Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-02
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Meeting of the Academic Board to be held on **Wednesday, 9 December 2020** at 14.00 – _remotely by Microsoft Teams_

Please join via the calendar invitation

Agenda

INTRODUCTORY ITEMS

1	**Welcome, apologies and notices**		Chair
2	**Approval of agenda**	AB-20-12-09-02	Chair
3	**Unanimous Consent Agenda** (including Minutes of the Previous Meeting)	AB-20-12-09-03.1 AB-20-12-09-03.2	Chair
4	**Matters arising from the minutes** Any other matters arising from the minutes not covered elsewhere on the agenda		Chair

STRATEGIC DISCUSSION ITEMS

5	**Decolonising the curriculum through a new perspective to internationalisation** (to discuss)[1]	AB-20-12-09-05	VP (Education) VP (International)

REGULAR BUSINESS ITEMS

6	**Report of the President & Principal**		
	6.1 Summary Report on Key Issues (to note)	AB-20-12-09-06.1	Principal
	6.2 COVID-19 Update (Education) (to note)	_Verbal Update_	VP (Education)
	6.3 NMS Change of Faculty name (to approve)	AB-20-12-09-06.3	ED NMS
	██████████████████████████	AB-20-12-09-06.4	SVP (QS&I)
	6.5 Report from Council (to note)	AB-20-12-09-06.5	College Secretary
	6.6 Academic Board Election report (to note)	AB-20-12-09-06.6	College Secretary
7	**Portfolio Simplification**		VP (Education)
	7.1 Final report and plans for implementation (to note)	AB-20-12-09-07.1	

[1]_Please note that this item will be taken after 3pm due to VP (International) availability_

On Consent: 7.2 *Curriculum Commission – reversal of prior approvals (to approve)*	AB-20-12-09-07.2	
8 Quinquennial Review Progress report: Institute of Pharmaceutical Sciences (to note)	AB-20-12-09-08	ED (FoLSM)
9 Reports of Committees 9.1 Report of College Education Committee UG External Examiner Report (to approve) (ii) Degree Awards - I & IIA award analysis 2019/2020 (to note) *See Consent Agenda for the remaining items*	AB-20-12-09-09.1	Chair, College Education Committee
9.2 Report of College Research Committee *See Consent Agenda for all items – all to note.*	AB-20-12-09-09.2	Chair, College Research Committee
9.3 Report of College International Committee *See Consent Agenda for all items – all to note*	AB-20-12-09-09.3	Chair, College International Committee
9.4 Report of College Service Committee *See Consent Agenda for all items – all to note*	AB-20-12-09-09.4	Chair, College Service Committee
9.5 Report of College London Committee *See Consent Agenda for all items – all to note*	AB-20-12-09-09.5	Chair, College London Committee
9.6 Academic Board Operations Committee (i) Eligibility of Affiliate staff to Serve on Academic Board (to approve) (ii) PGR Seats on Academic Board (to approve) RESERVED (iii) Academic Board agenda planning (to approve) (iv) Powers of Academic Board (to note) *See Consent Agenda for remaining items*	AB-20-12-09-09.6	Chair ABOC
10 President of KCLSU Report of the President of KCLSU (to discuss)	AB-20-12-09-10	KCLSU President
11 The Acting Dean *Items for Consideration* 11.1 Report of The Acting Dean (to note) *Item on Consent* 11.2 *To elect Associates of King's College (to approve)*	AB-20-12-09-11.1 AB-20-12-09-11.2	Dean Dean
11 Any other business		

Irene Birrell
College Secretary
December 2020

Academic Board		
Meeting date	9 December 2020	
Paper reference	AB-20-12-09-03.1	
Status	Final	
Access	Members and senior executives	
FOI release	Subject to redaction	
FOI exemption	None, subject to redaction for commercial interest or personal data	

Unanimous Consent Agenda

A consent agenda is a tool often used by organizations to deal expeditiously with routine matters and reports, leaving more time for more strategic discussions. The items on a consent agenda are expected to be non-controversial and unlikely to engender questions. The items on the consent agenda, whether for approval or information, are dealt with by a single motion to accept/receive for information all items contained in the consent agenda. Before taking the vote, however, the Chair will ask whether any member wishes to have any item removed from consent in order to ask a question or make a comment about it. In such a case, the item is automatically removed from the consent agenda and will be dealt with at the end of the meeting or within the report of the Committee under which it sits. The remaining items are then unanimously approved/received for information en bloc without discussion.

While approval of an omnibus motion saves time at meetings, members will want to review the consent agenda materials carefully in order that they properly discharge their responsibilities. Members may ask to have an item removed from the consent agenda by so informing the Secretary or Chair at any time up until the motion is put.

Recommended: That the Academic Board approve or note for information the items contained in the Unanimous Agenda, listed below.

Item	Title		Paper	Action
3.2	Minutes of 7 October 2020		AB-20-12-09-03.2	Approve
Portfolio Simplification				
7.2	Curriculum Commission reversal of prior approvals		AB-20-12-09-07.2	Approve
Report of the College Education Committee (CEC)			AB-20-12-09-09.1	All to note
9.1	(i)	Decolonisation and Curriculum Design		
	(ii)	KCLSU report		
	(iii)	Results of the institutional pulse survey		
	(iv)	Student Mental Health & Wellbeing Update		
	(v)	C2029 Update		
	(vi)	King's Business School First Year Pilot		
	(vii)	Studentships		
	(viii)	Study Abroad Simplification Update		
Report of the College Research Committee (CRC)			AB-20-12-09-09.2	
9.2	(i)	Research Integrity		Approve
	(ii)	RMID Transformation		Note
	(iii)	Bullying and Harassment		Note
	(iv)	Academic Strategy for Research		Note
Report of the College International Committee (CIC)			AB-20-12-09-09.3	All to Note
9.3	(i)	Updated terms of reference		
	(ii)	International Collaboration Dashboard		

		(iii)	Safeguarding in an international context		

Report of the College Service Committee (CSC)   AB-20-12-09-09.4   All to Note

9.4	(i)	Chair and Director's Report	Annex 1
	(ii)	What is next for Service?	
	(iii)	Other business	

Report of the College London Committee (CLC)   AB-20-12-09-09.5   All to Note

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

Report of the Academic Board Operations Committee (ABOC)   AB-20-12-09-09.6

9.6	(i)	Committee Terms of Reference	Approve
	(ii)	Student membership of ABOC	Approve
	(iii)	Timing of Academic Board Paper Circulation	Note

Report of the Acting Dean

11.2	To elect Associates of King's College	AB-20-10-07-11.2	Approve

Academic Board

Meeting date	9 December 2020
Paper reference	AB-20-12-09-03.2
Status	Final
Access	Members and senior executives
FOI release	Following approval by Academic Board, subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Minutes

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

Date	7 October 2020, 14.00
Location	Remote Meeting held by MS Teams

Composition			Members	Attendance 20210-21				
				07.10.20	09.12.20	03.02.21	28.04.21	16.06.21
Ex officio	President & Principal (Chair of Academic Board)		Professor Edward Byrne	✓				
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health)	Professor Richard Trembath	✓				
		SVP/Provost (Arts & Sciences)	Professor Evelyn Welch	✓				
		VP (Education)	Professor Nicola Phillips	✓				
		VP (International)	Dr 'Funmi Olonisakin	✓				
		VP (Research)	Professor Reza Razavi	✓				
		VP (Service)	Professor Bronwyn Parry	✓				
		VP (London)	Baroness Bull	✓				
	College Chaplain & Acting Dean		Rev'd Tim Ditchfield	✓				
	The President of the Students' Union		Ms Salma Hussain	✓				
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Mr Vatsav Soni	✓				
		Vice President for Education (Health)	Ms Aless Gibson	✓				
		Vice President for Postgraduate	Ms Heena Ramchandani	✓				
	Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Ian Norman	✓				
		Social Science and Public Policy	Professor Frans Berkhout	✓				
		Dickson Poon School of Law	Professor Gillian Douglas	✓				
		Arts and Humanities	Professor Marion Thain	A				
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	✓				
		King's Business School	Professor Stephen Bach	A				
		Natural and Mathematical Sciences	Professor Bashir A-Hashimi	✓				
		Life Sciences & Medicine	Professor Richard Trembath	✓				
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis	✓				
	Dean for Doctoral Studies		Professor Rebecca Oakey	✓				
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	*Vacancy – elections in October*	v				
		Social Science and Public Policy	*Vacancy – elections in October*	v				
		Dickson Poon School of Law	*Vacancy – elections in October*	v				
		Arts and Humanities	*Vacancy – elections in October*	v				
		Institute of Psychiatry, Psychology & Neuroscience	*Vacancy – elections in October*	v				
		King's Business School	*Vacancy – elections in October*	v				
		Natural and Mathematical Sciences	*Vacancy – elections in October*	v				
		Life Sciences & Medicine	*Vacancy – elections in October*	v				
		Dentistry, Oral & Craniofacial Sciences	*Vacancy – elections in October*	v				

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

In attendance: v= vacant post
Ms Lynne Barker, Associate Director, Quality Standards & Enhancement
Darren Wallis (for item 6.2 – Covid-19 Update and Return to Campus)
Rachel Parr (for Item 6.2 – Covid-19 Update and Return to Campus)
Dr Helen Brookman, Vice-Dean Education Arts & Hums (for item 7 – Portfolio Simplification)
Joy Whyte (for item 8.1, CEC Report - Digital Education Policy)
Niamh Godley (for item 7 – Portfolio Simplification)

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

1   Welcome, apologies and notices

The Chair welcomed members and guests in attendance to the meeting. In particular newly elected members and the new KCLSU sabbatical officers were welcomed to their first meeting, and it was

noted that the KCLSU elections, due to be announced on 1 October, would include the nine new student representatives on Academic Board.

2   **Approval of agenda**

The Chair reported that he had received a request received to add two motions to the agenda. The first related to the membership of Council which was not a matter within the terms of reference of the Academic Board and was more appropriately addressed to Council and, therefore, had not been added to the agenda. The second concerned a matter related to the operations of the Academic Board and would be dealt with substantively first by the Academic Board Operations Committee (ABOC). However, under Any Other Business, he would ask one of the proposers of that motion to speak to it briefly to provide context for it to assist ABOC in its discussion. The agenda was approved.

3   **Unanimous Consent Agenda (including Minutes of the Previous Meeting)** [AB-20-10-14-03]

There had been a request to remove two items from the College Education Committee report from the Unanimous Consent Agenda. Item 8.1 Annex 6 (Guidance for the use of data in PDRs) would be addressed with the CEC report at Item 8.1. Item 8.1(xiii) (Decolonisation of the curriculum) had been agreed as an item for strategic discussion on a future agenda to allow for a more in-depth review, and so would be noted on the Unanimous Consent Agenda for this meeting.

<u>Decision</u>

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

4   **Matters Arising from the Minutes**

Item 9.2 Report of the College Education Committee

A member raised a query about student understanding of the safety net procedures, as she believed that they were incorrectly communicated, leading to complaints and appeals. The Vice President (Education) stated that communication had been identical to the policy so there was a need to follow up to see what had occurred in particular cases. She clarified that the safety net had been put in place to prevent disadvantage, not to allow upgrades, and that the key part of the safety net information was the clause "in a given year" which had been intended to address the sorts of situations being highlighted.

<u>Decision</u>

The Vice President (Education) and the Board member would discuss the matter outside of the meeting and report back on any proposed amendments arising.

5   **Student Engagement and Satisfaction** [AB-20-10-14-05]

5.1   **Overall picture and priorities**

The Vice President (Education) presented the report, which was a preliminary paper that pulled together reflections on the NSS scores for this year. It was noted that some areas had done well in NSS this year but generally results were disappointing. The report did not encompass every point of feedback and was intended as a set of starting points for discussion. The NSS scores had already been discussed at workshops with each faculty, within departments, and at the College Education Committee and other meetings. Academic Board was being asked for input and comment on these reflections, with a focus on priority areas to be taken forward immediately.

Questions and comments from some members had been received and noted in advance of the meeting, including turnaround times for feedback. The Vice President (Education) stated that King's was at the bottom of the Russell Group for NSS scores on feedback and the proposition was to do

something bold in this area, while acknowledging the variety of comments and opinions received from across the university. Discussion on this matter during the meeting included:

- The main point and direction of the paper was welcomed by some as providing a good framework for the faculties but there were concerns about a blanket reduction in turnaround times as a key focus when complaints were being received about the usefulness and quality of feedback.

- Concern that a reduction in turnaround time could increase staff stress, especially for those with large classes, or during examination periods. A three-week turnaround time seemed a reasonable aim for term time but longer could be needed at exam time.

- The Faculty of Social Science and Public Policy had adopted the three-week turnaround as an ambition and aimed to have it fully implemented by the next academic year. This would involve doing less assessment and providing more timely regular feedback.

- The three-week horizon was established at other universities as the norm and they tended to have better student satisfaction numbers. Sticking to promised timelines was recognised to be important to students, and faculty targets could be helpful.

- Feedback was often an early career matter, and research staff or teaching fellows needed to focus on future contracts over more pastoral work; NSS results showed that students were happy with their experience in the classroom, which was often down to the early career staff.

- Concern was voiced about emphasis on doing things differently rather than on doing things well. Changes need time to filter through to be effective.

- While reassuring to know that the College intends to reduce feedback times for students, focus on assessment and assessment tools throughout the year and providing students the skills to do well should be prioritised. There could be much better education and messaging provided to students about what feedback actually is – it is much more than one or two assessment tools at key points in the year.

- The Executive Director, Student and Education, stated that King's education processes were not facilitating its academic aspirations and practices as hoped. The four-week turnaround for feedback had been in place for a long period and the paper provided a proposal to think differently.

The Vice President (Education) invited comments on the other issues set out in the paper, and comments included:

- It was pointed out that professional staff also engaged in student support and were a potential further resource in terms of reaching students.

- Student experience regarding personal tutoring was variable. A range of suggestions had been put forward around personal tutoring, for example group tutoring, and further suggestions were encouraged, keeping in mind the aim to respond to extremely challenging NSS feedback on this topic. It was noted that perhaps the PDR (Performance Development Review) process did not consistently address personal tutoring.

5.2 Disparities in satisfaction between ethnic groups

This item would be brought forward to the next meeting of the Academic Board when there would be opportunity for fuller discussion.

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6 Report of the President & Principal [AB-20-10-14-06]

6.1 Key Current Matters

The Principal highlighted the following key current matters covered in his summary report: Coronavirus preparations; Admissions Update; and League Tables. He announced that the admissions news was good

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enough that, with support from the Chief Finance Officer, a recommendation to release the pay freeze was to proceed. The Principal also announced:

- Two Nobel Prizes had been awarded to scientists with King's connections: Michael Houghton and Sir Roger Penrose
- That he would be stepping down as President & Principal at the end of January, and that the announcement of the new Principal could be expected within the next few weeks.

6.2   **COVID-19 Update**

(i)   Education Strategy [AB-20-10-14-06.1]

The Executive Director, Students and Education, reported that blended learning was in place and that feedback from colleagues had been largely positive, while noting that the situation was still fluid in terms of changes in student status on campus. There had been a record amount of use of KEATS and it had proven stable and responsive, though there were some MS Teams facilities that needed improvement. HyFlex classrooms were operational in 34 rooms and the users of those rooms would be surveyed on a weekly basis. Students would be surveyed after a few weeks on the blended experience. In addition to classrooms there were 40 bookable spaces for staff and student meetings and spaces had been made available for informal study. The next semester would be timetabled with a similar approach.

During discussion questions included:

- Concerns about ventilation and being unable to open certain windows – the Director of Estates & Facilities, who was not a member of Academic Board, would be asked to provide a response.

- The Vice President (Education) reported that approval had been secured for nine faculty-based Welfare and Well-being Advisor positions.

- Mental Health Strategy - the focus was on proactive work. As referred to above there would be a Welfare and Well-being Advisor in each Faculty with whom students could engage at an early point.

- Regarding whether there was a timeline for a decision on teaching for next year, this would be guided both by external events and internal time constraints. It was reported that some students had already decided to work remotely in term two. It was noted that there were a number of programmes that would require face to face attendance, particularly where practical activities had been moved from term 1 to term 2. Otherwise the general sentiment was to allow students to continue to work remotely if they were unwilling or unable to attend in person. It was noted that communications around this would need to be very clear.

- Regarding potential tuition fee refunds, the Principal reported his confidence that the quality of education students were receiving was equivalent to what would normally be offered. It was also noted that online education was more expensive to deliver. What was not equivalent was the London experience and the university was doing its best to remedy that. The university was considering rebates for when students were not able to occupy residence spaces.

- Access to informal campus workspace was an inclusion issue, being particularly important to those students who did not have suitable study space at home.

(ii)   Return to Campus

The Chief Operating Officer (Health Faculties) reported a recent COVID incident on the Guy's Campus. A Silver Team had been formed and 112 students asked to self-isolate. The incident had provided a good test of the systems created, which had largely worked well. As a result of the incident:

- KCLSU risk procedures had been followed but were taking the opportunity to revisit them.
- Support packages for self-isolating students were being reviewed.
- The team was investigating how to track and trace without recreating the NHS processes, which could not provide information in a timely way.
- Campus ambassadors had been mobilised to report on numbers on site, and to identify pinch points on campus that might need to be addressed quickly.
- Ensuring rollback plans in place for all of faculties and central functions in case of a move back to all online teaching.

7   **Portfolio Simplification Update and Decisions** [AB-20-10-14-07]

The Vice President (Education) presented the report, which requested approval for recommendations from the Curriculum Commission of English and Film Studies modules at PGT level.

The Vice President (Education) noted that one of the modules, Cultural Analytics, had been coded under two departments, but was a Digital Humanities module and so would be listed under that department. She further noted that the English Department had indicated they would like a discussion on two modules on which decisions had already been taken. Academic Board were assured that if there was any proposed revision then those decisions would be brought to Academic Board at a future date.

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

Decision:
That the remaining recommendations made by the Curriculum Commission on English and Film Studies modules at PGT level, be approved.

8   **Reports of Committees**

8.1   **Report of College Education Committee (CEC)** [AB-20-10-14-08.1]

The Vice President (Education) presented the report.

(i)   **Academic Strategy 2020-2021**
The Vice President (Education) presented a verbal update on recommendations for 2020-2021 assessment. The decision had now been taken that all academic assessment for semester 2 would be online, excluding those with professional body requirements for in-person assessment. The Academic Standards Subcommittee was looking at lessons learned from last year and arrangements would be put in place to avoid problems such as collusion.

(ii)   **Digital Education Policy**
The Vice President (Education) reported that this policy would supersede the Lecture Capture Policy. Questions and comments on this policy had been received and noted in advance of the meeting, including a comment that "teaching materials" was too vague a term. The Vice President (Education) acknowledged this and undertook to revise that wording to capture clearly the intention of the recording of teaching sessions across the university.

It was noted that this was a different situation to lecture capture which had been provided as a revision tool. The Digital Education Policy presented to the Board was focussed on providing an education in situations where there was no alternative for students to attend in person.

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

Decision:
That the Digital Education Policy be approved, subject to the term "teaching materials" being amended to capture clearly the intention of "recording of teaching materials".

(iii)   Guidance for the use of data in PDRs

This item had been removed from the Unanimous Consent Agenda at the request of a member who reported concern amongst colleagues about timelines and whether module evaluations might be quite different this year. He noted that report distribution was quite variable across the institution. While it was welcomed that teaching was being valued in this way, staff wished to know when and how it would introduced, and whether they would receive sight of it before their Performance Development Reviews. The Vice President (Education) reported that the same schedule as usual would be followed.

Point 4 had been added to take account of the fact that this was an unusual year. This document had been requested by the Academic Board, and, along with the original policy document, would apply. In terms of distribution, the original policy had been adhered to rigidly. This had been discussed and endorsed by UCU, noting there were some small glitches to be worked through.

Items approved on Consent

(iv)   Annual report to Council on OfS Conditions of Registration
(v)   Proposal for a new Master of Nursing Award
(vi)   Degree Outcome Statement
(vii)   DClinDent Proposal

Items noted on Consent

(viii)   Amendments to Academic Regulations
(ix)   Library Policy
(x)   Programme Enhancement Plan Template
(xi)   PSRB Update
(xii)   Student Attainment
(xiii)   Race Equality Charter Mark
(xiv)   College Teaching Fund
(xv)   Decolonisation and Curriculum Design
(xvi)   NSS 2020
(xvii)   Debiasing Module Evaluations
(xviii) CEC Terms of Reference 2020-2021
(xix)   Schedule of Business for 2020-2021
(xx)   Online Executive Education and CPD
(xxi)   Grade Inflation: College Response

8.2   Report of College Research Committee (CRC) [AB-20-10-14-08.2]

(i)   Update on the Academic Strategy (Research)

The Vice President (Research) reported that the Academic Strategy for research aimed to support King's research activity in the best possible way during the 18-24 months crisis caused by the COVID-19 outbreak, maintaining the research momentum and ensuring that King's research was in a good position to resume growth in 2021. Key priorities currently included how to deliver research on site, improving the grant pipeline and enhancing the infrastructure. The Academic Strategy for research was currently in consultation phase with a Town Hall meeting scheduled for 3 November 2020. The Vice President (Research) had also had one-to-ones with faculty leadership teams and had large consultation workshops across the university. Academic Board would be invited to provide detailed input to the draft Strategy at its next meeting.

(ii)   King's Together COVID Rapid Call Funding – and successes in COVID-19 research

The Vice President (Research) presented the report, which was for noting.

Items noted on Consent

(iii)   HR Excellence in Research (HR EiR) Award Submission

(iv)   Post Graduate Research (PGR) Academic Regulations 2020-21

8.3   **Report of the College International Committee (CIC)** [AB-20-10-14-08.3]

Items noted on Consent

(i)   International Profile & Reputation Working Group

(ii)   Delivery Priorities for 2020-2021 Academic Year: Cultural Competency

(iii)   Global & Regional Envoys

8.4   **Report of the College Service Committee (CSC)** [AB-20-10-14-08.4]

Items noted on Consent

(i)   Chairs Update

(ii)   #ContinuingToServe stories

9   **Report of the KCLSU President** [AB-20-10-14-10]

The KCLSU President presented her first report to Academic Board. She stated that this year, more than any other, it was important that the student voice be heard and that students feel that it is heard. There would be actions required resulting from many organisational challenges which would need to be mindful of the student experience. An example was the recent reversal of the decision to use Wednesday afternoons for timetabling on a temporary basis so that they will be protected once again in Semester 2 from 2pm. The key strategic areas for KCLSU for 2020-21 were set out in the report: Assessment and Feedback; Student Representation; Upskilling students; Inclusion; and COVID-19. In all these areas, the President was keen to work together with the university to improve the student experience.

In discussion the following points were raised:
- The working relationship between the university and KCLSU has been very effective and work with the new sabbatical team on many critical issues in the first weeks of their appointment has already been extremely impressive.
- One member asked the KCLSU President about her view on staff representation on Council. She agreed that it was important to have representation from students and staff, and noted that there were currently three elected staff members on Council. It might be that the way in which Council reports back to Academic Board could be improved. It was noted that the university had significantly increased the numbers of elected to non-elected staff members on Academic Board as a result of the recent governance review.
- A member asked how we might best enter a genuine dialogue about concerns with respect to receiving value for full tuition fees and questions about potential refunds when much programming was and would continue to be online. The KCLSU President noted that there needed to be transparency about costs and the work undertaken by King's behind the scenes so that students could understand the way in which the fees were used. There was a need to engage with students on the work being undertaken and the mitigations being put in place. It was important to try to get module evaluations and surveys used as more than a way to complain.
- The sabbatical officers reported that students want an honest, transparent answer to their question about value for money. The university should explain that they are not getting the London experience but that there was a greater spend on IT, external venues, etc. There should be genuine, collaborative discussion between students and the university on the basis that the university is not profit-making in terms that can be easily understood.

10   **Report of The Acting Dean**

10.1   Report of the Acting Dean [AB-20-10-14-10]

       The Acting Dean gave a report on the activities of the Chaplaincy and drew particular attention to the outstanding uptake in services concerning pastoral support and mental health measures.

The new Dean, the Revd Dr Ellen Clark-King, would join King's from 1 December and would take up the position on Academic Board accordingly from the next meeting. The Board thanked Reverend Ditchfield for his contribution as Acting Dean over the past two years.

Item approved on the Unanimous Consent Agenda:

10.2   Election of Associates of King's College [AB-20-10-14-10]
        Decision:
        Academic Board elected as Associates of King's College those students and staff listed in the report.

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11   Any Other Business

11.1   **Academic Board Powers**

The Principal invited elected Board Member Dr Ewan McGaughey to speak to the motion that he had requested be considered concerning the provision of a statement of powers for the Academic Board. Dr McGaughey presented two alternate examples of statements of powers for an academic board/Senate from California and France, posting them in the chat for the online meeting, and noting that King's Board did not have any such written statement describing 'powers'; the Board's constitutional documents spoke rather of 'responsibilities'. Dr McGaughey also advocated elections for Council and an academic voice to decide who would be the next Principal.

In discussion the following points were made:

- The King's statements on the functions of committees of Council, which included the Academic Board, were set out in the terms of reference and were described as authority and duties – they did not currently use the word power. It was reasonable to review these to ensure that they were clear and to consider whether any amendments should be suggested and the Academic Board Operations Committee would be asked to consider this at its next meeting and report back to the Board.

- The College Secretary was available to provide offline briefing sessions on the role of the Board and how it functions for any members who would find that helpful.

- The process for the appointment of the next Principal had been underway for a year and had included an academic staff member and a student on the selection panel.

- A new member noted he was unsure what the powers of the Board were and what he could do as a member. Was it simply the case of having 'the ear of power.'? The Principal remarked that the role was more than that noting that in the last two hours the Board had made decisions on fundamental academic matters such as significant curriculum changes.

- The importance of improving communication between Council and the Academic Board was an issue that both bodies wanted to improve and the recent changes to the numbers of elected posts and elections to Council were recent attempts to make such improvements.

- The Principal reported that the size of Council had changed over time and it was now a smaller body with more elected members and, he believed, was working much more effectively.

11.2   **Length of Meetings**

The Principal noted that this had been a good meeting, covering all the key academic issues brought forward, but that it was difficult to fit the business into the time. The Senior Management Team meetings had been extended due to the volume of business in this

extraordinary time and he asked whether Board members would countenance an extra half hour on each meeting until the COVID issue was through.

<u>Decision</u>
Academic Board members would let the College Secretary's Team know whether they could stay for an extended meeting to 4.30pm for future meetings.

11.3   **Adjournment**
There being no other business, the Principal declared the meeting adjourned.

Irene Birrell
College Secretary
October 2020

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-05
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemptions	None, subject to redaction for commercial interest or personal data

Decolonising the curriculum through a new perspective to internationalisation

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

In September, the College Education Committee received a paper proposing an approach to understanding and addressing the questions raised by the demand to decolonise higher education, with a focus on the curriculum and the student experience in the classroom. The approach includes gaining a better understanding of attainment gaps across our diverse student population and internalising the core values of King's internationalisation strategy: cultural competency and having a global problem-solving mindset. The potential impact of this approach on the student experience, and areas that require attention including content, assessment, and pedagogy, were noted.

The attached paper has been revised for discussion at Academic Board.

Decolonising the curriculum through a new perspective to internationalisation

Paper for Academic Board

Background

1. The debate on decolonisation of higher education has remained at the fore of discussion since the Black Lives Matter protests following the killing of George Floyd in June 2020. However, concerns about structural racism, which shows up in education, health and other sectors of society, long predated these events. Recent debates on systemic racism in higher education have increased calls for decolonization of the academy. Several issues have recurred in this debate, including, for example, what is taught, what counts as legitimate knowledge, whose knowledge is privileged, differential outcomes for Black and Minority Ethnic students, lack of diversity and representation of BME in the faculty. To be sure, the debate about what decolonizing means and whether it applies to all academic disciplines, what is included in or excluded from the curriculum, rages on and is bound to continue for some time. While it is important that this debate continues, there is an urgency in the demand for decolonisation of H.E. particularly among university students and staff.

2. There is a strong case to be made for each university to look within its own context and respond to its community's demands on questions of racial and other inequality. Among other things, each institution must define decolonization for itself and decide the scale of response. At King's, work on decolonizing the curriculum began in 2017, within the context of internationalisation of the curriculum. It began from the ground up with a survey among select staff and Focus Group Discussions (FGD) in all nine Faculties and among students across Arts and Sciences, and Heath Faculties. Students – home and international – had a variety of concerns about inequality, attainment gap and differences in their experiences. Many were clear in their demand for a decolonizing agenda. KCLSU brought forward students concerns and requested collaboration with the College on a decolonizing the curriculum agenda. These developments informed, in part, the focus of King's international strategy (Internationalisation 2029) and are central to Curriculum 2029.

Some issues to consider

3. In responding to King's students' demands for decolonizing the curriculum, several issues are worth considering:

   - The importance of creating a space for a continuing debate among King's academics on decolonizing the academy. There are diverse views, even contestation on what this means, how much change should be accommodated.

- The issues at the core of the decolonisation demand apply to home and international students alike and require expansive thinking and a radical shift in the approach to internationalisation to address questions of inclusive education as well as systemic inequalities.

- Decolonising the curriculum has relevance to all disciplines but the focus and emphasis will vary between programme content and pedagogy. We acknowledge that while Faculties such as Arts and Humanities and Social Science and Public Policy have examined decolonisation of the curriculum to varying degrees, this is not necessarily the case with some Faculties. As such, developing a common framework on decolonising the curriculum has complexity (unlike institutions like SOAS or liberal arts colleges that do not have health sciences programmes) and might require a different approach.

- The importance of an intersectionality approach: While racialised difference and racial injustice are no doubt a serious challenge, it is important to recognize that questions of power and privilege (at the core of decolonisation discourse) apply also to socio-economic background, gender, creed, ability and other identities. It is rare that a student suffers only one aspect of inequality.

- Privileging student voice is an important entry point for King's given the diversity of the student body and the clarity of their demand and scale of the need as further outlined below.

4. Overall, students and academics arguing for the decolonisation of the curriculum do this in part from the perspective of current experiences. Some may wish to debate whether or not those experiences merit the demand for decolonisation, but unarguably the related issues of exclusion and lack of belonging demand attention, and are forcefully expressed in student feedback through mechanisms like the NSS.

5. The new approaches to both internationalisation and inclusive education at King's offer a useful response to questions of decolonising the curriculum. There is greater diversity in our student body. While there has been more focus on race in recent times, it is important to retain simultaneous focus on the various identities across race, class, genders, ability and religion. Significantly, this diversity crosses international borders. The division between home and international students has limited meaning when one examines the emerging issues clustered under the decolonisation agenda by groups of students and staff.

Preliminary observations

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

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

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

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

Unanswered questions

7. Anecdotal evidence suggests that these groups of students (home and international) perform differently in assessment. Having rightly focused much of our attention to date on the BME attainment gap, we still know too little about attainment gaps beyond the black attainment gap. It is important to support further work to explore whether existing data shows differential outcomes for select groups of home students and international students alike. Are there similarities, for example, in the attainment gap of home students from working class backgrounds (many of whom might be from the Widening Participation programme) and groups of international students from non-European backgrounds (such as Chinese and African students with limited exposure to British education)? We need a close examination of our own data in order to understand this problem.

8. If existing data confirms some or all of the anecdotal evidence above, this might explain, in part, the consistent demand for decolonisation specifically among groups of home students. And it might forewarn us about a possible demand from the Chinese student community, where there are already emerging claims of alienation

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

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

How does internationalisation respond to this challenge?

10. A different approach to internationalisation offers a concrete way to respond to the decolonisation demands and King's is already pioneering this. While recognising that international students will have important needs as they settle into a new environment and culture, international strategies and the measures of internationalisation have typically focused on the quantitative dimensions. The numbers of international staff and students in a university constitute just one aspect of what makes a university an internationalised environment. Less attention is given to the values that determine whether these people thrive and what impact their interactions with their UK counterparts produce. Furthermore, by focusing so much on international students, universities inadvertently discount their home students, whose collective experiences offer a new perspective to students coming in from abroad.

11. King's approach is different. We aim to internalise the values of cultural competency and a global problem-solving mindset while using this as the lens through which to engage our network of global partners. We define cultural competency as the ability to see the world through the eyes of others. It is not simply about our students and staff discovering other cultures or integrating students who come into our campuses into the UK culture. Cultural competency, defined in this way, helps each student - home and international – to expand both their worldview and their perspectives on problem solving. However, cultural competency does not apply only to students. It should also apply to our staff – academic and professional services. We cannot hope to overcome the current challenges if our staff are excluded from cultural competency programmes and activities. Embedding these values in systems and relationships across our institution enables a process of culture change.

12. We propose that all new students participate in cultural competency programmes at the point of entry into King's. We also propose that a mechanism should be found to

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

Problem-solving from a global leadership perspective

13. King's high-quality research and education are world renowned and have been deployed to contribute to addressing global challenges, not least in relation to the Sustainable Development Goals (SDG). The internal resources that can develop the talent and potential of our students to contribute to global problem-solving at home and abroad are immense. It requires that our students are able to develop a global-problem solving mindset.

14. Global leaders can be distinguished from others by their ability to recognise and engage with complexity. Complexity in today's world entails dealing with diversity and uncertainty amid rapid change. To operate successfully in this 21st Century globalised world, our students must be well-prepared and resilient. They will be better equipped to contribute efforts to address the complex global challenges of these times – including health pandemics, movement of people, climate change and large-scale insecurities – which demand inter-disciplinary and adaptive modes of responses. As next generation leaders they must be able to thrive within and across national and international borders and across different socio-cultural contexts while achieving success for organisations that operate in these environments. Communicating across cultures and working in varied geographical locations will be prerequisites for success as global leaders.

15. The objective of the Global Leadership Programme at King's is to offer students (home and international) an opportunity to become culturally competent people who successfully navigate this global context while contributing to problem-solving. Students will be able to grasp global leadership conceptually and practically. Like cultural competency, the global leadership programme at King's, which has the Principal's Global Leadership Award (PGLA) at its core, will be available to all students virtually and select students face-to face (through competitions) at UG and PGT. This will greatly enrich the student experience.

16. On the Global Leadership programme, joint cohorts of UG and PGT students will undertake individual and collective reflective sessions, critically engage debates on global issues, analyse case studies of responses to global crises; interact with leaders across government, business and international institutions; and develop collaborative responses to complex crisis scenarios as part of applied global problem-solving. The PGLA has been piloted and incubated at King's through the Principal's and Vice-Principal International's office since 2014 and is being expanded from 2020-21.

How does this view of internationalisation help address the concerns outlined earlier?

17. An internationalisation approach to the decolonising the curriculum demand will help address the stated concerns of students. Returning to the classroom related student experience outlined in the examples in paragraph 3, the curriculum will be a key area of the response.

18. Part of the response is about curriculum content. As an integral part of our implementation of Curriculum 2029, the exposure of students and staff to cultural competency programmes and activities will have a knock-on effect on programme design and modification. Students will have increased exposure to a plurality of ideas, promoting trans-disciplinarity and critical knowledge.

19. Renewed attention is also required to programme design, particularly assessment design. Diverse assessment methods are a critical dimension of our approach to more inclusive forms of education, recognising the need to allow all students to demonstrate their strengths and abilities.

20. The question of the reading list becomes less magnified when students and teachers expand their perspectives on a subject and when students understand the historiography of a subject.

21. The pedagogical aspect of the curriculum is also a significant aspect of the response. In relation to teaching, our starting point is that whoever teaches a subject from a cultural competency perspective is sufficiently reflexive to take their positionality, as well as the diversity of the classroom, into account. In relation to students themselves, the more and the sooner students are exposed to cultural competency modules at the start of their studies at King's, the greater their potential to interact well in a diverse classroom, such that fewer students feel alienated because of how a subject is taught or how learning takes place.

22. Flexibility and adaptivity are also important. The composition of our classrooms changes every year. Designing and teaching a module in a way that enables the teacher to prepare for the changing profile of diversity among students in the classroom is a key aspect of responding to the changing needs of a diverse community of students.

23. A global problem-solving mindset and exposure to global leadership will expand the students' thinking and boost their capacity to contribute to their courses, offering new perspectives and critical thinking.

'Funmi Olonisakin and Nicola Phillips
30 November 2020

Academic Board		
Meeting date	9 December 2020	
Paper reference	AB-20-12-09-06.1	
Status	Final	
Access	Public	
FOI release	Subject to redaction	
FOI exemption	None, subject to redaction for s.43, commercial interests; or s.40, personal data	

Principal's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Principal's Report

Executive summary

President & Principal

The announcement about Professor Shitij's Kapur's appointment as the incoming President & Principal and the interim arrangements under Professor Evelyn Welch was made on 27 October both internally to staff and students and to key external stakeholders. I will provide more detail on the transition arrangements at the meeting.

Coronavirus update

The university continues to manage the risks and impact of coronavirus. Our primary concern is staff and student wellbeing and there are a host of resources on the King's website explaining the measures we have taken and our collective responsibilities.

The Gold incident response team and the Safe Campus Operations Team (SCOT) continue to work to manage the ever-changing environment around COVID response. Most recently, considerable effort has been put into setting up testing centres to allow students to travel home for Christmas. We have effectively handled a number of COVID outbreaks mostly within student residences and are monitoring likely internal and external scenarios as these evolve and refining our plans and resourcing accordingly. A fuller update focused on education is on the Board's agenda.

Admissions Update

The latest student enrolment figures as at 16 October (see **Appendix 1**) show that almost 32,000 student FTE are currently enrolled, this represents a positive variance to target of just over 1,200 FTE with further intake points for PGT and PGR still to come. Current enrolments are above target for both Home and Overseas students. At a faculty level, seven of the nine faculties are above target. The only exceptions are FoLSM and A&H. Three faculties have exceeded the target significantly – KBS (+430), NMS (+390) and SSPP (+340 FTE)

Times Higher University Subject Rankings 2021

The Times Higher also publish international subject level rankings based on the same criteria as above and King's is ranked in:

Subject Area	Rank	Change
Clinical, pre-Clinical & Health	16th	Up 1
Law	23rd	No change
Life Sciences	36th	Down 1
Arts & Humanities	26th	Down 2
Education	23rd	Down 5
Computer Science	95th	Down 16
Social Sciences	54th	Down 16
Psychology	11th	n/a

King's ranked 42nd in the latest Guardian University Guide an improvement of 21 places. Our position within the RG has improved by three places. The main cause of the improvement has been the change of the 'Careers after six months' metric in which we ranked 19th to a 'Career after 15 months' metric in which we ranked 6th. Three other measures saw an improvement – continuation, SSR and Spend per Student. The subject level tables are shown below. We are ranked in the top 10 in six subjects.

