work, the College ensures that its partners maintain the standards of compliance expected by UK Modern Slavery legislation through an established due diligence process and supported using an interrogatory electronic tool. A similar due diligence process is undertaken on commercial research partners, although compliance is also enforced with such partners through contractual obligation.

The internal Compliance Assurance Review conducted in the 2020-21 year was also able to establish, through a series of sample tests, that the processes in Fundraising and Research Management were also robust and comprehensive.

The College 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
- the acceptance of high value donations to support its work
- its work with Research Partners in the UK and globally

The College during the year has implemented supply chain mapping projects for student nursing uniforms and laboratory used gloves, the next stage being assessment of all suppliers and their approach to labour

ethics.

Milestones for the next Reporting Year include:

1. Reviewing the Socially Responsible Procurement Policy;
2. Assessing the College against the ISO20400 Sustainable Procurement Guidance Standard;
3. Establishing Responsible Procurement Plans for each KCL Procurement Category; and
4. Establishing Responsible Procurement Key Performance Indicators for each full tendered contract.

King's Strategic Vision 2029 describes the College's vision to make the world a better place. This strategic vision was launched in January 2017 and takes us to our 200th anniversary in 2029. It builds upon our history of making a full contribution to society, as we continue to focus on world-leading education, research, and service in an increasingly interconnected and complex world.

[Signed]

Lord Geidt
Chair of King's College Council

Date

This statement was approved by Council on [20 January 2022]

King's College Council

Meeting date 20 January 2022

Paper reference KCC-22-01-20-07

Status Final



People & Culture – Current & Emerging Issues

Action required

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

Executive summary

During discussion arising at the November meeting of Council on the UCU strike action, it was noted that UCU King's representatives were most concerned about pay and conditions, and in particular workload and precarity of contracts. This paper provides further information on what has been done at King's College London on emerging issues related to people and cultures.

People & Culture at King's College London: Current and Emerging Issues

Who are we?

Over the past twenty years, staff and student numbers at King's College London have grown dramatically. Only recently, however, with the very large intake of 2021-22, has the staff-student ratio (which currently varies from 23:1 in KBS to 7:1 in Dentistry) changed, shifting to just above the Russell Group average. This consistency has been achieved, in part, by a significant number of academic appointments in high demand areas (albeit often lagging behind student enrolments), increasing the percentage of teaching-only staff, and by drawing on a greater number of Graduate Teaching Assistants, who now number more than 1,000 individual post-graduate researchers. Over the same period, the balance between our Professional services and Academic staff has remained relatively static (once you take the insourcing of our cleaning and security staff into account) while the need for specialist expertise in the external political, regulatory, and funding landscape for universities has increased dramatically.

FTE Growth in KCL staff, 2002/3-2020/21 ¹

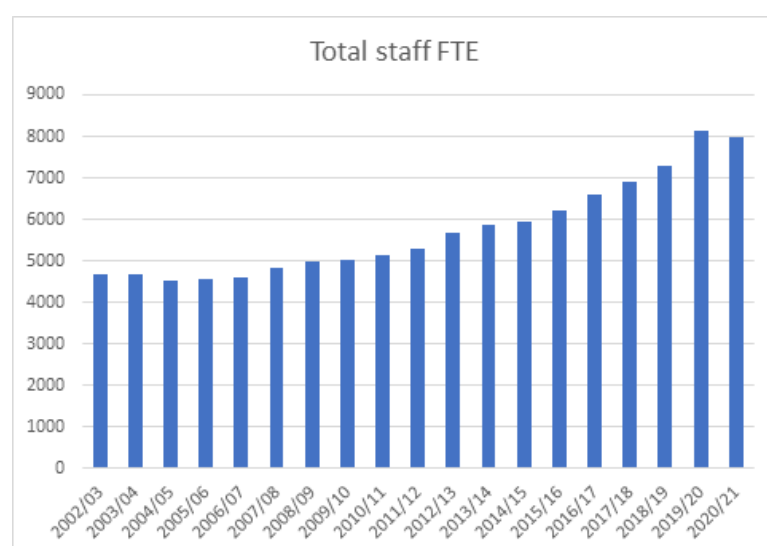
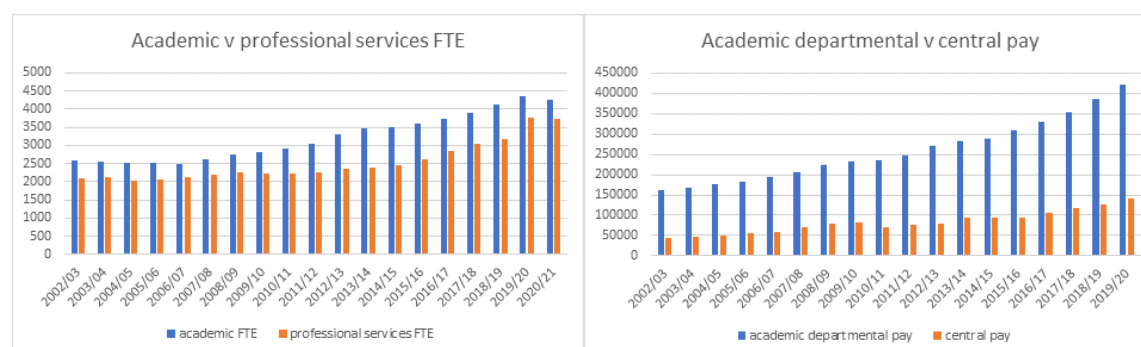


Fig. 1: Change in total KCL staff FTE 2002-2021 (from statutory accounts)



¹ Data taken from audited financial accounts; student numbers from HESA returns. The increase in PSE FTE in 19/20 is mainly a consequence of insourcing cleaning and security staff.

UCU's 'Four Fights'

1. **Pay:** UCU are asking for an increase in all spine points of £2500, a £10 minimum per hour for all contract types and a 10:1 maximum sector-wide pay ratio.

We meet two out of three UCU demands. We are a London-Living Wage accredited employer and pay a minimum of £11.05 per hour. For the 2020/21 financial year, the salary received by Professor Kapur is 7.8 times the median base pay of King's staff and 8.8 times to the median total pay, for the period of his employment.

We do not meet UCU's pay demand. UNISON, another of our recognised Unions is also balloting for strike over pay. This is not fully under our control. HE pay is negotiated annually through the National Pay Bargaining round by the [University and Colleges Employers Association \(UCEA\)](#) with the five sector trade unions. Following the 2020/21 round, we implemented the 1.5% nationally agreed uplift for all staff. For staff at the lower end of the pay scales, we increased their pay up to a maximum of 3.6%. We could withdraw from National Pay Bargaining (Imperial has done so) but our Unions do not want us to do so; Imperial negotiate significantly higher pay increases than those agreed nationally.

We do negotiate with the trade unions locally on London Weighting. There is an on-going local request (from 2019 onwards) from all our recognised unions for this to be uprated for all staff. If the union demand for an increase in London Weighting from £3.5k to £5k is accepted, the annual across-the-board payroll increase involved could be very significant, up to an additional £12m per annum. Discussions with the recognised unions involved are scheduled for this semester.

There are other areas under our direct control, for example, we can decide locally where to draw the grade boundaries. Whilst we have no difficulty recruiting to academic roles at the lower end of the national grade and spine points, this may be because there are too many postdocs chasing too few permanent academic positions. This may be entirely reasonable if we are recruiting the quality required at the salaries we offer. But an initial analysis suggests our starting lecturer salaries are lower than other London Russell Group and these starting salaries determine our GTA and HPL pay rates.

Finally, it is currently more challenging to recruit and retain PS staff both on our lower grades (where staff will move for a minor increase in wages) and at all levels where specialist skills are in high demand. This suggests that we will need to revisit our current pay & reward structure both systematically and in a targeted fashion where we risk falling behind in the market. In all cases, we need to be clear that responding to these demands mean overall pay costs will rise rather than fall in the future. Higher salary bills will make it harder to increase the number of staff we hire in the future. Reviewing our local pay & reward structures is a priority project for the People & Culture strategy.

2. **Job Security:** UCU are asking to move all staff from hourly paid to fractional contracts, create a framework to eliminate precarious employment practices across HE and have national guidance to end the outsourcing of support services and bring staff into in-house employment.

We meet all these UCU demands. We insourced cleaning and security services in 2019. We use very few zero-hour contracts and have attempted to move all our GTAs onto fractional contracts (a key UCU and GTA campaigners' collective demand); however, we have faced challenges in delivering reliable payments to GTAs and may need to rethink how we address this, noting that any move away

from our original promise of fractional assignments rather than hourly paid contracts will cause upset.

Nonetheless, the fact that we meet all these demands doesn't mean that there aren't continuing challenges. Even UCU accept that we will always have a need to employ some staff on fixed term contracts or on an hourly paid basis depending on the nature of the role. Short fixed-term contracts (FTC) are usually used to cover circumstances like parental or sick leave, and roles covered by external research grants. In 2019 we established a set of recruitment principles to address and reduce our reliance on short FTCs. Where we can reasonably anticipate a continuing need for particular roles, we employ staff on permanent contracts beyond the end date of the research project or teaching assignment. But research grants are highly competitive and there is no guarantee of permanency. Some funders will not cover the salaries of staff on open-ended contracts, only paying for those directly engaged on the specific research project. With the growth in externally funded STEM research we are likely to see the growth rather than the contraction of FTC staff, a challenge which is sector-wide in terms of creating stable employment for postdoctoral researchers.