Other updates (Annexes)

I. Staff update *(PRIVATE & CONFIDENTIAL)*
II. Estates update *(PRIVATE & CONFIDENTIAL)*
III. HE environment *(PRIVATE & CONFIDENTIAL)*
IV. King's Health Partners
V. Health & Safety update
VI. Fundraising & Supporter Development
VII. Degree Outcomes Data

Ed Byrne
President & Principal
November 2020

These pages have been redacted

King's Health Partners Update

- The King's Health Partners **Annual Conference** took place on 13 and 14 October. Professor Sir Edward Byrne welcomed delegates and Professor Richard Trembath formally launched our new five-year plan – 'Delivering better health for all through high impact innovation'. A broad range of speakers from academia, healthcare, community groups, and the wider public sector discussed how the plan will drive real benefit to our patients, communities, staff and students. For the keynote address we were delighted to welcome Dr Fiona Murray, Associate Dean for Innovation at the MIT Sloan School of Management and member of the UK Council for Science and Technology, who spoke about her experience launching a life sciences cluster in Boston. Dr Murray's talk considered how to create a framework for building innovation ecosystems, considering how we can bring together communities of stakeholders to foster socially inclusive growth, underpinned by a common purpose and informed by strategy as part of the cluster creation. Professor Robin Ali, Professor of Human Molecular Genetics, King's College London, also shared his work into eye gene therapy, looking at the development of novel therapies for eye disease. Additional presentations from King's College London included Prof Tim Spector on the COVID-19 Symptom Tracker App, Professor Sir Simon Wessely on pandemic mental health and wellbeing, and Prof Rick Iedema on workforce innovation and sustainability. Day two of the conference held numerous workshops focussed on each of the four themes of the plan. 642 delegates registered for the first day of the conference, and 540 for day two. The video content is available to view on our website.

- In early October King's Health Partners and the Department of Health and Social Care announced that together with the London Testing Alliance we will be providing new COVID-19 testing capacity. The **London Testing Alliance**, set up by life science cluster MedCity, brings together world-leading universities, healthcare institutes, industry and pathology service providers to combine expertise to support the response to COVID-19. The Alliance will use untapped resources and build on existing infrastructure to offer at least 20,500 more COVID-19 tests a day by March 2021, with King's Health Partners providing 10,000 of that daily total.

- Joe Casey has been appointed as the **new Director of Partnerships and Programmes** for King's Health Partners, where he will lead on the implementation of our new five-year plan and expand national and international partnerships. Joe has worked for King's Health Partners for over five years, initially in a consulting capacity before becoming Deputy Director for Programme Delivery over three years ago.

- In the 12 months up to 31 July 2020 we have secured new research funding awards across health faculties totalling £177m. **Our recent awards** include BBSRC Strategic LoLa Grant in mechanobiology (£3.5m); Wellcome Investigator Awards to Jo Spencer, Corinne Houart, Snezhka Oliferenko; £1m for COVID-19 immunology programme (philanthropic); NHS CHECK awarded UKRI funding for national roll-out (mental health of healthcare staff), with an additional award specifically focused on BAME health workers (£1m total); £16m award to expand our AI Centre for Value-Based Healthcare (funding allocated through NHS Trusts).

- **King's Health Partners Clinical Academic Groups (CAG)** – on 21 October a webinar in the King's Health Partners Primary Care series took place. The session explored "the COVID response in south east London: What did we learn in wave one and what does this mean as we go forwards?". We also supported with benchmarking research performance for King's College London's Environment submission for REF 2021 (Unit of Assessment 3). This work cuts across multiple CAGs and Institutes, including Palliative Care, Dental, Pharmaceutical Sciences, as well as King's Health Partners Diabetes, Endocrinology and Obesity, and King's Health Partners Women and Children's Health.

- On 29 October 2020 we held our first **King's Health Partners Surgical Academy** workshop, led by Professor Prokar Dasgupta, our recently appointed Professor of Surgery. Convening surgeons across the partnership, the event had 81 participants and presentations from experts across a range of specialties, including surgical and interventional engineering; stem cells and regenerative medicine; clinical trials; vascular surgery; neuro-surgery; orthopaedics and transplantation.

- **King's Health Partners Mind & Body –** supported a successful bid to the King's College Hospital Charity (and NHS Charities Together) to part-fund a psycho-social team. This team would be based in King's College Hospital NHS Foundation Trust's critical care service. Consultant Connect has experienced the largest increase in the number of calls received since its launch in September. In September 55 calls were made and 20 answered, compared with 21 calls and 8 answered in the first week of October. To mark World Mental Health Day on 10 October, two blogs were shared - [befriending service acts as a lifeline for patients during the pandemic](#) and [how e-IMPARTS puts patients' best interests first – a clinician's perspective.](#)

- **Education and Training at King's Health Partners -** the second series of "Meet the Expert" global clinical seminars began on 6th October with a presentation by **Dr Sophie Papa,** Clinical Reader in Immune-Oncology and Honorary Consultant Medical Oncologist at King's College London. Dr Sophie Papa's talk was titled **"Cancer Immune therapy in the Clinic"** and the seminar was chaired by Professor James Spicer, Professor of Experimental Cancer Medicine, King's College London, and Consultant in Medical Oncology, Guy's and St Thomas' NHS Foundation Trust. The presentations can be found on the King's Health Partners [Learning Hub](#). On 21st October a Safety Connections network event on patient safety and quality improvement was held, focussing on learning from staff experiences of COVID-19 and working in the Nightingale Hospital.

- The **Life Lines** team is continuing to work with hospitals across the UK to develop virtual visiting capabilities and prepare for the coming months. Following a grant from the Guy's and St Thomas' Charity, Life Lines is also developing a new programme to support patient recovery after COVID-19 long lengths of stay in intensive care. As of September 2020, 1,200 devices have been provided to more than 150 UK hospitals, allowing more than 40,000 virtual visits.

Health & Safety Update

SAFETY MANAGEMENT SYSTEM

Accident Management System (AMS)

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

Auditing

No change since the last report.

Occupational health

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

The Individual Risk Assessment Guidance for staff and PGRs was revised during October by HR and H&SS to address end of furlough and return to campus, as appropriate, of individuals who are clinically extremely vulnerable. The guidance document now includes a record of the risk assessment outcome and agreed mitigations which can accompany a management referral to occupational health for specialist advice, as necessary.

Faculties have developed varied approaches to individual risk assessment for students returning to campus which need to be formally recorded, collated and filed with other Return to Campus processes during COVID-19. With regards to students who are clinically extremely vulnerable, indicative evidence is that some faculties have engaged more effectively with the university's OH services than others.

System Development

The Outbreak Plan produced by H&SS on behalf of Personal Health (Silver) which lists key stakeholders, collates existing written arrangements, describes communication processes with local authority public health teams and LCRC was submitted to Directors of Public Health. They responded positively with a limited number of minor comments. The Plan is being reviewed and revised based on the experience gained through responding to recent outbreaks.

Health & Safety Training and Compliance E-Learning

E-learning developed in response to COVID-19

H&SS authored a Welcome to Campus e-learning course in late August for students to familiarise them with COVID-19 mitigations on site and raise awareness of their role in our collective. Engagement with this e-learning course by taught students has been minimal and was raised with faculties via the Safe Campus Operations Team. 680 students have completed the course so far, an increase of 50% in the last seven days, which indicates that efforts have been made to reach out to students, but there is a long way to go.

3941 staff and PGRs have completed the Return to Campus E-learning first introduced for the pilot phase.

H&SS training programme

H&SS has recently undertaken a review of its training provision. Programmed face to face training will continue to be published through Skillsforge and provided via MS Teams where practicable.

The outcome of this review has identified that H&SS would like to expand its e-learning provision to include, for example, managers' responsibilities, accident investigation and laboratory safety. This would provide timely essential information to those who need it and facilitate workshop style face to face sessions for those who require further information and training. Completion of the appropriate e-learning course will be a pre-requisite for the workshops. This project is tied into the additional resource that the recently approved H&SS Business Case will provide.

With the arrival of the new Principal in summer 2021 and changes in senior management it would be advisable to refresh the knowledge of King's Senior Management Team with regards to their health and safety responsibilities. It is proposed that this is achieved through purchase of sufficient licences of the British Safety Council E-learning course "Health & Safety for Directors and Senior Managers".

SERIOUS INCIDENTS / INVESTIGATIONS

Health Surveillance

Health surveillance is identifying that there are some gaps in the local implementation of King's written arrangements for prevention and management of laboratory animal allergy which have been notified to the relevant managers. The Health Surveillance e-learning course introduced at the beginning of the summer is intended to raise awareness amongst technical and research staff of these new arrangements.

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

None since last report

Fire Safety

Evacuation marshal provision & building evacuation moving forward

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

Fire Risk Assessments

An audit of King's Fire Risk Assessments and the Fire Risk Assessment process against the requirements of the Regulatory Reform (Fire Safety) Order and PAS 7 Fire Safety Management Standard will be undertaken by the competent persons for fire safety in H&SS and E&F Assurance. The audit report will be brought to HSMG in early 2021 and then to Council.

Champion Hill Update

All surveys for Champion hill have now been completed and passed to senior management for further consideration.

There are currently no sleeping occupants at Champion Hill.

Regulatory Visits and Enforcement

King's: HSE Enforcement

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

Outstanding actions relate to BSU Code of Practice publication, engineering controls and Occupational Health protocols.

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

Secretary of State for Education: Fire Safety

See Appendix A for update report.

Communication and Consultation

Safety Notices

No change since last report

Infographics

H&SS is continuing to gather information regarding the existing PowerBI dashboards to show first aiders and evacuation marshals on site. It is currently working on PowerBI reports in relation to the self-isolation reporting to make the data collected more accessible and available to stakeholders.

Microsoft Teams & SharePoint

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

Union Health & Safety Consultation

Consultation and communication with trade union safety representatives is primarily through Microsoft Teams where queries can be raised and addressed in a timely manner.

Risk Management & Assessment

Novel Coronavirus (COVID-19)

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

- Personal Health (Silver)

- Personal Health (Silver) Case Management Team

- Operational Management Team

- Safe Campus Operations Team

H&SS continues to manage and develop (in consultation with the Chair of Personal Health (Silver)) the Microsoft Form and associated Flow for individual reporting and oversight of trends relating to self-isolation. H&SS is currently seeking a temporary data analyst to assist with the data analysis and presentation to Silver Personal Health, and to develop further the PowerBI reports to assist with internal and external reporting requirements.

To date, a small number of limited outbreaks have occurred during October: 6 outbreaks have been reported from residences, 2 associated with teaching programmes and one associated with a KCSU social event. These have been managed in collaboration with key stakeholders (KCLSU, 3rd party residence management and faculties as appropriate) and reported to LCRC and Local Authority Public Health Teams who have offered advice and support as necessary.

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

Health & Safety Services Staff Resource

The Deputy Director and Head of Infrastructure continue to act in the role of Director and Deputy Director.

A business case to expand and allow Health & Safety Services effectively fulfil its role as the university's competent persons and functional lead for advice and assurance in occupational health, safety and welfare has been approved.

Secretary of State Letter

Update on Actions & Next Steps

Background

Following the requirements established by the Secretary of State's letter, this short note outlines the steps taken to date to address key areas of concern relating to the management of fire safety, with particular focus across the residential stock as the incident in Bolton student accommodation was at the time a key driver to the SoS' request.

Actions to Date

The fire safety management system and arrangements set out the standards that the college has committed to in meeting legal requirements for fire safety and fire safety management. It details roles and responsibilities for fire safety management across the college. The introductory statement to SPR036 "Fire Risk Management Strategy":

"KCL is committed to developing a fire risk management system to provide an environment for all staff, students, visitors, patients, contractors and members of the public throughout KCL Campuses, and other sites within its control, in which the risk from fire to occupants is at an acceptable, low, level. The fire risk management system will also ensure that the risk of adverse environmental impact, property and business losses due to fire and its consequences will be kept at a level acceptable to KCL and its stakeholders."

This includes but not limited to:

- Undertaking Fire Risk Assessments

- Carrying out Fire Risk Assessment Reviews

- Minimising fire safety risks across faculties & directorates

- Undertaking internal audits against fire risk management standards

We continually monitor fire safety arrangements that are in place, our buildings are fire risk assessed, fire risk assessments are regularly reviewed. Fire risk assessment actions are tracked and monitored through a dedicated E&F fire risk management group that is empowered for the planning and securing of funding, to ensure that work towards reducing fire safety risks to the lowest practicable levels is maintained.

Since November 2019, when King's first responded to the SoS, King's has:

- Completed a thorough Due Diligence exercise across partner buildings that provide King's College students with accommodation, including temporary accommodations such as hotels.

- Undertaken fire risk assessments for derelict buildings under the responsibility of KCL, these first needed to be made safe for access

- Undertaken a review of current fire risk assessments to ensure that they remain fit for purpose

- Set up a fire safety task finish group within E&F to drive the close-out and management of fire risk assessment actions

- Employed an external 3rd party contractor to undertake remedial works for fire stopping and other works relating to fire risk assessment actions

- Moved evacuation marshal training to MS Teams to respond to Covid-19 challenges

Next Steps

Since the lockdown of the UK due to the COVID-19 Pandemic, Kings College London has had to review its position in addressing the risk of fire occurring as part of the phased return to campus. Although there is no requirement for a formal response to be sent to the SoS's office – it is understood that other universities are not looking to formally issue updates – it is proposed that:

1. H&SS and E&F continue to review current arrangements to meet a key element outlined in the Secretary's letter: a review of building and fire compliance in all university buildings that students use will be important for the peace of mind of students and their families. It is also important for the reputation of the HE sector as a whole.

    This should include:

    a) A desktop review of the university's Fire Risk Management System, with E&F and H&SS fire specialists completing a gap analysis of the current arrangements to set out next actions such as key risks, policy review and communication, resource requirements etc.

    b) Based on this gap analysis, the current Fire Safety Strategy is reviewed and updated, to include:

        i) Changes to fire safety competent person roles in H&SS and E&F

        ii) Responsibilities for fire safety within the H&SS and the Assurance Team should be clearly outlined, complimenting each other's function in a joint effort to reinforce King's College competent advice and assurance function for fire safety.

        iii) Faculty and Directorate clients are required (as a project management gateway) to seek technical advice and support from the E&F Assurance Team regarding fire safety implications arising from a project.

    c) Acknowledging the challenge with recruiting additional staff to support a more robust and pro-active approach to fire safety management, E&F and H&SS have agreed to develop a business case to engage a third party provider to support the teams with Fire Risk Assessments going forward. This approach is well embedded at other universities such as UCL and has already proved effective within King's with respect to the management of Legionella and Asbestos.

    d) Plan and resource to address any gaps in compliance with King's fire safety management arrangements and any statutory responsibilities identified via1(a) above and the findings from the Business Assurance review of Champion Hill. Increased transparency with regards to fire safety management is of paramount importance and the teams should aim at reporting on progress regularly via HSMG going forward, with evidence provided for comprehensive and easily accessible assurance.

2. A key requirement from the SoS is that the fire safety review includes input from an independent, third-party specialist in order to challenge arrangements and support establish a mechanism that allows for fire safety arrangements to be continuously reviewed and scrutinised. Linking this with item 1.c above can prove a significant step given current priorities and resource constraints.

These pages have been redacted

2020/21 Student Enrolment Report: October Census

Total Population Student FTE (On Campus)

Figure 1: Current Enrolment vs. Target by Fee Status

31,590 Current FTE

30,369 Target

1,221 Target Variance

Figure 2: Current Enrolment vs. Target by Level of Study
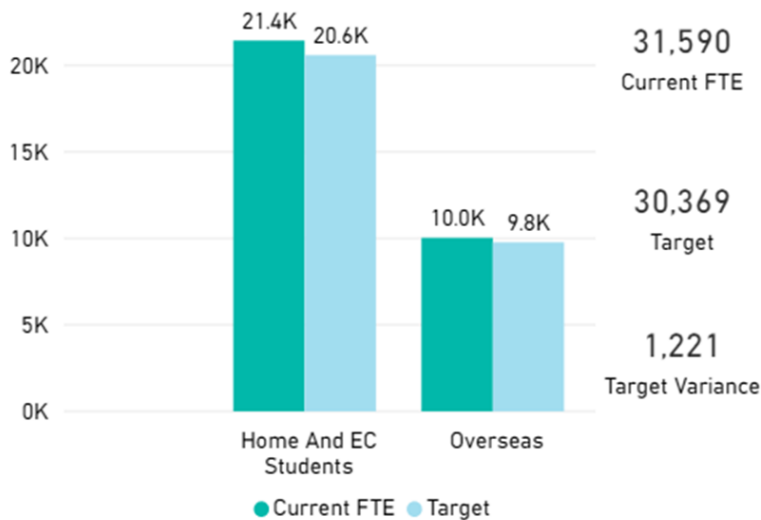
- The census of student enrolment for the Sept/Oct intake was 16th October 2020
- For all students, new and continuing, the current enrolment level (standard 'on campus' courses) stands at just over 31,500 FTE
- This means there is a positive variance to target of just over 1,200 FTE, with further intake points for postgraduate (taught and research) still to come. The target doesn't include the 300 ASN which were awarded late in the admissions cycle
- At this late stage, we wouldn't expect to see significant further enrolments for Sept/Oct starts
- The current enrolments are above target for both Home and Overseas students
- The enrolments for Home/EU students are 841 FTE above target (+4.1%) whilst enrolments for Overseas are 259 FTE above target (2.6%)
- UG and PGT courses currently show positive variance between enrolments and the full year target. PGR is currently below target but with intake points throughout the year, this is to be expected at this point in the year
- Some caution needs to be taken in interpreting the figures as there are groups of students who have re-enrolled when they were originally expected to complete their course in the previous academic year. The disruption meant they weren't able to finish and they have needed to re-enrol this year to enable them to complete any outstanding work
- UG and PGT courses are showing very similar variance to target, up 830 and 825 FTE respectively
- PGR is currently 430 below target
- At a faculty level, seven of the nine faculties are above target. The only exceptions are FoLSM and A&H where current enrolments are 80 and 170 FTE below target
- FoDOCS & IoPPN are almost exactly at target whilst Law and FNMPC are 130 and 180 FTE above target
- The three faculties that have exceeded the target by a greater margin are KBS (+430), NMS (+390) and SSPP (+340 FTE)
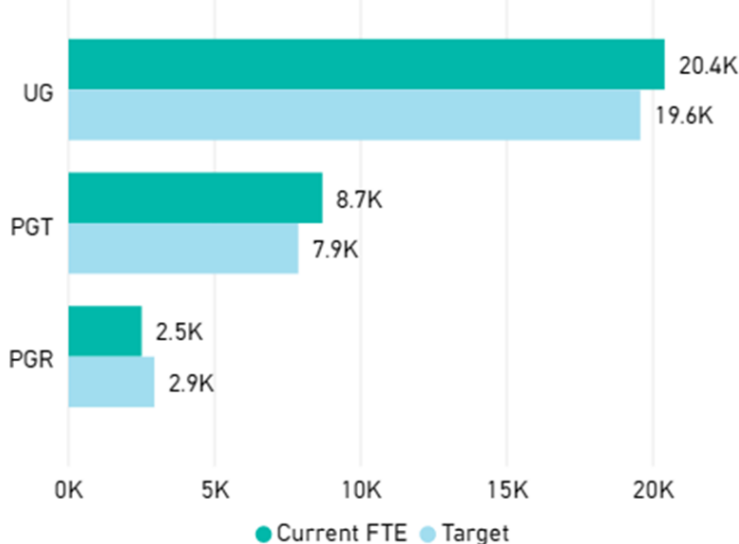
Figure 3: Current Enrolment vs. Target by Faculty

Analytics
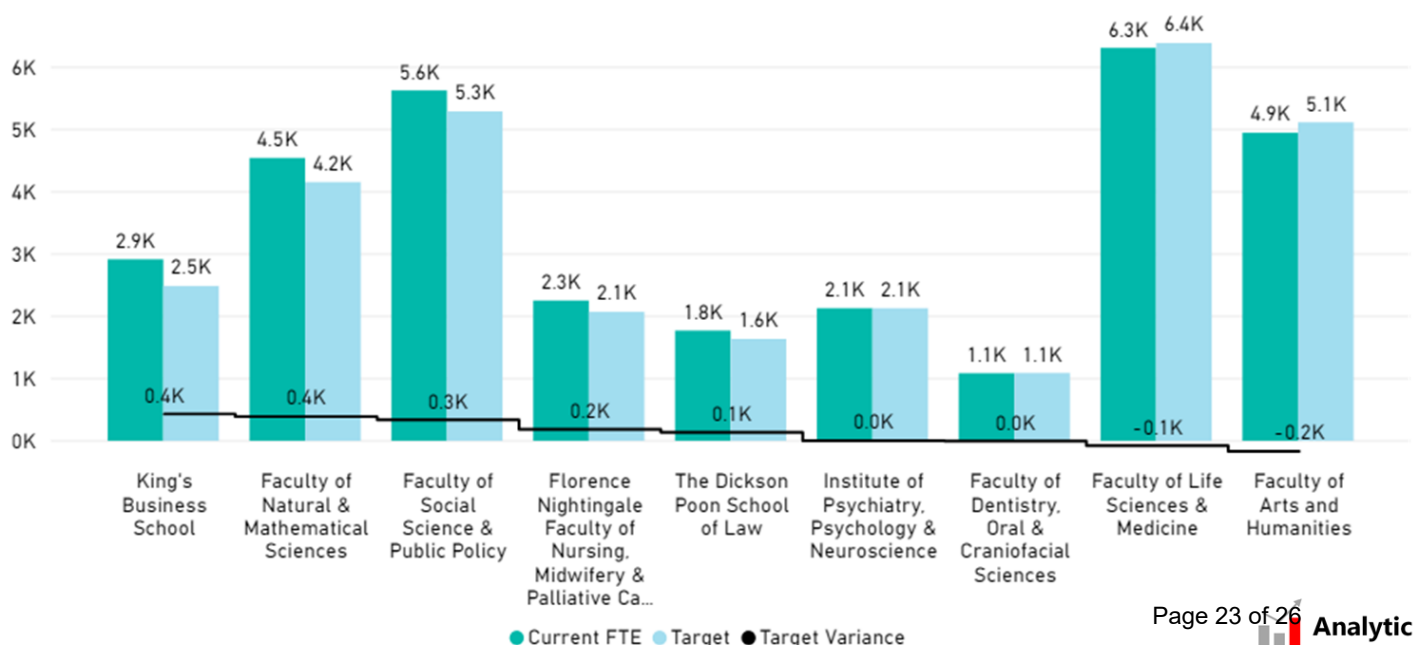
Intake Student FTE (On Campus)

Figure 4: Current Enrolment vs. Target by Fee Status

16,146
Current FTE

14,808
Target

1,338
Target Variance
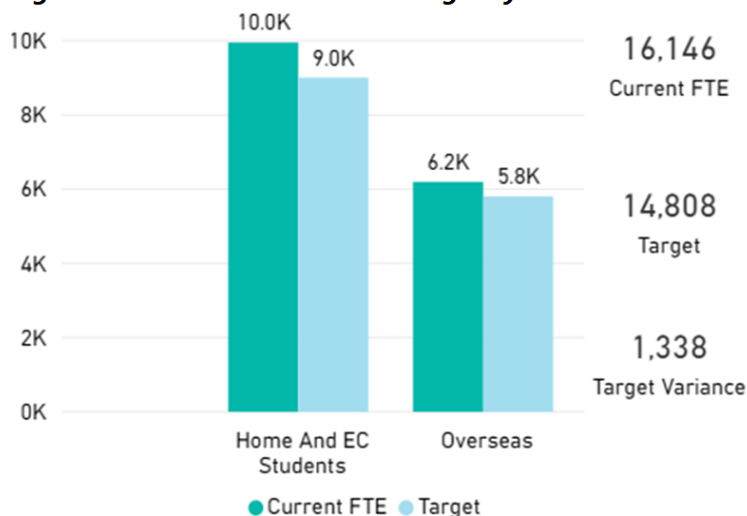
- The positive variance to target relates exclusively to the new student intake, which is currently just over 1,300 FTE above target
- Currently intake accounts for 51.1% of the total student population (King's already had one of the highest ratios of intake to total population in the sector excluding small/specialist institutions)
- The full year targets have already been exceeded for Home/EU and Overseas enrolments
- The positive variance to the Home/EU intake target is 950 FTE (+10.5%) whilst the Overseas target was exceeded by 390 FTE (+6.7%)
- The total student FTE (HESA session population) for 2019/20 was 29,239 FTE. Based on current enrolments the university's total student population should exceed 30,000 FTE for the first time
- The positive variance to target is relatively evenly split between UG and PGT courses. UG intake is currently 670 FTE above target, whilst the PGT intake currently 790 FTE above target with January starts still to come
- As a result, the PGT intake at 8,080 continues to exceed the UG intake of 7,510 FTE
- The roll through impact on subsequent academics years of the higher intake on multi-year courses (mostly but not exclusively UG) is worth careful consideration as part of business planning and student number target setting
- At present PGR intake is 120 FTE below target but with further intake points the expectation is that the gap to target will close as the year progresses
- The position at faculty level on intake numbers is very closely aligned with the total population position, although IoPPN and FoLSM performance against target is slightly better when looking only at intake
- Across A&S the variance to target for total population is almost completely attributable to the intake numbers

Figure 5: Current Enrolment vs. Target by Level of Study
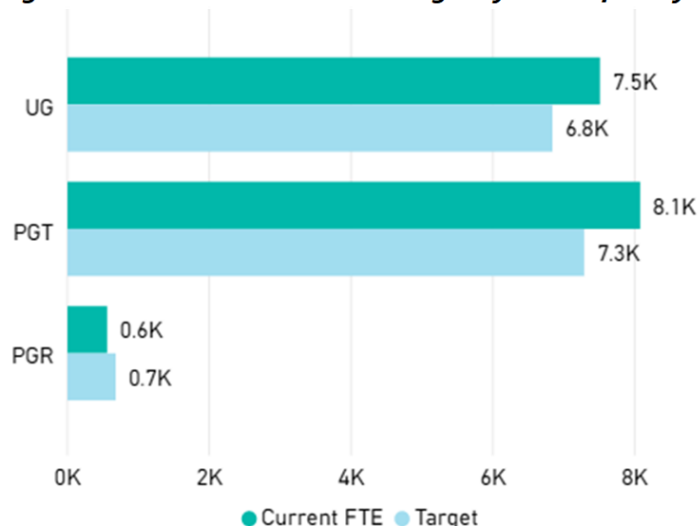
Figure 6: Current Enrolment vs. Target by Faculty

Analytics
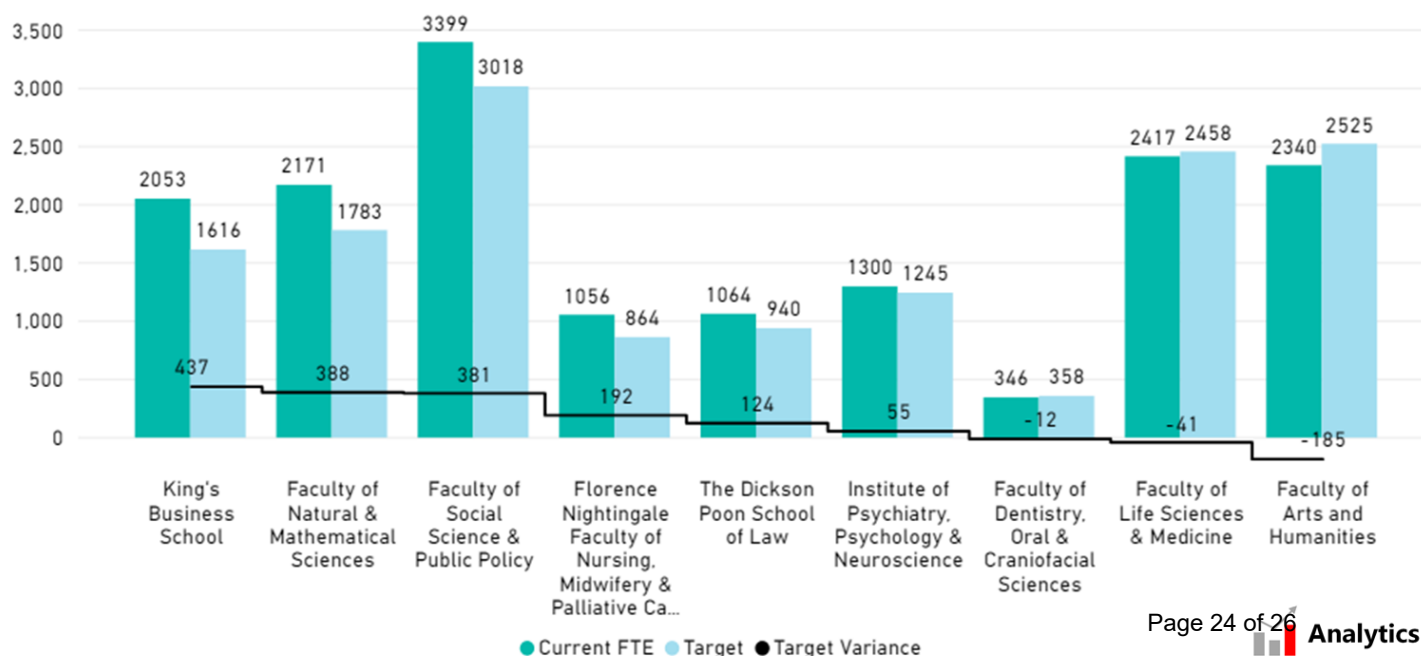
Continuing Student FTE (On Campus)

Figure 7: Current Enrolment vs. Target by Fee Status

15,444 Current FTE

15,561 Target

-117 Target Variance
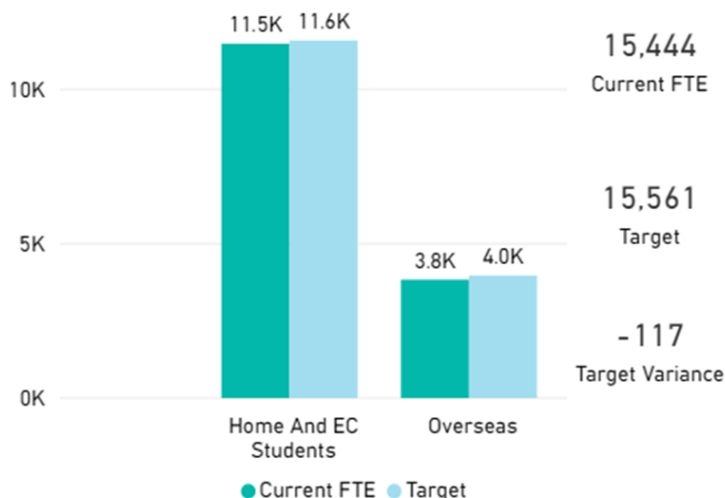
- Continuing student numbers are slightly below target with a negative variance of 120 FTE (-0.8%)
- Early in the calendar year, there were concerns about the possibility of significant decreases in continuation rates, due to more student interrupting or withdrawing
- The total population targets are calculated using historic rates of continuation/retention, so any variance to target represents a shift in continuation rates compared to the previous year
- Unlike admissions, where a range of mitigating actions were possible to offset an expected drop in conversion (for example we made 55% more offers for PGT courses than the previous year), there were fewer options in regard to continuing student numbers, so it is pleasing that continuation rates have held up so well
- The drop in continuation rates for Overseas students was slightly higher than Home/EU students. Returning Overseas student numbers are currently 96.7% of the target compared with 99.1% for Home/EU students (there are 120 students with an unknown fee status at present)
- The vast majority of the multi year courses are UG but continuing student numbers are slightly above target at + 160 FTE
- The shortfall is entirely concentrated on the PGR cohort which has a negative variance of 310 FTE. Continuing PGR enrolments can continue to come through at a later stage than taught courses, so it may be that the negative variance reduces over time
- In terms of the faculty position, six of the nine faculties have variance to target of +/- 20 FTE
- The faculties with the higher variance tend to be those areas in which the PGR student numbers are concentrated. FoLSM, IoPPN and SSPP, the three faculties with the largest negative variance to target, normally account for around two-thirds of all PGR students

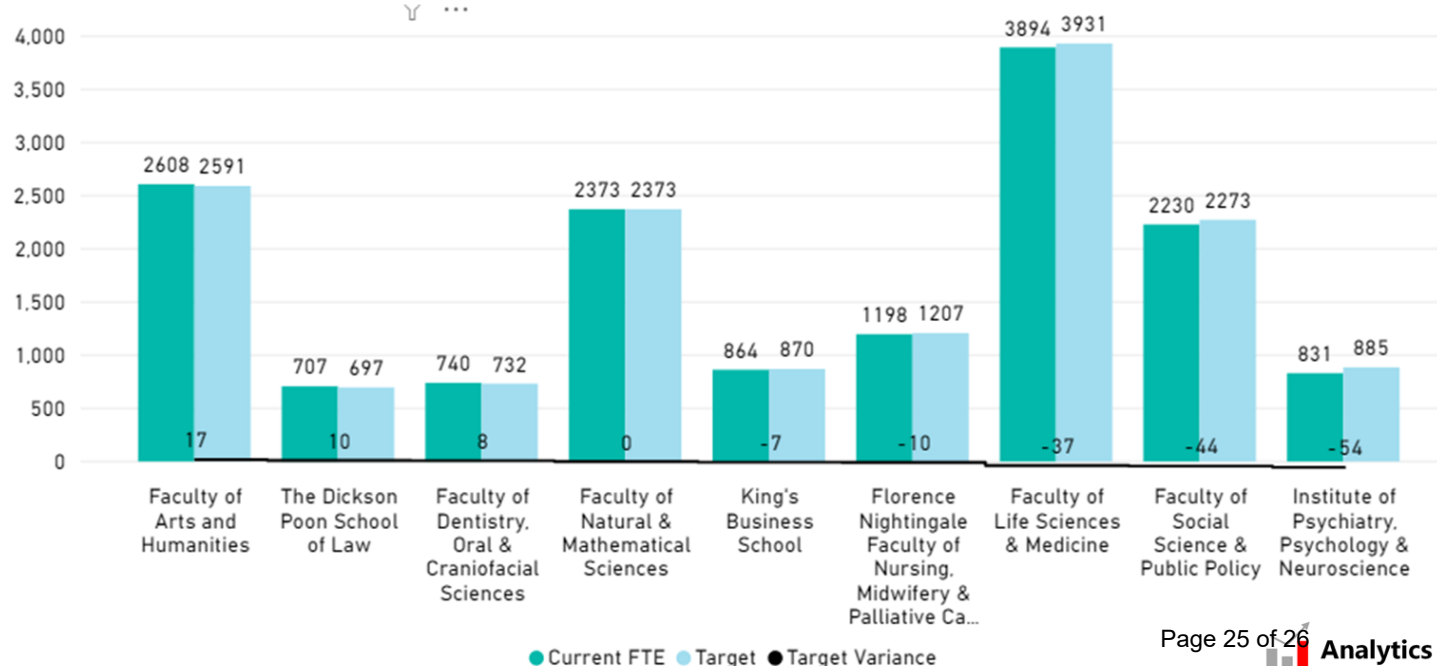### Figure 8: Current Enrolment vs. Target by Level of Study
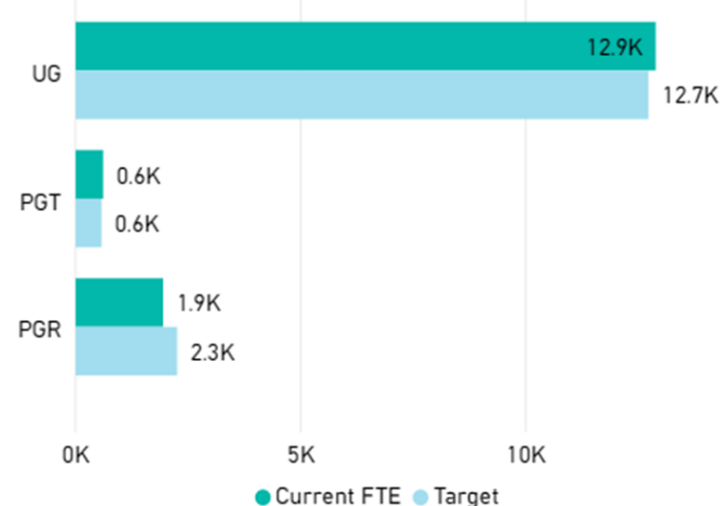
Figure 9: Current Enrolment vs. Target by Faculty