There are also acknowledged issues around our increasing use of GTAs to cover small-group teaching as well as this cohort's reliance on the income these sessions provide. Finally, at national level, there are concerns about the mismatch between the number of graduating PGR students and Postdocs and available full-time, open-ended contract positions in academia. While we offer considerable support for career development, we cannot guarantee that all our FTC staff and GTAs will move into academic roles. This is a source of considerable stress that has to be addressed at national and funder-level. Locally, Reza Rezavi is leading a major piece of work on how to tackle postdoctoral careers as part of the Research Strategy refresh while Mike Curtis and Adam Fagan are addressing the current and longer-term GTA issues.

3. Manageable Workloads: UCU want to see nationally agreed action to address excessive workloads and 35 hours to be the standard weekly employment contract for all HEIs.

We meet the demand for a 35-hour week. But this is a theoretical rather than an actual achievement. While we do aim to ensure that King's staff have a good work-life balance with significant support and welfare systems in place, we believe that many of our staff who are Grade 5 and above now work more than 35 hours a week. Excessive workload is now the single most important concern that staff are raising to date.

Our initial analysis suggests that it is not simply the increase in students, research grants or projects but also the changing nature of the workload itself that is causing challenges. Most academic staff feel that they are asked to do numerous administrative tasks that were once delegated to support staff and that there is little time left for research; many PS staff feel that the volume and complexity of the work that they are being asked to do is unmanageable. Is it possible that people feel unhappy not only because work has increased but also because the composition of workload has shifted: that people have more to do of the things that they find less rewarding, leaving less time for the aspects of work they enjoy and consider core to their role? This is not just an issue for King's but nationally and internationally.³ We will want to draw on expertise as we make this, along with pay & reward structures, the highest priority for investigation and recommendations in 2022.

³ J. Miller 2019: 'Where does the time go?: An academic workload case study at an Australian University', *Journal of Higher Education Policy & Management*, 41, 633-645.

4. **Equality:** UCU want national, time-specific agreed action to close the gender, ethnic and disability pay gaps by each HEI, an implementation plan which is reported back to the Joint Negotiating Committee, HEIs to encourage staff to disclose their protected characteristics.

We meet all demands where they are under our control. We report on our legal requirement on the gender pay gap (currently just over 14%, a decrease from 19.5% in 2017) and voluntarily on our ethnicity pay gap (just over 20%). We are working on mechanisms to report on our disability pay gap and want to prioritise this in 2022.

Under the leadership of Sarah Guerra, Funmi Olonisakin, Martin Kirk and Evelyn Welch, we have targeted Athena SWAN and Race Equality Charter implementation plans which focus on the advancement of women and BAME staff. Our ongoing success in lowering our pay gaps is due to the associated action planning, benchmarking and target setting. The percentage of senior female academic staff is the highest in the Russell Group. The percentage of senior female professional service staff is consistent with the Russell Group average (49.4% compared to the RG average of 49.7%). The percentage of BME staff, both academic and professional services, are above the London HEI average. However, we know that further progress is needed, particularly around occupational segregation (where black male staff occupy the majority of our lowest grade roles and white male staff occupy the majority of our higher-grade roles) as well as improvements in ensuring our EDI policies are applied consistently across King's. We have recently instituted a committee focusing on disability, chaired by the SVP (Health) with disability inclusion as one of the highest priorities for our EDI strategy going forward. We would value Council's engagement in helping us develop a disability pay gap measure that would be accepted nationally.

What next for 'People & Culture' at King's?

The appointment of a new role (the Senior Vice-President for Service, People & Planning) and the move of the EDI team to her portfolio have led to a review of governance around how we support our people and create a strong, supportive culture at King's. As the paper indicates, we already offer many of the career development and working conditions that our unions are asking for. However, this is not being felt on the ground.

Addressing this issue is not simply one of communication but also one of building trust, a core theme of the Vision 2029 strategy refresh. We want full staff engagement, with staff at all levels having a strong sense that they have a voice which is heard within the organisation.

On a very practical level, we are reviewing our new HR system (People XD) and its implementation and are commissioning a new, flexible staff survey that can capture both college-wide and very local staff sentiment and ensure that it is acted upon. We are also putting in place a full suite of organisational development training and development offers, including leadership programmes for our Heads of Department. We have instituted new bullying & harassment policies and procedures, menstruation and menopause policies and numerous other initiatives to improve a sense of belonging whatever your background at King's. Early initiatives include articulating our pay, training, development, and career enhancement benefits as a full 'package'.

We are currently exploring how Council could assist with this project through the creation of an appropriate committee with the same level of oversight as we provide for our finances and estate. We will be working with the Governance & Nominations Committee to develop the remit, membership and terms of reference for this committee with a view to having it in place by the summer of 2022.

Evelyn Welch and Steve Large, 05 January 2021

King's College Council	
Meeting date	20 January 2022
Paper reference	KCC-22-01-20-08
Status	Final

Equalising opportunities – local, national & global

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

This paper summarises developments in widening participation (WP) at King's, including both areas in which there has been considerable success and where progress has been more limited. The paper outlines strategic priorities for the next three-year period, our response to predicted changes in Government policy and our on-going commitment to social mobility within the local, national and global contexts. We present this to Council for discussion as part of our wider refresh of Vision 2029 and our education strategy.

'Widening Participation' refers to initiatives to expand access to education for students from disadvantaged backgrounds or groups underrepresented at King's and in higher education more broadly. As well as access to King's, WP covers how students succeed and thrive once they have enrolled and how we support them to successful outcomes. WP is a core regulatory requirement of the Office for Students (OfS). All higher education providers need to have a five-year Access and Participation Plan (APP) approved by the OfS as a condition of registration to be able to charge up to the maximum undergraduate fee and access public funds.

In the period since 2016 we have met or very closely met all our set targets. The proportion of Black and Minority Ethnic students at King's increased to 59% of UK undergraduate students (44.1% in 2015/16). Over a quarter of our students are from the most disadvantaged family backgrounds. We are positioned well for realising our onward five-year targets although we are not complacent. We are reviewing our position now to get ahead of external developments and align internal priorities. We will maintain focus on access, but need to go beyond just access, so student success is now critical, requiring effective mainstreamed solutions while keeping active watch on data to address gaps as they emerge. The most prominent attainment gap at the moment is the difference between black and white students with respect to Good degrees (First, and 2:1) awards.

In November 2020 and on the back of the 'levelling-up' agenda, the government indicated a new direction for WP. Although further details are still forthcoming, it is widely believed that the government will expect universities to work more closely with schools to address disadvantage gaps and raise attainment at school level and to place a greater emphasis on supporting students to succeed once enrolled. King's is in a strong position to respond given that we have already been proactive in attainment-raising initiatives with partner schools and networks. We have already begun scoping and planning regional and national expansion and intend to develop these at pace over the next three to five years.

Council is asked to note this paper and provide comment, reflection or steer on the overarching planned priorities. Discussion with Council will inform the refresh work underway for Vision 2029. This will enable priority setting to deliver on our ongoing commitment to remove barriers to educational equity, promote fair access to King's and help address the UK's (and global) social mobility challenges.

Equalising opportunities – local, national & global

Purpose of paper and context

King's has a long-standing commitment to widening participation (WP). As a leading university, we have the power, expertise and drive to transform not just the lives of our students, but also to equalise opportunities and so boost the social mobility of local, national and global communities. Our goal is to be the top Russell Group university for social mobility and widening participation. To achieve this, we need to be unrelenting in our commitment to challenging disadvantage, including ensuring equitable access to higher education. But we also need to make significant improvements to our internal data analytics to ensure that we can track the progress of our students and respond quickly to attainment gaps. Addressing inequalities in access, student success and progression links to local and national work with young people, families and schools, education design and delivery, pastoral and academic support, wellbeing and mental health. Evaluation of and student engagement in all the above is also crucial.

There is clear evidence that the pandemic has entrenched and exacerbated divides in society, with the already disadvantaged disproportionately impacted. This is particularly prevalent in terms of education and health, including mental health. The Social Mobility Commission has reported on [stagnating social mobility](#) while the DfE reports greater learning loss leading to [widening education gaps](#) for the most disadvantaged pupils. The government's much heralded paper on 'Levelling-up' (January 2022) is expected to tackle these disadvantages and ensure that place is not a barrier to opportunity. It will likely include a focus on reducing regional differences in economic development, education, health & social care and social mobility.

Prefiguring the white paper and signalling greater emphasis on addressing regional inequalities, the Minister of State for Higher and Further Education, in a speech in November, asked that universities rewrite their Access and Participation Plans with focus on interventions with schools. This would include 'interventions that genuinely drive-up education standards, including summer schools, curricular enrichment, and programmes of intervention in schools.' Her speech also emphasised the need to encourage young people into higher education (as distinct from directly into one institution) or into other routes to careers, such as apprenticeships. Universities will be asked to provide more technical/vocational provision, with a greater focus on support for student success and progression beyond enrolment. Section 3 below includes initial summary of how we can respond to this.