Analytics

Tuition Fee Income Position

Figure 10: Actual Income vs. Target/Budget by Fee Status

£447.3M
Actual Income

£431.2M
Budget Income

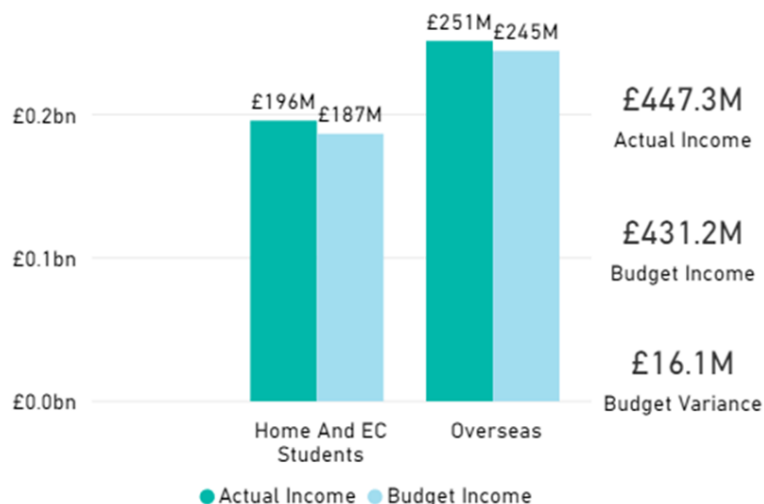**£16.1M**
Budget Variance

Figure 11: Actual Income vs. Target/Budget by Level of Study
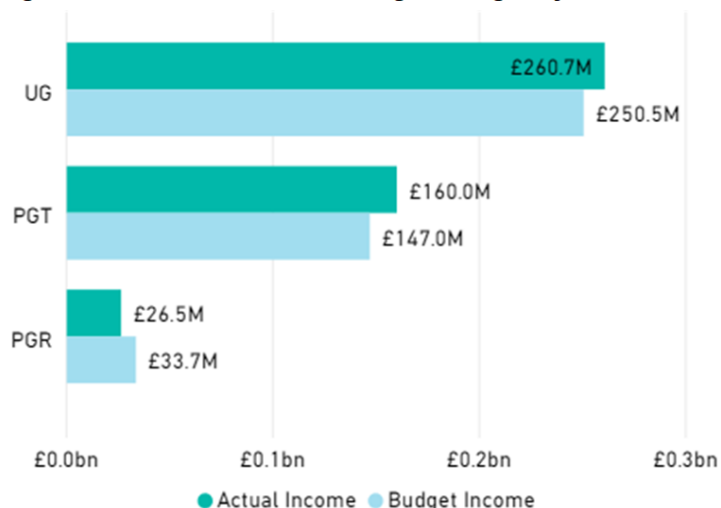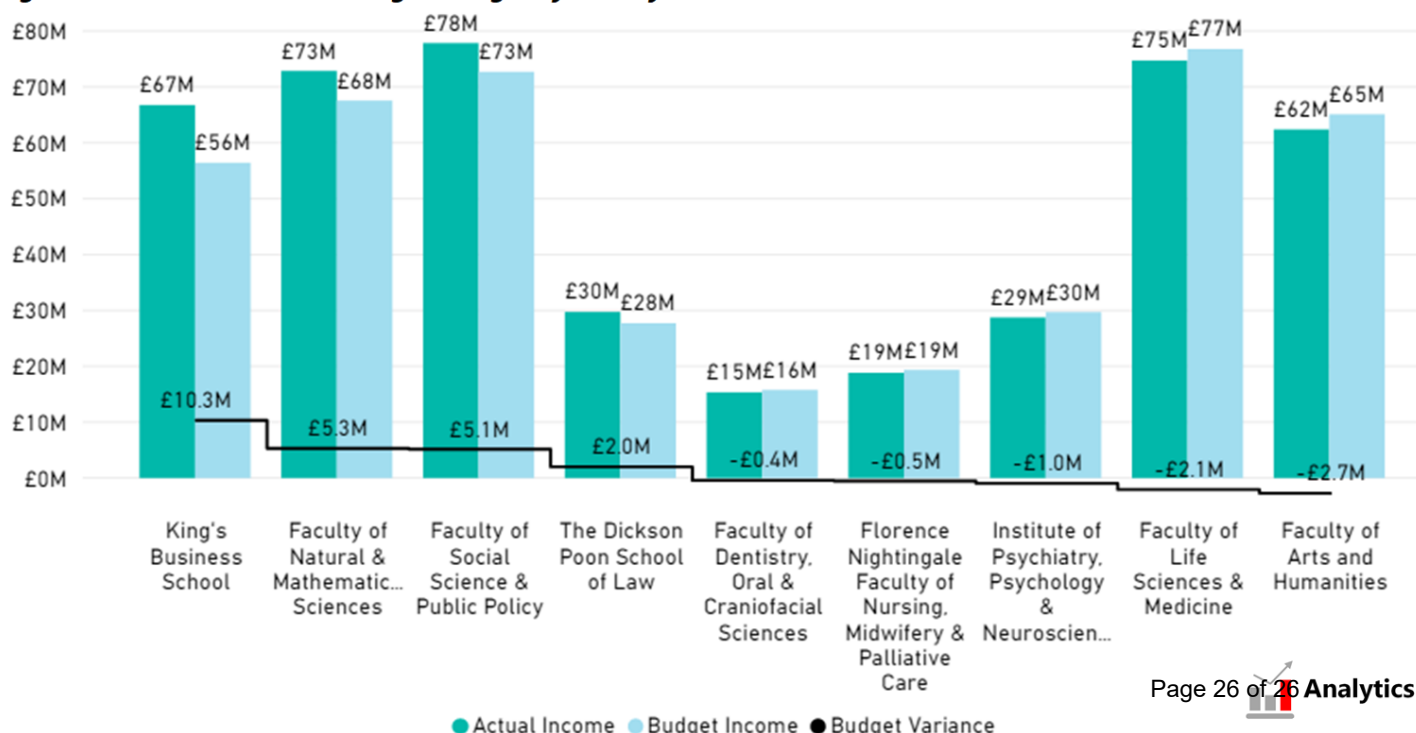

Figure 12: Actual Income vs. Target/Budget by Faculty

- Whilst the invoicing process has not yet commenced for tuition fees, the headline fees (i.e. not taking into account fee waivers, discount and non-payment) have been used to calculate the income based on current enrolments (and compared to the equivalent calculation using enrolment targets)
- The intermediate mid-case scenario indicated that we would almost exactly meet budget (c.£1m shortfall). The latest enrolment position suggests we are on course for a better position, which a positive variance to target of £16.1m
- Home/EU students account for £9.2m of the surplus, with Overseas students accounting for the remaining £6.9m
- Whilst Home/EU students account for 68.9% of the enrolment above target, there only account for 57.1% of the positive income variance
- The position by level of study shows the largest positive variance is with PGT courses at £13.0m, whilst UG has a positive variance of £10.2m
- With the enrolment numbers currently below target for PGR, the income position presently shows a negative variance of £7.2m
- The faculty position below is based on course ownership and doesn't reflect teaching splits. The Business School is a very significant factor in the overall positive income position, accounting for 64% of the University surplus. Surpluses in excess of £5m are also shown for NMS and SSPP
- IoPPN and FoLSM currently have negative variances although the traditional January intake point should help the position recover (and additional PGR enrolments). A&H's negative variance stands at £2.7m but some of the budget targets were stretching and it is a better outcome than forecast earlier in the admissions cycle
- The figures are indicative at this stage and a clearer picture will emerge as invoicing gets underway. It is obviously critically important how well enrolments hold up for the remainder of the academic year

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-06.3
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemptions	None, subject to redaction for s.43, commercial interests

NMS change of Faculty name

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: That the name of the Faculty of Natural and Mathematical Sciences be changed to the 'Faculty of Natural, Mathematical and Engineering Sciences' as the Faculty acronym.

Executive summary

There are a range of problematic issues raised by the absence of 'Engineering' in the name of the Faculty of Natural and Mathematical Sciences (NMS), related to inclusivity, funding and profile-raising opportunities, representation of our disciplines and the scope to develop 'King's Engineering' as a whole, encompassing NMS, Biomedical Engineering and TEDI-London as one consistent and single voice to support clearer student recruitment across the range of our engineering offering.

In addressing these issues, it is felt that a small but crucial name change to include Engineering in the Faculty title and acronym would support delivery of the NMS Department of Engineering's core mission, in increasing the strength of science and engineering at King's and beyond, supporting as a consequence the natural evolution of an academically distinctive and high-value Faculty and consolidating the overall financial sustainability of science and engineering at King's.

NMS name change

Context

King's has a long and enviable scientific tradition, including world-leading research and a number of Nobel Prizes and it continues to this day in the five constituent departments within the Faculty of Natural & Mathematical Sciences (NMS).

Furthermore, King's was the first English university to establish a Department of Engineering and whilst our conventional Engineering departments were wound down in 2013, the tradition of engineering did not diminish and continued actively in different areas across the College afterwards. This resulted in the formal re-establishment of a Department of Engineering within the NMS umbrella in 2019.

Relaunching Engineering at King's has already bolstered our reputation at NMS and College-level, with a well-established understanding of our ambitious growth trajectory, establishing world-class research and rigorous teaching programmes across Electronic Engineering, General Engineering and Biomedical Engineering. Further, the department has been one of the key partners in bringing together a consolidated vision for King's Engineering, along with Biomedical Engineering and TEDI-London, with a new vision for 'King's Engineering' in advanced planning, involving colleagues in Health and TEDI, as well as joint REF submissions with Biomedical Engineering.

Key Issues for Consideration

In re-launching the Department of Engineering in August 2019, the following goals were set:

- Increasing the strength of science and engineering at King's and their visibility to a range of important audiences including prospective UK and international students, research funders, policy makers and potential industry partners

- Delivery of a distinct and high-value Faculty in both research-led teaching and research, attractive to target student markets, research funders and current/potential partners – from academia, industry and philanthropy

- Consolidating the overall financial sustainability of science and engineering at King's, where growth in teaching will enable an extension of our capacity and capability and will help to generate new, flexible and synergistic research opportunities

- Contributing to King's Global top 20 academic ambition through strengthening the overall research performance of science and engineering at King's and ensuring that our teaching remains rated in line with Russell Group norms for student satisfaction

Significant progress has been made so far, with existing staff and programmes from the Department of Informatics moving across, new admissions to the new undergraduate General Engineering programme with the first cohort now enrolled, completion of new research lab space in Macadam -4 and a number of exceptional appointments to our academic and PS staffing.

Our aim has always been to leverage links across disciplines to deliver distinctive programmes and establish innovative research themes, building on strength and complementary opportunities across King's. Developing partnerships for industry engagement across education and research are a vital part of plans underway, using the wider Strand campus as a magnet for engagement.

It is in this area, in particular, where further progress needs to be concentrated. At present, 'engineering' as a discipline is represented prominently in two places connected to King's (School of Biomedical Engineering & Imaging Sciences and TEDI-London). Although the Department of Engineering is titled so, the NMS Faculty name does not recognise the discipline at all and the proposal seeks to rectify this following earlier approval of the College business case to invest in Engineering.

Proposal

In considering the lack of reference to 'engineering' as a discipline in the NMS title, it is important to consider a range of factors:

- The aim should be to ensure that the Faculty feels inclusive for **all** staff/students, appreciating nomenclature cannot always be entirely prescriptive

- Within the operational and governance processes and from an external point of view, clarity and commitment to a name encompassing 'engineering' might support the realisation of funding, collaboration, fundraising and profile-raising opportunities

- Better representation of the full range of our disciplines across King's, HEI communities and amongst commercial partners, enabling access to a broader reach via the Faculty academic and professional services functions. This includes UKRI, the RAEng and international partnerships

- The prominence of 'engineering' at a Faculty level will support the development of the 'King's Engineering' concept. The development of 'King's Engineering' is a strategic priority and a key part of Strategic Vision 2029. This concept proposes an overarching vision for Engineering at King's and a delivery mechanism to bring together the three key organisational units and other stakeholders, with visibility of Engineering in the Faculty name as a key step forward

- Reference to 'Engineering' in the Faculty name can support better marketing for student recruitment, as faculty names are often used to direct prospective students to departments or programmes

Consultation

In considering the proposal to change the name of NMS, a range of discussions took place to gauge reception of our community in relation to the prospect. Preliminary discussions were held with NMS Heads of Department, Vice Deans and Senior professional services staff - who duly endorsed the proposal via the NMS Executive Board.

Further, we gave our remaining community an opportunity to consider the proposed change and feed-back via a communication to both all NMS staff and our Student Liaison Committee representatives. Responses from both our staff and students were consistently positive and following this temperature check and NMS Executive Board approval, formal endorsement via the Academic Board is sought with the intention that the new name will be active from the academic year 2021-2022 at the latest.

Authors
Professor Bashir M. Al-Hashimi, Executive Dean
Daniel Sinclair, FOO
November 2020

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Academic Board		
Meeting date	9 December 2020	
Paper reference	AB-20-12-09-06.5	
Status	Final	
Access	Members and senior executives	
FOI release	Subject to redaction	
FOI exemptions	None, subject to redaction for commercial interest or personal data	

Report from Council

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

At the Council meeting in November, The President & Principal reported that the effectiveness of the Academic Board was improving with the structural changes that had been approved the previous year. He noted that there was now an improved flow of information from Academic Board to Council but that there could better flow of information in the opposite direction.

The College Secretary has suggested a standing report from Council at each Academic Board meeting, which will briefly summarize key issues discussed and decisions taken at Council (except for those items that remain confidential).

The first such report is attached.

Report from Council – Meeting of 24 November 2020

Principal's Report
Council **discussion** included: the extraordinary efforts of staff throughout the COVID-19 crisis and the resulting exhaustion many were feeling; degree outcomes data; NSS and TEF; and the DfE proposals on funding.

Southeast London Innovation Quarter
Council **discussed** a paper presenting the initial concept for a South East London Innovation Quarter which would build on the progress made in the biomedical field at King's in the past decade, by establishing a life sciences cluster, bringing commercial partners, with complementary skills, into a vibrant partnership with our Academic Health Science Centre. This is timely as the economy endeavours to recover, the health service to re-set, and the university sector secures its relevance and value in society. The concept was in the early stages and any specific commitments or projects would be brought forward for individual approvals at the appropriate time through the usual governance processes.

Report of the College Finance Committee
Council discussed and **approved**:

- Financial Statements Year Ended 31 July 2020

- Update on 2020-2021 and 5-year forward plan

- Powers of Attorney and Execution of Documents Policy

Report of the Joint meeting of the Estates Strategy Committee and the Finance Committee
Council discussed and **approved**:

- Investment in the Pears Maudsley Centre for Children & Young People's Mental Health

Report of the Audit, Risk & Compliance Committee
Council **approved**:

- External Audit Report and Financial Statements

- Annual statement regarding the Prevent Duty

Report of the Academic Board
Council **approved**:

- Annual OfS Registration Report

- Degree outcome statement

- HR Excellence in Research Report and Action Plan

Council **discussed**:

- Student Engagement and Satisfaction

Report of the Governance & Nominations Committee
Council **approved**:

- Appointment of new members of the Audit, Risk & Compliance Committee and Estates Strategy Committee

- An ordinance change so that a student could be included in the membership of the Estates Strategy Committee.

Report of the KCLSU President and Sabbatical Officers

Council received a report from the KCLSU Sabbatical Officers about their priorities for the year.

Report of the Fellowships & Honorary Degrees Committee (Reserved)

Council approve recommendations for award of honorary degrees, honorary fellowships and fellowships. The names of the successful candidates will be made public once they have been offered and agreed to accept the awards.

Report of the Remuneration Committee (Reserved)

Council received the report of the Remuneration Committee. The report contained the Annual Report of the Committee which will be posted on the Secretariat website as a public document in due course.

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-06.6
Status	Final
Access	Public/Members and senior executives
FOI exemptions	None, subject to redaction for commercial interest or personal data

Academic Board Elections Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Having received notice of two vacancies on the Academic Board at the end of the last academic year, elections for those two positions were held in November. Ballots closed at 5pm on Monday, 30 November, and the new members are:

Professional Services (Education Support)	**Mrs Syreeta Allen**, Head of Student Outcomes, Student Success, Students & Education Directorate
Academic Staff on research-only contracts (Health Faculties)	**Dr Moritz Herle,** Research Fellow, Biostatistics & Health Informatics, IoPPN

Academic Board Elections Results

Professional Services (Education Support)

1. Professional Services - EDUCATION SUPPORT- please select ONE candidate (any extra votes will be discounted as spoilt ballots)

More Details

	Candidate	Votes
🔵	Mr Adam Agostino	29
🟠	Mrs Syreeta Allen	93
🟢	Mrs Flo Austin	58
🔴	Dr Rebecca Browett	49
🟣	Lauren Cracknell	37
🟤	Mr Richard Davies	86
🌸	Mrs Liv Grosvenor	26
⚫	Mr John Harris	19
🟡	Mr Barry Hayward	55
🔵	Mr Babatunde Jatto	54
🔵	Dr Johanna Kieniewicz	11
🟠	Mr Michael Salmon	26
🟢	Mr James Toner	32
🔴	Dr Claire Wardell	40
🟣	Dr Peter Washer	9
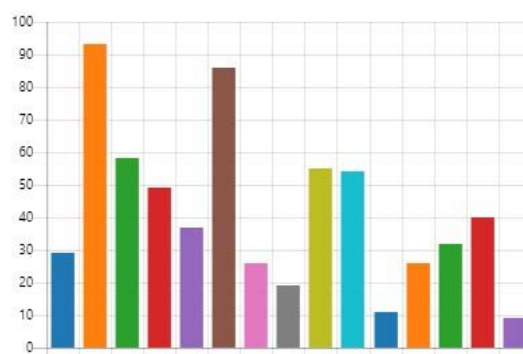
Academic Staff on research-only contracts (Health Faculties)

1. Academic staff on research-only contracts - Health - please select ONE candidate (any extra votes will be discounted as spoilt ballots)

More Details

	Candidate	Votes
🔵	Dr Moritz Herle	27
🟠	Dr Elisa Martelletti	19
🟢	Dr James Noble	11
🔴	Dr Philippa Warren	10

Academic Board

Meeting date	9 December 2020
Paper reference	AB-20-12-09-07.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interests or personal data

Portfolio Simplification – November 2020

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Final report on recommendations approved at Academic Board and plans for implementation.

The aim of Portfolio Simplification was to ensure that our provision is fully aligned to our academic strengths and future academic priorities, meets the needs of current and prospective students and staff, and is sustainable in terms of workloads, administration and cost. The aim was to reduce the overall size and complexity of our current portfolio of programmes and modules, while maintaining the strength and vibrancy of our academic environment for both staff and students. Portfolio Simplification will create the space and time in the curriculum to introduce innovation in our future curriculum – 'Curriculum 2029' as part of the Education Strategy.

The decision-making process for programmes and modules was completed in October 2020 and so we now present the complete set of decisions, along with an overview of the project and details on implementation and timelines.

Portfolio Simplification – November 2020

Final report on recommendations approved at Academic Board and plans for implementation

With all decisions now agreed at Academic Board, this provides a breakdown of the final recommendations across the Faculties and gives details on plans for implementation and progress.

Contents

1. Overview of Portfolio Simplification

Portfolio Simplification was a large-scale, comprehensive and significant review of the curriculum across the university.

Portfolio Simplification provided an opportunity to ensure that our provision is fully aligned to our academic strengths and future academic priorities, meets the needs of current and prospective students and staff, and is sustainable in terms of workloads, administration and cost. The aim was to reduce the overall size and complexity of our current portfolio of programmes and modules, while maintaining the strength and vibrancy of our academic environment for both staff and students.

Kings offered large numbers of programmes and modules: many modules are chosen by small numbers of students and some are duplicated by different faculties. In 2017-18, for example, we offered almost 3,300 modules: around 20 per cent of these ran with enrolments of fewer than 10 students (31 per cent at PGT level). In the same year we offered 539 programmes (190 UG and 349 PGT). Of these, 56 per cent recruited fewer than 10 FTE students and 40 per cent recruited fewer than 5 FTE.

We therefore looked strategically at the programmes and modules we offered, to create the foundations for a flexible and truly transformative curriculum, based on sound pedagogy and responsive to student demand. Portfolio simplification also aimed to create the space and time in the curriculum to introduce innovation in our future curriculum – 'Curriculum 2029'. This curriculum, along with other elements of our Education Strategy, will transform how education is delivered at our university over the next few years.

The Curriculum Commission, chaired by Professor Nicola Phillips - Vice President & Vice Principal (Education) - was established to oversee the process in late 2018, which included the Executive Deans, senior academic representation from across the university, and student union representation.

The Curriculum Commission agreed student number thresholds (by full-time equivalent (FTE) on undergraduate and postgraduate programmes, and headcount on undergraduate and postgraduate modules) to define the scope of the review. 476 programmes of our total of 623 fell within the scope of the review, alongside 2142 modules of our total of 3310. The thresholds provided a starting point for discussion within faculties about the size and shape of their future curriculum.

One of the key principles of the Portfolio Simplification process was that it would be academically led within faculties and departments, working within the parameters set by the Curriculum Commission (itself an academically led body) but making sure that our academic community was fully engaged in the process. From February 2019 to September 2020, all departments and Faculties reviewed their programmes and modules, before making recommendations to the Curriculum Commission with information about what they proposed in each of these categories: to *retain* them in their current form; *reconfigure* them; or *discontinue* them. The portfolio simplification process was managed extremely well in faculties, with staff and student engagement throughout the process. The efforts of the Executive Deans, Vice Deans Education and their teams across the faculties, as well as the Project Team, have been commended warmly.

Faculties' recommendations were then considered carefully first by working groups (sub-groups of the Curriculum Commission), and then the Commission as a whole. Final decision-making authority rested with Academic Board, which received the final recommendations of the Curriculum Commission for consideration at its regular meetings. Outline information was presented to Academic Board at each stage of the process, with the full minutes of Curriculum Commission meetings (including the working group meetings) available on the intranet, so that members of Academic Board could satisfy themselves fully that due process had been followed, and seek further information on the deliberations of the Curriculum Commission for each programme and module.

To achieve the broadest engagement throughout the process, Portfolio Simplification commenced with a university-wide launch conference in February 2018, where all staff in positions of academic leadership and students were invited. A Faculty Liaison Committee was established to support faculties throughout the review process, which met regularly from February 2019 onwards. There was regular communication throughout the process, with initially weekly and then monthly e-Briefings and Intranet Updates which ensured consistent messaging and information. The context, thresholds, categories and guiding principles of Portfolio Simplification were published online on internal King's webpages, ensuring full transparency throughout the process (see Appendix 1: Details of process).

Three categories of programmes were reviewed separately as integrated pieces of work: Study Abroad programmes; Intercollegiate programmes (University of London); and Intercalated degrees. Cross-faculty panels were convened to take a strategic view and recommend a college wide approach on each of these three areas of provision, aligned to the aims of portfolio simplification. Programmes and modules that were identified as being tied to contracts or partnerships were considered early in the process, recognising the importance of our partnerships (details can be found in Appendix 2: Programmes delivered with a partner provider).

Portfolio Simplification has been a major institutional undertaking which required the time, attention and leadership of colleagues right across the institution, as well as the participation of students. The decision-making process for programmes and modules was completed in October 2020 and all decisions will have been fully implemented within three years and fully comply with CMA regulations.

Once completed, we will have laid firm and sustainable foundations for improving the quality and sustainability of education at King's and realising the academic ambitions of Curriculum 2029.

2. Final Decisions as approved by Academic Board

476 programmes of our total of 623 fell within the scope of the review, alongside 2,142 modules of our total of 3,310. A graphical summary of the decisions can be found in Appendix 3: Final Decisions as approved by Academic Board – Faculty breakdown.

Programmes

As a result of the Portfolio Simplification process 286 programmes are being discontinued, 127 retained and 63 reconfigured.

Table 1. Recommendations for Programmes approved at Academic Board

	A&H	FoDOCS	FoLSM	NMS	FNFNM	SSPP	IoPPN	KBS	Law	Total
Discontinue	77	3	61	20	26	78	18	2	1	286
Reconfigure	11	9	12	11	5	8	4	1	2	63
Retain	22	12	25	16	5	38	5	-	4	127
Total	110	24	98	47	36	124	27	3	7	476

Table 2. Timeline for implementation for **Discontinuation** of Programmes

Total number of Programmes scheduled to be closed	Number of Programmes closing per academic year
286	2020/21 > 161
	2021/22 > 48
	2022/23 > 31
	2023+ > 9
	TBC > 37

Table 3. Timeline for implementation for **Reconfiguration** of Programmes

Total number of Programmes scheduled to be Reconfigured	Number of Programmes per academic year
63	2020/21 > 15
	2021/22 > 19
	2022/23 > 13
	2023+ > 8
	TBC > 8

Modules

As a result of the Portfolio Simplification process, 1065 modules are being discontinued, 588 retained and 489 reconfigured.

Table 4. Recommendations for Modules approved at Academic Board

	A&H	FoDOCS	FoLSM	NMS	FNFNM	SSPP	IOPPN	KBS	Law	Total
Discontinue	566	6	136	59	52	164	49	3	30	**1065**
Reconfigure	384	12	19	6	6	19	8	2	33	**489**
Retain	149	55	102	45	17	158	17	5	40	**588**
Total	**1099**	73	257	110	75	339	74	10	103	**2142**

Table 5. Timeline for implementation for **Discontinuation** of Modules

Total number of Modules scheduled to be closed	Number of Modules closing per academic year
1065	2020/21 > 316
	2021/22 > 297
	2022/23 > 88
	2023+ > 237
	TBC > 127

Table 6. Timeline for implementation for **Reconfiguration** of Modules

Total number of Modules scheduled to be Reconfigured	Number of Modules per academic year
489	2020/21 > 43
	2021/22 > 101
	2022/23 > 62
	2023+ > 133
	TBC > 150

Implementation and timelines

Faculties made recommendations on when closures would take effect up until academic year 2022/23. To date, processing the decisions of Portfolio Simplification (in particular the discontinuation decisions) has been managed by the project team, but it will now transition to business as usual under the Quality, Standards and Enhancement team. Implementation of all decisions will be overseen by the Programme Development and Approval Sub-Committee (PDASC). Faculties will report twice-yearly to PDASC, outlining the progress of their implementation against the decisions agreed in the Portfolio Simplification process. In turn, PDASC will provide regular updates to the reconfigured Curriculum Commission, who maintain broader oversight of implementation.

All programme changes will be timed so that there is no adverse effect on existing students, who will all have the chance to complete the programme on which they are enrolled. Changes to module offerings on programmes will be handled in the usual way and will remain consistent with CMA guidelines.

Programmes

Discontinuation

The process for the discontinuation of programmes was approved at the November 2019 CEC (paper: CEC: 19/20: 25. 'CEC PS to C2029') along with the revised process and governance for 'reconfigure' decisions. PDASC is responsible for ensuring that the approved **discontinued** programmes are formally closed within the agreed timeline to ensure the College meets its CMA compliance obligations, including ensuring that appropriate support is in place for students remaining on programmes that are to be discontinued.

This process was developed using as much information as possible from faculty submissions to the Curriculum Commission and aims to minimise any administrative burden on faculties. The process is as follows:

1) Academic Board approves Curriculum Commission recommendations.

2) Faculties, Admissions, Policy and Compliance, Registry Services, QSE and Marketing collaborate together to review discontinue implementation dates, and course codes are set against each programme 'instance' (i.e.: full-time and part-time versions of the same programme). Relevant professional services teams process updates to systems as appropriate.

3) QSE give Admissions/Registry/Marketing report to CEC, to confirm that all discontinued programmes have followed the above outlined process by the time scales agreed by Academic Board.

4) Regular reports are provided to the Curriculum Commission via PDASC.

Throughout 2020 we have been working with the central directorates and Faculty colleagues, through a series of sessions, to carry out the discontinue process for Portfolio Simplification to the timelines agreed.

In summary we have processed the following number of course codes on SITS with the central teams:

Confirmed closed (MCR)	Awaiting confirmation to close / be closed	Total
54	188	242[1]

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[1] There are larger numbers of course codes than programme codes (due to part-time versions and other variations)

Reconfigure

The approval processes for reconfigured provision mirrors our existing division of responsibilities between faculty-level approval processes and PDASC. There is no change to the documentation or process used by PDASC and faculties have begun submitting 'reconfigure' proposals to PDASC.

Modules

As per the current process, module management is primarily the remit of the faculty. Therefore, where possible, implementation of the Portfolio Simplification module decisions are to be managed and carried out by Faculty. The guidance for Faculties for modifications (reconfigure) of modules has been outlined and approved at the November CEC (paper, as above).

Similarly, discontinuation (withdrawal) of modules should be carried out by Faculty as per the usual process through OPAMA where possible. Updates on module withdrawals will be provided by faculties at PDASC. The Portfolio Simplification project team is working with colleagues from SED to review the process of discontinuing modules, with a view to supporting faculties, and identifying and resolving issues.

Appendix *1: Details of process*

Recommendations

Faculties were asked to provide a recommendation for each of their programmes or modules in-scope:

Retain	Reconfigure	Discontinue
• Programme or Module Number • Programme or Module Name • Answers to the Retain Question Set	• Programme or Module Number • Programme or Module Name • Answers to the Reconfigure Question Set	• Programme or Module Number • Programme or Module Name • Confirmation anyone likely to be impacted has been consulted.

1. Rationale

Faculties were asked to provide a one-page rationale providing:
- an overview of the faculty's portfolio;
- an explanation of the specific challenges that the current curriculum poses to the faculty;
- an overview of how the faculty has sought to address these challenges through Portfolio Simplification, to develop its curriculum in line with the principles of Curriculum 2029.

2. Answers to relevant question set

For each programme / module (or grouping of programmes / modules with similar characteristics) that faculties propose to retain or to reconfigure, the following questions were answered:

'Retain' Question Set *(upper limit of two pages)*
1. What is the academic and pedagogical value of this programme/module within the curriculum?
2. How does the programme/module align with the principles of Curriculum 2029?
3. What efforts have been undertaken to make the programme/module efficient and sustainable, and have these efforts been successful?
4. What is the future demand anticipated to be for this programme/module?
5. In the case of a programme, how financially sustainable is it?

'Reconfigure' Question Set *(upper limit of two pages)*
1. Statement of rationale & brief outline intention
2. How might this reconfiguration affect programme/module appeal?
3. Brief outline of how this reconfiguration is consistent with the principles of Portfolio Simplification?
4. If reconfiguration is a merger, what programme(s)/module(s) is it being merged with?

Guiding Principles

The Curriculum Commission worked on a set of guiding principles, setting out the spirit of the exercise, to guide decision-making, at faculty-level and by the Commission itself. These principles were:

- **Collegiality**

We are all working together towards the same objective: to lay the foundations, through Portfolio Simplification, for a truly transformative future curriculum for our students. This positive intent and

collegiate spirit should be the basis of our decision-making, from faculty-level decisions to the Curriculum Commission.

- **Faculty Owned**

Faculties are responsible for engaging their staff and students appropriately in decision-making to discontinue/reconfigure/retain modules and programmes. Executive Deans have overall ownership of this process and should sign-off the submissions presented to the Curriculum Commission.

- **Assume Support**

The Curriculum Commission fully expects to support faculties' decisions where reasonable challenge and simplification is evident in a faculty's approach to the exercise.

- **Ask for Help**

The Project Team can provide help and support as needed and the Faculty Liaison Committee has been established as a supportive and non-judgemental forum for faculties to share emerging good practice and to discuss any challenges.

Faculty Liaison Committee

The Portfolio Simplification Project Team sought feedback on how Portfolio Simplification was proceeding via a dedicated Faculty Liaison Committee (Vice Deans Education and Faculty Education Managers, with each faculty represented). This was established as a mechanism for faculties to share challenges and best practice, and to seek support from the Project Team as needed.

The university's Senior Management Team, Academic Board and Council received updates throughout the Portfolio Simplification exercise.

Intranet Page

A Portfolio Simplification intranet page was available for use and included an explanation of the review, helpful resources, FAQs (see below) and contact details for the project team.

Portfolio Simplification Conference

Portfolio Simplification was officially launched at a half day conference on Monday 18 February, 2019. This event was developed to provide:

- an introduction to the process and what it is we are trying to achieve
- an overview of the data landscape
- case studies from King's faculty members who are currently working or who have previously implemented local curriculum reviews in the past
- a World Café exercise to allow participants to think through how Portfolio Simplification could be delivered at the faculty level including consideration of opportunities and challenges presented by the review.

Conference sessions were recorded and were uploaded to the Portfolio Simplification intranet page. Feedback indicated participants appreciated the information that was provided and enjoyed speaking with colleagues about plans for delivering this initiative at faculty level.

Curriculum Overview Dashboard

A Curriculum Overview dashboard in Power BI Pro was created and shared with all 370 individuals on the Portfolio Simplification distribution list, meaning they had access to an authoritative list of all

programmes and modules that were in-scope of the thresholds established by the Curriculum Commission.

A series of Power BI Pro Breakfast Briefings took place in early March 2019, with the goal of acquainting users with the way the software works and to demonstrate how information relevant to Portfolio Simplification could be obtained.

Communications and Engagement Plan

A Communications & Engagement plan was created, with input from the Curriculum Commission. It included a set of key messages which were used as a basis for communication with staff and students about Portfolio Simplification. This helped to ensure that communication about Portfolio Simplification was consistent and that the rationale for the review – what it is, and what it is not – was made clear. The Project Team coordinated opportunities to engage colleagues across faculties, by establishing a Faculty Liaison Committee. These opportunities were complemented by local engagement within each faculty.

Weekly Briefings

Weekly email briefings were sent to the wider distribution list to highlight important steps in the Portfolio Simplification process, this was reduced to bi-weekly and then monthly.

Frequently Asked Questions

We compiled a set of frequently asked questions to help staff and students, with the topics listed below:
Rationale - why is King's reviewing its curriculum now?
Process
- o   What were faculties asked to do?
- o   Which programmes and modules were reviewed?
- o   Why were the thresholds set at this level?
- o   How were decisions made?
- o   How did the Portfolio Simplification process work?
- o   How were submissions reviewed?
- o   Will new programmes and modules be approved while Portfolio Simplification is in progress?

In Conversation: The Future of Education at King's

The Principal and Professor Nicola Phillips (Vice President & Vice Principal (Education)) discussed Portfolio Simplification in the context of the Education Strategy and the future of education in a video posted on the intranet page. Watch video

Appendix 2: Programmes delivered with a partner provider

Programmes and modules that were identified as being tied to contracts or partnerships were considered early in the process, recognising the importance of our partnerships. There were a number of identified programmes delivered with a partner provider that are being discontinued, these include; MA Digital Curation - Joint Award (2018); MA European History - Joint Award (2016); MA Global History - Joint Award (2016); LLB English Law And Hong Kong Law, (2016). The providers are as follows: Digital Curation is with Humboldt Universitât zu Berlin; MA European History with European consortium UNICA network; MA Global History was with Georgetown University; LLB 11English Law and Hong Kong Law is with the University of Hong Kong. In all cases, the agreements to discontinue had already been made and teaching out rules were applied prior to the Portfolio Simplification process.

The Faculty of Dentistry, Oral & Craniofacial Sciences have agreed with their partner in Malta to discontinue the Joint Award for their MSc in Orthodontics programme. The programme currently has three students still enrolled on it, two of which are in their final year and due to graduate this year. The remaining student is in their first year of a three-year programme and is expected to progress to their second year in September 2020. Both Malta and King's have agreed to teach out the student in accordance with the termination clause set out in the Memorandum of Agreement that underpins this programme. The recruitment cycle was every three years and both parties have agreed not to offer or recruit to the programme any further.