These shifts in the external policy landscape align with our own reassessment of our priorities and progress towards Vision 2029. Building on success to date, particularly but not exclusively within our Widening Participation strategy, it is timely to consider whether we have in place a strategic vision that will deliver tangible outcomes in the most efficient way possible. We need to consider whether we are on track to deliver our own and government ambitions, whether we have the right resources in place, and what more we might need to do to ensure that we attract the widest pool of talented applicants and ensure their success as King's students.

Section 1: Progress to date and current position

Over the previous five years we have seen substantial successes in widening access to King's so that a broader and more representative student population can benefit from our education. Further detail on our performance to targets is provided in Annex A, alongside how we are positioned in relation to our current five-year plan.

1. Since 2013/14 the proportion of undergraduates from state schools has increased from 72.4% to 76.6% in 2019/20.
2. The proportion of UK BME undergraduates increased by over 20pp to 59.8% over the same period.
3. The proportion of students from the most disadvantaged backgrounds (Acorn metric) increased to more than a quarter of undergraduate students.
4. The gap in entry between the most advantaged and least advantaged students applying to King's has closed by six percentage points in the last five years, with a plan to close the gap completely in the next five years.

5. Recent [Sutton Trust research](#) ranked universities according to intergenerational mobility. King's was placed 16th nationally, and second in the Russell Group (after Queen Mary who were first overall).
6. We have also seen an increase in students coming to King's from our established Widening Participation programmes and WP priority groups to more than 250 this academic year. Of these, the number of priority group students (care leavers, estranged students and forced migrants) coming to King's has increased from five to 43 in the past five years (see **Annex 1**).
7. Almost five per cent of our home undergraduate students secured places at King's through one of our targeted Widening Participation programmes.
8. Students who take part in our K+ programme are three times more likely to enter Medicine than their peers.
9. Before the pandemic we already had a plan in place to develop GCSE tutoring to boost attainment in schools. This has now run as a pilot. Preliminary evaluation from one of the partner schools has shown that 92% of participants increased their progress by at least one whole grade against their teachers' predictions. Further data pending.
10. We have developed a series of interventions to support learners from specific targeted groups who are the least likely to go to university. These include Aspire (for Black students), Kent to King's (white working-class students), Rombelong (Gypsy, Roma and Traveller students), WeCare mentors (care leavers), Pride Power (LGBT+ students). We have dedicated work to support teachers, social workers and parents (King's Advocate Award Continuing Professional Development programme, Parent Power national expansion and Hastings Project). Further detail can be found [here](#).

The only target where no progress was made was the proportion of students from the lowest participation neighbourhoods (LPNs) as defined by POLAR. However, this is not the most effective measure for London-based institutions as there are very few LPNs in London and King's primarily targets family-level disadvantage.

To deliver Vision 2029 to date, we have developed focussed long-term WP initiatives in the context of a broader focus on our local communities, under the banner of #KingsLocal. In this way, we have aligned regulatory requirements with core strategic priorities. We have a dual focus on attainment from years 7-13, combined with boosting students' confidence, knowledge, self-efficacy and expectations. We give learners purpose and agency so they are in the strongest position to make plans and smart decisions about university, with support to achieve the grades they need to get there. In this way we aim to remove barriers and make King's more representative.

We have achieved this through the development of significant initiatives under Vision 2029:

- Established the What Works unit as a core arm in the central WP team, covering evaluation and trials of new activity across the lifecycle with focus on impact.
- Delivered work to scale via high-profile partnerships (Sutton Trust, IntoUniversity, Brilliant Club).
- Institution-level 'big ticket' work: continued success of the Extended Medical Degree Programme, Sanctuary scholarships programme and establishing King's Maths School.
- WP and What Works set up the *Centre for Transforming Access and Student Outcomes*. This is the OfS-sponsored What Works centre for the sector, with Nottingham Trent and the Behavioural Insights Team. TASO now spun off as an independent charity.

In terms of student success, we have built dedicated activity for groups where we have identified gaps continuation, attainment and progression, and for students who need extra support. However, we have balanced this with the need to deliver inclusive mainstream interventions. This is work, policy and education design applicable to all students but where we anticipate particular impacts on individuals from WP backgrounds or in specific contexts. This has included better understanding students' perceived sense of belonging and self-efficacy to inform new work on student transition ([Settling Into King's](#)), establishing [King's Civic Leadership Academy](#) to provide work experience and a civic leadership curriculum for underrepresented students, and the development of [King's Edge](#) to support students' personal and professional development, enabling them to evidence the knowledge, attributes, skills and experiences to effectively navigate their lives and future careers.

Section 3: Current gaps and challenges

In developing these actions, we will meet new Government priorities for our APPs and Levelling Up. However, first and foremost these will help us continue to boost young people's attainment, increase the applicant pool and widen access to King's as a strategic priority.

Access

1. To close the gap in access between students from the most and least represented areas.

Actions:

(i) to move from local/regional widening participation to a national programme (we are currently over-reliant on London/Southeast in terms of widening access for underrepresented students).

(ii) Various social mobility 'cold spots' have been identified in different regions of the UK and we are in the process of scoping and identifying appropriate strategies for these targeted areas.

(iii) Strengthen and build on the established links with various Multi Academy Trusts, Teach First and Virtual Headteacher networks with national coverage.

(iv) Evaluate King's emerging national role given future Levelling Up announcements and policy initiatives alongside the local engagement strategies of regionally based universities and our ability to gain buy-in of local communities beyond London. As an example, work is underway to explore the potential for deepening our partnership with Cornwall, working with the regional government, including local education and employer networks. King's already has a foothold, including responsibilities to local communities, through the King's Service Centre. While such a partnership would extend beyond WP, close working with communities, partner schools, local organisations and colleges would enable King's to explore in depth the potential of an educational and access to university experience that aligns with Cornwall Council's education strategy.

2. Maximising digital provision.

Actions:

(i) King's moved WP provision online during the first wave of COVID-19 to ensure that there was no lost year for learners and to maintain progress. We now need to integrate this and further develop our virtual programmes as an asset that will support delivery of our national expansion. There is a risk we are outpaced. Innovation here will be instrumental in delivering the Government priorities.

Student success and progression

3. Data management to monitor progress, guide decisions and demonstrate tangible impact.

Actions:

(i) Improve our capacity to analyse data mapped to the 'student journey' covering key points (application, enrolment, first six months, onward progression).

4. Student retention: at top level retention is good and no WP groups are appreciably more likely to drop out. However, there is variation between some groups and by programme (for example, between Young/Mature students, or in Nursing). The proportion of disabled undergraduate students has increased from 12.5% to 16.4% in the past five years. While there is no significant difference in retention and attainment for disabled students, we need to be responsive to this.

Actions:

(i) We need to monitor this data closely and build our analytics capacity to take tangible actions before problems become acute.

5. In terms of outcomes, widening participation has focussed on removing barriers to undergraduate study. We should increase our focus to include access to postgraduate study, which would also meet student progression and graduate outcomes objectives.

Actions:

- (i) An alumni discount targeted at underrepresented students is being developed.
 - (ii) We need to better understand the data in terms of under-/over-representation at faculty level as there will be substantial variation. This in turn would shape development of activity.
6. Attainment gaps between Black students and white students remain. We have well developed activity here, [which OfS recently commissioned as a case study](#).

Actions:

- (i) We need to maintain momentum to meet our targets of closing the gap in degree awards. The approach to the data here is critical given issues around headcount, statistical significance and often localised nature of data between and within faculty. It will be crucial to have capability to drill down, to ensure that data is more widely and routinely used by departments and translated into applied actions. We also need to better understand the variation and nuances for students within the overarching (and overly blunt) 'BME' label and look at how characteristics interact.

Moving towards an international approach

- 7. Widening access to world class education for the best minds in the developing world can bring greater diversity as well as global distinctiveness to King's. King's has the potential to reach a broader array of students across the UK and the developing regions of the world by increasing the numbers of high-performing young people with access to world class education in Africa, parts of Asia and Latin America.

Actions:

- (i) Two challenges for this marginal group of international students are *affordability* and *digital access*. We should explore how these could be addressed through means testing and geo-pricing in addition to partnerships with industry and our alumni in ways that address the digital divide (which is a barrier to access both within the UK and internationally).

Next steps

Discussion with Council will inform the refresh work underway for Vision 2029. This will enable priority setting to deliver on our ongoing commitment to remove barriers to educational equity, promote fair access to King's and help address the UK's (and global) social mobility challenges. Council is asked to note this paper and provide comment, reflection or steer on the overarching planned priorities. We welcome views in particular on:

- a. The greater emphasis placed on national work, place and levelling up.
- b. Working closely with schools on young people's attainment to grow the pool of talented students who can make effective, realistic decisions for their futures (including coming to King's).
- c. The criticality of social mobility to King's as an institution.
- d. Our international obligations and importance of global access and equity.

It is important to note we are positioned well in relation to aspects of these changes. Some plans were already in development but have increased in importance given the external policy shifts and Government expectations. However, improving social mobility – locally, nationally and globally – is part of King's ethos. Talent is everywhere, opportunity is not, and our commitment is not solely a response to Ministerial announcement. However, it is timely to interrogate this aspect of our work and to set our course with purpose for the coming years.