Appendix 3: Final Decisions as approved by Academic Board – Faculty breakdown

Portfolio Simplification

All Faculties: scope and review of progress to date

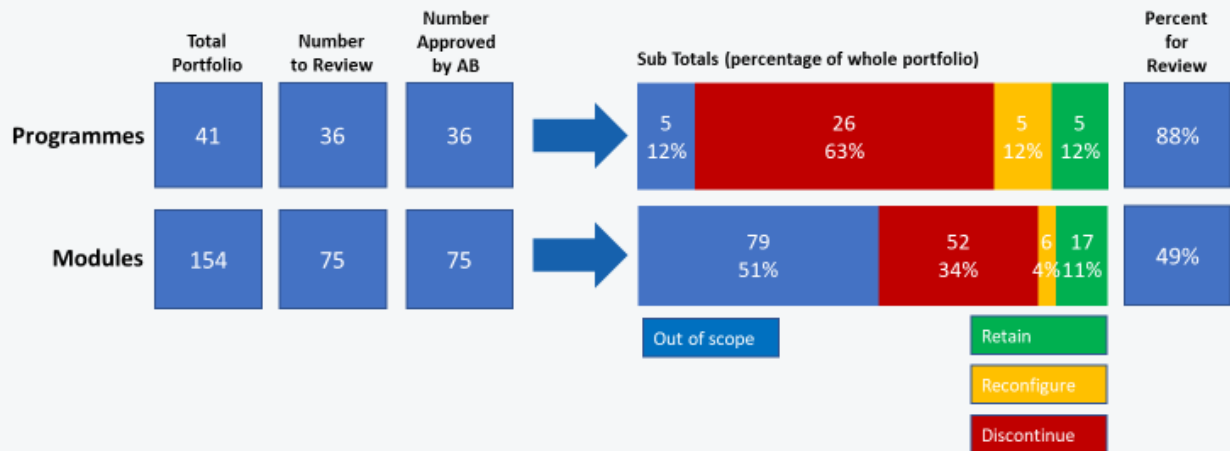|	Total Portfolio	Number to review	Number approved by AB	Percent Approved
Programmes	623	476	476	100%
Modules	3310	2142	2142	100%
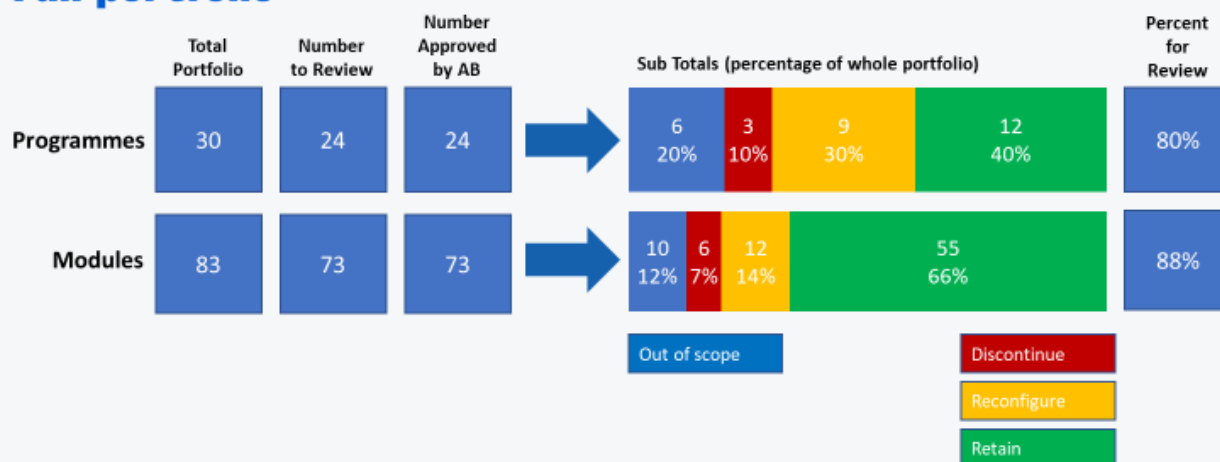
EDUCATE TO INSPIRE AND IMPROVE

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

Full portfolio

In-scope portfolio

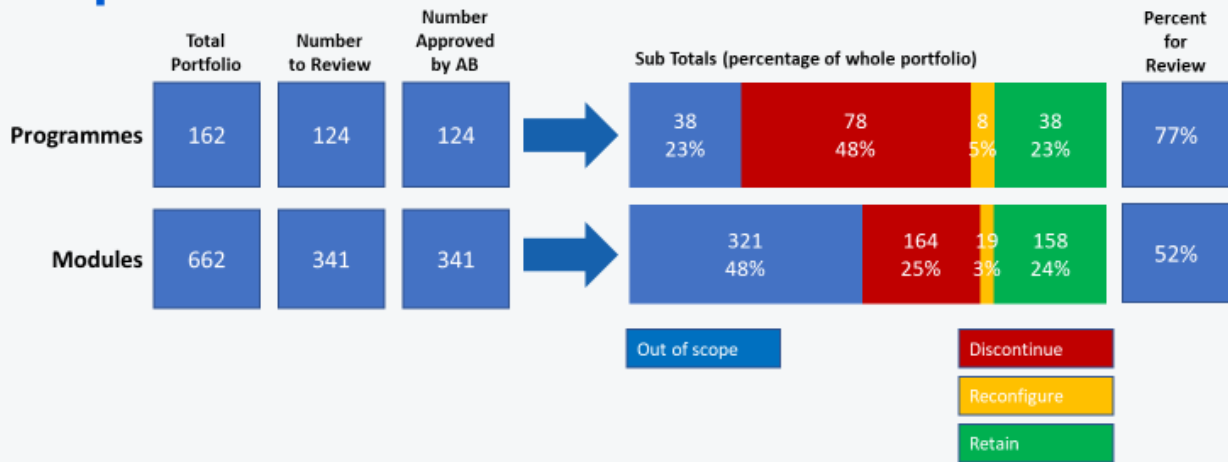Faculty of Social Science & Public Policy

Full portfolio
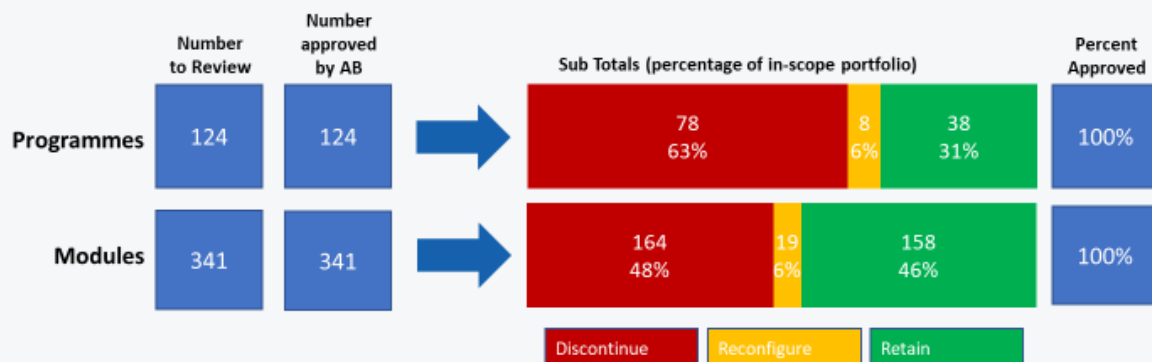
In-scope portfolio

Institute of Psychiatry, Psychology & Neuroscience

Full portfolio

In-scope portfolio

King's Business School — Full portfolio
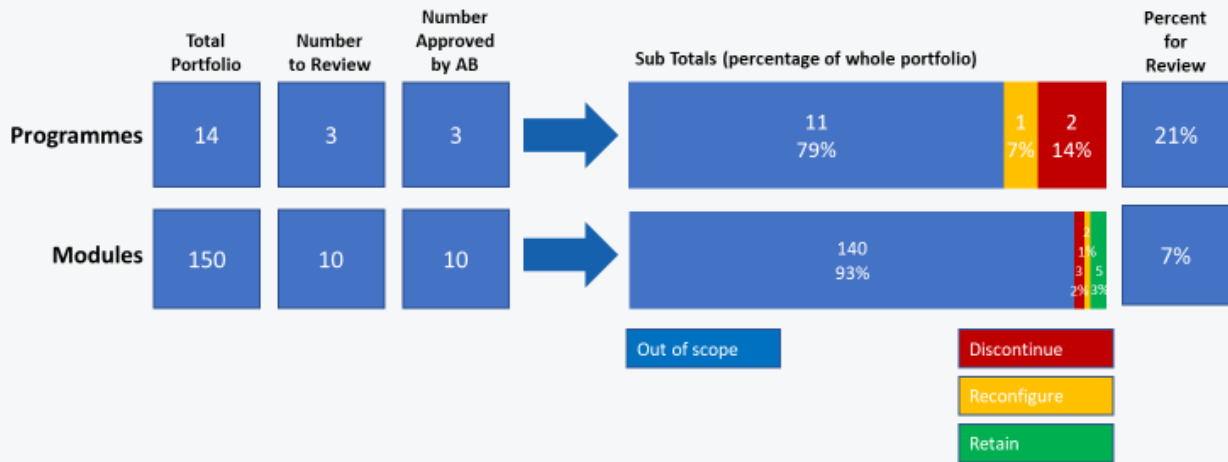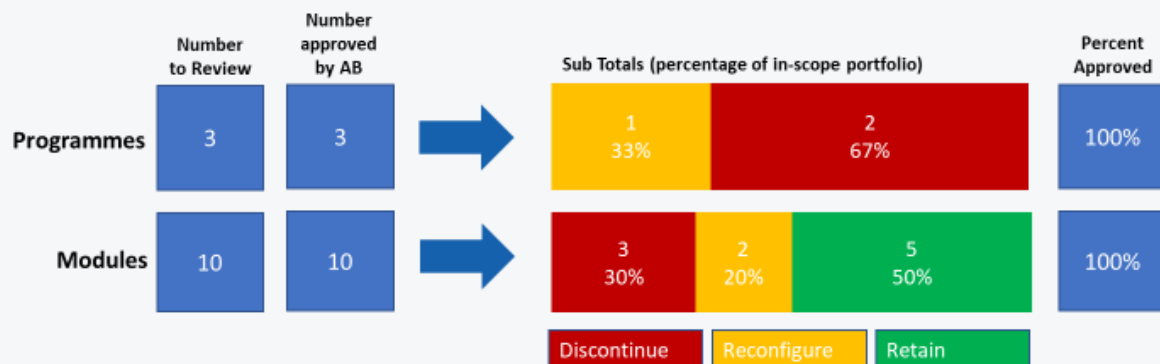
	Total Portfolio	Number to Review	Number Approved by AB	Sub Totals (percentage of whole portfolio)	Percent for Review
Programmes	14	3	3	11 (79%), 1 (7%), 2 (14%)	21%
Modules	150	10	10	140 (93%), 1%, 3 (2%), 5 (3%)	7%

Out of scope · Discontinue · Reconfigure · Retain

EDUCATE TO INSPIRE AND IMPROVE

King's Business School — In-scope portfolio

	Number to Review	Number approved by AB	Sub Totals (percentage of in-scope portfolio)	Percent Approved
Programmes	3	3	1 (33%), 2 (67%)	100%
Modules	10	10	3 (30%), 2 (20%), 5 (50%)	100%

Discontinue · Reconfigure · Retain

EDUCATE TO INSPIRE AND IMPROVE

King's College Academic Board

Meeting date	9 December 2020
Paper reference	AB-20-12-09-07.2
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for s.43, commercial interests; or s.40, personal data
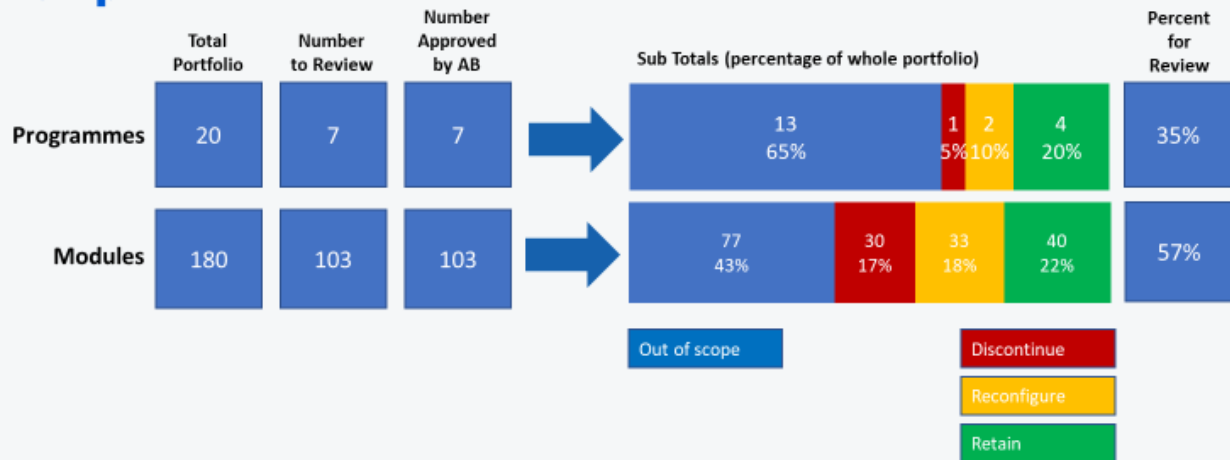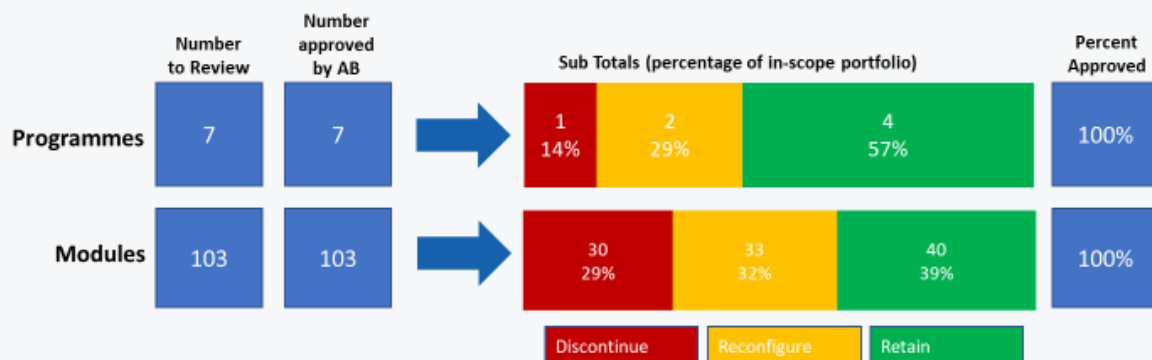
Portfolio Simplification – supplementary paper

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: That the Curriculum Commission recommendations for reversal of prior decisions, be approved.

Executive summary

Academic Board is asked to reverse a small number of decisions that were previously made on the recommendation of the Curriculum Commission. Recommendations are put forward by the Curriculum Commission to revise the list of PGT modules submitted previously in the second stage proposal by the Department of English in the Faculty of Arts & Humanities. The rationales put forward are provided in the following supplementary paper for review and approval

Faculty of Arts & Humanities

A number of errors in the second stage proposal module recommendations, approved previously by Academic Board, are requested to be reversed.

Now recommend **Retain**:

> Working with Early Modern Literary Texts
> Genres of the Human
> Early Vernacular English Manuscripts

Now recommend **Discontinue:**

> Biopower: the Fate of an Idea
> The Visual and the Verbal in the Middle Ages

Portfolio Simplification – supplementary paper

Curriculum Commission recommendations for reversal of prior approvals

Faculty of Arts & Humanities

English PGT modules

The proposal comes with support of the Commission, Faculty and Department. The request relates to the 'second stage submission' from the Department of English in the Faculty of Arts and Humanities. With apologies for the oversight, three errors have been noted in the outcomes as agreed at Curriculum Commission on Tuesday 22nd September and ratified at Academic Board on 7th October. The Department and Faculty have discussed and agreed corrections which leave the parameters of the submission as approved unchanged (52 modules total on the books; 13 core/dissertations; 39 optional; 25 optional to be offered each year) and we therefore hope that Academic Board can support these corrections. The department is committed to continuing to work with the Faculty's guidelines for curriculum management to ensure the portfolio is of a size commensurate with the size of the student cohort, as part of their ongoing curriculum management.

Rationale

'7AAEM641 Working with Early Modern Literary Texts'

Was listed as discontinue in error; we request this be amended to retain. This is a core module and is required for the Shakespeare MA. The total number of proposed retained core modules remains the same: the submission was for 13 core modules but only 12 were listed. We hope this oversight can be corrected.

'7AAEM756 Genres of the Human'

Was listed as a discontinue in error; we request this be amended to retain. The module is on the Caribbean intellectual, playwright, and KCL alumna Sylvia Wynter, whose influential work crosses subject areas in Contemporary, Early Modern, American, Postcolonial and Performance; currently crucial to the Contemporary MA, it will also be a key module on the reconfigured Performance MA. Wynter's work is central to the department's approach to decolonising the curriculum.

The department will instead discontinue '7AAEM735 Biopower: the Fate of an Idea' with an implementation date of 2022/23.

'7AAEM703 Early Vernacular English Manuscripts'

Was listed as a discontinue in error; we request this be amended to retain. This module is a crucial skills module for the reconfigured cross-departmental Medieval MA; it showcases strengths in manuscript studies across departments and is key to the concept of the new interdisciplinary MA.

The department will instead discontinue '7AAEM757 The Visual and the Verbal in the Middle Ages' (formerly RETAIN) with an implementation date of 2022/23.

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-08
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interests or personal data

Quinquennial Review Progress Report Institute of Pharmaceutical Science

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

The Institute of Pharmaceutical Science (IPS) underwent a Quinquennial Review (QQR) in April 2017, which produced nine recommendations. These were welcome and have been implemented or are in progress. Major developments include IPS bedding into the School of Cancer and Pharmaceutical Science under the Faculty of Life Sciences and Medicine new configuration in August 2017 and an internal IPS restructure in line with the QQR advice. The search for a new Head of Institute was protracted and interim leadership arrangements were not confirmed until February 2020. Although research ambitions in IPS have been re-set with a focus on high-performance research culture, non-recruitment to eight vacancies while waiting for appointment of a Head of Institute has impacted negatively on teaching-research balance and IPS seeks to address this through recruitment at the first opportunity.

Notable progress has been made by:
* Growth of specialist postgraduate teaching programmes, online postgraduate courses and professional education;
* Formation of 'departments' of Drug Discovery, Medicines Development and Medicines Use to provide a research management structure. Priority research areas of strategic importance to King's and external stakeholders have been identified and two specialist Research Centres have been developed;
* A research committee has been established to provide oversight of research strategy and performance.

Two critical aspects are unresolved:
* The teaching-research balance must be addressed as teaching hours are unsustainable. Workforce planning is essential to replace lost teaching capacity/pharmacy education experience and recruit research leaders in accordance with QQR recommendations and research strategy;
* An upgrade in chemistry fume hood capacity is necessary to support chemistry/drug discovery.

When Coronavirus restrictions are eased, recruitment is the priority. This is essential to continued delivery of quality teaching and achieving the research ambitions of IPS.

Institute of Pharmaceutical Science – progress report QQR follow up

Institute of Pharmaceutical Sciences (IPS) underwent a Quinquennial Review in 2016/17. There were nine panel recommendations and three related additional recommendations. This report provides an update on the IPS response to QQR recommendations. The developments recorded in this report largely precede the impact of the Corona virus pandemic. The current recruitment freeze is particularly problematic for IPS which has accrued a significant number of staff vacancies.

Panel recommendations and IPS updates

1. **The Institute of Pharmaceutical Science should remain an integrated organisation bringing together all the components of drug discovery, delivery and use in one place, recognising that much drug discovery happens elsewhere at King's.**
   This was agreed and IPS is thriving as an integrated entity. Interaction with drug discovery elsewhere within the Faculty of Life Sciences and Medicine has been helped by the new Faculty configuration. Drug discovery researchers in IPS are interacting increasingly with other Faculties, the National Institute for Health Research (NIHR) Biomedical Research Centre (BRC) and Francis Crick Institute. For example, Dr Rahman with Professor Tim Mant (Advanced Therapeutics & Experimental Medicine Cluster, BRC). Dr Castagnolo with Prof Sarah Barry, Department of Chemistry (BBSRC). Dr Mason with Professor Chris Lorenz, Department of Physics (EPSRC/MRC).

2. **A new Director should be recruited very soon to provide a clear strategic direction and strong leadership to improve research performance.**
   Director of the Institute proved a difficult appointment requiring three rounds of recruitment. This resulted in a period of marking time before some QQR recommendations were implemented. Professor Ben Forbes was appointed as Director in February 2020 after 12 months in the role in an interim capacity. Under his leadership a clear research strategy has been formulated, communicated and is being implemented.

3. **Using the three themes of drug discovery, drug delivery and drug use was thought to be very helpful.**
   This structure has been implemented: *https://www.kcl.ac.uk/scps/our-departments/institute-of-pharmaceutical-science.* It is working extremely well and provides administrative and scientific coherence. This was invaluable in the business continuity response to COVID and is providing an effective structure for robust management of research performance.

4. **The Institute of Pharmaceutical Science could be world class; in particular given the level of clinical integration through KHP and the focus on drug use which are very distinctive features.**
   King's Health Partners (KHP) is enabling translational research, postgraduate research training, new postgraduate taught programmes and professional education. The Pharmaceutical Science Clinical Academic Group (*https://www.kingshealthpartners.org/clinical-excellence/44-pharmaceutical-sciences)* supported 659 clinical trials across KHP in 2018 and 20% of outputs were co-authored with an NHS clinician. Notably, the KHP Centre for Adherence Research and Education *(https://www.kingshealthpartners.org/education-and-training/centre-for-adherence-research-and-education)* is housed within IPS. IPS is also contributing more actively than previously to King's NIHR BRC renewal, particularly the Cancer, Infection and Respiratory themes, as part of a research strategy for IPS to capitalize on clinical integration.

5. **The teaching and student experience were excellent - in particular the students were very proud to be associated with The Institute of Pharmaceutical Sciences and its staff.**
   Both PTES and PRES student survey results were excellent in 2019/20. Disappointingly, MPharm student satisfaction has fallen to 75% in NSS, which is attributed to major changes in Faculty Education Services and assessment practices coinciding with high staff turnover and teaching workload. In 2020/21, IPS programmes have over-recruited by 12% (MPharm) and 40% (PGT) at a time when eight IPS establishment vacancies are being covered temporarily by 4 teaching fellows.

6. **The current teaching load (650 hours per year) was unsustainable and not compatible with delivering world class research, education and impact**
    Progress towards reducing teaching hours includes (i) an 'assessment reboot' for MPharm in 2018, which reduced coursework assessment by over 50%, (ii) portfolio stratification, which will reduce the academic administration and teaching of PGT programmes in pharmaceutical science by merging three programmes into a single programme (MSc Pharmaceutical analysis, technology and biopharmaceuticals) from 2021.

    In 2020, mean teaching hours per year in IPS have risen to 972 hours per year. For comparison, the Faculty mean is 511 and the upper quartile is 887 hours per year. Pharmacy's Student staff Ratio (SSR) is currently 22 – the highest in the Faculty, which has an average SSR of 11 (Russell Group average is 12). The high SSR results from vacancies in IPS, which has also seen high staff turnover since 2017 resulting in loss of experienced senior staff (4.5 FTE professor and 2.6 FTE reader) and a shift to a junior staff profile (five junior staff are currently on probation, with two others having completed probation in 2020).

7. **Research performance was on average poor, which needs to be addressed, but could not improve materially with the current teaching load (and/or methods of delivery).**
    Research income and funding application rate were low for Faculty norms in 2016. These are being improved by performance management and a revitalised research culture which will yield full benefits when teaching loads come down. An initial target is to increase the IPS application rate from 1.3/PI to be equivalent to the application rate of 2.2/PI in Comprehensive Cancer Centre (School Audit 2019).

    Research income notwithstanding, IPS contribution to REF2021 is strong – outputs for Unit of Assessment 3 (normalized for FTE) have been rated 57% World Class [4*] and 43% Internationally leading [3*]. IPS has also contributed four out of 17 shortlisted Impact Case Studies for the UoA3, despite constituting only 14% of the unit.

8. **Rebalancing of teaching and research should lead to release of headroom to recruit new academic staff to achieve the goals of the new Institute strategy.**
    The impact of rebalancing will only be realized when vacancies are filled. This situation has arisen due to the delay in appointing a new director, followed immediately by a University recruitment freeze in response to the coronavirus pandemic. Recruitment is essential to realise the education and research goals of the Institute.

9. **There is a need to consider the balance of expertise in drug discovery activities; for example there was a concern about the level/quality of medicinal chemistry, expertise in biologics, and collaborations with other groups working on diverse drug discovery programmes within King's**
    Medicinal chemistry has grown in areas well aligned to the research strategy in IPS and has developed strong collaborations across King's. Biologics and advanced therapies have been identified as priority areas for recruitment. A plan for upgrading laboratory facilities to attract a world-leading medicinal chemist as well as support our emerging talent has been submitted to Faculty.

Additional recommendations
The additional recommendations are paraphrased below, but cover the same points discussed above.

- **Teaching.** **MPharm admission targets should be reviewed and how education is delivered should be adapted to reduce the unsustainable teaching load and make time for research.**
- **Research.** **Research performance (i.e. grant income and grant application rates) should be reviewed. Drug Discovery and Chemistry in the Institute should be bolstered.**
- **Resource.** **The new Head of Institute must bring together of all elements of the Institute and to develop a research strategy. There needs to be some head room made by changes in teaching delivery to increase the quality of research. The panel proposed that a 2-year fixed term post is established (a business/ research/ scientific manager post) with an understanding of research grants.**

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Date: 25 November 2020

Academic Board			
Meeting date	9 December 2020		
Paper reference	AB-20-12-09-09.1		
Status	Final		
Access	Members and senior executives		
FOI release	Subject to redaction		
FOI exemption	None, subject to redaction for commercial interest or personal data		

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. UG External Examiner Report **Annex 1**	25 November	Main	Approve	No
2. Degree Awards in 19/20 **Annex 2**	25 November	Main	Note	No
3. Decolonisation and Curriculum Design	30 September	Consent	Note	No
4. KCLSU report	25 November	Consent	Note	No
5. Results of the Institutional Pulse Survey	25 November	Consent	Note	No
6. Student Mental Health & Wellbeing Update	25 November	Consent	Note	No
7. C2029 Update	25 November	Consent	Note	No
8. King's Business School First Year Pilot	25 November	Consent	Note	No
9. Studentships	25 November	Consent	Note	No
10. Study Abroad Simplification Update	25 November	Consent	Note	No

For approval

1. UG External Examiner Reports 2019/20 (Main agenda)

Motion: That Academic Board discusses and approves the recommendations in the report **[Annex 1]**, namely:

1. **The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure concerns regarding grade inflation are being addressed, asking Assessment Sub-Boards to investigate possible reasons why there has been grade inflation, once identified.**

2. **External examiner comments are included in the review of student feedback, as part of the measure of responding to the 2020 NSS results around assessment and feedback.**

3. **A review of how assessment mark sheets are presented to Assessment Sub-Boards, with the aim to limit the volume of errors that have been reported on in recent years.**

4. **When designing online assessment for 2020/21, consideration is given on the type of assessment, and whether, for example, an open book MCQ 24-hour examination is appropriate or whether this assessment should be time restricted.**

Background: This report details the main issues highlighted by external examiners in their annual reports with a focus on judgments made on academic standards within King's. The report lists a number of recommendations. The recommendations were endorsed at ASSC on 11 November and CEC on 25 November.

For note

2. Degree Awards in 2019/20 [Annex 2]
The paper contains an overview of an Analytics report on degree awards in 2019/20 and an analysis from the Boards & Awards team of the results. The paper published by Analytics in July and the revised version in September showed that there had been grade inflation across all faculties. The headline figures showed an increase in First Class degrees awarded in 2020 to 44% compared with 34% in 2019; all but two faculties had increased the number of First (I) or Upper second-class degrees (IIA) awarded. To establish the reasons for this inflation Assessment Boards were asked to analyse the data to see if the inflation was due to the College's response to COVID. All Faculties were asked, in advance of the Assessment Board, to focus on any evidence of grade inflation/deflation at module and award level and what factors might have contributed toward it. These were then discussed at the Assessment Board meetings and a summary of the discussions is provided.

3. Decolonisation and Curriculum Design
The College Education Committee received a paper proposing an approach to understanding and addressing the questions raised by the demand to decolonise higher education, with a focus on the curriculum and the student experience in the classroom. The approach includes gaining a better understanding of attainment gaps across our diverse student population and internalising the core values of King's internationalisation strategy: cultural competency and having a global problem-solving mindset. The potential impact of this approach on the student experience, and areas that require attention including content, assessment, and pedagogy, are noted. ***See Item 5 on the main Council agenda (Strategic Discussion item on Decolonisation and Curriculum Design)***

4. KCLSU Report
The Committee discussed a report from KCLSU on their current priorities and the feedback they had received from students at recent Town Halls.

5. Results of the Institutional Pulse Survey
The Committee discussed the results of the first wave of the institutional pulse student survey. The first survey was sent to all enrolled King's students on 28 October and 'closed' for analysis on 9 November. It asked specific questions about the student experience and King's COVID-19 response. The survey contained a good deal of positive feedback but also a strong message around the difficulties and loneliness faced by some students.

6. Student Mental Health & Wellbeing Update
The Committee discussed an update from the leads of the Student Mental Health & Wellbeing Strategic Plan. The paper summarised the context, current situation and future issues for student mental health and wellbeing at King's. It also included an update on current provision. A full report on the action points from the 2018-2020 Student Mental Health and Wellbeing Strategic Plan will follow in the next report and Strategic Plan. Particular attention was drawn to the Student Minds University Mental Health Charter, and the need to ensure a clear, ongoing reporting line from the Student Mental Health and Wellbeing Steering Group into King's governing structures.

7. C2029 Update
The Committee received an update on the Curriculum 2029 programme of work, including revised deadlines for the development and introduction of the flexible curriculum.

8. King's Business School First Year Pilot
The Committee discussed a summary of the KBS undergraduate 'pilot' and reflections on the first year of the new curriculum which was rolled out in 2019/20. The original rationale for the new curriculum was provided, followed by a summary of the changes made, the governance put in place and an evaluation of impact to date. The two most significant changes made as part of the UG Review were: (a) KBS adopted 10 credit modules to introduce breadth and flexibility to the curriculum, and (b) a new algorithm was adopted which meant Level 4 marks were removed from the overall calculation of the score to provide an opportunity to encourage innovation, aid student transition and ease student anxiety.

The Committee approved the request for KBS to grant a one-year postponement of credit harmonization of KBS Level 4 until 2023/24. This request is based on the delay of the introduction of the Flexible Curriculum, the extensive nature of the whole school accreditation exercises happening in KBS during 2021/22 (AACSB and EQUIS), the increased workload on all academic staff this year and the need to properly trial, roll out and review the new curriculum.

9. Studentships
The Committee discussed a paper outlining the strategic framework for undergraduate and taught postgraduate scholarships, summarized as follows:

- (i)   Improving retention and attainment by focusing on fewer, bigger scholarships
- (ii)   Improving the diversity of the student body
- (iii)   Providing support for forced migrants
- (iv)   Improving recruitment, by simplifying the scholarships/bursary offering and identifying growth areas
- (v)   Supporting students.

The paper also outlined the next steps required to achieve these goals.

10. Study Abroad Simplification Update
The Committee noted an update on the implementation of the recommendations from the Curriculum Commission on Study Abroad, including details of the Study Abroad Simplification working group and its membership, the challenges encountered so far, and the plans to stagger delivery to prioritise and respond to those challenges.

External Examiner Reports 2019/20 – Undergraduate Programmes

1. **INTRODUCTION**

i. The purpose of this report is to draw out the main issues raised in external examiners' reports during 2019/20 and to report on the judgements made by external examiners about academic standards. In instances where particular examples from Departments or Faculties (Institutes/Schools) are quoted this is often done to illustrate a point that could, or should, be applied generally across the institution.

2. **NUMBER OF REPORTS RECEIVED**

i. The number of external examiner reports received for undergraduate programmes by Faculty (Institute/School) is as follows:

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	60	53	88%
Business School	9	6	67%
Biosciences Education	32	27	84%
Dentistry, Oral & Craniofacial Sciences	10	8	80%
Law	21	17	81%
Medical Education	8	8	100%
Natural and Mathematical Sciences	17	17	100%
Nursing and Midwifery & Palliative Care	16	14	100%
Institute of Psychiatry, Psychology and Neuroscience	2	2	100%
Social Sciences and Public Policy	18	17	94%
Total	**193**	**169**	**87%**

i. Those reports still to be submitted are being followed up by the Quality, Standards and Enhancement team and Faculty teams; this return rate has dipped from previous years, but communications have been held with those external examiners and Faculties who have yet to submit their reports[1].

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[1] Due to the current and ongoing situation of Covid-19, every effort has been taken to request outstanding reports to be submitted. We will, however, consider the pandemic as mitigating circumstances for those external examiners who have not submitted their report.

	2019/20	2018/19	2017/18	2016/17	2015/16
Number of External Examiners	193	192	195	207	217
Number of Reports received	169	189	194	205	216
Percentage Return Rate	87%	98.4%	99.5%	99.0%	99.5%

3. INDUCTION

i. It is a requirement that all new external examiners receive an induction on taking up the role. The satisfaction with the induction process continues to be monitored via their first report and based on findings from 2019/20 reports assurance can be given that Faculties are providing their external examiners with appropriate orientation on commencement of their role.

4. COVID-19

i. In light of the Covid-19 pandemic that impacted all universities in March 2020, a letter was sent to all acting external examiners, advising them of the following:

- The move to the use of our emergency regulations, thus allowing us to make adjustments to assessment without gaining consent from the external examiner(s). In addition, with the changing to the assessment period meaning assessment sub-board meetings needed to be pushed back, these regulations allowed awards to be ratified in the case the external examiner(s) was unable to attend the meeting.
- For students who started in 2019/20, the removal of the first-year marks from the final degree algorithm.
- The change in mitigating circumstances and appeals process, where we removed the necessity to provide evidence to the claim.
- The introduction of the "safety net", to assure students that no one would be disadvantaged by the impact of the pandemic.

ii. The annual report template that external examiners complete each year was revised to get opinions from our external examiners on how we managed the pandemic, and whether they had received sufficient information. Assurance was given that the mitigations we put in place were appropriate and did not impact on our academic standards. An external examiner in Arts and Humanities noted, 'the College and Department's response to Covid-19 was exceptional. Everyone adapted quickly and well to the situation'; while an external examiner in Faculty of Life Science and Medicine noted, 'heroic efforts that have been put in place to make the semester B assessments work this year. I have nothing but praise for the way the academics and administrative staff handled the situation'; and an external examiner in Law has noted, '….response to the challenges posed by Covid has been well thought through and I think ensured fair treatment of the student body in very challenging circumstances'.

iii. A number of external examiners have commented on how programme teams managed the change in assessment, for example an external examiner in Nursing, Midwifery and Palliative Care reported, 'the programme teams are to be commended on their supportive approach to managing assessments during the Covid-19 pandemic situation'; while an external examiner in Arts and Humanities noted, 'even in these circumstances, the assessment process was rigorous and remained appropriate to over the programme's overall learning aims and objectives'.

iv. While external examiners have been complimentary on these changes, there have been some reports that require consideration going forward, bearing in mind assessments for 2020/21 will be online again.

These concerns raised related to the fact that the type of online assessment contributed to high award of marks, rather than a concern of the assessment questions itself. For example, an external examiner in Mathematics has noted, '[marks] was a real problem this year, because of the different assessment procedure forced by Covid-19. Some of the raw marks were evidently too high, and no totally satisfactory translation scheme was possible (for example, if a MCQ exam resulted in a large number of 100% marks). Worse was the evidence of widespread collusion...', while an external examiner in Psychology has noted the format of MCQ's being open for 24 hours has led to an increase in marks. An external examiner in King's Business School noted, '...the higher marks might be due to the format of alternative assessments.

v.   A number of external examiners have provided complimentary comments on the College's introduction of a 'safety net'. For example, an external examiner in Faculty of Life Science and Medicine noted, 'the safety net rules allow for students to not suffer too much by Covid-19 and I suspect reduced the level of stress in the cohort'; while an external examiner in Natural and Mathematical Sciences wrote, 'Universities have arranged "safety policies" in different ways but the KCL arrangements look to be appropriate to the local situation and in line with other institutions, nationally'.

vi.   As noted above external examiners have commented on the increase of marks/awards given, with many putting this down to the measures put in place to mitigate against the pandemic. An external examiner in King's Business School noted, 'I noticed that in relation to last year, the second semester exam marks were shown to be inflated, particularly at the top end''; while an external examiner in Faculty of Life Science and Medicine noted, 'I there are lessons for all institutions to learn. There were issues relating to significantly elevated marks in the 24-hour assessments. King's however, will not be the only institution to have seen an inflation of grades due to the mitigations put in place – this will be a common theme across the sector.

vii.   Overall, our external examiners confirmed the actions taken by the College and programme teams, along with the mitigations put in place, where appropriate in managing the pandemic.

5.   **ACADEMIC STANDARDS**

i.   Every year external examiners are explicitly asked to confirm that the academic standards of the programme(s) is in line with QAA requirements, whether the performance of students is comparable in relation to their peers on similar programmes, and whether the programme(s) is comparable to those of similar programmes nationally. Reports from external examiners indicated that academic standards continue to be endorsed at an equivalent standard than comparable programmes in other Russell Group Universities and are in line with QAA standards. An example of this is from an external examiner report in Nursing, Midwifery and Palliative Care noted that 'academic standards and the integrity of the modules are comparable to other HEIs across the sector' and an external examiner within Arts and Humanities noted, 'the standards set by KCL for [the programme] are consistent with other HEIs and with the benchmark standard for [the department].

ii.   This absence of concern does not reflect a lack of engagement, since our external examiners have shown themselves willing to be critical where necessary. Where external examiners have identified an area that "impact[s] on academic standards", discussions are held with the Assessment Board Chair and Chair of Academic Standards Sub-Committee (ASSC) before a formal response to the recommendation is sent back to the External Examiner. In some circumstances a separate letter may be required to be sent to the external examiner from the Chair of ASSC but for 2019/20 reports there was no such requirement.

iii.   Across the sector grade/mark inflation continues to be debated. Some external examiners commented on this within their reports, with some raising concern with the high level of 1st and 2:1's being awarded. An external examiner in Natural and Mathematical Sciences noted, "The department leaders are also aware of the danger of grade inflation due to imbalance of assessment". Saying this, some external

examiners showed understanding that these are in relation to the current Covid-19 pandemic and the mitigations put in place for students. One external within the Faculty of Life Sciences and Medicine, Bioscience Education noted, "The marks for several modules were noticeably higher than for previous years with a high proportion of first-class scores… This is most certainly a consequence of the online nature of the exam and quick turn-around from the outbreak of Covid to finalising exams".

iv. In contrast to this, there were also examples of external examiners who believed that grade inflation has been considered and worked on, with one external examiner in the Faculty of Natural and Mathematical Sciences noting that the department "managed to reduce inflation despite current situation".

v. As this is still an area of concern for the Office for Students, the College should keep the awards of 1st and 2:1 degrees and high assessment marks under review. To aid with this, Assessment Board terms of reference have been revised to include consideration of awarding of good honours degrees data. These boards will hold conversations where grade inflation has been seen, and further investigations will be undertaken as to why this is the case. Consideration is also being had by the Academic Standards Sub-Committee on whether the College should introduce a Chief External Examiner role (at College and/or Faculty level) to aid these discussions.

6. **ASSESSMENT CRITERIA AND FEEDBACK**

i. External examiners continue to make comments regarding marking schemes and feedback, with many external examiners commenting favourably on the quality of markers' feedback and marking schemes. An external examiner from Arts & Humanities commented that 'the marking was fair and mostly very consistent, and explicitly referred to the criteria' while, an external examiner within Social Science and Public Policy commented that 'feedback is excellent – some of the best I've seen over my 30 plus years in academia'.

ii. However, there were some external examiners who were less favourable with the consistency of feedback to students with one external examiner in Social Science and Public Policy noting that 'feedback given to students is generally clear and constructive, but not always consistent in terms of format/amount across modules'. While in King's Business School, an external examiner noted that 'internal moderation [was] not always evident' and in Dentistry, Oral and Craniofacial Sciences an external examiner commended that, 'the marking guide was not always mapped to the descriptors and was not consistent throughout'.

iii. As feedback is a cause of concern raised in the 2020 NSS, these comments should be taken into consideration when reviews are undertaken on how we feedback to students.

iv. Some external examiners have commented of the quality of marking and highlighted that this should be picked up in the process of second marking. An external examiner from Natural and Mathematical Sciences noted, "it is clear the second marking process and quality control is not functioning as it should". Saying this, there were examples within the College that the standard of marking was praised, with an external examiner in Faculty of Life Science and Medicine, Biomedical Education commenting that 'double marking is an area of good practice'.

v. Types of assessment were commented on, with an external examiner in the Institute of Psychiatry, Psychology and Neuroscience commenting, "IoPPN modules use varied and appropriate assessments, with formative assessments, worksheets, reflective writing, and professional standard reports all being used imaginatively and to the student's advantage, alongside more conventional assessments involving essay, exams and research reports". While an external examiner within the King's Business School commented that 'there is a variety of assessment methods across modules'.

vi.   However, there were some external examiners who were less favourable with assessment formats within Faculties, as an external examiner noted in the Faculty of Arts & Humanities that 'one of [the external's] fairly constant point to the department has been to vary type of assessment'.