Professor Adam Fagan, Interim Vice President (Education)

Baroness Bull, Vice President (Communities & National Engagement)

Professor 'Funmi Olonisakin, Vice President (Global Engagement)

Michael Bennett, Associate Director of Social Mobility & Widening Participation

5 January 2022

Annex 1 – Data on access and participation targets

Annex 2 – Data sources and research informing Widening Participation department national expansion scoping

These pages have been redacted

Report of the Academic Board

Contents	Meeting at which considered	Consent agenda	Council action
1. World-Class Education Strategy Refresh Annex 1	8 December 2021	Yes	Note
2. Review of King's policy and procedures for approval of international partnerships Annex 2 [RESERVED]	8 December 2021	Yes	Note
3. Academic Board Annual Business Plan	8 December 2021	Yes	Note
4. Regular items approved or noted	8 December 2021	Yes	Note

For note

1. World-Class Education Strategy Refresh [Strategic Discussion]

Academic Board received a presentation and was invited to contribute to the strategy refresh process in group discussion and feedback. Board members discussed:

- Transition in, through and beyond university
- Student Support and Wellbeing
- Beyond the 'on-campus'/'online' dichotomy
- Global King's

The Education Strategy refresh would be a substantial item on the Academic Board spring term agenda, and in the meantime would go through further stakeholder engagement.

2. Review of King's policy and procedures for approval of international partnerships

Academic Board members discussed the comprehensive strategic review undertaken to consider, improve and manage international partnerships. The review concerned not just international risks but also the governance of process. The two most important principles in the proposals were agility and proportionality. In such a diverse and complex setting as a university this was a complex challenge and would take time to develop.

3. Academic Board Annual Business Plan

Academic Board members approved the Academic Board Annual Business Plan, which set out a proposal to provide structure around strategic discussions and outlined the regular items of business expected to come forward.

4. Academic Board sub-Committee reports

Reports approved and noted as part of the Unanimous Consent Agenda:

- *School merger – School of Life Course and Population Sciences, FoLSM*

College International Committee:

- *Strategy Refresh*
- *King's Global Turing Project*

College Research Committee:

- *Security Sensitive Research Policy (approved)*
- *Researcher Concordat Action Plan (approved)*
- *Research Integrity Annual Statement*

College Education Committee:

- *Portfolio Simplification (approved)*
- *Welcome to King's Report 2021*
- *Proposal for a new KCL Marking Framework*
- *Statement for Exam Period 2 and 3*
- *Inclusive Education Steering Committee*
- *King's Education Awards 2021-22*
- *Assessment Boards Annual Report*
- *Student Conduct & Appeals Annual Report*

Academic Standards Sub-Committee:

- *Changes to the Academic Calendar (approved)*
- *Mid-year amendment to T30 Academic Regulations (approved)*

College London Committee

- *Chair's report*
- *Strategically focussed impacts on the world*
- *Careers and Employability*
- *Faculty annual London reports*
- *King's London Highlights*

Academic Board Operations Committee:

- *Executive Structure changes and implications for Academic Board*
- *Membership of ABOC*

5. Other items approved or noted

- (i) Principal's report on key current matters
- (ii) KCLSU President's report
- (iii) The Dean's report
- (iv) Election of Associates of King's College (AKC) (**approved**)

World Class Education: Strategy Refresh

Context: Reviewing our Path to Vision 2029

[Vision 2029](#) set out bold ambitions for King's and we are very proud of what we have achieved to date. While it remains our guide, much has changed since it was launched. We have seen the radical transformation of our external landscape with Brexit, COVID-19, shifting UK government priorities and changing global geopolitics. While our commitments remain clear, the time is now right to consider our path to deliver *Vision 2029*. We will need to understand where our efforts and resources are most needed. We will need to answer key questions such as how we enhance our education and further the success of our students; how we grow our research capability in a sustainable manner; how we develop our commitment to our people and culture and to the success of our partners and the communities whom we serve, locally, nationally and internationally.

Since October, senior leaders have been working with colleagues across King's to explore and ask and answer these and other questions that will help us plot out and consolidate our key areas of focus for the next five years. We'll share the outcomes of this exploration and scoping phase with all of our staff early in 2022 and explain how we will use these insights to refresh our strategy and set out our priorities for the years ahead, mapping the next stage of our path to our bi-centenary and to *Vision 2029*.

World Class Education Theme

'World Class Education' is one of the six themes around which the strategy exploration process has been structured, led by Professor Adam Fagan, Vice Principal (Education). As part of this exercise, we have defined a series of questions which it is imperative that a refreshed set of strategic priorities for education seeks to address.

- **The Context for Change**

The COVID-19 pandemic has accelerated King's transition towards an integrated digital learning experience for our students. It has highlighted the tremendous opportunities presented by integrating digital resources and delivery as part of a King's education. But it has also shown where we can do more to better equip our staff with digital skills and knowledge, and to support our students. It has highlighted disparities and the critical importance of supporting both students' mental health and wellbeing and their successful transition into their first year at university.

A distinctive, purposeful King's education should prepare students for employment and/or postgraduate study. But we must do more than that – we must prepare them to take on some of the big challenges of humanity: the climate, inequality, so-called 'culture wars' and the long-term impact of the pandemic. To do so effectively however, our educational offering must be built on solid foundations: on inclusivity for our learners and on smooth, functional systems and processes. We must examine critically our existing priorities and, if necessary, recalibrate, to support our students' success in the new para-COVID normality.

- **Key Questions**

The questions that this theme has set out to answer are listed in *Appendix One*.

Process and Outputs

A group of lead contributors has been formed, drawing on expertise across the Students & Education Directorates and from faculties and including Executive Deans and Directors of Operations. Individuals and small teams within the group have compiled detailed analyses and proposals in relation to each of the key questions. These have been reviewed by the group and are being refined further. A smaller steering group led by Adam will meet in December, to once again review the information that has been provided and to recommend an initial list of proposals and initiatives to the university's executive as the highest priority areas of focus for education to 2025.

Ceri Margerison, Associate Director (Strategy)

25 November 2021

Appendix One: World Class Education Theme Key Questions

Areas of Work	High-level key questions	Sub-questions/data/ existing information to gather
Support the success of every student	Support an effective transition to university: King's First Year	How do we develop and deliver King's First Year to prepare students for success at university?
	Support more effective student journeys through university: [King's Flexible Curriculum]	<ul style="list-style-type: none"> Is the 'flexible curriculum' the best way to deliver a transformative education for our students? Is it the only way? Have we missed an alternative means of delivering a transformative education? If 'flex' is the right approach, what design and model of delivery will provide a transformative education for our students?
	Support more effective student journeys through university: [Identify our existing strengths]	<p>What are the key drivers of King's current success in attracting high-quality applicants and producing highly sought-after graduates?</p> <p>Build on what we already do successfully:</p> <p>How do we build on these for the future?</p>
	Support more effective student journeys through university: [processes and systems]	<ul style="list-style-type: none"> Identify the highest priority systems and processes: Which of our systems and processes underpinning educational operations (e.g., course / module management, assessment and feedback, and the use of data) are the highest priorities for rapid change and improvement? Improve the highest priority systems and processes: How do we drive these rapid improvements to support more effective student journeys?
	Support more effective student journeys through university: [individualised student data]	How do we use data most effectively to support students' trajectories through King's?
	Support success beyond university: King's Edge	How do we use and develop King's Edge to support students' success beyond university, as King's alumni?
Consistent excellence in pedagogy and curriculum design	Support academic success <ul style="list-style-type: none"> Education career paths Pedagogical skills and training Personal tutoring 	What are the priorities for action and focus in each of these areas, to enable academic colleagues to support student success?

	<ul style="list-style-type: none"> • Research-led education 	
	Develop King's online and blended offer for on-campus students: What is the right "blend" of digital opportunities for our Campus students?	How can we best use digital education and technology in our pedagogy to most effectively support student success?
Support student mental health and wellbeing	How do we continue to develop our position and distinction as a world-leading institution for innovative approaches to supporting student mental health and wellbeing?	
Widen participation in an inclusive King's education	<ul style="list-style-type: none"> • How do we continue to widen participation? • How do we minimise attainment gaps? 	
Widen access to a King's education	King's Online	<ul style="list-style-type: none"> • How can we enable students across the globe to access a King's education? • What should be King's online offering? • How should we build our reputation and positioning in the online education market?
	Lifelong learning	<ul style="list-style-type: none"> • What are our priorities for lifelong learning? • How do we/ should we support Degree Apprenticeships?
Investing in our future: theme question	<i>Where are the best opportunities for King's to develop high growth, high margin programmes of study?</i>	
'Simple, Nimble' Efficient' theme question: Excellence in our learning environment	<i>How can we transform and invest in our teaching spaces to support student success?</i>	

These pages have been redacted

KCLSU President's report

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

This report outlines a summary of actions being undertaken by the King's College London Student's Union's (KCLSU) Sabbatical Officers. The report is pertinent in representing the student voice on a number of critical issues which will affect the wider student body. The Sabbatical Officers have also used this opportunity to outline changes which they believe are required in the university space and the Higher Education sector more broadly. These insights have been gathered by the officers through their own lived experiences as a KCL (university) student. These can be achieved through their involvement in the different high-level committees at KCL or through liaising with the National Union for Students (NUS).