7.   OPERATION OF ASSESSMENT SUB-BOARDS

i.   In general, external examiners are positive in their comments on the operations of the boards, with many thanking professional services staff and Chairs for their assistance.

ii.   Following the current circumstances and the move to online Assessment Sub-Boards, there were external examiners that commented favourably on the move to online. An external examiner in School of Law noted the 'contact of the Sub Board meetings online did not impede the efficiency and good participation and [whether it] could be considered as normal practice in the future' while an external examiner with Nursing, Midwifery and Palliative Care commented that the Assessment Sub-Board should 'keep the virtual exam boards' moving forward.

iii.   However, there are some external examiners who are less favourable with the operation of the Boards, with one external examiner in Faculty of Life Science and Medicine, Medical Education noting strongly that there was concern about the way sub-board meetings were organised and results presented to the external examiners. Issues regarding inaccuracies within the Assessment Boards were also noted with an external examiner in School of Law highlighting 'a rather alarming issue [that] emerged about the questionable accuracy of some of the mark sheets, and the lack of correspondence between TurnItIn and recorded marks'.

iv.   Several external examiners in Arts and Humanities continue to comment on the lack of anonymous marking.

8.   GOOD PRACTICE

i.   There were many areas of good practice that were noted across the reports including flexibility in moving online during the pandemic, the presentation and quantitative analysis of the module statistical reports (in particular, the use of Power BI) and the support provided by administrative staff and Sub-Board Chairs to both students and external examiners.

ii.   There were many external examiners across multiple faculties that praised the work of moving assessment online in a short space of time; an external examiner within the Faculty Dentistry, Oral and Craniofacial Sciences commented that, "the translation of an assessment that is normally carried out face to face in real time to an online assessment was carried out in a very effective way and in a remarkably short amount of time". And an external examiner within the Law School noted, "I think the time-constrained remote examination process adopted in the module I examined arrived at a good workable compromise between fairness and efficiency while allowing for any technical disruption that could have arisen to be accommodated". Similarly, an external examiner with the Faculty of Life Science and Medicine noted that 'the development of the Zoom OSCE represents cutting edge practice and was well executed'.

iii.   The support that students received was highlighted as an area of good practice across multiple Faculties. An external examiner in Arts & Humanities noted that 'even in these challenging circumstances, students were receiving support and guidance on their work'.

9. RECURRING THEMES

The following themes emerged from scrutiny of external examiners reports. Some themes have appeared in previous years' reports too:

- Marking practice: issues highlighted around anonymous marking, use of full range of marks, transparency and consistency of marks.
- Variation of types of assessment.
- Accuracy of assessment mark sheets.

10. EXTERNAL EXAMINER REPORTS

i.   The number of external examiner reports with 'Issues that Impact Academic Standards' is deemed reasonably low (9% of reports received). This has decreased from 2018/19 'Issues that Impact Academic Standards' (12% of reports received) and 2017/18 'Critical Comments' (19% of reports received).

It has been recognised in the past that external examiners raised 'critical comments' that were deemed not critical, for example the use of pencil for marking. The comments 'impacting on academic standards' that have been reviewed by the Chair of the Academic Standards Sub-Committee were not highlighted as inappropriate, examples of those comments were, 'use of marking benchmarks… not to raise/lower marks which have been confirmed as appropriate by the external examiner' and 'Concern regarding marking model 3 altering some students marks'.

ii.   Some external examiners across Faculties highlighted that they did not receive responses to previous reports within a reasonable time. The Quality Standards and Enhancement Team have now taken on the responsibility of returning all external examiners reports via a SharePoint site, once the programme and faculty have responded to the report, as there appeared some misunderstanding on the process of returning reports to external examiners. The new process has been implemented in recent months and will hopefully resolve this concern.

11. RECOMMENDATIONS

Taking the above into consideration it is therefore requested that Academic Board agree to the following:

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

I & IIA award analysis 2019/20

29/09/2020

Introduction

- This report looks at the data for first and upper second class honours degrees (I & IIA) awarded in 2019/20
- It is an update to the one issued in August following the release of the period 3 assessments
- It looks at undergraduate programmes offering classified awards
- Due to issues with the completion of placements the figures for Nursing and Midwifery are not directly comparable with previous years and have therefore been excluded from this report.
- Data for PGT students is expected to be available in November
- Detailed data can be found on Power BI.

Overview

% I & IIA in 2019/20 and % change from the last three years

Tier1 - Faculty	2019/20 I & IIA %	16/17- 18/19 I & IIA AV%	Difference 2019/20 to prev 3 Years	CY	PYs
Faculty of Dentistry, Oral & Craniofacial Sciences	100%	100%	0%	16	44
Institute of Psychiatry, Psychology & Neuroscience	98%	96%	2%	109	289
The Dickson Poon School of Law	98%	94%	4%	245	766
Faculty of Social Science & Public Policy	95%	91%	3%	841	2224
Faculty of Arts and Humanities	93%	90%	4%	1009	2808
Faculty of Life Sciences & Medicine	95%	90%	6%	815	2344
King's Business School	88%	87%	0%	316	855
Faculty of Natural & Mathematical Sciences	83%	79%	4%	731	1666
Unknown					51
Total	**92%**	**88%**	**4%**	**4082**	**11047**

- Across King's 92% of students awarded have received a I or IIA this year compared to an average of 89% for the proceeding three years
- Except for KBS and iBSc's in FoDOCs all faculties have seen an increase
- The largest increase was in FoLSM (+6%)
- Six faculties were already awarding 90%+ I&IIA prior to this year.
- The increase is the result of a combination of factors including increased module marks, 2% rule and the safety net and will vary by programme

% of Awards by classification

% of Awards over time

Data labels visible: 54%, 54%, 48%, 52%, 44%, 36%, 34%, 34%, 10%, 11%, 1%, 10%, 1%, 1%, 7%, 0%

Years: 2016/17, 2017/18, 2018/19, 2019/20

AwardClassificationGroup
- First Class Honours Degree
- Upper Second Class Honours
- Lower Second Class Honours
- Third Class Honours
- Pass Ordinary Degree
- Academic Fail

- The percentage of firsts has risen from 34% in 2018/19 to 44% in 2019/20
- The percentage of lower seconds has declined from 11% to 7%

Tier 2

Difference in I & IIA 2019/20 compared to the previous three-year average
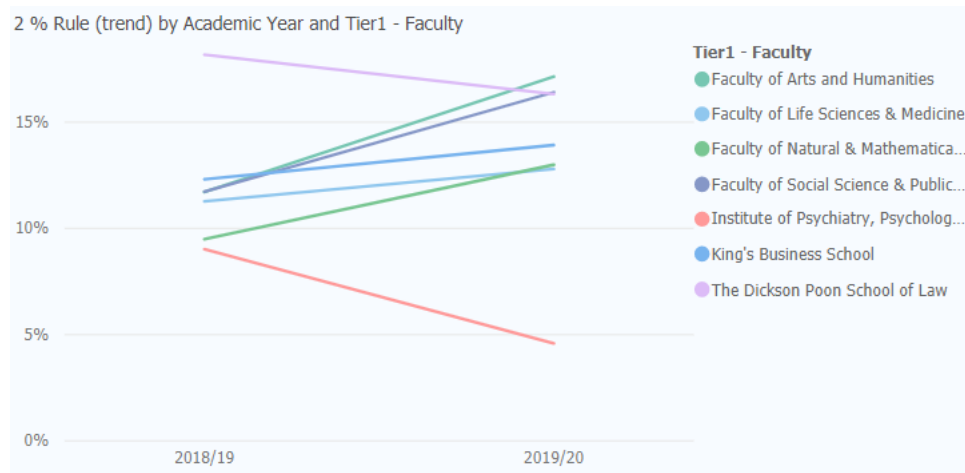
Tier2 - School	2019/20 I & IIA %	16/17-18/19 I & IIA AV%	Difference 2019/20 to prev 3 Years	CY	PYs
Classics	96%	81%	14%	95	237
School of Education, Communication & Society	94%	81%	12%	31	128
Spanish, Portuguese & Latin American Studies	94%	83%	12%	36	87
Digital Humanities	94%	84%	10%	53	58
French	95%	86%	10%	66	190
School of Basic & Medical Biosciences	96%	87%	10%	27	53
Chemistry	88%	79%	9%	64	201
Physics	85%	78%	7%	115	263
Theology & Religious Studies	87%	81%	6%	71	194
Comparative Literature	93%	88%	6%	29	121
Centre for Education	95%	90%	5%	778	2291
German	90%	84%	5%	29	51
Informatics	88%	83%	5%	213	556
School of Politics & Economics	94%	89%	5%	354	761
Mathematics	77%	73%	4%	222	529
Film Studies	85%	82%	3%	52	147
English Language & Literature	97%	94%	3%	163	558
Psychological & Systems Sciences	98%	96%	2%	109	281
School of Global Affairs	92%	90%	2%	246	697
History	97%	95%	2%	221	568
All	92%	91%	2%	615	1708
School of Security Studies	99%	97%	1%	210	638
Centre for Dental Education	100%	100%	0%	16	44
Unknown					51
Liberal Arts	88%	89%	-1%	82	211
Philosophy	92%	93%	-2%	71	263
Music	90%	95%	-5%	41	123
Department of Engineering	78%	83%	-6%	63	30
Total	92%	88%	4%	4072	11039

- Variance ranges from +14 in Classics and +12 in SECS & SPLAS to -5 in Music and -6 in Engineering
- Variance is not consistent across faculties or departments
- Some of the smaller increases eg History reflect the already high percentages of I & IIA

I & IIA award analysis 2019/20

Safety Net and 2% rule

2% Rule

Students within 2% of a classification boundary and with 60 plus credits at level 6 are upgraded a classification. This year level 5 credits were also included in this calculation.
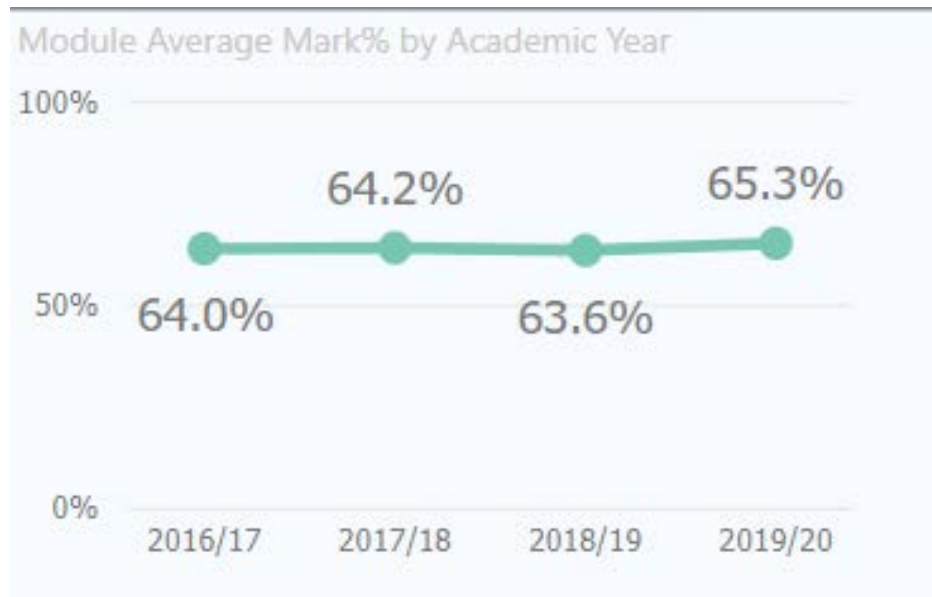

2 % Rule (trend) by Academic Year and Tier1 - Faculty

Tier1 - Faculty
- Faculty of Arts and Humanities
- Faculty of Life Sciences & Medicine
- Faculty of Natural & Mathematica...
- Faculty of Social Science & Public...
- Institute of Psychiatry, Psycholog...
- King's Business School
- The Dickson Poon School of Law

- Overall percentage of students upgraded by this rule has risen by 3.1% from 2018/19
- A&H (+5.4) and SSPP (+4.7) have seen the largest increases
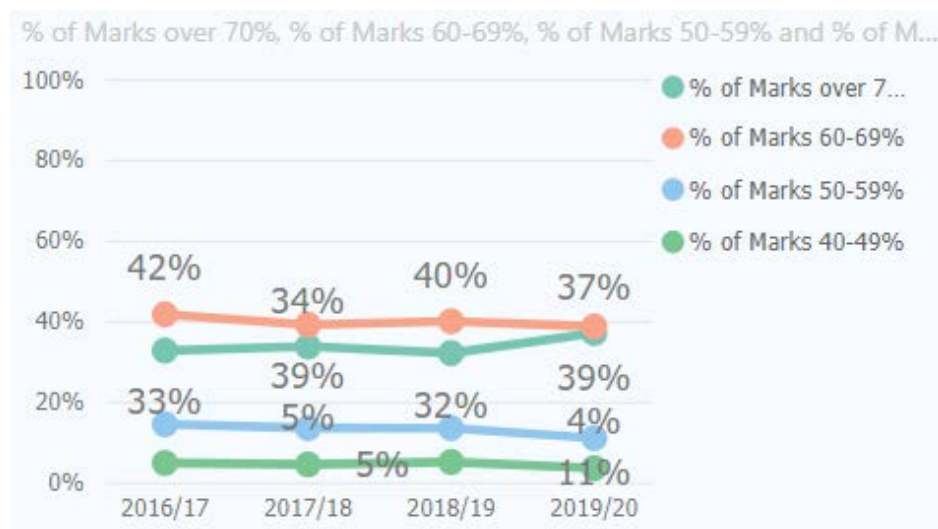
Safety Net

Tier1 - Faculty	% changed	2% Rule	Safety Net only	2% Rule & Safety Net	Students
Faculty of Arts and Humanities	16.4%	13.3%	1.8%	1.3%	1009
Faculty of Dentistry, Oral & Craniofacial Sciences					16
Faculty of Life Sciences & Medicine	10.8%	9.4%	1.2%	0.1%	805
Faculty of Natural & Mathematical Sciences	11.5%	7.8%	3.0%	0.7%	731
Faculty of Social Science & Public Policy	16.6%	12.7%	2.5%	1.4%	841
Institute of Psychiatry, Psychology & Neuroscience	4.6%	4.6%			109
King's Business School	15.8%	11.1%	2.5%	2.2%	316
The Dickson Poon School of Law	14.3%	13.5%	0.4%	0.4%	245
Total	13.9%	11.0%	2.0%	1.0%	4072

- Overall Safety net policies have led to 2% of students being upgraded
- NMS (+3) have seen the largest increases

Modules

Module Average Mark% by Academic Year

- Overall, the average mark for level 6 modules has risen by 1.7% from last year

% of Marks over 70%, % of Marks 60-69%, % of Marks 50-59% and % of M...

- % of Marks over 7...
- % of Marks 60-69%
- % of Marks 50-59%
- % of Marks 40-49%

- Overall percentage achieving over 70% has increased from 32%-37%
- Overall percentage achieving 60-69% has dropped from 40-39%

I & IIA award analysis 2019/20

Tier 1 - Faculty	Av 2018/19	Av 2019/20	2019/20 vs. 2018/19 ▼
Faculty of Natural & Mathematical Sciences	61.13	65.07	3.94
Faculty of Life Sciences & Medicine	66.18	69.83	3.65
Modern Language Centre	65.98	68.61	2.63
Faculty of Dentistry, Oral & Craniofacial Sciences	65.47	67.17	1.70
The Dickson Poon School of Law	62.00	63.69	1.68
Faculty of Arts and Humanities	62.05	62.92	0.86
King's Business School	63.83	64.65	0.82
Faculty of Social Science & Public Policy	63.59	64.27	0.68
Institute of Psychiatry, Psychology & Neuroscience	67.52	65.30	-2.22
Total	**63.49**	**65.54**	**2.04**

- At level 6 change in average marks varies from FoLSM (+4) to IoPPN (-2)

Tier 1 - Faculty	Av 2018/19	Av 2019/20	2019/20 vs. 2018/19 ▼
Faculty of Natural & Mathematical Sciences	63.33	66.69	3.36
Modern Language Centre	65.98	69.13	3.15
Faculty of Life Sciences & Medicine	67.24	70.25	3.01
Faculty of Arts and Humanities	64.03	65.71	1.68
Faculty of Dentistry, Oral & Craniofacial Sciences	66.44	67.72	1.28
The Dickson Poon School of Law	64.05	65.21	1.16
Faculty of Social Science & Public Policy	64.79	65.67	0.88
King's Business School	64.63	64.74	0.10
Institute of Psychiatry, Psychology & Neuroscience	67.90	67.89	-0.01
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	64.69	62.14	-2.55
Total	**64.96**	**66.52**	**1.56**

Tier 2 - School	Av 2018/19	Av 2019/20	2019/20 vs. 2018/19 ▼
School of Immunology & Microbial Sciences	61.27	70.43	9.15
Physics	56.71	65.58	8.88
Mathematics	58.69	67.12	8.43
Chemistry	62.72	69.11	6.39
School of Education, Communication & Society	60.20	65.62	5.42
Liberal Arts	62.26	67.30	5.04
School of Basic & Medical Biosciences	61.75	66.50	4.75
	71.07	75.24	4.17
Department of Engineering	61.18	64.90	3.72
Spanish, Portuguese & Latin American Studies	63.89	67.54	3.65
Centre for Education	66.68	70.16	3.48
Film Studies	61.38	64.03	2.65
Classics	59.65	61.98	2.33
French	63.62	65.59	1.97
Centre for Dental Education	65.47	67.17	1.70
German	63.73	65.16	1.43
Theology & Religious Studies	57.94	59.06	1.13
Digital Humanities	61.78	62.78	1.01
School of Politics & Economics	63.23	63.95	0.72
History	63.66	64.36	0.70
Music	66.47	66.98	0.51
Philosophy	62.40	62.66	0.26
English Language & Literature	62.22	62.42	0.21
School of Life Course Sciences	65.13	65.26	0.14
School of Global Affairs	63.49	63.49	-0.01
School of Security Studies	66.73	66.34	-0.40
Psychological & Systems Sciences	67.90	65.95	-1.95
Academic Psychiatry	60.69	56.75	-3.94
Informatics	64.99	60.68	-4.30
Comparative Literature	60.36	55.11	-5.25
School of Cancer & Pharmaceutical Sciences	70.44	28.60	-41.84
Total	**63.63**	**65.76**	**2.13**

- Variance is also not consistent within faculties A&H for example ranges from +5 to -5
- Similar variance can also be seen withing department.

Introduction

The paper published by Analytics in July and revised version in September showed that there had been grade inflation across all faculties. The headline figures showed an increase in First Class degrees awarded in 2020 to 44% compared with 34% in 2019, all but two faculties had increased the number of First (I) or Upper second-class degrees (IIA) awarded. To establish the reasons for this inflation Assessment Boards were asked to analyse the data to see if the inflation was due to the College's response to Covid. All Faculties were asked, in advance of the Assessment Board, to focus on any evidence of grade inflation/deflation at module and award level and what factors might have contributed toward it. These were then discussed at the Assessment Board meetings and a summary of the discussions is provided below.

Summary

There were three significant differences to the assessment landscape this year which could individually or collectively have had an impact on grade inflation; the move to online 24 hours assessment, the introduction of the Safety Net and the changes to mitigation requirements. The report looks at these factors in terms of their impact on grade inflation and also highlights the impact they have had on the number of exit awards and academic fails. The impact of these factors has not been felt equally across all Faculties as can be seen in the differing reports provided by each Faculty.

1.   24 Hour online examinations

There was a broad consensus that 24-hour examinations had not contributed to the inflation in module marks, although there were some exceptions to this where departments felt that they were a contributing factor. In NMS there was clear evidence that the marks for lab based modules were less inflated than those that had a 24 hour exam; it was acknowledged that this could be due to the expertise needed to write open book exams. Similarly, in Classics the language and text modules and in Music the performance module showed some inflation and the language acquisition exams also showed some inflation. MPharm also attributed the increase in first class marks to online assessment.

On the whole Assessment Sub Boards felt that the online examinations worked well and allowed for rigour and did not compromise the integrity of the process. The IOPPN Assessment Sub Board felt that they had managed to transition to online exams well and this was because there was already a very good e-learning environment in the Faculty.

The online format worked well in the most part, in Biochemistry the expected grade inflation of moving to online exams did not materialise leading them to conclude that open book exams can really test the students if they are framed correctly. However, it was also clear that for some subjects a better alternative was needed to ensure the same inflation does not occur.

2.   2% rule

A total of 13.5% of awards were changed in 2020. The 2% rule was applied to 10.5% of the graduating cohort, these students were within 2% of the classification boundary and had 60 credits in the class above making them eligible to be automatically upgraded. The number of students awarded via the 2% rule was higher in all Faculties except Law (-1.85%) and IOPPN (0.9%) compared to last year. The biggest increases were in Arts & Hums (5.72%) and SSPP (4.68%) compared to 2019. The image below shows the 2% rule trend by academic year and Faculty.
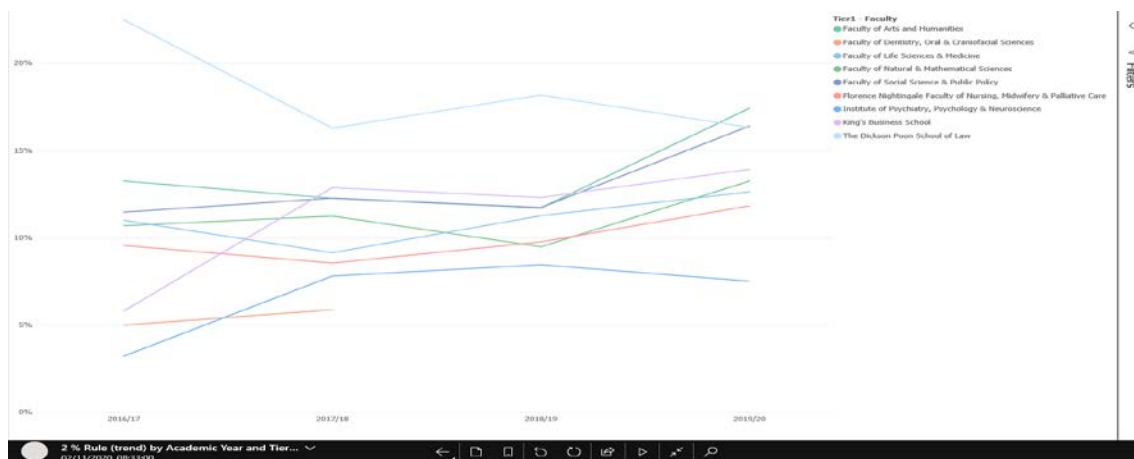
3. Safety Net

The application of the safety net only, was responsible for upgrading the degree classification of 2% of the graduating cohort. These were students whose C score increased sufficiently, due to the safety net, to place them directly into the next classification band. This occurred the most in Nursing with 4.2% of awards and the least in Law with 0.4% of awards. The single biggest C score change was in Computer Science where a C score changed from 64 to 76, in most cases the C score change was between 2 and 3 points.

A further 1% of students had their degree classification upgraded as a result of the combined safety net and 2% rule, this occurred the most in KBS with 2.2 % of the graduating cohort and the least in FoLSM with 0.1%.

In total 3% of the graduating cohort benefited from the safety net, which is 131 students who would otherwise have received a lower award.

In FoLSM, the Global Health and the Interdisciplinary Assessment Sub Boards suggested that the 2% rule was perhaps too generous; it was first introduced as markers were not using the full range of marks and should perhaps be reviewed if there was evidence that markers were now using the full range.

3. Mitigation

The change in the requirement to provide independent evidence to support a MCF request could be a factor in the inflation of awards. The provision to allow students to self-certify for MCFs and deferral requests meant that there was less chance of the requests being rejected as the main reason for claims normally being rejected is the lack of supporting evidence, resulting in a more lenient approach. However, this could also be seen as a positive in that it provided wrap around care for students to take their time to complete their assessments at their own pace and to reduce the stress and burden of revising and sitting all of their assessments in one examination period.

4. Deferrals

There were more students awarded in September 2020 than in previous years; 13% of all awards made in 2020 were made after period 3, compared with 5% at the same time last year. This increase was across all Faculties, except FoLSM. The quality of awards made after period 3 in 2020 had also improved with 29% of students being awarded a first compared with 25% in 2019 and the combined good honours rising from 69% in 2019 to 81% in 2020. It is not possible to distinguish if these students deferred some or all of their assessments but the opportunity to spread their assessments between period 2 and 3 could be a contributing factor in the improved quality of awards made after period 3.

5. Exit Awards

While there was evidence of grade inflation at the top of the range there was further evidence at the bottom of the range with fewer than usual students exiting their programme early either with an exit award or an academic fail. The number of exit awards in 2020 was the lowest numbers awarded in the last three years in Arts & Hums, NMS, Nursing & Midwifery. In IOPPN and KBS the numbers were small and varied only slightly over the last three years. SSPP was the

only faculty where the number of exit awards was higher than in previous year with 10 more than last year and more that than double of those awarded in 2018.

6. Academic Fails

The number of Academic Fails was significantly lower in 2020 than in the previous two years, with the exception of Law, which remained the same. This could be attributed to the measures introduced in response to Covid eg reduced amount of assessment, the change to the MCF process which allowed the students to spread their assessment load. The students that might normally have struggled and received an academic fail may have done sufficiently to remain on the programme or get an exit award.

ASSC and CEC considered:

The following observations/suggestions were made:
- Improve open book exams, learn lessons from those modules that had lower grade inflation;
- Review the grade boundaries is 2% too generous;
- Introducing a larger coursework component for 1st & 2nd year modules;
- Move away from 24 hours to a restricted time frame/ Remove 24-hour exams at level 4;
- Allow a standard time to allow for papers to be uploaded etc, concern that this time is being misused to continue answering the questions;
- Re-evaluate the amount of recall-based learning, more emphasis on problem solving in exam;
- Measures to cut down on misconduct/invigilation or monitoring for on-line exams.
- Allow more time for the data to be scrutinsed prior to the Board meeting; it was acknowledged that this year the time period was compressed due to the rescheduling of Period 3 exams and that the time needed will be available next year.

Recommendations for Boards and Awards

The use of Power BI and the Exam Board App is an integral part of how Assessment Boards will conduct their business going forward. Boards are now being asked to analyse and make recommendation on grade inflation, the Degree outcome statement and the attainment gap. The analytics provided by Power BI will be an essential tool in achieving this. In order, for the Boards and Awards team to provide the best support it is recommended that the team:
- Improve their knowledge of Power BI and its relevant apps, so that they can understand how best to utilise the information that it can provide;
- Provide guidance on how to generate and drill down into the Power BI reports that Boards are expected to scrutinise;
- Provide examples of best practice that have emerged from this year's analysis.

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-09.2
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Research Integrity **Annex 1**	29 September 2020	Consent	Approval	No
2. RMID Transformation	29 September 2020	Consent	Note	No
3. Bullying and Harassment	29 September 2020	Consent	Note	No
4. Academic Strategy for Research	29 September 2020	Consent	Note	No

For approval

1. Research Integrity & Procedure for investigating and resolving allegations of research misconduct

Motion: That the Academic Board approve the proposed amendments to the procedure for investigating and resolving allegations of research misconduct, be approved.

Background: The Research Integrity manager summarised the steps being taken by the College to implement the principles of the new Concordat to support research integrity. These include developing or updating systems, policies and procedures aligned with the UKRIO standards of practice. The implementation of the UKRIO principles, new policies or procedural changes are being done in collaboration with Vice Deans for Research and their faculty-based research integrity champions, to ensure the process is inclusive, representative and robust.

Following this discussion, there has been an update to the Procedure for Investigating and Resolving Allegations of Research Misconduct, which is due to be reviewed every three years. The revised version provides an update to the definitions of research misconduct to align our procedure with the revised version of the Concordat to Support Research Integrity. The revisions also include updated URLs and have tightened up the process steps, providing clarity for all those involved in such a process. The updates have been reviewed and accepted by the Research Integrity Champions, positions held by the majority of the Vice Deans of Research. Subsequent to this, the document has received CRC Chair's approval. [See **Annex 1** – Procedure for investigating and resolving allegations of research misconduct]

For note

2. RMID Transformation
The Committee received a detailed update on the progress against RMID's three-year mission for accelerating research. Progress is underway to 1) upgrade the entire grants management process, with the successful roll out of WorkTribe (post award module to be deployed early 2021); a thorough business process remapping exercise with recruitment of specialist leads in various grants units now completed); 2) increase research development support with new positions created and embedded across faculties; 3) accelerate contract review turnaround times supported by new positions (some focused on industry-related research partnerships); 4) provide better access to high performance computing (HPC) and secure data storage facilities for e-research through two commissioned capital projects, new leadership and team expansion to provide e-Research expertise and support; 5) improve responsiveness and transparency with the new RMID Helpdesk; 6) improve capacity in technology,

commercialisation and securing Intellectual Property by doubling the patent budget and expanding the team; 7) improve research compliance by implementing an action plan for better compliance in the future. The College's compliance infrastructure around research integrity, GDPR, export control and clinical trials governance is also being improved.

3. Bullying and Harassment

The Committee received a briefing buy the Equality, Diversity & Inclusion consultant on the "Dignity at King's" Bullying & Harassment policy that was recently approved (subject to minor amendments) by SMT. The policy aims to meet obligations under the Equality Act 2010; to extend the remit of the existing policy to reflect the diversity of the King's community and outline expected and acceptable behaviours; and to clarify the support mechanisms available in cases where bullying and harassment is either experienced or witnessed. The emerging policy will act as a centralised reference point to inform and steer the King's community and complement a broader programme of work addressing bullying and harassment across the College.

The Committee noted the importance of considering the bullying and harassment policy from the perspective of research staff, who are more likely to be at an early carer stage, on fixed term appointments and potentially exposed to more instances of such treatment. The Research Culture Task and Finish Group will work with the CRC to devise effective mechanisms for tackling issues of bullying and harassment, specifically in the context of research staff.

4. Academic Strategy for Research

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

Procedure for investigating and resolving allegations of research misconduct

1. **Introduction**

1.1 King's College London is committed to maintaining the highest standards of integrity and probity in the conduct of research, by both its staff and students. To that end, the College has developed a framework setting out its expectations and requirements regarding good practice in research to ensure that research and the dissemination of the results of research are conducted properly. This can be found at www.kcl.ac.uk/research-integrity.

1.*2* An allegation of research misconduct is serious and potentially defamatory, and could lead to disciplinary and legal proceedings. The College has therefore put in place the *Procedure* given below to ensure the exercise of due diligence in making initial inquiries as to the substance and provenance of an allegation.

1.3 This *Procedure* has been reviewed in light of the publication of the UK Research Integrity Office's Model Procedure for the Investigation of Misconduct in Research and is compatible with the principles contained therein.

1.4 The *Procedure* is intended to fulfil the College's commitment to the *Concordat to Support Research Integrity* to have a robust, transparent and fair process for dealing with allegations of research misconduct, as well as meeting the requirements of national and international funding bodies and other organisations. These include, but are not limited to, UK Research and Innovation (UKRI) and the UK Research Integrity Office (UKRIO). that funders and other organisations place on institutions to have robust procedures for the investigation of research misconduct. These include but are not limited to Research Councils UK and the Office of Research Integrity.

1.5 Where an allegation of research misconduct is raised under the College's *Policy on information disclosure (whistleblowing)*, at the point of consideration by the designated person (paragraph 4.1) or upon the decision of the designated person (paragraph 6.1) at Stage 2 (paragraph 4.2.1) of that the associated procedure, the designated person will refer the allegation of research misconduct to be dealt with under the research misconduct *Procedure*.

2. **Scope**

2.1 This *Procedure* sets out special provisions for the investigation of allegations of misconduct in research. It recognises the complex circumstances in which such investigations are likely to be conducted and seeks to discharge the College's obligations in a fair and sensitive manner.

2.2 The *Procedure* will be carried out in accordance with principles of fairness, confidentiality, integrity, prevention of detriment, and balance, as defined in Annex 1 of this document.

2.3 The *Procedure* is applicable to any person engaged in research under the auspices of the College, either solely or in conjunction with others in the College or in other organisations (commercial or educational) or in conjunction with one or more agencies, and includes, but is not limited to, students and staff of the College. For the purposes of this *Procedure* research is defined as 'a process of investigation leading to new insights, effectively shared [...] It includes work of direct relevance to the needs of commerce, industry, and to the public and voluntary sectors; scholarship; the invention and generation of ideas, images,

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performances, artefacts including design, where these lead to new or substantially improved insights; and the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction'.[1] ~~original investigation in order to obtain knowledge and understanding.~~

2.4   This *Procedure* applies to research undertaken by all individuals (whether employed or otherwise engaged in research on a full- or part-time basis) carrying out this research for the College. Such individuals, includeing all College employees or former employees, irrespective of whether their current place of work is within or outside College premises, and all visiting researchers of the College, irrespective of whether they are employed by the College, including persons with honorary positions, conducting research within, ~~or~~ on behalf of or in association with the College. After investigation into alleged misconduct by any individual who is not an employee ~~or former employee~~ of the College, the Principal will determine the nature of any further action to be taken in relation to the misconduct. This *Procedure* does not apply to research carried out by current members of the College where the research was conducted under the auspices of another institution (see paragraph 8.3).

2.5   This *Procedure* shall also apply to allegations of research misconduct in respect of research conducted on NHS premises or otherwise under the auspices of the NHS or involving patients, patient related material, data or facilities, where an individual (as described at paragraph 2.4 above) holds an honorary NHS contract or carries out duties in respect of NHS activities. The relevant NHS authority will be informed of any allegations of research misconduct and consulted as to the way forward. The assistance of the NHS shall be sought in pursuing the investigation; this will include facilitating the disclosure of documents (including patient records) or other materials as may be reasonably required.

2.6   This *Procedure* applies to all researchers. For the avoidance of doubt, 'researchers' are defined in accordance with UKRIO's Code of practice for research (2009) as any individual who conducts research, including (but not limited to): as an employee; as an independent contractor or consultant; as a research student; as a visiting or emeritus member of staff; or as a member of staff on a joint clinical or honorary contract. This *Procedure* applies to research carried out by students leading to an award governed by the College's *Regulations for research degrees*~~.~~, and does not cover research undertaken by undergraduate or postgraduate taught students.

2.7   ~~-~~This Procedure is neither a disciplinary nor a legal process, and must not be considered as such.

2.8~~7~~   In the case of current College employees, following a preliminary investigation under this Procedure it may be appropriate to refer the matter to be investigated under an appropriate College disciplinary procedure. ~~In the case of current College employees, the formal investigation of an allegation of research misconduct may be carried out under the appropriate College Disciplinary procedure following a preliminary investigation under this Procedure.~~ The reported outcome of either a preliminary investigation or the report of a formal Inquiry Panel will be used in determining any further action (if ~~any~~necessary) by the College, including invoking ~~the~~any relevant ~~D~~disciplinary procedure at any stage. The report(s) may be used in evidence at any formal ~~Disciplinary~~ disciplinary ~~Hearing~~hearing and may be released in reporting the matter to any appropriate external body.

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[1] Taken from 'Annexe A: Definitions', *The Concordat to Support Research Integrity* (2019) which adopts the definition used in the Research Excellence Framework.

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3. Definition of research misconduct and breaches of good practice

3.1 Behaviours or actions that fall short of the accepted standards of ethics, research and scholarship required to ensure that the integrity of research is upheld will be considered as breaches of good practice. Such breaches have the potential to cause harm to people and the environment, waste resources, undermine the research record, and damage the credibility of research. Any breaches that are determined as serious or major may be characterised as research misconduct. Breaches of good research practice and research misconduct include, but are not limited to[2]: ~~'Misconduct' is taken to include in particular (but is not limited to):~~

- Fabrication: the making up of results, other outputs or aspects of research, including documentation or participant consent, and presenting them as if they were real
- Falsification: the inappropriate manipulation and/or selection of research processes, materials, equipment, data, imagery and/or consents
- Plagiarism: the use of other people's ideas, intellectual property or work (written or otherwise) without due acknowledgment or permission
- Misrepresentation of: ~~data and/or interests and or involvement~~
  - data, for example by supressing relevant results/data or knowingly, recklessly or by gross negligence presenting a flawed interpretation of data
  - involvement, such as through inappropriate claims to authorship or attribution of work, or the denial of authorship/attribution to others who have made an appropriate contribution to work
  - interests, to include the failure to declare competing interests of researchers or funders of a study
  - qualification, experience and/or credentials
  - publication history, through undisclosed duplication of publication, including undisclosed duplicate submission of manuscripts for publication
- ~~Plagiarism; and~~
- Failure to meet: legal, ethical or professional obligations, for example:
  - not observing legal, ethical or other requirements for human research participants, animal subjects, or human organs or tissue used in research, or for the protection of the environment
  - breach of duty of care for human involved in research whether deliberately, recklessly or by gross negligence, including failure to obtain informed consent
  - misuse of personal data, including inappropriate disclosures of the identity of research participants and other breaches of confidentiality
  - improper conduct in peer review of research proposals, results or manuscripts submitted for publication. This includes failure to disclose conflicts of interest; inadequate disclosure of clearly limited competence; misappropriation of the content of material; and breach of confidentiality or abuse of material provided in confidence for the purposes of peer review.
- ~~Failures to follow accepted procedures or to exercise due care in carrying out responsibilities for:~~
  - ~~avoiding unreasonable risk or harm to:~~
    - ~~humans;~~
    - ~~animals used in research; and~~
    - ~~the environment; and~~
  - ~~the proper handling of privileged or private information on individuals collected during the research.~~
- Improper dealing with allegations of research misconduct: the failure to address

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[2] These definitions are taken from the Concordat to Support Research Integrity (2019)

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possible infringements, such as attempts to cover up misconduct and reprisals against whistle-blowers, or failing to adhere appropriately to agreed procedures in the investigation of alleged research misconduct accepted as a condition of funding. Improper dealing with allegations of research misconduct includes the inappropriate censoring of parties through the use of legal instruments, such as non-disclosure agreements.

It is to be accepted that honest errors and difference in, for example, research methodology or interpretations do not constitute research misconduct.

3.2   For the avoidance of doubt, breaches of good practice or misconduct in research includes acts of omission as well as acts of commission. In addition, the standards by which allegations of misconduct in research should be judged should be those prevailing in the country in question (where it is not the UK) as well as in the UK and at the date that the behaviour under investigation took place.

3.3   The basis for reaching a conclusion that an individual is responsible for misconduct in research relies on a judgement that there was an intention to commit the misconduct and/or recklessness in the conduct of any aspect of a research project. Where allegations concern an intentional and/or reckless departure from accepted procedures in the conduct of research that may not fall directly within the terms detailed above, a judgement should be made as to whether the matter should be investigated using the *Procedure*.

3.4   For research students, any investigation shall apply the definition of plagiarism as set out in the College statement 'Academic Honesty and Integrity'.

3.5   Accepted procedures include but are not limited to the following:

- gaining informed consent where required;
- gaining formal approval from relevant organisations where required;
- any protocols for research contained in any formal approval that has been given for the research;
- any protocols for research as defined in contracts or agreements with funding bodies and sponsors;
- any protocols approved by the Medicines and Healthcare products Regulatory Authority (MHRA) for a trial of medicinal products;
- any protocols for research set out in the guidelines of the employing institution and other relevant partner organisations;
- any protocols for research set out in the guidelines of appropriate recognised professional, academic, scientific, governmental, national and international bodies
- any procedures that are aimed at avoiding unreasonable risk or harm to humans, animals or the environment;
- good practice for the proper preservation and management of primary data, artefacts and materials.
- any existing guidance on good practice on research.

3.5   Accepted procedures do not include:

- un-consented to/ unapproved variations of the above;
- any procedures that would encourage, or would lead to, breaches in the law.

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3.6 As well as complying with accepted procedures, researchers must comply with ~~all~~ any legislation or governance requirements that ~~applies~~ apply to the conduct of their research.

4. Responsible Officer

4.1 The Senior Vice President (Operations) ~~Head of Administration and College Secretary~~ is the designated Responsible Officer with regard to the *Procedure* and shall have overall responsibility for ensuring the integrity of any proceedings under this *Procedure*, and shall determine the procedure to be followed in cases of doubt. ~~S/he~~They may, however, depute to ~~another senior officer~~senior member/s of the Research Integrity Office some or all of the responsibilities ascribed to the Responsible Officer in this *Procedure*. The Responsible Officer, or deputy, may at any stage seek legal advice on any aspect of the proceedings.

4.2 The Responsible Officer may also seek independent advice to assist with the decision as to the course of action to be followed in any case. This includes the decision to move straight to disciplinary proceedings and/or to recommend that one or more of the individuals involved be given special paid leave pending determination of the allegation. In the case of research students, a decision will be made at as early a stage as possible if an interruption to study is required or if alternative arrangements for supervision should be made. ~~This~~ Any such advice may be sought from senior officers, senior members of ~~the~~ academic staff, in particular the Vice President & Vice-Principal (~~for~~ Research~~) and Innovation~~, ~~and~~ other members of the College, ~~and may include advice from~~or persons external to the College, where ~~judged~~ deemed necessary by the Responsible Officer.

4.3 The Responsible Officer shall ensure that appropriate support and information on the process and its operation is provided in an impartial way to the initiator(s) and respondent(s).

4.4 The Responsible Officer shall, at any stage of the process, either on ~~her/his~~their own initiative or in response to a request from members of an initial investigation or a formal inquiry panel, have the power to impound, seize or request the surrender of any files, papers, notebooks or records of any nature or form, ~~(~~whether in electronic or hard copy format~~,)~~ or any laptop or equipment which may contain evidence which is essential to the proper functioning of the ~~misconduct~~ *Procedure*. The Responsible Officer will only take such actions in situations where there is a clear risk to individuals or that evidence might be destroyed and only after careful consideration of those risks and consequences. The reason(s) for taking any such actions will be recorded in writing and communicated to all relevant parties. The Responsible Officer shall be responsible for the safe-keeping of such records or equipment during the course of the procedure and shall make them available on agreed terms to those involved in the procedure, whether members of preliminary or formal panels, the initiator or respondent or their respective representatives.

4.5 Individuals tasked with initial (or any) investigations are under an obligation to ensure that their enquiries are sufficiently full as to allow them to reach well-founded conclusions on the matters they are considering, and that they pursue their enquiries fairly. They are also under an obligation to inform the Responsible Officer at the outset of any conflict of interest that they might have in the case which might disqualify them from acting.

4.6 The Responsible Officer shall nominate an alternate to carry out ~~his/her~~their duties ~~in~~ for cases ~~where~~ in which the Responsible Officer is unable to act, for example through absence or conflict of interest.

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5. Confidentiality

5.1   The matter will be treated in a confidential manner by those involved (see also Annex 1). In particular, those responsible for initial investigations into any allegation and any subsequently appointed Inquiry Panel, ~~and~~ the Responsible Officer, and anyone from whom s/he seeks advice shall take all reasonable measures (including the use, wherever appropriate, of a non-disclosure agreement) to ensure that neither the identity of the initiator nor the identity of the respondent is made known to any third party except:

a)   as may be necessary for the purpose of carrying out a full and fair investigation; ~~or~~

b)   or in the course of any action following an initial investigation, e.g. where the matter is referred under any disciplinary procedure~~s~~ or following a formal inquiry; ~~or~~

c)   or in the course of action taken against an individual who is found to have made a malicious or mischievous allegation.

5.2   Similarly, the initiator, the respondent, any witness or other parties to a case should not make any statements about the case - whether orally or in writing - to any third party while the allegation in question is being determined. However, the Responsible Officer shall be authorised to take such action where s/he determines that it is reasonably necessary, particularly if disclosure is required by law or is otherwise in the public interest, by express contractual requirement, or where the matter is already in the public domain.

5.3   Any necessary disclosure to a third party of the identity of the initiator or the respondent shall, wherever possible, be accompanied by an express request that they undertake to keep confidential the information so disclosed.

5.4   It must be recognised also ~~however~~ that in the course of investigation and resolution of the matter, more people than those immediately involved may be affected.

5.5   Every effort will be made to ensure that an individual making an allegation of misconduct in good faith is not victimised for having made the allegation. However, action may be taken against anyone who is found to have made a malicious or mischievous allegation.

5.6   Every reasonable and proportionate effort will be made to ensure that the respondent shall not suffer any loss of reputation or other loss pending resolution of the matter.

6. General provisions

6.1   The respondent may be accompanied or represented at any meeting convened under this *Procedure* by a colleague, friend or recognised union or professional association representative and will be informed of that right in any correspondence with them. Legal representation may be permitted at the discretion of the Responsible Officer.

6.2   Records (written and/or audio)~~Transcripts~~ will be made ~~of~~ at all formal meetings convened under the *Procedure* to facilitate the drafting of a report. These will be destroyed once the report has been produced and accepted by both initiator(s) and respondent(s). The reports will constitute the formal written record of any investigation and ~~These~~ will be kept for at least six years after the investigation is completed.

6.3   All correspondence concerning proceedings under these regulations will be sent to the respondent at the most recent address notified to the College. In addition, correspondence may be sent to a King's College London email address or to any personal email address

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notified by the respondent to the College. If the respondent is no longer a member of the College, the College will make reasonable efforts to identify a current email address, maintaining the confidentiality of the respondent at all times.

6.4 None of the proceedings outlined in these regulations will be invalidated or postponed by reason of the lack of response or non-attendance of the respondent, provided that reasonable notice for response or attendance is given.

7. Invoking the *Procedure*

7.1 The individual making the allegation should, in the first instance, where appropriate, attempt to address the issue with either the individual concerned or the appropriate Head of Department or Division. As a minimum, allegations should be notified to the Head of Department/Division, unless the person complained about is the Head of Department/Division, in which case it should be notified to the Responsible Officer. In the event that the initiator of the allegation is not satisfied with the outcome of an informal approach, or if such an approach is considered to be inappropriate, a formal complaint is then made in accordance with paragraph 7.2 below.

7.2 The initiator of an allegation of misconduct in research, who need not be a member of the College, should notify the Responsible Officer (via research-integrity@kcl.ac.uk) of their intention to make an allegation of research misconduct. The Research Integrity Office will forward a copy of the *Proforma to report allegation(s) of research misconduct* to the initiator on behalf of the Responsible Officer. The initiator must complete the Proforma, once received, and provide all evidence to support their allegation(s ~~put their allegation in writing and refer it in strictest confidence to the Responsible Officer or to the deputised Senior Officer~~. ~~They should enclose, wherever possible, evidence to support their allegation(s). It is preferable if allegations are made in a single document on a single occasion to prevent difficulties posed by allegations or evidence constantly being added to and hence interrupting the procedure as set out. A summary of the allegation must be provided along with any other pertinent information.~~ It is the responsibility of the initiator of the allegation to ensure that only ~~pertinent~~ information pertinent to the allegation of research misconduct is provided.

7.3 Individuals wishing to make an allegation will be asked to put their name to their allegations. Anonymous allegations will be considered, taking into account the substance, detail and seriousness of the allegation(s), only at the discretion of the College. If an initiator chooses to remain anonymous to the College, they accept that they will waive any rights to be involved further in the process, for example they will not be sent a copy of the report produced from any initial or formal investigation. In such cases of anonymous reporting, the initiator will be advised once the matter has been closed and no further information will be provided.

7.4 The College may choose to investigate matters of concern under this procedure that are not formally ~~lodged~~ raised by an initiator with it but which are highlighted via other means, for example via the Research Ethics Office as identified by their *Policy for Research Conducted without Ethical Approval*.

7.5 Allegations will be investigated under this *Procedure* irrespective of such developments as:

- the initiator of the allegation withdrawing the allegation at any stage; or
- ~~the respondent admitting, or having admitted, the alleged misconduct, in full or in part; or~~
- the respondent or the initiator resigning, or having already resigned, their post.

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Once initiated, the procedure will continue to its natural endpoint regardless of any of the above taking place. If, in the course of an investigation, the respondent admits to the alleged misconduct, the Responsible Officer or deputy will determine whether the investigation needs to proceed or if the admission concludes the investigation~~whether there was a lack of intent to deceive and/or it is of relatively minor nature that may be addressed through training, or that it is of a character that can be remedied. In such cases, the Procedure will be concluded.~~

8.   Screening of allegation and ~~P~~preliminary steps ~~and screening of allegation~~

8.1   Upon receipt of allegations of misconduct in research, the ~~Responsible Officer~~Research Integrity Office will ~~formally~~ acknowledge receipt of the allegation(s) by return ~~letter~~ to the initiator.

8.2   The contractual status of the respondent will be checked to ascertain whether they fall under the definition of those individuals covered by the *Procedure*, as stated in paragraphs 2.3 – 2.6 above.

8.3   The Research Integrity Office will review the nature of the allegations by referring to the definition of misconduct in research and breaches of good practice detailed in paragraphs 3.1 and 3.2 above. Where the allegations are outside the scope of research misconduct of breaches of good practice as defined above or the respondent does not meet the requirements as set out in paragraphs 2.3-2.6, the Responsible Officer will communicate to the initiator in writing:

•   the reasons why the allegations could not be investigated using the *Procedure*; and
•   which process for dealing with complaints might be appropriate for handling the allegations (if any); and
•   to whom the allegations should be reported.

Where the matter is more appropriately dealt with by another institution, the Research Integrity Office may write to the investigating organisation to request that the College is notified of any outcome that may require action, for example in the notification of funding bodies.

Where the matter should be dealt with by another Russell Group institution, the College will endeavour to act in accordance with the Statement of Cooperation in respect of cross-institutional research misconduct allegations.

8.4   ~~The Responsible Officer will review the nature of the allegations by referring to the definition of misconduct in research detailed in paragraphs 3.1 and 3.2 above.~~ Where the allegations fall under the definition of research misconduct or breaches of good practice, the Responsible Officer will communicate to the initiator in writing the following:

•   formal acknowledgement of receipt of the allegation; and
•   a categorisation of the allegations based on the definitions of research misconduct; and
•   an outline of the process to be followed, including the next steps.

~~Where the allegations are outside the definition, the Responsible Officer will communicate to the initiator in writing:~~

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- the reasons why the allegations could not be investigated using this *Procedure*;
- which process for dealing with complaints might be appropriate for handling the allegations (if any); and
- to whom the allegations should be reported.

8.5   The respondent will be notified by the Responsible Officer that allegations of misconduct in research have been made which involve them. If the allegations are made against more than one respondent, the Responsible Officer will inform each party separately and not divulge the identity of any other respondent, where appropriate. The respondent will be provided with a written, anonymised summary of the allegations, together with a copy of the present *Procedure*. The respondent will be requested to submit a formal response to the allegations as presented in the summary along with any supporting evidence.

8.63   Where the allegations do fall under the definition of research misconduct and breaches of good practice, and the nature of the allegations are such that they concern situations that require immediate action to prevent further risk or harm to staff, participants or other persons, suffering to animals or negative environmental consequences (where this might contravene the law or fall below good practice), then the Responsible Officer should take immediate appropriate action to ensure that any such potential or actual danger/illegal activity/risk is prevented/eliminated. It may be necessary to notify legal or regulatory authorities.

8.74   Allegations that fall under the definition of research misconduct and breaches of good practice, but which do not require notification to legal or regulatory bodies will proceed to the next stage of the *Procedure*. The Responsible Officer will may inform, where as appropriatenecessary and at any stage in the investigation, the following of the allegation:

- the Director of Human Resources (or nominee) of the allegation and the Director of Finance (or nominee).
- The Director of Research Grants & Contracts
- The Director of Business Assurance
- The Director of Corporate Communications
- The contractual status of the respondent will be checked to ascertain whether they fall under the definition of those covered by the *Procedure*, as stated in paragraphs 2.3 – 2.6 above.

8.85   The Responsible Officer or deputy will investigate whether the matter raised requires the College to undertake prescribed steps in the event of allegations of misconduct in research being made. Such an undertaking might be:

- specified by a funder organisation as part of their requirements terms and conditions for receiving funding;
- a contract from a funding organisation;
- a partnership contract/agreement/Memorandum of Understanding; or
- an agreement to sponsor the research.

8.6   The respondent will be informed that allegations of misconduct in research have been made which involve him/her. If the allegations are made against more than one respondent, the Responsible Officer will inform each individual separately and not divulge the identity of

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any other respondent. An anonymised summary of the allegations in writing will be provided to the respondent, together with a copy of the procedure to be used to investigate the allegations.

8.97   The Responsible Officer shall ensure that relevant information is obtained so that any investigation conducted under the *Procedure* can have access to them.The initiator and respondent shall each provide as early as possible all relevant information to the Research Integrity Office to allow all those involved in any investigation under the *Procedure* access to it.

9.   Initial Investigation

9.1   Upon receipt of an allegation, the Responsible Officer or the deputised Senior Officer shall, as soon as is practicableIf it is determined, following completion of the preliminary steps outlined above, that the allegation should be investigated under this *Procedure* the Responsible Officer or deputy will nominateappoint at least one (and not more than three) individuals to undertake an initial investigation. The individual(s) will normally be senior members of academic staff and may be from within or outside the Department/Division concerned and College depending on the circumstances of the case and at the discretion of the Responsible Officer.

9.2   Both the respondent and initiator may raise with the Responsible Officer, via the Research Integrity Office, any concerns that they may have about those the individual(s) chosen nominated to serve on the Initial Investigation Panel but neither party has a right of veto. over those nominated. In the event that concerns over a panel member are made, the Research Integrity Office will review the nature of the concerns and determine whether they may affect the integrity of the investigation. If the concerns are sufficiently serious, the Responsible Officer may seek to nominate an alternative panel member, otherwise the concerns will be noted at the outset of any panel meeting and recorded in the written report of the initial investigation.

9.3   The Panel/individual shall conduct an assessment ofassess the summary of allegation(s) and the response to the same, along with any evidence provided by the initiator and/or the respondent. The Panel may request to review and any additional information it requires to fulfil the requirements of an Initial Investigation, including interviewing both parties. The role of the initial investigation will include clarification of the allegation(s) (where necessary), determination of whether the allegation is made in good faith, whether a *prima facie* case of research misconduct or breach of good practice (as defined above at paragraph 3.1) is established and its level of seriousness and a confidential panel review and discussion of the evidence provided. The respondent will be given the opportunity to respond to the allegation(s) made against him/her.

9.4   Following review of the allegations and response, the Panel A report shall be submitted by the investigatorsa report to the Responsible Officer, as soon as is practicable after their appointment, indicating (where relevant, for each allegation) whether they judge that:

a)   the allegation is sufficiently serious and there is sufficient evidence to merit further action by the College; or

b)   the allegation has substance but due to a lack of intent to deceive or due to its relatively minor nature should be addressed through education or training or otherwise is of a character that can be dealt with and remedied at departmental level (this does not preclude some form of disciplinary hearing/action under the relevant

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procedure), or otherwise. The Panel will indicate in this situation whether its finding constitutes misconduct in research or a breach of good practice poor research practice short of research misconduct; or

c) the allegation is unfounded, either because it is mistaken or because it is judged to be malicious, reckless, frivolous, trivial, otherwise without substance, or there is insufficient evidence to support it.

9.5 The report will be sent to tThe respondent and the initiator will be invited to for comment on the factual accuracy of the report. The Panel will consider the responses received and. if it considers that the report includes errors of fact, will modify the report as necessary. The respondent and initiator are not permitted to request changes related to the findings of the Panel, unless these have been as a result of factual inaccuracy.

10. Outcome of the initial investigation

10.1 Following this initial assessment of the allegation, the Responsible Officer may (subject to paragraph 10.5 below) take one of the courses of action set out in paragraphs 10.2 to 10.4 below. In exceptional circumstances, for example where new information comes to light, or where the matter is, by its nature serious or has the potential seriously to affect the College's reputation, the Responsible Officer shall not be bound by the recommendation of the investigators.

10.2 For individuals who are not members of the College staff or students:

a) take no further action; or
b) refer the matter to a School or Department; or
c) order that further investigation be carried out; or
d) appoint an Inquiry Panel in accordance with paragraphs 11.1 to 12.3 below to report on the case; or
e) instigate another procedure or refer the matter to the substantive employer, if applicable; or
f) refer the matter to an appropriate external regulatory, statutory, or professional or similar body.

10.3 For members of College staff

a) take no further action; or
b) refer the matter to a School or Department; or
c) order that further investigation be carried out; or
d) appoint an Inquiry Panel in accordance with paragraphs 11.1 to 12.3 below to report on the case; or
e) proceed with a formal disciplinary hearing or instigate another any other procedure, as appropriate.

10.4 For students of the College:

a) take no further action; or
b) refer the matter to a School or Department; or
c) order that further investigation be carried out; or
d) appoint an Inquiry Panel in accordance with paragraphs 11.1 to 12.3 below to report on the case; or
e) proceed under the G27 Misconduct Regulation*Misconduct regulations* as determined

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by the Student Conduct and Appeals Office ~~of the *Regulations concerning students*~~ or instigate ~~another~~ any other procedure, as appropriate.~~.~~

10.5 If it is found that the allegation is without substance, the Responsible Officer will dismiss the matter and no further action will be taken in relation to the respondent.

10.6 If it is found that the allegation is malicious, reckless, frivolous or trivial~~mischievous~~, the Responsible Officer will refer the matter for consideration under the relevant disciplinary procedure in relation to the initiator if they are~~s/he is~~ a member of the College. If the initiator is external to the College legal advice may be sought as to possible remedies.

10.7 For members of College staff and students and where the procedure does not progress to a Formal Investigation, a summary of the findings will be reported to the Executive Dean and Vice Dean of Research of the Faculty to which the respondent(s) belongs, along with any recommendations that should be taken forward by the Faculty. The report from the Initial Investigation will be made available upon request.

11. Formal investigation and Inquiry Panel

11.1 If the findings of the Initial Investigation determine that the matter should proceed to a Formal Investigation, the Responsible Officer will appoint members to an Inquiry Panel.

11.2 The panel shall comprise at least three individuals. At least one member of the panel shall be external to the College and at least two panel members shall be subject experts in the disciplinary field of the alleged research misconduct. One of the members shall be appointed to chair the panel. The Chair will ordinarily be a senior member of the College from outside the discipline of the alleged research misconduct. The Responsible Officer or deputy shall arrange any necessary support for the panel. ~~The Inquiry Panel shall be provided with precise terms of reference drawn up by the Responsible Officer and agreed by the Panel Chairperson.~~

11.3~~2~~ The Inquiry Panel shall be provided with precise T~~t~~erms of R~~r~~eference drawn up by the Responsible Officer and agreed by the Panel Chair~~person~~. The Chair of the Panel will be responsible for the conduct of the proceedings during the inquiry and will ensure they are carried out in adherence with the Terms of Reference. The panel shall agree on the basis of the t~~T~~erms of r~~R~~eference and the information that it has been given, what process it will follow and what information it needs to make a decision and who it wishes to interview/take statements from. ~~The panel shall comprise at least three individuals. At least one member of the panel shall be from outside the College, and at least two shall be academic specialists in the general area within which the misconduct is alleged to have taken place. One of the members shall be appointed to chair the panel; s/he will normally be a senior member of the College from outside the discipline in which the misconduct is alleged to have taken place. The Responsible Officer shall arrange any necessary support for the panel. In a case which has complex legal or evidential issues, the Responsible Officer shall have the right to appoint an external lawyer (possibly a QC or retired Judge) to chair the Panel and/or to provide legal assistance to the Panel.~~

11.4~~3~~ In cases with complex legal or evidential issues, the Responsible Officer shall reserve the right to appoint external legal counsel ~~(possibly a QC or retired Judge)~~ to chair the Panel and/or to provide legal assistance to the Panel, though the Procedure is not a legal process.

11.5 ~~The Chairperson of the Panel will be responsible for the conduct of the proceedings during~~

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the inquiry and will determine its procedure and rules. The Inquiry Panel does not have anyhas no disciplinary powers, though may make recommendations for any other proceedings to be instigated, to include disciplinary hearings. The panel shall decide on the basis of the terms of reference and the information that it has been given, what process it will follow and what information it needs to make a decision and who it wishes to interview/take statements from.

11.4   The College shall determine whether it, or the initiator, shall make representations to the Panel in support of, or otherwise in connection with, the allegations. The College shall, in making this determination, take into account (but not be limited to) the following considerations: the nature and seriousness of the allegations; the risk to the College's reputation; whether the initiator is represented and whether the respondent is represented.

12.   Inquiry panel outcome

12.1   Following the investigation and inquiry, the Panel will produce a report of its findings on the basis of the relevant facts of the case, including whether or not the allegations are upheld. It will also provide a view as to whether an allegation of misconduct is or is not made outhas been established and may make recommendations as to the further action necessary to rectify any misconduct it has found and to preserve the academic integrity and reputation of the College, for consideration by the appropriate College authorities. The standard of proof used by the Panel is that of 'on the balance of probabilities'.

12.2   A copy of the report will be sent to tThe respondent will be sent the report andwho may submit proposals for the correction of facts to the Panel. Following consideration of the any proposals for the correction of facts, the Panel will send the report of its findings to the Responsible Officer.

12.3   The Responsible Officer shall convey the substance of the Panel's findings to the initiator, the respondent and such other persons or bodies as s/hethey deems appropriate.

13.   Subsequent action

13.1   If the allegation is upheld the College may, in addition to any action recommended by the Panel, where appropriate:

   a)   where appropriate, convey the Inquiry Panel's factual findings to any relevant employer, statutory, regulatory or professional body, any relevant grant-awarding body or any other public body with a relevant interest, and the editors of any journals which have published articles by the person against whom the allegation has been upheld; and/or
   b)   where appropriate, recommend to the relevant University the revoking of any degree or other qualification which had been obtained, in whole or in part, through proven misconduct in research.

13.2   If the allegation has been dismissed, the Responsible Officer shall take appropriate steps to preserve the good reputation of the respondent. If the case has received any adverse publicity the respondent shall be offered the possibility of having an official statement released by the College to the press or to other relevant parties, or both.

13.3   The Responsible Officer shall normally inform the Academic Board and the Council of the nature (so as to preserve confidentiality) of any allegation which has been the subject of a

formal inquiry, and of the final outcome save that, if the allegation has been dismissed, the respondent shall have the option of deciding that no such report be made.

14. Appeal

14.1 The respondent or the initiator may appeal against the Inquiry Panel's decision and/or its recommendation(s) to an Appeal Panel. Any appeal shall be made in writing to the Vice President & Vice-Principal - (Research and Innovation) within 28 days of the Inquiry Panel's decision. The written notice of appeal shall set out the grounds of appeal, and be accompanied, wherever possible, by supporting documentation.

14.2 An appeal will only be considered on one or more of the following grounds:

a) procedural irregularity in the conduct of the case up to and before the **Appeal Panel**; or

b) fresh evidence becoming available which was not, and could not, have been made available to the Inquiry Panel; or

c) the recommendation is either excessive or inadequate in relation to the misconduct found provedupheld.

14.3 The Appeal Panel shall be made up as followshave the following members:

a) a Chairperson (normally a qualified lawyer), who shall not be a member of the College; and

b) two independent persons appointed by or with the approval of the Chairperson, at least one of whom shall be from outside the College and, at least one of whom shall be an expert in, or have experience of, the technicadisciplinaryl field in question.

The Appeal Panel shall be serviced by an administrator nominated by the Responsible Officer.

14.4 The Appeal Panel shall decide whether the notice of appeal complies with the grounds given in paragraph 14.2 above and notify the Responsible Officer of its decision normally within 14 days of receipt of the notice of appeal.

14.5 The College Secretary shall notify the parties relevant party whether or not an appeal has been accepted. If accepted, arrangements will be made for the hearing of the appeal, normally within three months of notice of appeal.

14.6 The Appeal Panel shall be supplied provided with all papers from the original investigation, the Inquiry Panel's proceedings, and the notice of appeal and supporting documentation. The Appeal Panel shall determine its own procedure and timetable and shall have the power to convene to allow the any parties to make representations. The Appeal Panel shall have the power to reverse or modify the decision(s) or recommendation(s) of the Inquiry Panel.

14.7 The decision of the Appeal Panel shall be final.

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Annex 1: Principles

1. Misconduct in research is a serious matter. Equally, the investigation of allegations of misconduct in research must be conducted in accordance with the highest standards of integrity, accuracy and fairness.

2. Those responsible for carrying out investigations of alleged misconduct in research should act with integrity and sensitivity at all times.

3. The following principles of fairness, confidentiality, integrity, prevention of detriment, and balance as defined below must inform the carrying out of this *Procedure* for the investigation of allegations of misconduct in research

Fairness

4. The investigation of any allegations of misconduct in research must be carried out fairly and in accordance with the statutory human rights of all parties involved.

5. Those responsible for carrying out this *Procedure* should do so with knowledge of:

   - the statutory obligations of the College and the rights of employees according to current law; and
   - any additional rights and obligations particular to the College and/or its employees – for example those bestowed by university statutes and ordinances.

6. Where anyone is formally accused of misconduct in research, that person must be given full details of the allegations in writing.

7. When someone is formally investigated for alleged misconduct in research, ~~he/she~~they must be given the opportunity to set out ~~his/her~~their case and respond to the allegations against ~~him/her~~them.

8. ~~He/she~~They must also be allowed to:

   - ask questions;
   - present information (evidence) in his/her defence;
   - adduce evidence of witnesses; and
   - raise points about any information given by any witness (regardless of who has called the witness in question).

9. The respondent, initiator and any witnesses involved in the *Procedure* may:

   - be accompanied by a fellow employee or trade union representative when ~~he/she is~~they are required or invited to attend meetings relating to this *Procedure*; and
   - seek advice and assistance from anyone of ~~his/her~~their choosing.

10. To ensure a fair investigation, an individual may not be a member of both the Initial Panel and the Inquiry Panel and, if ~~he/she has~~they have been involved in either, ~~he/she~~they should not be part of the College's disciplinary process.

Confidentiality

11. The procedure should be conducted as confidentially as is reasonably practicable. The confidential nature of the proceedings should be maintained provided this does not compromise

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either the investigation of the misconduct allegations, any requirements of health and safety, or any issue related to the safety of participants in research.

11.12.   The confidential nature of the proceedings is essential in order to protect the initiator, the respondent, and others involved in the procedure.

12.13.   It is important that in the conduct of an investigation using this *Procedure* that the principles of confidentiality and fairness are applied with appropriate balance for both the respondent and the initiator, (see points 38 to 41 inclusive below).

13.14.   The identity of the initiator or the respondent should not be made known to any third party unless:

- it has been deemed necessary (by those conducting the investigation) in order to carry out the investigation; or
- it is necessary as part of action taken against the respondent when (at the end of the procedure and the College's disciplinary/appeals processes) the allegations have been upheld; or
- it is necessary as part of action taken against a person who has been found to have made malicious, vexatious or frivolous allegations; or
- it is the stated policy of the employer/funder/other national body that the identity of individuals proved through appropriate disciplinary and appeals processes to have committed misconduct in research should be made public.

14.15.   Any disclosure to a third party of the identity of the initiator or respondent, or of any other details of the investigation, should be made on a confidential basis. The third party should understand this, and that he/shethey must respect the confidentiality of any information received.

15.16.   The College and/or its staff may have contractual/legal obligations to inform third parties, such as funding bodies or collaborating organisation(s), of allegations of misconduct in research. In such cases, those responsible for carrying this *Procedure* out should ensure that any such obligations are fulfilled at the appropriate time through the correct mechanisms, always keeping in mind the legal rights of the employees involved in the allegations.

16.17.   While the allegations are under investigation using this *Procedure* (and/or the College's disciplinary process), the initiator, the respondent, witnesses, or any other persons involved in this *Procedure* should not make any statements about the allegations to any third parties, unless formally sanctioned by the College or otherwise required to by law.

17.18.   Breaching confidentiality may lead to disciplinary action, unless covered by the Public Interest Disclosure Act and/or the College's own grievance or whistleblowing procedures.

18.19.   In the event of any conflict between the principle of confidentiality and any of the other principles of this *Procedure*, those conducting the procedure should consider the principle of balance (see points 38 to 41 inclusive below).

Integrity

19.20.   An investigation into allegations of misconduct in research using the processes of Initial or Formal Investigation of the procedure must be fair and comprehensive. The investigation should be conducted expediently although without compromise to the fairness and thoroughness of the process.

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20.21.   Anyone asked to take part in the processes as a panel member must make sure that the investigation is impartial and extensive enough to reach a reasoned judgement on the matter(s) raised.

21.22.   Similarly, those who give evidence to the investigation should do so honestly and objectively in accordance with the principles of the *Procedure* and should be provided with relevant sections of the *Procedure* before giving evidence.

22.23.   All parties involved must inform the Responsible Officer immediately of any interests that they have which might constitute a conflict of interest as regardsin relation to any aspect of the allegation(s), the investigation, the area(s) of research in question, or any of the persons concerned. Where the Responsible Officer has any interest which might constitute a conflict, he/shethey should declare any such conflict(s) and refer the investigation to his/hertheir alternate, who should decide if he/shethey should be excluded from involvement in the investigation, recording the reasons for the decision.

23.24.   Detailed and confidential records should be maintained on all aspects, and during all stages, of the procedure. It is the responsibility of the Responsible Officer to see that such records are maintained and made available at all stages for any use of the College's disciplinary processes.

24.25.   At the conclusion of the proceedings, all records should be retained by the College for at least six years.

25.26.   To preserve the integrity of this *Procedure*, great care must be taken to ensure that all relevant information is transferred to those involved in the various stages of the procedure, such as between the Initial Panel and any Inquiry Panel and between the Inquiry Panel and any disciplinary process.

26.27.   Those responsible for carrying out the procedure should recognise that failure to transfer information could lead to the process being unfair to the respondent and/or the initiator. It could also lead to an appeal being made on the grounds of a failure to observe the procedure or to the collapse of the investigation.

Prevention of detriment

27.28.   In using this *Procedure*, and in any action taken as a result of using the *Procedure*, care must be taken to protect:

- individuals against frivolous, vexatious and/or malicious allegations of misconduct in research; and
- the position and reputation of those suspected of, or alleged to have engaged in, misconduct, when the allegations or suspicions are not confirmed; and
- the position and reputation of those who make allegations of misconduct in research in good faith, i.e. in the reasonable belief and/or on the basis of supporting evidence that misconduct in research may have occurred.

28.29.   The preliminary stages of the procedure are intended to determine whether allegations are mistaken, frivolous, vexatious and/or malicious. Only allegations that are judged to be sufficiently serious and of sufficient substance will proceed to a Formal Investigation.

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29.30.   It is acknowledged that allegations may be made for what appear to be malicious reasons. The *Procedure* should still be used where the initiator makes a formal complaint, to establish whether the allegations are of sufficient substance to warrant investigation.

30.31.   Anyone accused of misconduct in research is entitled to the presumption of innocence.

31.32.   Formal Investigation should establish, on the balance of probabilities, the truth of any allegations.

32.33.   Any formal steps taken to discipline or otherwise reprimand the respondent, or take steps which might undermine his/hertheir good name or reputation (or that of any other party), must be taken through the College's disciplinary process which provides the respondent with the right of appeal. Only when allegations have been upheld through the College's disciplinary process and, where called upon, the appeals process, may it be appropriate to apply any sanctions to the respondent.

33.34.   The College must take all reasonable steps to ensure that the respondent (or any other party) does not suffer because of unconfirmed or unproven allegations.

34.35.   Involvement of the respondent in the *Procedure* should not prevent the respondent from being considered:

- for promotion; or
- or the completion of probation; or
- or other steps related to his/her professional development.

The College may choose to suspend the implementation of any promotion, completion of probation or any similar step, for the period that allegations are investigated using the *Procedure*, rather than delay the actual consideration of such matters.

If the allegations are upheld at the end of the procedure, subject to the College's disciplinary process and/or appeals process, the College's normal rules with respect to steps related to professional development, such as those detailed above, should apply.

35.36.   It should be made clear that any actions that might be taken by the Responsible Officer in response to the notification of allegations of misconduct in research are not to be regarded as a disciplinary action and do not in themselves indicate that the allegations are believed to be true by the College. The College and members of any Initial and Formal Inquiry Panels should take steps to make it clear to the respondent, initiator and any other involved parties that these actions are necessary to ensure that the allegations of misconduct in research can be properly investigated.

36.37.   Appropriate action should be taken against:

- Rrespondents where the allegations of misconduct in research have been upheld in accordance with this *Procedure*; and
- anyone who is found to have made frivolous, vexatious and/or malicious allegations of misconduct in research.

Balance

37.38.   Those responsible for carrying out this *Procedure* must be aware that there may be occasions when a balance has to be struck in the application of the principles. F. for example, it may, in

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certain circumstances prove to be impracticable to undertake a detailed screening of the allegations without releasing the initiator's identity to the respondent.

38.39.   The Responsible Officer should be responsible for resolving any such conflicts between the principles, keeping in mind at all times that the primary goal of this *Procedure* is to determine the truth of the allegations. The Responsible Officer can seek guidance from UKRIO and other bodies, as well as seeking legal advice.

39.40.   In addition, the Responsible Officer should be responsible for ensuring the integrity of this *Procedure* and any actions taken as a consequence of it. The Responsible Officer should decide the course of action to be taken in cases of doubt.

40.41.   The Responsible Officer, or delegate, should keep a written record of all decisions taken throughout all the steps of the procedure. The Responsible Officer should liaise closely with the members of the Initial and Formal Investigation Panels to ensure that a proper record is maintained throughout the procedure.

Updated by Academic Board
November 2020

Meeting date	9 December 2020
Paper reference	AB-20-12-09-09.3
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College International Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Update Terms of Reference	11 November 2020	Consent	Note	No
2. International Collaboration Dashboard	11 November 2020	Consent	Note	No
3. Safeguarding in an international context	11 November 2020	Consent	Note	No

For note

1. Updated Terms of Reference for the College International Committee

The Terms of Reference for the College International Committee (See Item 9.6 – ABOC report) have been updated to clarify the authority and duties of this Committee, and Membership has been amended to ensure a balance between academics and professional services staff that also reflect organizational changes. The Committee now has representation from all key outward-facing Professional Service roles in the university. New KCLSU sabbatical officers with leadership roles for internationalisation have also been added.

The Academic Board Operations Committee (ABOC) have agreed to recommend these Terms to the Academic Board for approval.

2. International Collaboration Dashboard

A Power BI dashboard providing an overview of institutional relationships around the world was launched earlier this month. This collaboration between many departments including Global Engagement; Quality, Standards & Enhancement; Analytics; and Global Mobility, is intended to support all colleagues working with international partners.

Please note that access to the dashboard will be opened to all staff in January once further feedback has been received.

3. Safeguarding in an international context

We have recently conducted a review of safeguarding policy and procedures in the international context and Academic Board members are asked to review the policy and ensure they are familiar with it.

Safeguarding applies to vulnerable groups such as under 18s and vulnerable adults in the UK. However, in the international context it additionally applies to working in low and middle-income countries.

The new policy and related procedures are online.

Report of the College Service Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair and Director's Report **Annex 1**	03 November 2020	consent	Note	No
2. What's next for Service?	03 November 2020	consent	Note	No
3. Other Business	03 November 2020	consent	Note	No

For note

1. Chair and Director's Report

This report sets out an update on the activities in the Service Strategic Framework 2018-23. These include: a short review of the Service Strategic Framework activities that have been either completed or initiated, a link to a draft copy of the Service Annual Report (2019-20), an update on Advancing University Engagement, projects supported through the Service Seed Fund (2019-20), an overview of the recently approved Sustainable Travel Policy changes and the Climate Action Network, a short summary of the upcoming *Times Higher Education* Impact Ranking 2021 submission process, and an overview of our narrative submissions to the Knowledge Exchange Framework (KEF).

[See report **Annex 1**]

2. What's next for Service?

In September 2020, Professor Bronwyn Parry became Interim Vice President & Vice Principal (Service). As she has noted, as we navigate the challenges ahead posed by the COVID-19 pandemic, it is more important than ever before that Service sits at the heart of what we set out to achieve here at King's. In taking the Service agenda forward and ensuring that the philosophy and practice of Service is embedded institutionally right across our university in the coming years, Professor Parry and the team are exploring the following initiatives to take the Service strategy to the next stage:

- Develop and deliver a sophisticated programme of Service-learning, at scale, that will equip all King's graduates with the skills and experience they need to become empowered changemakers.

- Create vital translational pathways to ensure that our research responds to identified social needs and translates into real social impact in communities.

- Establish an advanced digital volunteering platform that will make opportunities more accessible for students, staff and alumni, allowing each to identify opportunities to deliver social change.