Objectives are identified based upon personal areas of interests but also the constantly changing needs of students. There are a broad range of priorities that can be summarised into categories, as outlined below; however, a more in-depth view of the objectives for the year is available in the Officers' report (**Annex 1**).

The 21/22 Officer Team:

President – Zahra Syed (ZS)

VP Community and Welfare – Muhammed Daniyal Ubaidullah (DU)

VP Education (Health) – Fatimah Patel (FP)

VP Education (Arts and Sciences) – Hamza Lone (HL)

VP Postgraduate – Rebecca Selling (RS)

VP Activities and Development- Arsalan Zafar (AZ)

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

KCLSU President's Report

Summary of Annex 1 [Officers Report]

The student experience is an evolving entity, which has led to an evolution in the priorities of the KCLSU sabbatical officers to ensure that objectives are in line with the needs of students. In addition, the unique challenges presented by the Covid-19 pandemic further strengthen the need for the student voice to be heard and recognised. To ensure that these challenges are addressed effectively, the Officer's report is broken down into three key sections, which articulate emerging issues, strategic issues, and specific issues pertinent to the role of the sabbatical officer. The student experience includes academic study but also the non-academic areas which students participate in.

Section One

Section one of the report highlights tactical yet critical issues that students have raised as part of their student experience since the start of term. Section one is an evolutionary area that will be updated to highlight the student experience alongside the student life cycle and their interactions during the term. The below highlights present a summary of some of the issues raised:

UCU Strikes: As of now, UCU have held three days of strike action from 1st-3rd December 2021, with picket lines and protests on various campuses across London. This was found to have some impact on the student experience, as KCLSU Advice received 3 complaints around the strikes. This could rise over the coming months as there will be a period of action short of strike (ASOS) from 1st December 2021 – 3rd May 2022. Officers are currently seeking a response from the college on what they will do to mitigate the impact of strike action and ASOS on loss of learning, joy of learning and student wellbeing.

GTA Pay: Officers were disappointed to hear that King's PGR students who work as GTAs were not paid on time for the teaching services they provide in between their studies and research. KCLSU are in conversation with College representatives to understand why this happened, what will be done to ensure GTAs are paid on time, and that GTAs starting in the January term will not experience these same issues.

Drink/Intravenous Spiking: The student body has become anxious due to the rise in spiking incidents across the UK. An open letter was written and co-signed by multiple KCLSU student societies, urging for the university and the SU to take action on gendered violence. KCLSU and KCL have been working on communications to be sent out to students on how they could reach out for support.

Increased student numbers: KCL's success in attracting more UG students choosing KCL as their preferred choice brings challenges of accommodating such large student numbers. Some specific concerns are, Common Year One i.e., sufficient clinical and lab space provisions for our students. But critically, this is the second year that KCL is welcoming a significantly higher number than expected of UG students, so it is essential to fully understand the impact this has had on the student experience. KCLSU has received Tiger Team funding to deal with the issues, and SLT is currently planning how best to use that funding to ensure the increased number of students are accommodated to the best standard possible.

Keep it real / Face to Face teaching: Face-to-face learning has become an essential requirement for students and this widespread demand has resulted in the Keep it Real campaign. The campaign called for a KCLSU Members' Meeting on 6th December 2021, to vote on the motion 'KCLSU calls on KCL to return to offering all lectures in person'. The motion received 1719 total votes from students, with the majority voting 'FOR'. This means the officer team is now democratically mandated to continue lobbying the university to return to in-person teaching. The pedagogical nature of different courses will be taken into consideration when understanding why students from one programme can have more face-to-face interactions than those in other programmes. Additionally, restrictions imposed by the government guidelines (following the rise in COVID-19 cases of the Omicron variant) will need to be followed while moving to more in-person teaching.

Freedom of Expression: With the Higher Education (Freedom of Speech) Bill moving through the House of Commons, we will start to see more groups inviting figures from contested and controversial backgrounds to speak. This poses a risk to student wellbeing, where such speakers may express opinions inclined towards hate speech.

PG Spaces: PG students have expressed frustrations with the lack of PG-only informal spaces on KCL campuses. RS has spoken to PGT and PGR students, who have highlighted the importance of such spaces to meet other PG students and build a community.

Return to campus for Term 2: KCLSU received complaints from students regarding their experiences of returning to campus during T1. The Officers listened to the student body and worked together with the university to mitigate some of the issues regarding ID cards and Visas. KCLSU is looking to continue working with SED to ensure a smoother transition to campus for students who will be joining in T2.

Students staying in London over Holiday Period: Due to the rise in COVID-19 cases, many KCL students (particularly international students) will be staying in residences across the Christmas break. This will negatively impact student's wellbeing as it could lead to many feeling homesick and isolated. The university holds a responsibility for making students feel like they are part of a community, hence, they should provide opportunities for students to come together to socialising in a safe environment. The university should also ensure that students who are isolating are provided with essential resources, such as food, hygiene items, test kits etc.

Section Two

Section two of the Officer's report highlights seven strategic projects that KCL and KCLSU will jointly work, across the various tangents of KCL and KCLSU's strategy. These projects have been listed below:

Academic Representation and Academic Societies: There is a need to review how academic representation operates within both KCL and KCLSU in light of the SUMS review. There are a variety of different academic representation platforms that exist across KCL with various degrees of engagement. It is important to understand how best we could strengthen these voices to increase the academic experience of students. Equally, it will be good to see how existing models of student engagement such as academic societies could be utilized to further enhance the academic experience.

Partnership and Co-Creation (Advice Services): There have been roles, areas, and functions that seem to create a challenge of impartiality for students, i.e., housing advice concerning KCL

accommodation being provided by KCL housing advice. In addition, there seem to have been roles created that duplicate activity that KCLSU is doing, i.e. KCL staff roles that have clear requirements to support student activities. It will be good to address these issues and ensure that we understand how we can tackle impartiality and overcome duplication of areas of our services.

Wellbeing and Mental Health: Well-being and mental health are key issues of focus for KCL and KCLSU, and with Covid-19, these issues have become more relevant. There is a need to understand these issues and ensure a joined-up approach to properly address well-being and mental health issues.

PG Experience: PG students form over 50% of KCL's student body, however, levels of engagement with PG students are limited. This is more acute for PGR students. Henceforth, it is of pertinence to have an agreed approach towards increased PG student engagement which ultimately would result in a positive student experience.

Freedom of Expression: Freedom of Expression (FoE) is a topical issue. With the government looking to legislate on FoE, it is important KCL and KCLSU understand the implications so that students are provided with guidance to comply with new legislation and express their views. This is likely to impact a large number of societies that KCLSU facilitates and will require KCLSU to review its position on its safe space policy.

Anti-Harassment: KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing:

- (i) How KCL and KCLSU convey their position and educate our community on harassment and its impacts.
- (ii) How we ensure confidence within our student body to encourage and support those that have been victims of harassment to report and in turn receive adequate levels of support.

Careers: There is a need to understand how KCL careers and the activities KCLSU provides can best support our students to increase employability. Equally, with the increasing number of Russell Group graduates, there is a need to help distinguish a KCL graduate from rest of the competition.

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Summary

This report is broken down into three sections,

Section 1: highlights the academic issues that have been raised by students to the sabbatical officer team or the Students' Union. In turn, these matters have been raised to the respective colleagues at KCL to resolve.

Section 2: 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 KCLSU members.

Section 3: highlights the campaigns of each sabbatical officer, which stem from their manifestos.

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

The sections will contain the initials of the sabbatical officers as listed below:

President – Zahra Syed (ZS)

VP Welfare and Community – Muhammed Daniyal Ubaidullah (DU)

VP Education (Health) – Fatimah Patel (FP)

VP Education (Arts and Sciences) – Hamza Lone (HL)

VP Postgraduate – Rebecca Selling (RS)

VP Activities and Development- Arsalan Zafar (AZ)

'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

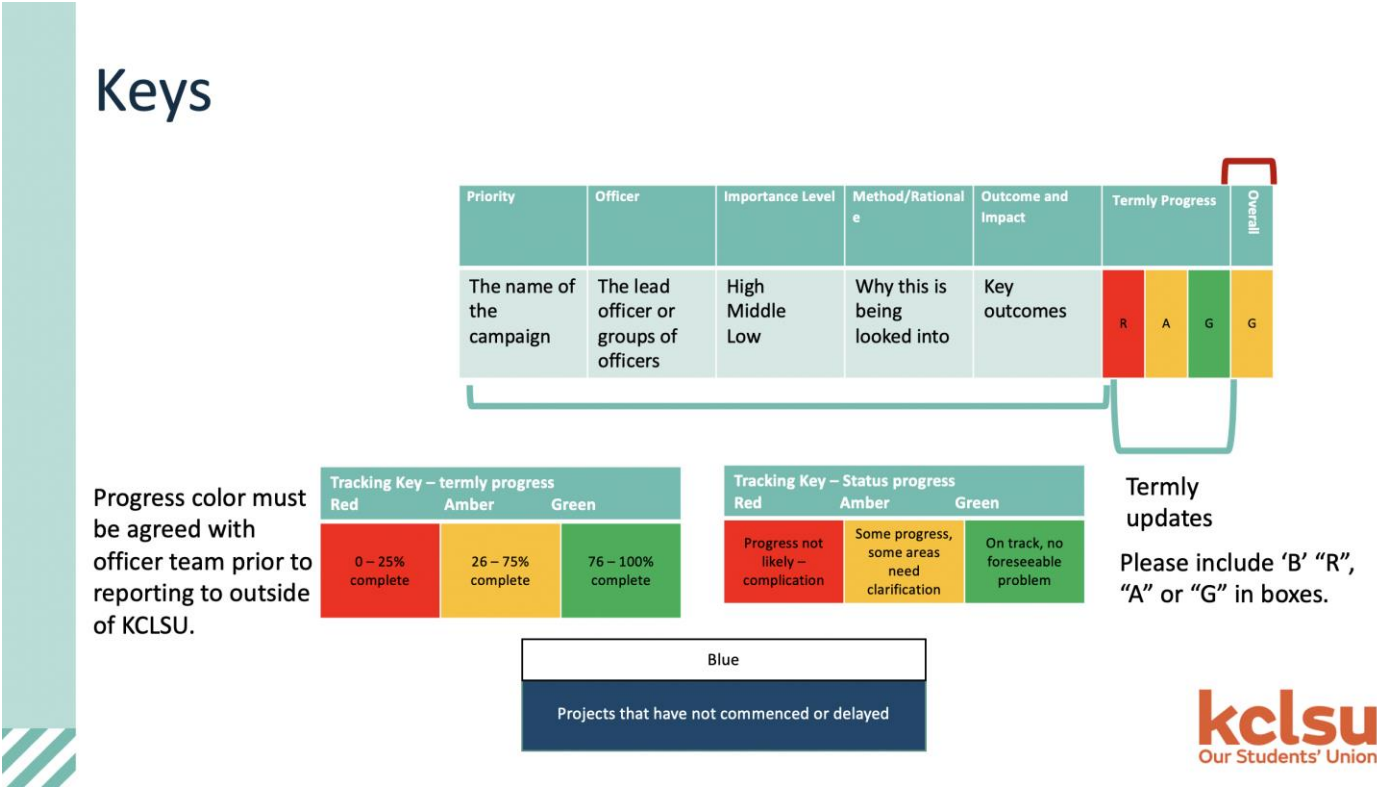


Figure 1: depicts the progress on each of the objectives and clarifies the meaning of each colour and column

Section 1: Student Experience

The sabbatical officer team has been speaking to students on the ground and have been able to identify a series of issues that have been raised in terms of their experience. Table 1 captures issues affecting student experience and shows the steps taken by the sabbatical officer team.

Table 1: Student Experience

No	Issue	Detail	Update	Next steps
1	UCU Strikes	KCLSU held a members' meeting on Friday the 26 th of October, followed by a ballot on whether the union should be in support of strikes. 800 students voted on the ballot and the majority of the students voted against the strikes. However, it is important to note that the students have voted against the disruption to their education, not against our academics and lecturers or the issues over which they are striking. Officers are	UCU held three days of strike action from the 1-3rd of December 2021. KCLSU Advice, who advise on academic issues and help students with complaints, have received three complaints as of 14/12/2021. The period for 'action short of a strike' (ASOS) started on the 1st of December 2021, and end no later than the 3rd of May 2022. ASOS will consist of KCL UCU members-only	Following several catch-ups with SED and VP (education) and SVP (Service, People & Planning) before and throughout the strike period, the university and KCLSU officers have worked on mitigating the impact of the strikes on the student experience. These promises

		now conversing with the college to understand the impact of the strikes.	working contracted hours and duties. The possibility of an assessment boycott has been mentioned, which would have the greatest impact on our student body as progression would be substantially affected. The impact of this has yet to be seen, especially as the January examination period has yet to commence.	<p>focus on the loss of learning, joy of learning and student wellbeing.</p> <p>KCLSU will hold a Townhall next term for students to feedback on their experience with the strikes and ASOS. This feedback may inform the universities' continued approach to mitigating the impact on the student experience.</p>
2	Graduate Teaching Assistant (GTA) Pay	The majority of students who voted in support of strikes on our ballot were the Postgraduate Research (PGR) student community. The officers had received emails from members of the PGR/GTA community	Following conversations with PGR students /GTAs (led by RS), the officers were disappointed to hear that the College was not paying our student community on time for the teaching services they provide in	RS has agreed to work with the College to review the issues that led to the delay in payment. Some of that work has already commenced.

		<p>stressing that they had not been paid by the College on time. RS has also been in contact with multiple students affected by this situation, actively listening to their frustrations and raising these concerns within the SU and the university.</p>	<p>between their studies and research. The officers and KCLSU Senior Leadership Team have been in conversation with members of the College to understand why GTAs were not paid on time and the negative impact it had on the PGR/GTA community. KCL has acknowledged the issues and have promised that all GTAs will receive their pay as soon as possible. Evelyn Welch has asked RS for help on reviewing what exactly went wrong with GTA pay. RS has been working alongside Mike Curtis to ensure that the Student voice is heard when dealing with this issue.</p>	<p>RS will also continue to have conversations with the GTA community and will ensure any concerns raised by them (GTAs) will be voiced to the College.</p>
3	Drink/Intravenous Spiking	<p>There has been a national rise in spiking incidents, which has received significant media attention across October and November:</p>	<p>KCLSU Officers published a statement regarding the spiking incidents, which includes information on where students can receive support:</p>	<p>ZS has met with campaign groups/societies to update on what KCLSU has done to protect</p>

		<p>https://www.theguardian.com/uk-news/2021/oct/20/home-office-intervenes-over-spate-of-alleged-spikings-on-nights-out</p> <p>Our students are increasingly anxious of such incidents, with a growing fear amongst female students due to correlations of spiking with (sexual) harassment. Student societies have written and co-signed an open letter urging the university and the SU to take action on gendered violence: http://roarnews.co.uk/2021/society-presidents-demand-kcl-intervention-on-gendered-violence-in-open-letter/.</p> <p>KCL students have also boycotted clubs as part of the 'Girl's Night In' campaign to push for action on the spiking epidemic, as well as to show solidarity for those affected.</p>	<p>https://www.kclsu.org/news/article/6015/Drink-spiking-on-the-increase-in-London/.</p> <p>ZS has commented on the open letter (http://roarnews.co.uk/2021/society-presidents-demand-kcl-intervention-on-gendered-violence-in-open-letter/), as well as other Roar articles(http://roarnews.co.uk/2021/drink-spiking-what-can-kcl-london-and-the-uk-actually-do/), on the importance of taking preventative measures.</p> <p>ZS has met with different student groups to discuss developing a strategy for student safety in our campus spaces.</p> <p>Alongside this, ZS raised these issues to the Southwark Council, asking for action to be</p>	<p>students and gather feedback from the wider student body.</p> <p>DU and ZS are working with KCLSU to produce a comprehensive video communication that outlines what is being done to protect the student body. This will include current steps taken by King's and KCLSU, future steps that need to be taken, and the existing avenues for support.</p> <p>This will hopefully act as a toolkit video for the entire KCL community on issues like spiking and general harassment.</p>
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			taken to protect the student and wider community.	AZ is looking to work more closely with societies in order to agree on training and culture change mechanisms to counter lad culture and casual misogyny.
4	Increased student numbers	<p>KCL's success in attracting more UG students brings challenges of how to accommodate large student numbers. Some specific concerns are:</p> <ul style="list-style-type: none"> • Common Year One (one of the largest cohorts of students at King's) • Sufficient clinical and lab space provision for our students. 	<p>ZS and KCLSU CEO were placed on the Tiger Team to understand the issues at hand. Furthermore, both ZS and CEO are on MRAG to understand student numbers.</p> <p>KCLSU received additional Tiger Team funding to deal with an increase of student numbers.</p> <p>KCLSU SLT are developing long-term plans on providing for the 2021 cohort of students as they progress through their degrees, given</p>	Review student impact via student voice channels and feedback to appropriate committees.