Professor Parry shared these key initiatives with the Service Committee for discussion and comment in late October and will continue to engage students and staff in their development. They will also be explored through the upcoming Size and Shape exercise.

3. Other Business

Other key updates were shared with the College Service Committee during this meeting:

- Nicole Mennell Engagement Lead (Vision 2029) shared the [Service Annual Report (2019-20)](#) and video and sought feedback.

- Kat Thorne (Academic Board member) delivered an overview to the Service Committee on the new Climate Action Network, giving members an idea of the structure and aims of this new group.

- Leonie Ansems De Vries also gave members a brief update on Community Sponsorship, informing members that the project is progressing well and that a suitable family has been identified, explaining to the Service Committee that the next challenge will be to identify suitable accommodation for the family, welcoming any suggestions from members.

College Service Committee

Report from Interim Vice Principal Service and Director of Service Strategy and Planning

November 2020

Contents

This report sets out an update on the activities in the Service Strategic Framework 2018-23, and progress on main areas of work since the last committee meeting in June 2020. It is an 8-page report plus appendices.

1. Review of the Service Strategic Framework 2018-23

The change in leadership and arrival of our new interim Vice Principal, Professor Bronwyn Parry, provided an important opportunity to take stock and review what has been achieved since the framework for Service was launched in summer 2018 and to reaffirm our strategic priorities moving forward.

Together with our community, we had agreed 4 Ambitions, 10 Strategic Goals and 38 Priority Initiatives in the framework and set a target for these to be completed over 3 years from 2018-2021. Together with colleagues across the university we have achieved a great deal in the first 2 years, externally validated by achieving 9th in the world and 2nd in the UK in the 2020 *Times Higher Education* Impact Rankings.

In summary:

- 71% of priority initiatives have been completed as set out in the framework and the majority are ongoing
- 29% have been initiated and are in progress

Committee members can see **Appendix A** for an overview.

2. Service Annual Report 2019-20

A draft of the digital Service Annual Report 2019-20 is available to view at this link[1]. It celebrates all the contributions to Service made by our students, staff and alumni over the past year. During the committee meeting on 3rd November, the committee members are asked to provide comments to Dr Nicole Mennell (Engagement Lead, Vision 2029). The report is due to be published on 12th November.

3. Advancing University Engagement

We have been working with Nous, the University of Chicago and the University of Melbourne since 2018 on a project that seeks to recognise and measure university engagement on a global scale. For the purpose of this work, we defined engagement as 'a holistic approach to working collaboratively with partners and communities to create mutually beneficial outcomes for each other and for the benefit of society'. At King's we call this 'Service', at Melbourne it is 'Engagement' and at Chicago it is 'Civic Engagement'.

This consortium strongly believes that engagement can help to articulate universities' value and demonstrate their relevance to and impact on the critical issues facing society today. And, in doing so, help to rebuild public trust in our mission and activities.

The report is available here and sets out 8 possible indicators that could be integrated into global league tables:

- University commitment to engagement
- Community opinion of the university
- Student Access
- Volunteering
- Research reach outside academic journals
- Community Engaged Learning within curriculum
- Socially responsible purchasing

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[1] Please note a new introductory video has been created and this will be added to the digital report week beginning 26th November

➢ Carbon footprint

We started with global league tables because they are currently the principal mechanism used to assess and compare university performance, have a powerful impact on where students choose to study, and also influence public perceptions of the relative value of universities around the world. Because of this, they influence university behaviour and resource allocation. The consortium is meeting at the end of October to discuss next steps.

4. Service Seed Fund 2019-20

The Service Seed Fund was set up in 2019 to enable staff and students to put their service ideas into practice. In 2019/20 we allocated £35,732 to 8 projects and these are outlined below:

Project	Lead	Grant amount
Gender Action	Beth Bramley and Peter Main	5,000
Homeless London	Jim Collins and Julie Devonshire	7,945
St Georges music project	Katherine Schofield	6,000
Student Board Bank	James Tortoise-Crawford	7793.4
Covid grant 1- AHRI- hyperlocal engaged research project with Institute of Community Studies	Ed Stevens and Anna Reading	3,000
Covid grant 2- Learning Station Project	Marie Scotto	2,000
Covid grant 3- KCL STAR Tech2Teach	Holly Harper	2,000
Covid grant 4- Research into improving mental wellbeing during pregnancy	Andrea Du Preez	1,994
Total allocation		35,732
Balance of £50k fund		**14,268**

Gender Action
Gender Action is a collaboration between the Institute of Physics, King's, UCL and the Equality Change Unit. Research has shown that stereotyping and a lack of awareness over gender issues in school leads to subject barriers for girls and boys. Gender Action seeks to improve awareness of unconscious bias and gender stereotyping in schools, to place gender equality at the heart of the school environment. The Service Seed Fund helped recruit more London schools to join the Gender Action programme. It supported attendance at outreach events and conferences and CPD workshops for teachers, to empower them to challenge inequalities in their nurseries and schools. It also contributed to a celebration event at City Hall. In addition, it supported the case study posters and new education materials to support educators with issues such as bias and stereotyping in language, and how to enact whole school change. Furthermore, a service-learning module has been developed in which King's students will work with local schools on the Gender Action Programme.

Homeless London
The purpose of Homeless London is to make a material contribution to the challenge of street homelessness in London by taking an entrepreneurial approach, that helps to fulfil King's civic ambitions, and is underpinned by King's ethos to serve society.   The project will catalyse Kings' people and their expertise, working with expert partners including those with lived experience, to co-develop a response to street homelessness in our home boroughs, and across the capital. The first stage of the project has now been completed which involved consultation with a broad range of expert partners inviting their thoughts about where King's could make a difference to street homelessness. Working with The Social Change Agency to listen to the experts in street homelessness, we have conducted in-depth online interviews; carried out an online survey; and delivered an online strategic planning workshop. Expert participants included Crisis, the Hidden Network (Westminster City Council), Groundswell, DePaul UK, the housing team at Lambeth Council, Homeless Link, Thames Reach, the rough sleeping team at

Greater London Authority, St Mungo's, and Citizens UK. See **Appendix B** for the final report from the Social Change Agency.

In true entrepreneurial style, we propose to focus on delivering the 'priority one' recommendation, The Economics of Homelessness. King's, working with our expert partners, is uniquely qualified to tackle this challenge by bringing together all of our skills, multidisciplinary expertise, influence, impartiality and convening power, ethos and our geographical location at the London-epicentre of street homelessness.

This project will aim to:

- Bring together and understand research that is already tackling this subject
- Work to understand the true cost of street homelessness alongside the true cost of prevention and exit interventions.
- Do the economics of intervention stack up?
- Does prevention investment work?
- Does investment to move people out of street homelessness work?
- If so, which ones work and by how much?
- Could this influence decision-making?
- Could this provide missing evidence for spending review conversations?
- Harness King's expertise in homelessness across health and wellbeing, informatics, policy and economics; alongside social and cultural factors
- Harness King's skills and capacity in research, fundraising, influencing, advocacy and communications

We aim to develop and share robust evidence that will inform and support policy-making and decision-making for years to come by national and local government, and to help provide clarity to the public on where investments can reduce homelessness and improve outcomes. Evidence will be made open and accessible to all. We now intend to scope and resource this work ready to begin next summer, 2021.

We would welcome your suggestions and recommendations on who, from King's, we should contact who might have expertise and experience in working on these issues. And, of course, please do let us know if you feel we have missed anything or there are additional angles we might wish to explore in this work. Please contact Julie.devonshire@kcl.ac.uk and jim.collins@kcl.ac.uk directly.

St Georges Music Academy

The grant provided support for the continuation of the King's/St George's Music Academy. The Academy, which was founded in 2017 by Dr Katherine Schofield, is a widening participation music education project helping young people from disadvantaged backgrounds in the London Borough of Southwark to gain access to music education. The schools involved are all state schools with high levels of children dependent on free school meals, and of diverse ethnic backgrounds. The aim for this year was to expand the reach of the original project by engaging with secondary school students. Due to COVID-19, in March 2020, the Academy shifted to online provision, providing 20 minute 1-2-1 sessions to each of the 30 participating pupils via Microsoft Teams, with a weekly coaching session for the King's teachers delivered by the Director of the St George's Music Academy, Jonathan Pix. This shift to online provision has been very successful with mentors and students alike and the sessions have provided a much-needed activity during lockdown. In the past two years this project has measurably helped children from these schools build confidence, social skills and musical ability.

Undisciplined Spaces

The grant provided has contributed towards the establishment of the Undisciplined Spaces project in collaboration with the Institute for Community Studies (ICS). Undisciplined Spaces provides a brand new co-curricular research-based opportunity for Level 4 & 5 students. 12 students will have the opportunity to collaborate, chiefly online, with community researchers to identify and develop creative, activist research projects around marginalisation, diversity, exclusion and inclusion issues within a particular locality. The students will receive community research skills

training from the ICS and will be co-supervised through the programme by the Arts & Humanities Research Institute. Crucially, they will develop cultural competencies – thinking about themselves in terms of the similarities and differences with the community researchers and the localities in which their projects are based. Through reflexive exploration of positionality and intersectionality, students will come to understand their role and potential in community research and develop experience of creative research approaches. The call for applications will open in November, with programme activities starting January 2021.

Student Board Bank

In consultation for Vision 2029, King's students and staff made it clear that they want to do more to serve and sustain our local communities, while local charities and community organisations told us they often struggle to recruit high quality trustees. Building on a successful staff pilot, in February 2020 King's and KCLSU co-developed and launched Student Board Bank, a pilot programme to recruit and train students to become trustees on local charity boards while also responding to the nationwide chronic under-representation of young people on boards. During the pilot, specialist trustee recruitment charity Getting on Board delivered two information sessions covering the charity sector and role of a trustee, with a panel of experts including a representative from The Young Trustees Movement. Getting on Board also delivered three small-group workshops to support students' applications. Finally, a Trustee Fair provided students with the opportunity to meet charities with current vacancies. The Trustee Fair was well received by participating charities, with feedback including 'extremely useful for me and quite motivating', 'excellent programme' and 'fair was perfect… would love to be involved in other events held by King's'.

This academic year will see a year-long Board Bank programme delivered online, with resources for those keen to start a self-directed journey, as well as information sessions, small-group workshops on a variety of topics and opportunities to meet charities with current vacancies.

Learning Station Project (LSP)

Since the beginning of the COVID-19 crisis in the UK, LSP decided to transition online through a system of volunteer buddies who keep in touch with students, providing them with English lessons while easing some of the stress and loneliness they may be feeling in these hard times. These past couple of months have shown us how important digital connectivity is for students to continue learning and feeling like they have a support network to help them build their new lives in London. Unfortunately, several students are unable to access services due to a lack of digital equipment or poor internet connectivity and find themselves more isolated than ever. LSP will use the seed fund to support students who urgently need digital equipment or internet credit to facilitate access to online classes.

KCL STAR and Tech2Teach

KCL STAR is raising funds on behalf of The Katherine Low Settlement, a charity based in Battersea which provides support to children, young people and their families, older people, women and refugees and newly arrived communities. Due to the Covid-19 pandemic, the homework club run for children local to Battersea, many of whom are from refugee backgrounds, has shifted over to an online platform along with their schooling. However, digital poverty has restricted the children's access to these resources, as of 2018, 15% of London's population do not have access to the internet. Tech2Teach is an initiative to provide internet access for a total of 55 children taking part in the KLS Love to Learn programme. As well as the children themselves, families benefit from the project also as internet access provides them with a chance to improve their digital literacy. The funds raised through the Seed Fund were used to provide these children with the tablets and internet access they need to continue their education - both the homework club and their mainstream schoolwork.

Improving mental wellbeing during pregnancy: listening to mothers' needs

This 6-month qualitative pilot study aims to understand more fully the types of information that pregnant women receive during their pregnancy and to evaluate whether pregnant women find this information helpful, or not. This

study is also particularly interested in trying to understand what information women would want to receive during pregnancy that would help to improve overall wellbeing, and discuss how the COVID-19 pandemic has influenced a women's pregnancy journey and the type of information that they now receive, or may want to receive in future. Participants will be recruited from Southwark, Lambeth, Bromley, Croydon and Lewisham via King's College Hospital NHS Foundation Trust, where future intervention work will be conducted. Ethics approval is in progress and the study is due to start in December 2020.

Please note that we will be running the next two seed fund calls in 2020/21, one in November and one in March.

5. Sustainability- Travel policy changes and the King's Climate Action Network

The student and staff travel policies now have an increased focus on environmental sustainability. Where travel is paid for by the university, travellers are now permitted to choose land travel even where it may cost more than a less sustainable option. This will help reduce the number of short-haul and domestic flights taken, particularly to destinations easily reached by train such as Scotland, Paris, and Brussels. In 2018-19, 32% of flights booked through Key Travel were classed as short-haul, and 4% as domestic. Accompanying guidance on choosing the most sustainable travel option has also been published on the King's Sustainability webpages.

The King's Climate Action Network (King's CAN) was launched on the 16th October 2020. The network will be an open, interdisciplinary endeavour designed to deliver the King's Climate Action Strategy and our target to be net zero carbon by 2025. Over the next year, seven sub-groups will tackle a range of climate issues, ranging from sustainable construction and operation of our buildings to engaging with our local communities. In doing so, the network will aim to not only minimise our negative impacts, but also maximise the positive impact we can have as a university. Over 70 members of staff and students attended the King's CAN launch, and over 100 expressed interest in joining the network over the next year. A group of over 20 student volunteers has also been recruited to support the running of the network each of whom will gain first-hand experience of leading on sustainability projects. More information is available on the Sustainability webpages.

6. *Times Higher Education* Impact Ranking 2021

Work is underway for the next submission of the *Times Higher Education (THE) Impact Ranking*, which assesses universities against the UN Sustainable Development Goals. The deadline has been brought forward and is now due on 30th November this year (rather than end of January, 2021). Katrina Macdonald (Strategy and Policy Officer, Service) has checked the methodology changes, planned the timeline and reached out to stakeholders for data and evidence. *THE* are aiming to increase the participants from 768 universities to 1000-1200 for the 2021 ranking exercise. King's came 5th globally out of 450 universities in 2019, and 9th out of 768 in 2020. The results of the 2021 THE Impact Rankings will be announced in April 2021.

We have identified some gaps in evidence that we would like the Service Committee to review and provide suggestions. Some ideas are included below for reference. For each question, we can provide 3 URLs linking to evidence and we receive points for this evidence being publicly available. The evidence provided can be from September 2018 to present. Please write directly to Katrina.1.macdonald@kcl.ac.uk with suggestions.

SDG	Question & Description (THE)	Evidence Ideas
11 - Sustainable cities and communities	11.4.7) Does your university as a body work with local authorities to address planning issues/development, including ensuring that local residents are able to access affordable housing?	**CUSP London** Evidence 1: https://cusplondon.ac.uk/about.html
17 - Partnerships for the goals	17.2.1.) Does your university as a body have direct involvement in, or input into, national government SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management	**Sanctuary and Plus Alliance** Evidence 1: https://www.kcl.ac.uk/service/sanctuary Evidence 2: https://www.plusalliance.org/
17 - Partnerships for the goals	17.2.2) Does your university as a body initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government/NGOs NOTE: cross-sectoral dialogue refers to a collaborative effort in which parties from different societal sectors pool resources to provide solutions to (perceived) SDG-related issues.	**King's Water and Dickson Poon School of Law professors presenting research on Modern Slavery** Evidence 1: https://blogs.kcl.ac.uk/water/2019/10/; Evidence 2: https://www.kcl.ac.uk/news/modern-slavery-research-to-be-delivered-at-prestigious-annual-lecture;
17 - Partnerships for the goals	17.2.3) Does your university as a body participate in international collaboration on gathering or measuring data for the SDGs	**Social Impact Platform by Dr. Robyn Klingler-Vidra** Evidence 1: https://eiuperspectives.economist.com/sustainability/social-impact-what-does-it-mean-and-how-should-we-measure-it
17 - Partnerships for the goals	17.2.5) Does your university as a body collaborate with NGOs and/or businesses to tackle the SDGs through: • Student volunteering programmes • Research programmes • Development of educational resources	**KGHP Somaliland, Citizens UK Parent Power and Climate Finance Law Report from work with UN** Evidence 1: https://www.kcl.ac.uk/lsm/research/divisions/global-health/partnerships/somaliland/index; Evidence 2: https://www.citizensuk.org/parent_power_community_organising; Evidence 3: https://wedocs.unep.org/bitstream/handle/20.500.11822/26378/climate_finance_law.pdf?sequence=1&isAllowed=y

7. Knowledge Exchange Framework (KEF)

Research England intend to publish the KEF metrics of all providers in receipt of Knowledge Exchange funding in December 2020-21. This has been delayed due to COVID-19 and the initial publication date would have been early summer.

The results are a combination of the 2018-19 Higher Education Business and Community Interaction (HE-BCI) data, collated by HESA, and 3 optional narratives: Institutional Overview; Local Growth and Regeneration; and Public and Community Engagement. The Public and Community Engagement narrative was also a self-assessment exercise, where we had to score King's against 5 aspects.

There will be no immediate link to funding. However, Research England are committed to a longer-term evaluation of funding methods and will be evaluating this first iteration of the KEF with a view to making participation a condition of funding in future. They state that KEF is likely to provide important tools to measure and reward KE performance and delivery of key Government priorities and could therefore provide the basis for a new method of allocating funds in the future.

There is also a major review of the HE-BCI survey, which could lead to new metrics related to Knowledge Exchange and therefore KEF.

The HE-BCI metrics are as follows:

Question	Question
How many spin-offs and start-ups are generated by universities?	How much money do universities make from the sale of IP to businesses?
What are the business and community income sources for universities?	What is universities' total income from intellectual property?
What is the scale of universities' collaborative research?	How many spin-off companies are based on universities' IP?
What is the value of universities' contract research?	What is the turnover and empolyment of university spin-offs?
What is universities' income from consultancy?	How many graduate start-ups are formed each year?
How much money do universities make from use of their facilities and equipment?	How many university spin-offs are still active after three years?
What is universities' income from CPD and continuing education?	How many people attend public events at universities?
What is universities' income from regeneration and development programmes?	How much staff time to universities invest in public events?
How many patents are granted to universities?	How do universities prioritise business and community interaction?
How many intellectual property licences are granted by universities?	

The submitted narratives are available in **Appendix C** and were signed off by SMT on 7 October. The Service Team led on the Public and Community Engagement narrative. Thank you to members of the committee who participated in the survey and provided evidence.

Appendix A: Service Strategic Framework- Progress Overview

		Has the priority initiative as set out in framework been achieved?	
Ambition 1: Building a Movement	*Celebrate*	Thought Leadership	
		Postcards	
		King's Awards	
		Sustainability Awards	
		Annual Celebration	
	Coordinate	Volunteering framework	In progress
		Service Time	
		Skill Swap	Dependent on volunteering
	Curate	Service Seed Fund	
		Service Leadership Training	
		Social Value through procurement	
		Diversity and Inclusion	
		Student and Staff Sustainability Champions	
		Consultancy Programme	In progress
Ambition 2: Generating Big Ideas	*Big Idea Generation*	Big Idea Generation Workshops	In progress
		Big Idea Development Pathway	In progress
Ambition 3: Working Together	*Education (service led learning)*	Audit of existing service-learning modules	
		Competition for new service-learning modules	
		Development of service-learning toolkit	In progress
		Development of faculty led service-learning modules	In progress
	Research Impact	Strategic coordination of partnerships and collaborations	
		Develop translational strengths	
		Submit outstanding portfolio of REF Impact Case Studies for 2021	In progress
		Improving connectivity and porosity	
	King's Local	King's Civic Challenge	
		King's Board Bank	
		Community Open Days and Strategic Space Sharing	
		Civic Charter	
	Global Leadership	Audit of Global Leadership Training	
		Develop unique global leaders training	
Ambition 4: Being accountable	*Evaluation and Learning*	External rate of return	In progress
		Benchmarking	
		League Table Project	
		Social and Economic Impact	In progress
		Develop key performance indicators	In progress
	Oversight and Governance	Oversight committee	
		Annual Report	
		Applying the guiding principles	

Appendix B: Homeless London- Social Change Agency Final Report

Homeless London Consultation
Final Report and Recommendations
July 2020

1. Introduction

King's College London (herein King's) commissioned The Social Change Agency (SCA) to undertake a consultation project to support them to develop an innovative response to the challenge of street homelessness in London that is provisionally called, *Homeless London.*

There are already many examples across the King's community where staff, students and alumni volunteer with and for homeless communities in London. King's is also home to a significant portfolio of research, across multiple disciplines about homelessness.

It's a new approach for King's and is driven by a desire to service society and to be a civic university in the heart of London. King's has campuses across London in areas where street homelessness is at crisis point. We know that by working side by side with local organisations and communities we can develop collaborative and innovative approaches in response to this crisis.

The aim of the consultation project is to help King's understand how they might best channel our people, creativity and expertise to respond to the challenge of Homelessness in London; guided by the community.

It is important to note that this project was carried out during the midst of the Covid-19 pandemic in the UK. The impact on the
homelessness sector was, and continues to be huge following the Governments 'everyone inside' campaign to house every
rough sleeper in the UK over the peak of the pandemic. The sector understandably has been, and will continue to be focused on
emergency response - getting people into, and providing support for those in temporary accommodation. This impacted a
forward looking project like Homeless London, where some organisations e.g Shelter, are prioritising immediate response work,
rather than a forward looking consultation. In addition, the move to online working has generated 'survey fatigue', where
organisations on the front line of support are regularly asked for feedback and data in a survey or online format and see very little reward or impact of sharing information.

2. Methodology

The findings and recommendations in this report are drawn from the different project stages as outlined below using qualitative methods:

Stage	Description
Kick-off meeting	SCA and the King's College London team set and clarified the project scope and expectations together
10 in-depth interviews and e-survey	SCA conducted an e-survey that received 11 responses. Survey answers can be found in appendix 1. In addition to the e-survey, SCA conducted a series of in-depth, semi-structured interviews with key stakeholders who are most informed about homelessness including: 1. Sarah Farquhar, Director of Organisational Development and Liz Choonara, Head of Entrepreneurship, Crisis 2. Jennifer Travassos, Head of Rough Sleeping, Westminster Council 3. Martin Burrows, Director of Research and Campaigns, Groundswell 4. Daniel Dumoulin, Policy and Public Affairs Manager, DePaul UK 5. Ian Swift, Head of Housing Solutions, Southwark Council 6. Paul Davis, Head of Commissioning - Supported Housing and Candida Thompson, Assistant Director - Housing Needs, Lambeth Council 7. Tasmin Maitland, Assistant Director of Innovation, Good Practice, and Partnerships, Homeless Link 8. Bill Tidnam, Chief Executive, Thames Reach 9. David Eastwood, Rough Sleeping Lead Manager, Greater London Authority 10. Beatrice Orchard, Head of Policy, Campaigns and Research, St Mungo's 11. Marzena Cichon, Homelessness Strategy lead, Citizens UK Both the e-survey and interviews aimed to understand the biggest challenges faced by the homelessness sector, areas that in the homelessness sector in London has worked particularly well, opportunities to build relationships in the sector, as well as areas King's can contribute to using their expertise, people, and resources. An interview log was created to capture the key challenges identified and ideas for King's for each interview which can be found here.
A strategic planning workshop	Building on the initial findings from the interviews and e-survey, SCA designed and delivered a strategic planning workshop to further explore two themes: • **Data & Research:** King's could undertake a data review for the purposes of prevention. I.e, data about people who are about to become homeless • **Health:** King's could undertake research to provide evidence-based recommendations into improving health services for homeless people/ education in homeless health & solutions Questions explored during the workshop focused on solutions and tactics to address the key challenges related to the two themes. At the end of the workshop, SCA conducted a prioritisation exercise with participants to provide a clear direction of travel for King's to take forward. A log of all the solutions and tactics identified under each theme can be found here in the "workshop data" tab

Final report and recommendations	Presented in this report is a summary of findings and insights from the consultation as well as clear recommendations for next steps.

3. Findings; Challenges and Opportunities

The following sections of the report summaries the challenges and opportunities collated from interviews, the e-survey and
workshop with organisations in the homelessness sector. Throughout the consultation, consistent challenges were identified
across the range of organisations. Some of these challenges are historic but the COVID-19 pandemic has pushed them to the
fore.

I. Findings: Challenges

Challenge 1: The limitations of commissioning

- There is inadequate commissioning expertise across all areas of homelessness, so charities are dealing with commissioners who don't understand homelessness. One of the impacts of this is commissioning isn't always funded on outcomes, but on improving numbers.
- Charities are restricted by commissioned contracts and are often reluctant to speak out against government policy. This restriction means organisations shift and adjust their work to fit funding requirements rather than focussing on outcomes.
- Commissioners want to find the silver bullet solution, so fund 'new' and 'innovative' solutions, moving funding away from interventions that work or organisations doing good work.
- Austerity has hit commissioning - funding has been reduced for charities delivering front line services, e.g lots of hostels have been decommissioned and charities delivering front line services are often working on tight budgets so can't afford to pay enough for quality staff to be able to support individuals with complex needs.

Challenge 2: Lack of investment in prevention services and research

- There is not enough research around the cost and benefits of prevention. It's a challenge to get good outcomes data to make confident statements about the impact and success of particular prevention interventions. Where prevention interventions are in place it isn't properly funded to prove the investment would save money on other services.
- The past 10years has seen a significant disinvestment in Local Authorities by Central Government. The impact of this is a striking reduction in preventative and support services, so individuals enter the system to get help when they are already at the point of losing their accommodation, often, by this time it's too late.

- There is a continued stream of people becoming homeless despite the Government's 'No Second Night Out' scheme. Lack of prevention services is one factor.

Challenge 3: Influencing public perceptions to overcome the myths and perceptions of the homeless community
• There are still myths and perceptions (who and how) held about the homeless community by the general public, for
example the homeless community in the day is different to those on the street at night, and homelessness is a downward spiral before you end up on the street - not just one paycheck away.
- There isn't clarity on how the public could change their behaviour towards the homeless community and what are we asking people to do as concerned individuals?
- The Hidden Homeless Network aims to demonstrate to the public how much resource is spent on the homeless community - how effective is this?

To note here, at least two interviewees specifically requested this area was not one of focus due to the amount of work already underway in this area through the Hidden Homeless Network

Challenge 4: Hidden forms of homelessness are not being addressed
• Hidden homelessness is not on the agenda and is not always captured in the statistics. However, during COVID-19,
government statistics included all types of homelessness (usual statistics only include street homelessness) without clarity on whether complete reporting of homelessness numbers will continue.
- If street sleepers are taken off the street, will there be unintended consequences for the invisible types of homelessness? Will it take the issue out of public consciousness?
- In datasets of the homelessness community, there are demographics that are underestimated in the statistics, these are predominantly young people who often stay with friends periodically, and non-UK nationals who hide themselves.

Challenge 5: Health and Wellbeing of the Homeless community is often an unmet need
- Health pathways have been created for the homeless community in some local authorities, however they can be a challenge for vulnerable groups in the homeless community to access and do not bring together the holistic support needed (e.g trauma, mental health) that are not really linked to homelessness services. The focus is immediate and chronic pain.
- Physical health is still an unmet need for the homeless community. Along with access to health support being cut during COVID-19, some members of the homelessness community are not able to, or have a lack of confidence to engage with health care services. In addition there is a very high criteria to reach eligibility for adult social care.
- There is a high mortality rate for people who are no longer homeless. More worryingly, 2 or 4 years afterwards individuals are still in significantly worse health and find it difficult to access mainstream health services.
- There is funding for mental health support, but no research on the link between mental health support and prevention so it isn't always well invested.
- There is a lack of joined up commissioning between housing and homelessness by the local authority and health commissioned by CCGs and NHS. Often the services commissioned have a different geographical footprint, different commissioning cycles, different accountability

structures, reporting requirements.

Challenge 6: Services for the homeless community are uncoordinated and often overcrowded

- There is a lack of coordinated services (mental health teams, criminal justice, housing, substance misuse) for homeless individuals with multiple complex needs who tend to require additional support. They are assessed in different places with different criteria and the criteria to access services are high.
- In a system that is not joined up, it's challenging to track individuals to put in place the support they might need. In addition the homelessness community is getting mixed messages on where and what help can be accessed. The unintended consequence of this is people stay homeless as they don't know how to navigate a complicated system or will be waiting for the 'right offer' before moving into temporary accommodation.
- Homeless services are often developed based on provision that already exists and not based on the needs of the homeless community. Without the right support it makes moving on from homelessness positively difficult.
- There are a lack of options to move people on from temporary accommodation.
- Some local authorities are moving people into different boroughs so as to not take on the resource needed to support
someone out of homelessness.
- There is an overcrowded charity provision for the homelessness community across London, e.g Soup runs. What is needed though is support developing links to the community once an individual has been rehoused.
- Most support or services are accessed through technology (mobile phone/the internet), many in the homeless community do not have the skills or handset to access the support they need.

Challenge 7: Austerity and the impact of changing government policy

- There is a lack of social and affordable housing, so there is very little available to move people on from temporary accommodation.
- Those with No Recourse to Public Funds (NRPF): The financial framework of the benefits system excludes NRPF which is a political and ideological decision made by the government. The impact of this is over half people sleeping rough have NRPF. Recent benefit changes for Eastern European residents means they are no longer entitled to public funds or access to healthcare. Having NRPF often means individuals have no choice but to be homeless.
- In addition there is little research on this demographic of the homeless community and understanding how to best support them.
- The introduction of Universal credit and the way benefits are administered is punitive. For individuals who have a fragile stability in their lives the sanctions and evidence required risk destabilising them. It's a small problem with a big impact.
- London housing allowance rates and the benefits cap in London are pushing people into homelessness.

Challenge 8: Lack of data and evidence of whos sleeping rough and who is at severe risk of becoming homeless

- The data returned to central government from local authorities (H-clic) does not speak to chain data collected by the
Greater London Authority (GLA). The two datasets often contradict each other and need to be joined up.
- There is a need for one dataset to capture information coming from London Local Authorities.
- There isn't enough data about how and why people become homeless.

• Funding support for the homeless community is being continually negotiated so there is huge uncertainty over what
happens when funding ends. There is an agreed sense that things can't go back to the way they were.
• There is no move-on strategy for the 1,400plus individuals currently housed in hotels.
• Temporary accommodation (e.g hostels) ordinarily used to house the homeless community was not fit for purpose during
the pandemic and The provision of temporary accommodations not fit for purpose during the pandemic and many have remained closed. This accommodation is no longer fit for purpose.
• The sector is bracing itself for a second wave of homelessness when the furlough and eviction scheme ends.

Ii. Findings: Good Practice examples

• Housing-first model widely supported as a better recovery system • The homelessness community is no longer treated as one homogeneous group, which means information about support
can be tailored as needed.
• Pan London services coordinated by the GLA mean commissioning isn't restricted to one borough. They use Chain data to understand where resources are needed and fund provision accordingly. This approach acknowledges people move around boroughs.
• There are pockets of coordinated support for example the Westminster Homeless Partnership - three day centres working together in a consistent way, the Malachi Project in Redbridge - Popup modular housing partnership with a housing developer, the Salvation Army and the local authority and Lambeth collaboration - this included social investors, registered providers, commissioners and the local authority, working together move people on from hotels. All projects put service users at the heart of developing provision and support.
• The COVID-19 response getting everyone inside meant restrictions and criteria were dropped for individuals in the homeless community to access accommodation, meaning more people felt safe to stay in accommodation provided. Individuals were given private rooms, three meals a day and some responsibility to manage their own medicine. There are stories across the country where individuals have then started to access other support they need and started moving on from homelessness positively.

4. Recommendations

The following recommendations have been narrowed down from the surveys and interviews, then tested through the workshop where there was a clear steer from attendees. They have been ordered in most relevant recommendations first.

1. Understanding the Economics of Homelessness

Putting the cost and benefit of prevention on the agenda by creating a robust piece of research focusing on why people become homeless and demonstrating with evidence that less homelessness means less cost to front line services. Research to be completed to a level of robustness the government will accept, and answer the following questions:
• How much is currently spent tackling homelessness and related housing support
• Understanding the impact of the benefits system on those who are at risk of becoming homeless
• A longitudinal study tracking the lifecourse of a cohort of homeless individuals (or those at risk) to identify why and how
individuals become homeless
• Using this research to identify what policy levers and interventions can be put in place to prevent people from becoming homeless (include welfare, regulating property redress

scheme, investing in housing) or support those moving on from homelessness
- Demonstrate how prevention investment can work through studying programmes of practice already in place (see Citizens UK Malachi project, Westminster Homeless Partnership).

At the moment there is a lack of evidence in the spending review conversations with the government, there is a need for
evidence and research to back up policy changes needed. It's also important for any research to be completed in such a way that multiple stakeholders can use the data for lobbying/campaigning purposes.

2. Developing a Data dashboard
Remove the complexity and complication around the collation of data, and to specifically track indicators of vulnerability of
individuals at risk of becoming homeless by developing a data dashboard that can act as a preventative alert system and provoke an offer of support from relevant organisations (Housing, criminal justice, substance misuse, GP, local authority, mental health teams). This kind of dashboard should;
- Collect data about the demographics of people on the street or those who are at risk of becoming homeless, a particular focus on identifying those with protected characteristics
- Identify indicators of vulnerability (e.g housing support, visiting the GP for stress/substance misuse)
- Connect up multiple agencies to allow referral support to be offered before an individual becomes homeless. Eg. Creating
  a mechanism for a GP to refer to housing support
There are multiple types of data already collected by different authorities (GLA, Local Authorities), this system will need to collect data that can speak to both systems (Chain and H-Clic) and gain buy-in from authorities to make sure the offer is available.

3. Bringing the Sector Together
As a neutral broker King's has an opportunity to bring together partners and homelessness charities to create a space for
collaboration and a space to share insights and best practice • Currently there isn't one moment in the year where the sector comes together • Collaboration spaces could be regular meetings or events and a spin off from a yearly gathering
In all events, it's important to ensure the voice of people who have experienced homelessness are at the centre of anything that
is planned.

4. Collaborating with front line delivery organisations (light touch)
Utilising the research team at King's to study data collected from organisations on the frontline of homelessness support. E.g
Westminster council.

5. Collaborating with front line delivery organisations (development of partnership model)
Bring together a range of organisations in different areas of homelessness, health and housing provision in a geographical area
to fund and pilot a partnership model of wraparound support for individuals who are homeless to help them move on positively
from homelessness.
- Making services accessible to individuals that are homeless by being in one place.
- Continually measure levels of homelessness in the area with a focus on outcomes of individuals.
- Pilot testing could pave the way for a partnership model that could be replicated across the UK.
5. Allies

Throughout the project we spoke to a cross section of the homelessness sector. Most organisations that took part in the project would be interested in working with King's in the next stage of this project. We recommend reaching out to the following organisations once the strategy has been agreed

- Crisis
- Westminster Council
- Groundswell
- DePaul UK
- Southwark Council
- Lambeth Council
- Homeless Link
- Thames Reach
- Greater London Authority
- Citizens UK
- St Mungos
- Merton Voluntary Service Council

6. Appendix

Appendix I. E-survey responses

Note that questions 1 - 3 contain personalised information that has been anonymised for the purpose of this report.

Question 3: What role does your organisation hold in the homelessness sector? Tell us what makes you different?

- We aim to improve services for residents and tenants in Ealing and Hounslow. We are also very open to all groups and organisations who are involved in service delivery with, or are passionate about homeless people in Ealing and Hounslow.
- We give advice specifically to young people aged 16 - 25 and families with children.
- We work with women fleeing all forms of violence against women and girls (VAWG) and our focus is on ensuring there are the right

services and support available to enable women to leave an abusive situation • We provide housing and benefits advice; give ongoing support to vulnerable clients; find PRS accommodation for people the council has deemed low priority or intentionally homeless; and campaign around housing and benefits issues.

- We campaign for housing rights and council homes. We are a housing federation that has existed since the 1950s and are a completely independent body made up of tenants/people in temporary accommodation trying to become tenants
- youth homelessness and rough sleeping service provider
- Day Centre for Refugees, Asylum Seekers & Other Vulnerable Migrants. We regularly help those whose immigration status means they cannot get help anywhere else.
- Statutory and legally responsible
- We represent social housing tenants and leaseholders of councils and housing associations. We lobby constantly for more social rented housing.
- MVSC are campaigning for the BAME residents to have their voice heard re-housing and regeneration matters (funded by Trust for London)
- Theatre & creative activities for individual change and changing perceptions

Question 4: Please tell us in order of importance, what are the 3 biggest challenges faced by your organisation since the outbreak of
COVID-19? Please give as much detail as possible

• I have been with the organisation for 3 weeks. I can't answer this question.
• Being able to see new clients and continue face to face attendances with our clients.
• We know that many women in lockdown are unsafe and we can't reach some of them • We need a targeted approach which gets the message to women that they will be accommodated and supported at this critical time • We need there to be more funds targeted to women fleeing abuse to provide safe and suitable accommodation options with specialist
    support
• Many of the clients we already work with were hit by crises - they were given eviction notices, stopped work and became unable to pay their rent, or ran out of money and needed immediate grants or food vouchers
• We have been challenging the Government's refusal to offer the £20 uplift to legacy benefits recipients as well as Universal Credit recipients
• We would ordinarily meet clients in person to get their benefits letters, ask them to sign documents, and explain things to them. We have worked over the phone and by email but it has increased the workload as it is harder to communicate with homeless clients and those for whom English is a second language over the phone.
• Making sure people are supported after the COVID crisis, that positive relationships formed with politicians continue post COVID, preparation for further austerity that is going to hit tenants
• Finding emergency accommodation for young people who have become homeless during the pandemic 2) Significant reduction in fundraised income 3) Adapting provision and services to take account of lockdown and social distancing requirements
• Food Poverty, Loss of Income and potential homelessness of those currently in hotel accommodation.
• People living in shared accommodation, rough sleeping, and increased homelessness

• The pandemic has exposed even more clearly the shortage of social rented housing in London. The biggest challenge is to get this through to the government and force investment in the expansion of provision. Another challenge is to convince the Mayor of London that there is more he could do in this direction. The third challenge is to persuade London councils of the same.
• Engaging BAME residents due to some inability to use Zoom and other virtual platforms -telephone conversations are sometimes difficult due to language barriers
• Impossible living conditions for overcrowded large families • Inability to pay rent due to job loss which may result in eviction/homelessness • Capacity, providing activities remotely, funding

Question 5: This year, what are the 3 (or more) main priorities of your organisation? Please give as much detail as possible.