		<p>This is the second year King's has welcomed a higher-than-expected number of UG students, so it is important to understand the impact this would have on the student experience.</p>	<p>that KCLSU (presumably) may not receive tiger team funding in the subsequent years.</p>	
5	<p>Keep it real / Face-to-Face teaching.</p>	<p>Face-to-face learning has become an extremely important requirement for students and the demand for such has resulted in the Keep it Real campaign.</p> <p>A major criticism from the students has come from the fact that the rest of society has normalised since government restrictions have lifted. Shops, restaurants, schools and almost all other public areas operating in pre-pandemic conditions. This</p>	<p>The student leader for the campaign has shared their experiences on different media platforms, including Sunday Times and BBC Radio 4.</p> <p>A KCLSU members meeting was held on 06/12/2021, with the proposed motion: 'KCLSU calls on KCL to return to offering all lectures in-person.' Following the meeting, a total of 1719 students had voted, with the majority voting FOR the motion. Thus, the</p>	<p>Discuss how face to face will look over the remainder of the year and ensure student teaching on campus increases where possible.</p> <p>Obtain information on several face to face sessions being provided and across which programmes.</p>

		<p>means the students expect increased face-to-face teaching in second semester.</p> <p>In light of the Omicron variant materialising, any return to in-person teaching has to follow government guidance.</p>	<p>officer team are democratically mandated to lobby for increased F2F teaching.</p>	<p>RS will facilitate a meeting between King's SLT representatives and the Student leading the campaign to ensure that their demands are being met.</p>
6	Freedom of Expression	<p>With the Higher Education (Freedom of Speech) Bill moving through the House of Commons, we will start to see more groups inviting figures from contested and controversial backgrounds to speak. This poses a risk to student wellbeing, where such speakers may impose opinions with inclinations to hate speech.</p>	<p>Discussions are being held internally at KCLSU to ensure there is a robust interpretation of the freedom of speech bill, understanding the impact it would have on students.</p>	<p>Update FESAG accordingly.</p>

		If such speakers are invited to campus, there should be counter academic debate to keep it fair and balanced. Additionally, students should be protected and not face repercussions if they choose to protest against an event.		
7	PG spaces	PG students have expressed frustrations with the lack of PG-only informal spaces.	RS has spoken to PGT and PGR students, who have highlighted the importance of such spaces to meet other PG students and build a community.	RS will work with KCL and KCLSU to identify spaces that could be utilised for PGs only to hold social events.
8	Return to campus for Term 2	KCLSU received complaints from students regarding their experiences of returning to campus during T1. The Officers listened to the student body and worked together with the university to mitigate some of the issues. For example:	Education Officers are having regular meetings with SED to discuss returning to campus. We asked for the ID card collection points to remain open for T2. Student Officers have raised questions on what support will be given to student coming	Officers will continue to have regular catch ups with SED regarding re-freshers. AZ and DU to speak with student groups to identify

		<ul style="list-style-type: none"> • ID cards - in-person ID card collection points re-opened to allow students who had not received ID cards to come collect them on campus. • Visa/immigration issues - Officers would let students know about points of contact they could reach out to for help on visas and immigration. Officers would also forward cases (with permission) to SED and the Visa team if a student was struggling to return to campus. 	from Red-List countries, as the new Omicron variant means students from certain regions in the world may face additional barriers coming into London.	further visa and immigration issues.
9	Students staying in London over	Many students are choosing to stay in London, including in King's residences, over the term break to ensure they can attend classes when term-time starts again in	KCLSU officer have raised this with VP (Education), SED, and Libraries and Collection services to ensure spaces are still open for students to use outside term time. King's and KCLSU have also agreed to recreate the	Monitor Omicron situation and adapt offerings for students accordingly, keeping in line with government advice.

	Holiday period	January. This has generated concerns regarding student wellbeing.	Global Lounge during the break, albeit in smaller groups, so that international students do not feel socially isolated during this festive time.	
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Section 2: Collective Projects

The projects listed in Table 2 have been identified as areas of priority and deemed to be of strategic importance for KCLSU. They have also been factored into the Relationship Agreement and work is being done via the Relationship Agreement Working Group (RAWG), to progress on these issues.

Outcomes and impacts for each of the projects as well as their importance levels are yet to be determined but will be done via RAWG.

Table 2: Collective Officer Projects

No	Projects	Officer Lead	Importance Level	Method/Rationale	Outcome and Impact	T 1	T 2	T 3	Status
1.	Academic Representation and Academic Societies	FP HL	TBC	There is a need to review how academic representation operates within both KCL and KCLSU in light of the SUMS review. There are a variety of different academic representation platforms that exist across KCL with various degrees of engagement. It is important to understand how best we could strengthen these voices in a way that	TBC	R			

				increases the academic experience of students. Equally, it will be good to see how existing models of student engagement such as academic societies could be utilised to further enhance the academic experience.				
2.	Partnership and Co-Creation (Advice Services)	DU		There have been roles, areas, and functions that seem to create a challenge in impartiality for students i.e. Housing advice concerning KCL accommodation being provided by KCL housing advice. Equally, there seems to have been roles created that duplicate activity that KCLSU is doing, i.e. KCL staff roles that have clear requirements to support student activities. It will be good to address these issues and ensure that we have an understanding of how we would		R		

				tackle impartiality as well as overcome areas of duplication of services.				
3.	Wellbeing and Mental Health	DU		<p>Wellbeing and mental health are key issues of focus for KCL and KCLSU, and with covid, these issues have become more prevalent. There is a need to understand these issues and ensure a joined-up approach to properly address wellbeing and mental health issues.</p> <p>Recently concluded the Wellbeing need that was utilised to refocus attention on the centrality of mental health to student wellbeing. Student officers including Daniyal, Fatimah and Rebbecca hosted various events where students participated on mental health-related themes.</p>		R		

4.	PG Experience	RS		PG students form over 50% of KCL's student body, however, levels of engagement with PG students are limited. This is more acute for PGR students. It will be important to ensure that an approach is agreed upon and acted upon to increase PG student engagement and ultimately deliver on providing them with a positive experience.		R			
5.	Freedom of Expression	ZS		Freedom of Expression is a topical issue and with the government looking to legislate FoE, it is important KCL and KCLSU understand the implications so that students are provided with guidance to comply with new legislation as well as allowing them to express their views. This is likely to impact a large number of societies		R			

				<p>that KCLSU facilitates and will require KCLSU to review its position on safe space policy.</p> <p>Next steps: pick up the conversation with SED to refine the conversations.</p>					
6.	Anti-Harassment	ZS		<p>KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing:</p> <p>(i) How KCL and KCLSU message their position and educate our community on harassment and its impact and</p> <p>(ii) How we encourage and support those that have been victims of harassment to come forward and present cases.</p>		R			
7.	Careers	AZ HL		<p>There is a need to understand how KCL careers, as well as the activities KCLSU provides, can best support our students to</p>		R			

				increase employability. Equally, with the increasing number of Russell Group graduates, there is a need to distinguish a KCL graduate from the rest of the competition.				
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Section 3: Officer Projects

Table 3 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 3: Officer Projects

No	Priority	Officer	Importance Level	Method/Rationale	Outcome and Impact	T1	T2	T3	Status
1.	Tackling harassment	ZS	High	Prior to my role as a Sabbatical Officer, I was the co-president of the Intersectional Feminist Society at KCLSU. We used to receive a plethora of complaints, for which we were unequipped to handle. Last year, within my capacity as Co-President of IFem Soc, we took action to share our challenges with the SU. This resulted in the development of an anti-harassment oversight group at	To create a culture change champions scheme. The scheme will include a list of pledges for student leaders to tackle and challenge harassment within their spaces. Furthermore, the scheme will be accompanied by a number of events which showcase the impact of harassment.	A			G

				King's (chaired by Joy Whyte) and an equivalent at KCLSU (chaired by Caroline Crawford). Although the measures at King's are reaching a satisfactory standard, the issues surrounding student culture are continuing to impact student safety and well-being.				
2.	Improving mental health	ZS	High	The second objective I am working on is improving mental health. Currently, our counselling and support services are underfunded and there is a lack of student engagement with services available at KCLSU. This year there have been greater efforts being made to extend the engagement of KCLSU well-being services to the	The outcome of the objective will be to have greater student engagement with our well-being and support services at KCLSU, and lobby KCL to provide more funding from the mental health services.	A		G

				<p>BAME students as there was a large gap present.</p>	<p>I hosted a well-being event on the 8th of Nov 2021, whereby, I gave out well-being packages containing a diary, pencils, biscuits, teabags, popcorn and information of our (KCLSU) well-being and support services. Furthermore I asked them to write into a mailbox I had set up at my table 'one thing I could do for your well-being.' From the responses I will curate an action plan -however there was a sentiment of having more well-being socials led by KCL.</p>				
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3.	Bidet Showers/ Douches	DU	High	<p>A huge chunk of KCL students come from cultures and nationalities where toilet paper is not the norm of usage in the toilets. This means that thousands of students at KCL are accustomed to the usage of water in toilets, and switching to paper creates cultural, religious and personal comfort challenges for these students.</p> <p>I am also focusing on the sustainability and net-zero carbon target related goals that paper-free toilets might help us in getting closer to.</p>	<p>As such I have been working very closely with the estates team and obtained their informal green signal for installing water based arrangements in toilets across campuses.</p> <p>I am currently working on collecting the numbers of students on each campus that will benefit from such changes, so we can think about the number of such facilities that might be required.</p>	R			G
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					<p>There have been considerable developments since the last time we talked.</p> <p>1. Have received confirmation from KCL estates on a small number of such shower installations already having been completed on some toilets. Have also received a detailed outline of other locations where such showers are in line to be installed. These plans shall be made public to the student body soon.</p> <p>2.</p>			
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					Head of KCL Estates and I will soon come together for a video chat discussing the sustainability and diversity related benefits of the bidet showers project and what all will be done over the course of the coming months and years to translate these potential benefits into reality.				
4.	Individual Venue Booking System for Event Organising	DU	High	In summary, I am looking to give individuals the power to book venues, external speakers and organise events. This could be	Areas of the initially-proposed agenda were identified to fall outside of some pre-existing KCLSU processes. We are in the	R			G

				<p>achieved by closely replicating the procedure that societies follow.</p> <p>The idea germinates from the realisation that many students find it difficult to organise events, and engage other students in conversations on subjects that are too niche or narrow for a society to cater to.</p> <p>Consequently, these conversations never take off as event organising and venue booking rights are reserved for ratified societies only.</p>	<p>process of adapting and reviewing best practices for the individual booking system, identifying what changes need to be made before implementation.</p> <p>An existing system ran by KCL venues, called “My Campus Spaces”, has come to light which aims to do much of the work outlined in the original plan.</p> <p>It is evident though that this facility is under-marketed. As such, before Christmas break, I should received</p>			
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					<p>clarification from Ms. Rebecca at KCL venues on some crucial questions like:</p> <p>1.</p> <p>Are the rooms provided under this facility big enough to cater to larger audiences?</p> <p>2.</p> <p>Are audio visual aids available on demand?</p> <p>3.</p> <p>What promotional materials are available for KCLSU to</p>				
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					market this service to the larger student community? Once we have received clarification on these matters, we can proceed to market this facility and close the chapter on this agenda.				
5.	Improving Student Representation	FP	High	Before I was elected to become a Sabbatical Officer, I was an Academic Representative throughout the entirety of my degree. Representatives felt there was a lack of awareness of the support provided by KCLSU, as well as a lack of support from King's on how to collaborate with staff to improve the educational	The goal of this is for students to feel empowered in their ability to connect with students in their cohort and feedback to the university. So far, I have also sat on the interview panel for the Representation and	R			A

				<p>experience. On top of this, there was a lack of feedback from the university on what changes have been implemented based on the issues raised by the representatives, making it difficult to track progress.</p> <p>Now, I am looking to improve the support provided to Representatives where we could provide more regular training and increase contact with KCLSU. I am also looking to close the feedback loop between Academic Reps (with the students they represent) and the university. Finally, I want to create more spaces for students</p>	<p>Campaigns Manager role for KCLSU and was involved in the decision making on who should be appointed. This role will oversee current representation channels and campaigns at KCLSU.</p> <p>I also liaised with Benjo Taylor (Head of Community Engagement at KCLSU) and Tony Logan (Deputy of Chief Executive) about having the Education Officers involved in the training and relationship building of Academic representatives.</p>				
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				to be involved in decision making alongside senior staff at KCL.	So far, I got to work with our Representation and Campaigns Manager, and Academic Rep coordinator in delivering the training for the new academic reps in the health faculties. We are looking to recruit a new Academic Rep Coordinator in the coming weeks.				
6.	Decolonising the Curriculum	FP	Medium	King's has a diverse population of students from different regions of the world, however, the curriculum limits students to understanding their disciplines through a eurocentric, Western	Decolonising the curriculum allows for the experiences of people from different racial backgrounds to be at the forefront of education.	R			R

				<p>lens. There are a multitude of ways to approach this objective, and we can start by looking at what is already being done at KCL. Some of the suggestions I have made (based on the background of my education at KCL and within my remit as VP Education (Health)) would be:</p> <ul style="list-style-type: none"> - To give students an opportunity to understand decolonisation in the context of Medicine and Biomedical research - To provide more resources which incorporate images/diagnosis of different racial groups 	<p>Had a 121 meeting with Funmi Olofinisakin (VP International) on the development of the Decolonising Working Group Forum. 'Funmi has invited me to a meeting with her, Jen Angel (Director of International Strategy and Planning), Adam Fagan (Interim Vice President (Education)) to have a conversation on what decolonisation could look like at a college wide level.</p> <p>Having spoken to multiple people, I am looking to work</p>				
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				<ul style="list-style-type: none"> - To review and give advice on how KCL can support black/PoC researchers into academia/teaching at a university level 	with KCLSU and King's to develop a definition of decolonisation.				
7.	Exam Support	HL	Low	Currently, exam support and feedback to students on performance is incredibly inconsistent. On one hand, some academics and examiners would provide access to past papers and feedback in extensive details, which has proven to be extremely useful in improving student performance and understanding of the content. On the other hand, some students have received very little to no support, thus limiting	Create a minimum standard of exam support which faculties and departments across the Arts & Sciences must follow. This will involve detailed marking schemes, access to past papers and qualitative exam feedback.	R			A

				the opportunity for students to identify areas of improvement.				
8.	Go Fund Yourself Campaign	RS	High	<p>The Covid pandemic has impacted the entire economy severely. However, in the UK, we see a system of education financing emerging, leaving students in a vulnerable position as they don't have a lifetime of savings to pay these large sums at a relatively young age. Additionally, tuition fees (particularly for international students and PGTs) are increasing dramatically year-on-year.</p> <p>To combat these underlying trends, KCLSU will lobby the university to change the way in</p>	<p>Implement support structures that allow particularly self-funded students to receive support in light of the circumstances coming out of the pandemic, and generally improving their experience in paying tuition fees.</p> <p>Start a national push for stopping increases in tuition fees that are not protected by the UK government.</p>	R		A

				<p>which students pay tuition fees (have three installments), and campaign nationally to cap tuition fee growth.</p> <p>It has been agreed among the officer team that this campaign will become more inclusive to better reflect the needs of the student body. We are currently organising a student consultation exercise to accomplish this.</p>	<p>Finances are a significant challenge for most of our students. Having protective measures in place ensures accessibility to HE for all students, and prevents the marketisation of the education sector.</p>				
9.	PG Engagement Opportunities	RS	Medium	<p>Within Student Unions across the Higher Education Sector, there's been difficulties in getting PGTs and PGRs engaged with their representative body. In particular, SUs do not create services, such as</p>	<p>Improve King's PGs awareness of support available at King's.</p> <p>Increase Postgraduate's sense of belonging at King's,</p>	R			G

				<p>events or societies, with the Postgraduate population in mind.</p> <p>Hence, I will be creating opportunities for Postgraduates to engage with their representative (VP Postgraduate) more widely through lecture and seminar pop-ins, as well as creating more bespoke events and spaces.</p>	thus reducing the need for mental health support, and creating a more enjoyable student experience.				
10.	Careers' Service	AZ/HL	High	<p>The objective is to enhance the career opportunities available to students by providing them better networking opportunities and making them more competent.</p> <p>Here are some of the updates:</p>	<p>This will help us improve the skills of our students in a highly competitive job market.</p> <p>By working closely with King's career services and</p>	A			G

				<p>-Have developed an initial outlay of the whole careers week.</p> <p>-For the first time, KCLSU will be doing something related to enhancing career opportunities for our students.</p> <p>-We have decided to partner with KCLSU societies to organise the whole careers week and spread it to a wider network.</p> <p>-During the careers week, students will be able to access drop in CV, Cover Letter, and application feedback sessions rather than</p>	<p>KCLSU career related societies, we are bridging the gap between KCLSU and King's Career services.</p> <p>This will help improve the relation between KCLSU career related societies and KCLSU, as it will help us provide them better access to our resources.</p> <p>This will help us create a better network between our alumni and our current students.</p>				
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				<p>waiting for a week to get feedback through the available facilities.</p> <p>- The evenings will be covered by the networking sessions (both in person and online)</p> <p>-At in person sessions, students will be allowed to develop informal conversations with our guests.</p> <p>-We are aiming to have networking sessions for Banking, Consulting, Law (Criminal and Corporate), HR, Entrepreneurship, Marketing, Biomed among other</p>	<p>This will be the first of a kind careers fair which will be run by Student Union among universities in London universities (LSE, UCL, and Imperial).</p>			
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				<p>industries in our first edition of careers week.</p> <p>-At the end of careers week, there will be a competition hosted among the regular participants, and the top performers will get fast tracked to interview with our partner firms.</p>				
11.	Providing culturally competent student experience	AZ	Medium	<p>We are focused towards making the best use of our hugely diversified student body and equipping them with a USP of having a global and culturally competent mindset which will give them an edge in all of their future endeavors. This year, we have decided to host a mega event in</p>	<ul style="list-style-type: none"> - All the cultural student societies are getting a chance to be part of the Flagship event by KCLSU this year. - Societies will get to represent their own 	R		G

				<p>order to provide students a platform to engage with students from different backgrounds.</p> <ul style="list-style-type: none"> - We have had a meeting with the staff leads and given them a brief on our plan for the cross cultural ball - Currently, we are in the process of finding the most suitable venue. - On 11th October, we had a meeting with around 40 committee members representing 20 societies at Vault to get them on board 	<p>cultures by showcasing their cultural performances</p> <ul style="list-style-type: none"> - This event is aimed to be as inclusive as possible, therefore we will be including our students in the promotional videos and marketing aspects of the event as well. - Any student can volunteer to perform or be part of the 				
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				<p>with the planning and organisation.</p> <ul style="list-style-type: none"> - We have had confirmation from 25+ cultural societies that they are willing to be part of Cross Cultural Ball - It is planned to be hosted by the end of January <p>This event is planned to be hosted annually starting from January next year as it aligns with the aim of KCLSU and King's to provide a culturally competent student experience.</p>	<p>process of planning the event.</p> <ul style="list-style-type: none"> - The tickets will be sold out at discounted prices to societies to encourage the students to buy the memberships of the societies 				
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