• I have been with the organisation for 3 weeks. I can't answer this question.
• Obtaining grant funding, new clients, conducting training/workshops • To continue supporting women fleeing VAWG, despite Covid-19
• To develop more housing provision that meets the needs of women fleeing abuse • To ensure that as an organisation we continue to be able to operate safely for women and respond to the inevitable surge of women
    approaching post-lockdown
• The Government's Covid-19 offer to tenants has been extremely limited and we anticipate a wave of evictions and homelessness at the end of June. One priority is to support them to prevent homelessness or find accommodation, and campaign for them to be better protected in the first place.
• To continue to provide benefits advice and advocacy that is up to date in the face of changing rules and circumstance • To provide the best possible support and representation for clients at benefits Tribunals and protect them from the problems
    associated with remote Tribunals
• To campaign to make Universal Credit and disability benefits fairer and more dignified for their recipients - the Government's Covid-19 response has discriminated against those on legacy benefits by failing to

provide the same uplift as to those on UC and we are campaigning on this.
- Ensuring we can continue to provide services, given the financial strain that Covid-19 has put us under 2) Identifying ways out of homelessness for non-UK nationals staying in emergency accommodation who do not have access to the benefits system 3) Meeting unmet needs of young people who are homeless or at risk
- Supporting those who need food get it, supporting people to regularise their immigration status and alleviating homelessness.
- Eliminating rough sleeping, reducing homelessness and improving health outcomes for customers • To do everything we can to achieve the above aims. To increase the power of the voices of tenants. To promote our new Estate Watch
     web site to combat the destruction of London's housing estates.
- Identify better ways of working engaging with the diverse residents to have their say and see a change in Housing policy that affects them
- Explain basic housing/ tenants rights and the democratic system and how to complain effectively

- End rough sleeping in Merton - end of Northern Line Tube ,
numbers pre Covid 19 were increasing • Funding, longer-term
planning & redesigning delivery post COVID, defining our role in
wider change

Question 6: Over the past 12 months where do you think the homelessness sector in London has worked particularly well? Please give as much detail as possible. Please do not include detail about the COVID-19 response as this will be captured later in the survey.

- I think publicity and awareness around the issue has greatly increased in the past 12 months.
- Cannot say there is anything in particular that has worked well.
- Some of the work around rough sleeping; a more joined up approach in some areas to support women e.g. Women's Housing First commissioned by Westminster and Islington in partnership between homeless organisations and Solace as a specialist VAWG organisation.
- I am not aware of any revolutionary approaches
- Winter Shelter provision in the last 12 months was the best it had ever been - Glass Door, Robes Project and other shelters meant this year our service users spent the shortest amount of time on the streets in many years during the winter.
- Eliminating rough sleeping in Southwark
- The work of the London Housing Panel and the housing campaigners' group has connected organisations which in different ways aim to combat homelessness.
- Yes Crisis, Shelter, St Mungo's ,Spear have all worked tremendously to get the homeless off the streets and into albeit temporary accommodation. This has proved that there is money and provision available to put an end to homelessness post pandemic in London The reprieve and revised date on suspension of housing repossession /evictions from end June until August is a great success story from Government .also

Question 7: What do you think are the 4 biggest challenges faced by the street homelessness sector in London, not including the
COVID-19 response? Please give as much detail as possible.

- 1 Funding, 2 Government legislation, 3 Public perception, 4 Capacity • 1) Not enough places to host the homeless, 2) ensuring the homeless receiving advice, 3) difficulties with local authorities who gatekeep,
- Lack of suitable long-term affordable housing options
     o Lack of specialist long-term support,
     o Lack of gendered solutions i.e. women's needs often ignored and provision is not developed to meet the needs of women, o Poverty and the unfair welfare benefits system is a major factor.

Punitive immigration rules have a major impact and those with
insecure status are at risk as a result.

- • Making serious long term change to government policy
  - o Rough sleepers being refused help by councils, particularly through the use of the category of 'intentional homelessness' which prevents rough sleepers from being housed

  - o The lack of funding to local councils to enable them house homeless people o The need to work together with other homelessness and housing organisations
- • Discrimination causing a secondary mental health impact
  - o lack of access to council properties, o heat stroke/freezing o inaccessible night hostels
- • Finding solutions for non-UK nationals,
  - o providing an appropriate response for young people sleeping rough, o preventing people sleeping rough in the first place o finding social/private rented accommodation
- • Hostile Environment/lack of support for those with no immigration status or NRPF on their leave to remain.
  - o All year round shelter space (especially during the summer months).
  - o Councils need to gatekeep to the maximum due to the budget constraints they experience from central government. o Exorbitant private rental prices
- • NRPF clients and non benefit entitlement, provision of accommodation, provision of support, and access to health
- • We are not experts in street homelessness, but we believe the preservation and increase of social rented housing, the only type of housing really affordable to most Londoners, is crucial.
- • No recourse to public funds means people often don't have a choice except to be homeless
  - o Poor mental health and substance/alcohol abuse not being addressed, o The benefit system in general especially housing benefit,
  - o London Housing prices -the affordability of renting a room not to talk of buying!
- • 1) Advocating for Housing First services 2) LA constrained budgets 3) No Recourse to Public Funds 4) Homelessness & health system not working

Question 8: Please rank these 4 challenges in order of importance, with 1. most important and 4. least important.

- • 1, 2, 4, 3
- • 1) difficulties with local authorities who gatekeep, 2) Not enough places to host the homeless, 3) ensuring the homeless receiving advice,
- • 1. Lack of gendered solutions i.e. women's needs often ignored and provision is not developed to meet the needs of women
  - o 2. Lack of suitable long-term affordable housing options o 3. Lack of specialist long-term support
  - o 4. Poverty and the unfair welfare benefits system is a major factor. Punitive immigration rules have a major impact and those with insecure status are at risk as a result.
- • 1. Making serious long term change to government policy
  - o 2. The lack of funding to local councils to enable them house homeless people

  - o 3. Rough sleepers being refused help by councils, particularly through the use of the category of 'intentional homelessness' which prevents rough sleepers from being housed
  - o 4. The need to work together with other homelessness and housing organisations
- • all equally as important

- 1) preventing people sleeping rough in the first place 2) Finding solutions for non-UK nationals 3) finding social/private rented accommodation 4) providing an appropriate response for young people sleeping rough
- 1 - Hostile Environment/lack of support for those with no immigration status or NRPF on their leave to remain
    - o 2 - All year round shelter space (especially during the summer months)
    - o 3 - Councils need to gatekeep to the maximum due to the budget constraints they experience from central government. o 4 - Exorbitant private rental prices.
- In the order above
- Please see above.
- As above
- 2, 3, 4, 1

Question 9: Based on the biggest challenges you have listed above, which areas do you feel the homeless sector in London could collaborate better? Please list up to three areas

- 2 and 3
- Local authority connections could be shared, service provisions such as accommodation should be shared, shared ideas on how we can help one another i.e. referrals
- Women and homelessness could be tackled by having a Pan London women's homelessness strategy
- More cross-sector approaches are required to join up homelessness, VAWG, Social Care, Mental Health etc.
- Whole systems change is required, alongside policy change from the Government re housing.
- Having a joint approach to government in terms of what is needed at both national and local levels
- access to council properties that are supported properly and offer a holistic approach so people can be supported with finances, health and connecting to a community
- On identifying the structural causes of homeless and rough sleeping, campaigning for change to address these causes
- Campaigning on support for those with no immigration status/lobbying the GLA/City Hall to do more. More work to increase shelter space during summer. Encourage benevolence in the private rented market. In house shelter provision.
- Addressing the needs of the NRPF clients
- Continue and beef up the work of the London Housing Panel and Campaigners group. More persistently lobby government and the Mayor of London / GLA.
- No recourse to public funds and other related issues resulting in homelessness as stated above
- Advocacy, Joined up offer across London boroughs for housing and support.

Question 10: King's are exploring the potential of building an innovation network made up of those who work in the homelessness
sector. Who are some of the key external partners (charities, local authorities, corporates, other
organisations or people) you work and
collaborate with to tackle homelessness?

- I have been with the organisation for 3 weeks. I can't answer this question.
- new horizon youth centre, centrepoint, youth access, become
- There is a number of organisations but this needs to be cross-sector e.g. Solace Women's Aid has led the way in tackling VAWG and housing solutions and any networks need to include cross-sector partners
- Shelter, Westminster council, Advice 4 Renters, Crisis, Homeless Link, a number of private landlords • Southwark Law Centre, Housing Action Southwark and Lambeth, St Mungos • New Horizons Youth Center, Greater London Authority, Architects Aware
- Refugee Action (Asylum Crisis Project), Manna Centre, Shelter (Southwark), Robes Project, Southwark Law Centre, Southwark Citizens Advice, Migrant Legal Action.

• Yes
• We believe the key collaborators are tenants' representative organisations and community organisations, to make the voices of the people more powerful in the unequal contest with various vested interests like developers and others who follow the developer agenda.
• Crisis, Shelter St Mungo's, Spear, LB Merton, Clarion Housing Providers. UBELE , ROTA • Crisis, De Paul Trust, GLA, Hostels across London, Theatres in different cities, LB Southwark/Haringey amongst other LBs

Question 11: What actions has your organisation taken to respond to COVID-19?

• Working remotely, hosting online public engagement meetings • We have adapted our services so we can continue assisting our client's online/remotely • Responding to the crisis by raising funds to keep providing services in a largely remote way • Continuing to provide refuge space
• Setting up a Covid-19 Crisis Project with accommodation for 70 families in London, many of whom are No Recourse to Public Funds • We have opened up to more clients; suspended our PRS placement service except for people who are street homeless; called current
   and former clients to see how they are and offer support; provided emergency support in the form of sourcing grants, linking people with local mutual aid groups, and negotiating with landlords; begun running a series of online workshops for clients interested in digital skills training to campaign around housing and benefits issues.
• Arranging food, mobile phone access, interviewing politicians weekly, daily call arounds
• Significant adaptations to our existing accommodation projects, working with the GLA to run an Covid-19 emergency hotel
• Our service has closed our day centres and now run a one day a week food bank every Wednesday. All advice and homelessness work is
   now done remotely. We also do food deliveries and refer to external food banks.
• Accommodated over 323 rough sleepers, reduced homeless people sharing accommodation and provided more accommodation • We have highlighted good practice in supporting tenants via our social media outlets and web site.

• Having conversations with BAME Leaders in Merton to pass the word to their members and identify any issues around housing, homelessness, threat of eviction, overcrowding etc and bring them to our attention so that collectively we can tackle these going forward
• Moved to remote delivery of pastoral support & online creative workshops, started offering creative approaches in hotel housing former rough sleepers, greater collaboration with other homelessness organisations.

Question 12: In your opinion, what has been the most challenging aspect of the COVID-19 response in the homelessness sector in London?

• I have been with the organisation for 3 weeks. I can't answer this question.
• Digital exclusion for some of our clients
• It's good that many rough sleepers and some women fleeing abuse can be given crisis accommodation but the next step from the crisis accommodation will be a challenge.
• The workload of every homeless support organisation has increased so it has been extremely difficult to find space to communicate in order to work together.
• Not being able to be boots on the ground
• Finding appropriate long-term accommodation so that people do not end up on the streets when the hotels close • Councils originally housing all then slowly going back to the old ways of gatekeeping. Lack of knowledge around what is going to
   happen to Covid 19 hotels policy - will it end mid-July? will NRPF and those with no immigration status be made homeless or moved into different hotels?
• NRPF clients

• As I say, we are not experts in homelessness, but it looks as if the biggest challenge was providing the housing to keep people safe and off the streets, and to enable people in hostels and temporary accommodation to preserve their health and avoid the virus. Plus more people became homeless as they lost their jobs and could not pay the rent. In all this, the need to depend on hotel and other expensive accommodation, without commensurate financial compensation from the government, and in view of the dire shortage of housing at even half decent rents, exacerbated the difficulty.

• Reaching out to those who need to engage with us • Advocating for significant changes post and after COVID-19

Question 13: Please tell us about the plans your organisation has put in place as we move towards a change in government guidance for COVID-19?

• We plan to move back to the office in stages, with smaller numbers of the team entering the office at any given time. The office is currently being set up in accordance with gov guidelines.

• We are currently working remotely and are now arranging interviews with our clients and want to plan our conference so it is online and will prepare to give training/workshops online

• We are busy contingency planning ad reviewing this constantly to respond to changes in Government guidance.

• We are planning to provide an increased level of support as people face homelessness in the coming months.

• As a grass roots organisation everything must come from our members and adapt our response to their need.

• We are planning to gradually open up our offices and will reduce social distancing requirements in our accommodation as and when it
   is appropriate to do so

• Difficult to plan considering lack of known changes. Considering we usually have a day centre that has around a 100 people per day inside it then it is difficult to look at reopening. We are considering how we can do face to face advice safely.

• To continue to eliminate rough sleeping in Southwark

• My personal view - government guidance cannot be relied on. Apparently we are seeing 4,500 new cases of the virus daily yet the government still pursues its policy of loosening lockdown - a lockdown which never really was, because hundreds of thousands still had to go to work unprotected, and many have died as a result. Plus by the time lockdown was announced, the virus had been circulating for many weeks, resulting in thousands of unnecessary deaths.

• More Community conversations with Resident Associations and Community orgs to address some of the dispararities in the BAME community

• Considering running creative activities outdoors socially distanced, discussing with potential partners how to support former rough sleepers in hotels/other temporary accommodation with creative activities for wellbeing, looking at what and how we use our theatre approaches to tell the stories of people experiencing homelessness during this time.

Question 14: What future challenges do you see for homeless communities in London after the immediate Covid-19 crisis?

• recession, funding,

• There will be tons of homeless people who have been accommodated during COVID-19 will be left without homes. That will increase our workload.

• Bleak as the longer term housing options are not there and safety nets are not available • There will be an increase in the number of people who are homeless or likely to become homeless as a result of those whose income

has dropped dramatically due to losing jobs and becoming reliant on benefits falling into rent arrears. Already overstretched council services will struggle to provide the necessary increased level of support and there will be a gap between level of need and support provision.

- Homeless communities currently in emergency accommodation as part of the government's Covid-19 response also face eviction back onto the street, particularly as many of them will be considered 'low priority', and many more will have no recourse to public funds, and therefore ineligible for council help.
- uncertainty. Fear as people may be forced to have tests or to be tracked.
- Maintaining services with reduced fundraised income

- Economic downturn meaning more austerity and therefore councils actively gate keeping more and therefore meaning there being more homeless people who have access to public funds being an addition to the amount of people who are homeless. Economic downturn meaning that funding for 3rd sector homeless organisations dries up and some services are forced to close or reduce their service putting more pressure on others.
- Sadly, unless we mount a massive campaign, the government appears to still be prioritising the revival of the housing market over the provision of funding to maintain and build the vital supply of social rented housing we need.
- People returning to the streets as hotels reclaim their businesses etc, with an influx of new cases due to non payment of rent evictions, house repossession, no recourse to public funds
- Scaled back services with LA budget holes, greater risk of homelessness, lack of accomodation for long term housing for former rough sleepers.

Question 15: The conversations we've had so far have identified some broad themes where King's could take action to reduce street homelessness in London.

The broad themes include:

- **Commissioning. King's could undertake a piece of work to explore entrepreneurial approaches to look past some of the limitations that commissioning brings, to explore new and diversified income streams, and to explore different charity models around social entrepreneurship**
- **Health: King's could undertake research to provide evidence-based recommendations into improving health services for homeless people/ education in homeless health & solutions**
- **Data & Research: King's could undertake a data review for the purposes of prevention. I.e, data about people who are about to become homeless**
- **Public perception: King's could undertake a piece of work to investigate public behaviour change and influencing public perceptions and individual actions around street homelessness.**
- **Other: if there are additional themes you think should be added to this list, please specify below.**

Other: please specify if there are additional themes you would add to the list

- Prioritise the demand for government funding to maintain and build social rented housing.
- The impact of removing the intentional homelessness category and making councils responsible for housing anyone who is street
    homeless. • What would support councils to improve their homeless services without increased funding - e.g. what other than money would enable them to help more people and enable more compassionate working; The costs vs the benefits of simply taking responsibility for and housing anyone who is homeless, including those who are low priority and/or have no recourse to public funds.
- Form stronger links with immigration based organisations to assist those who are homeless and have immigration difficulties • Asking homeless people directly -that would be good researchIdentifying solutions for non-UK nationals sleeping rough

Question 16: Please put these themes, and any other you have identified in order of most important and impactful.

Please put these themes, and any other you have identified in order of most important and impactful

Most important I˙ Second most important　　　Third most important Bi Fourth most important Fifth most important
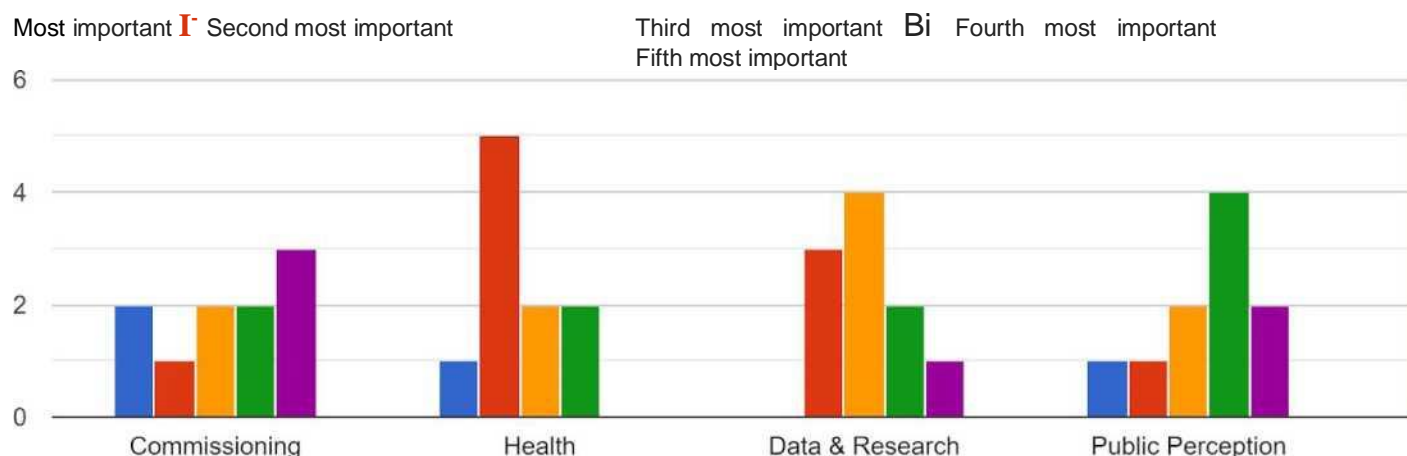
Question 17: Please tell us what specific actions could be taken within the theme you have listed as most important

- Provision of accommodation and support for rough sleepers
- Research the links between the reduction in social rented housing since 1980 and the increase in homelessness, overcrowding and temporary accommodation.
- answer to above 1,2,4,3 diversified funding streams - include BAME orgs in the conversation from the offset such as UBELE, ROTA BTEG • We've found once a person has suitable accommodation their health whether mental or physical can be dealt with and they feel much better and have better control of their lives.
- Using art and story telling to help change public perceptions.
- Form a working group of local migrant organisations so that links with Kings homeless team can be formed and hospital stays do not end in homelessness.
- Speaking to people in hotels/ temporary accommodation. Rather then researching what is public perception take your own lead and speak to people in the accommodation
- Research based on interviews with non-UK nationals sleeping rough

Question 18: Do you want to add anything else?

- No
- not at the moment
- I am sorry that i was unable to contribute more to this important research. I am very new to the sector and to my current role.
- no

Appendix C: KEF Submission

Institutional Overview

Please provide a short (max 120 words) introduction to your institution. This will be displayed as part of the KEF platform with your KEF results.

Since our foundation in 1829, King's students and staff have dedicated themselves in the service of society.

As a civic university at the heart of London, King's is spread across five main campuses in London, three co-located with major NHS hospitals, along with sites in Oxfordshire and Cornwall.

King's is a diverse inclusive community with students, staff and alumni joining us from London, the UK and across the globe. A research-intensive multi-faculty university with a diverse range of subjects and disciplines, we employ 8,500 staff and have 33,000 students from over 150 countries; annual income is c.£971m. King's is ranked 7th in the UK by the *Times Higher Education* World University Rankings (2021).
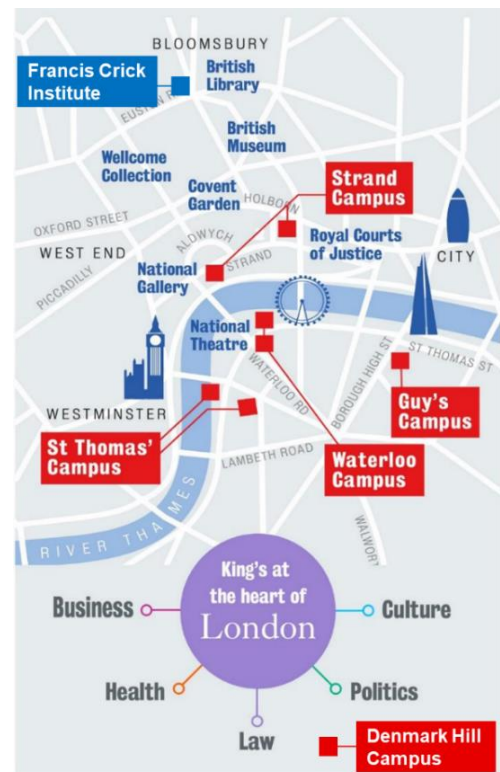
Please provide a brief statement (max 500 words) containing contextual information about the institution that is common across all perspectives. The information provided may be anything that the HEI considers relevant to the KEF such as mission, economic context, institutional strengths, history, or any particular knowledge exchange focus.

King's Strategic Vision 2029 sets out the university's ambitions, where listening and responding to our local, national and global communities is a key feature of what we do and how we do it:
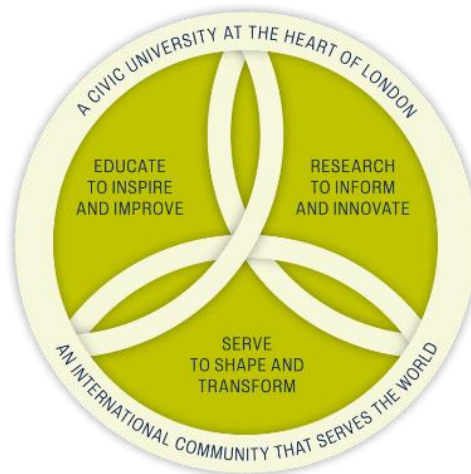
King's portfolio includes world-class health and biomedical activity, alongside rich coverage of arts, humanities social sciences and law; our presence in engineering and natural/mathematical sciences is a current focus of growth.

A commitment to knowledge exchange reaches across our priorities – through innovation in research and education, through our service strategy, and by embracing both our civic role at the heart of London, alongside our commitment to partner internationally, developing culturally-competent people to serve the world.

It is also reflected in our approach to advancing knowledge exchange by bringing our researchers closer to other sectors and communities, including:

- King's Policy Institute: working to solve society's challenges with evidence and expertise.
- King's Cultural Community: bringing together artists and cultural partners with staff, students and alumni to enhance research and drive innovation through engagement with arts and culture.
- The Arts & Humanities Research Institute (AHRI): a platform to mobilise impactful, social justice-oriented research and education collaborations with civil society organisations.
- King's Entrepreneurship Institute: supporting entrepreneurial thinking, skills and action among King's students, staff and alumni.
- Our distinctive London strategy, comprising both a capital-wide and hyperlocal focus on King's local boroughs, as framed by King's Civic Charter and #KingsLocal – our approach to partnerships with local borough councils, charities and civic organisations to address key thematic societal challenges.
- Partnerships with Government including the Strand Group, Global Institute for Women's Leadership and Policy Institute (above) to drive societal change.
- King's Health Partners: We are the academic partner in this NIHR/NHS England/Improvement-accredited Academic Health Science Centre (2020-2025); this includes two NIHR Biomedical Research Centres (£130m/5 years), and new joint venture with Guy's & St Thomas' Hospital for med tech commercialisation.
- King's Global Health Partnerships: in-country teams of staff and volunteers work alongside our partners to build strong and resilient health systems in Sierra Leone, DRC and Somaliland.

Our commitment to knowledge exchange across London includes hosting of MedCity (connecting industry and universities across London), leadership of the Research England "Connecting

Capabilities" partnership *London Advanced Therapies* (includes dedicated SME engagement funding), and leadership of the Innovate UK *London AI Centre for Value-Based Healthcare* (£40m public and industry funding across 4 universities, 11 NHS Trusts, 6 industry partners and 11 SMEs).

We believe in the value of "clusters", bringing together the university, industry and other partners, including the NHS, to enhance knowledge exchange. Working with local authorities and investors, we have defined hubs for MedTech (St Thomas'), Biomedical Science (Guy's), and Neuroscience & Mental Health (Denmark Hill), incorporating industry partnerships with Siemens Healthineers, Medtronic, Nvidia, GSK, UCB, Unilever, and SMEs in cell therapy, MedTech/AI, and more.

King's ranks 9th worldwide (2nd in the UK) in the *Times Higher Education* Impact Rankings (2020), and 4th in the UK in the *Times Higher Education* Most International Universities Ranking (2020).

Local growth and regeneration narrative statement

Institution name	King's College London
UKPRN *(www.ukrlp.co.uk)*	10003645
Local growth and regeneration primary contact name	Professor Reza Razavi
Job title	Vice Principal & Vice President Research and Professor of Paediatric Cardiovascular Science
Email address *(to be published)*	reza.razavi@kcl.ac.uk
Total word count *(including summary of approach)*	2120

Please note a word limit of 2,000 words applies across the three 'aspects' of this statement. The summary of approach (below) has a separate word limit of 120 words. Diagrams and images may be included, providing they can be extracted for online display and the total statement (excluding cover page) does not exceed ten pages.

Summary of approach

Summary

Please provide a short (max 120 words) summary of your approach to local growth and regeneration. This should be in the style of a 'lay summary' and provide a succinct and accessible overview of your approach.

Our strategy, Vision 2029, sets out King's ambitions to be a civic university at the heart of London, partnering with local communities and organisations. King's established a distinctive London strategy, comprising both capital-wide activity and a honed focus on King's 'home' boroughs.

Through the King's Civic Charter and bespoke Statements of Intent for collaboration with councils in our home boroughs, we seek to challenge inequality, build capacity, and grow resilience. #KingsLocal, a cross-university framework, enables faculties to drive relationships with local authorities, and work with local organisations and businesses to support growth.

Through our teaching, research, and targeted initiatives, such as Civic Challenge, London Venture Crawl and prioritising local procurement from local businesses, we seek to contribute to London's dynamism.

 Word count: 120 (DRAFT)

Aspect 1: Strategy

Strategic approach

Information on your strategic approach to local growth and regeneration as a means to understand your intended achievements. This should include an outline of the geographic areas that you have recognised to be strategically relevant to your institution at a local, regional, national or

international level. How did you identify the strategic importance of these area(s) and how have you identified the local growth and regeneration 'needs' of the area(s)?

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your narrative (pages 10 -11).

The future of King's is interwoven with the future of London – as a place to live, work, learn and experience. King's strategic commitment to London arose from extensive consultation with staff, students and alumni leading to the development of Vision 2029.

Through Vision 2029 King's has committed to deepen our relationships with our home boroughs, where King's has campuses, in Lambeth, Southwark and Westminster, collaborating locally to support the communities around us, and to generate knowledge that has impact and benefits for communities locally, as well as national and globally.

Through consultation, we identified a huge appetite among staff and students to play a greater and more systemic role in London. To better understand where King's might best collaborate and contribute to our local boroughs King's initiated a two-phased internal and external consultation process. This led to the creation of the King's Local Partners framework, known as #KingsLocal.

The internal consultation was open to all members of the King's community while the external consultation gathered the views of local communities, authorities and businesses, providing clarity on their perspectives and expectations of King's. Partners expressed universal support, with clear suggestions for areas of focus and the benefits. We mapped local authority strategies, the Mayor's and King's own strategies to identify four mutual priorities;

- Education & Attainment
- Health & Wellbeing
- Business & Enterprise
- Community Resilience

Vision 2029 also identifies the strategic role and importance of London to King's research and innovation including symbiotic academic-industry collaborations that contribute to local growth with global impact, while also making a vital contribution to the health and wellbeing of London and Londoners.

South London is an area of significant deprivation, multi-morbidity, and worsening health inequality. The boroughs of Lambeth and Southwark present a complex urban environment, where poverty and prosperity exist side-by-side. For example, in Southwark, 40% of children are judged to be living in households in poverty, while in Lambeth, 8.2% of the working-age population are on out-of-work benefits, higher than the London average.

In April 2020, King's Health Partners (KHP) was successful in re-designation as an Academic Health Sciences Centre for another five years, launching a new strategy to build on the success of their previous strategy, Improving Health and Wellbeing: Locally and globally 2014-2019. The KHP strategy for stronger health outcomes and economic growth centres on a joined-up commercialisation and industry engagement approach, connecting the university, KHP NHS trusts, and industry across south London.

King's, with KHP, have developed a strategy to cultivate an environment where start-ups and SMEs can flourish, bringing innovation in translational research rapidly to market, and where

multinational companies can partner with us to accelerate product development and evaluation. This enhances research, creates skilled jobs, attracts investment and improves health. By integrating academic, clinical and industry strengths to tackle challenges and drive growth, we can contribute to improving the lives of people in our local communities and across the capital.

KHP is now building on the strength of our relationships and partnerships in South London with Lambeth and Southwark in a major strategic initiative to build the South Bank Innovation Cluster, with a MedTech Hub at St Thomas', a Biotech Hub at Guys and a Neuroscience & Mental Health Hub at Denmark Hill.

Word count: 528

Aspect 2: Activity

Delivering your strategy

Information on the focus of your approach and the activities delivered. How do you know it met the identified needs of the geographic areas you identified? Please focus on the last three years of activity.

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your narrative (page 11).

Vision 2029 sets out King's clear commitment to enable and strengthen our connections with and porosity to London's businesses, policy makers, agencies and institutions. This includes creating opportunities for King's students and staff to both learn from local businesses while also providing advice and expertise, developing opportunities for collaboration and partnership with industry, supporting the creation and scale-up of new ventures by our staff and students: and opening our doors and extending the use of our estate to support local businesses and communities.

Highlights include:

King's has invested over £100m in Bush House, a series of five flagship buildings on our Strand Campus. Purpose-built facilities enable staff and student to develop collaborations with local businesses and communities. The **King's Business School** (KBS), launched in November 2017, and based in Bush House, advances King's ambitions to 'make the world a better place' locally and globally, through proximity and collaboration with the great diversity of entrepreneurs, business leaders, policymakers, and influential thinkers who are our neighbours.

Bush House and KBS have become the locus of many of King's contributions to supporting the local economy, including the development and launch of t**he King's Business School Consultancy Project** where final-year undergraduate students are paired with small-medium enterprises (SMEs) to address live challenges faced by local entrepreneurs. Launched in 2018, the programme was developed with Westminster City Council and delivers mutual benefits by providing local SMEs with valuable support, while giving students an opportunity to test their skills and knowledge. The programme is currently being extended to the boroughs of Lambeth, Southwark and to #KingsLocal charity partners.

Free business support and advice to local businesses is also provided through the** King's Legal Clinic**. Launched in 2019 in partnership with PricewaterhouseCoopers ('PwC'), our PwC Legal Clinic offers free legal advice to individuals and businesses from the local community. Under the supervision of PwC lawyers, our students assist members of the public, sole traders, small business

owners and social enterprises with one-off advice. The clinic also helps advise on a range of legal issues including commercial and intellectual property, employment, and housing. King's Social Enterprise Clinic, in partnership with Charles Russell Speechlys, offers free legal advice to start-up social enterprises and the self-employed on a range of issues including the most appropriate business structure, employment law, and data protection regulations.

King's **Entrepreneurship Institute**, based at Bush House, is home to <u>King's20 Accelerator,</u> a flagship programme supporting the 20 brightest and highest potential ventures from King's to reach their potential. Ventures can be at any stage of their development and the accelerator is open to all King's students, staff and alumni. <u>Ventures have now gone on to raise over £20 million investment and generated over £17 million in revenue.</u> As well as employing over 400 people, many ventures have remained locally based in King's home boroughs.

In 2017, the Entrepreneurship Institute established <u>**Venture Crawl,**</u> taking students across London on top of iconic red buses to visit London's top innovation hubs and workspaces and to experience the capital's start-up ecosystem first-hand and to meet entrepreneurial leaders. In 2018, the Venture Crawl grew from one university on one bus, to 13 universities on six buses, visiting 30 innovation partners across London.

CUSP London, located within the Faculty of Natural and Mathematical Sciences, and based at Bush House brings together researchers, businesses, local authorities and government agencies to apply urban science to improving public health and wellbeing. <u>CUSP London</u> provides a focus for shared research and dialogue between the faculty and organisations and businesses across London, including the <u>Greater London Authority</u>, borough councils, the London Ambulance Service and the Mayor's Office for Policing and Crime. In 2018, Westminster City Council formed a data science partnership with CUSP London to test data-driven solutions to the city's biggest challenges. The partnership deploys <u>innovative tools</u> to save money, contribute to the local economy, generate new insights, and improve service delivery for the Council and its residents.

In September 2018, King's opened the doors to <u>**Science Gallery London**</u> (SGL). Located at King's Guy's Campus, SGL offers new ways for King's to connect and collaborate with local communities. As well as generating collaborations with artists, seasons are co-created with young people from King's local communities through its Young Leaders programme:15 to 25-year-olds drawn from King's home boroughs and student body. These dynamic and creative young people – from biomedical students to textile designers – shape SGL's approach so that its activity represents and champions their interests, and the interests of local communities.

As well as a prioritising procurement of locally sourced products from local businesses for the café, the courtyard of Science Gallery has also become a focus of collaboration with local businesses and the business improvement district, Team London Bridge, to support and promote innovations related to sustainable business including the <u>use of cargo-bike deliveries encouraging local procurement</u> and offering a venue for a new <u>food market</u> for local suppliers.

Launched in 2019, with funding from Innovate UK as part of the UK Government's Industrial Strategy Challenge Fund, King's led <u>**London Medical Imaging & Artificial Intelligence Centre for Value-Based Healthcare,**</u> based at our Westminster Bridge Campus, brings together four universities (King's, Imperial, QMUL and UCL), eleven leading NHS Trusts, multinational industry (Siemens, NVIDIA, IBM, GSK, GE), 11 UK-based SMEs and the Health Innovation Network. With additional funding provided in 2020, the Centre has now leveraged £14M of

industrial funding in addition to £26M of public funding with the aim of using University R&D and NHS data and clinical expertise to help companies develop healthcare data science and AI tools to improve patient care and reduce healthcare costs.

The Centre is one of the key building blocks of King's and our NHS and local authority partners ambitious plans to develop the **St Thomas' MedTech Hub,** including the **London Institute for Healthcare Engineering** a new landmark development co-funded by Kings and Research England. The Institute also leverages substantial industry funding, and will allow major companies as well as SMEs, to co-locate with university researchers and NHS clinicians - building on King's expertise in healthcare engineering to develop a leading centre for medical technology on London's South Bank.

Word count: 1018

Aspect 3: Results

Achieving and acting on results

Describe the outcomes and/or impacts of your activity. How do you communicate and act on the results?

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your narrative (page 11).

King's was ranked **9ᵗʰ in the world, and 3ʳᵈ in Europe**, in the 2020 Times Higher Education (THE) University Impact Rankings for our social, environmental and economic impact. King's was particularly recognised for our work with local, national and international partners, ranking fourth in the world for 'Partnerships for the Goals' (SDG 17). King's delivers against this goal through ongoing cross-sectoral dialogue with national government bodies, international collaboration and research; and local collaborations underpinning our strategic commitment to communities in London.

In Vision 2029, Service is the term we have adopted at King's to describe our commitment to society both through and beyond the traditional roles of education and research. The Service Annual Report showcases examples that embodies King's commitment to societal impact, at home in London, across the UK and internationally. Focusing on London and on King's Home Boroughs, *London Stories* draws together and illustrates the broad ranging examples of staff and students – throughout every faculty – whose teaching, research and community partnerships with London deliver on King's strategic ambitions.

Evaluation and impact measurement is carried out locally in individual Institutes and on individual initiatives. Examples, reflecting the highlights noted in Aspect 2, include –

- The Entrepreneurship Institute publish an annual Impact Report reporting on individual initiatives including Venture Crawl, Idea Factory and King's 20 Accelerator, and work to create entrepreneurial learning opportunities both within and beyond the curriculum.
- The King's Legal Clinic publishes an annual report including information on activity including partnerships, community projects, and 'facts, figures and feedback'.

- Following evaluation of the previous King's Health Partners strategy, application and interviews, KHP was re-designated in April 2020, as a National Institute for Health Research – NHS England/Improvement (NIHR-NHSE/I) Academic Health Sciences Centre (AHSC) with support from across the partnership and local healthcare system.
- The evaluation of the King's Civic Challenge, carried out by Rocket Science and funded by the Mayor of London, demonstrating the efficacy of King's locally focussed collaborations, noting "Initiatives which strengthen the links between the university and local community offer a range of benefits including enabling the King's community to better understand "real world issues", and local organisations gaining access to university resources".

King's Civic Challenge was the last public event to take place at City Hall before lockdown. In Lambeth United: Our response to COVID-19, Jack Hopkins, Leader of Lambeth Council, and a member of the Civic Challenge judging panel described it "as a wonderful afternoon of celebration, partnership and investment in our neighbourhoods". The Civic Challenge is a totemic example of King's community collaborating with our local partners and communities to achieve our ambition to be a civic university at the heart of London.

Word count: 442

Public and community engagement narrative statement

Institution name	King's College London
UKPRN *(www.ukrlp.co.uk)*	10003645
Public and community engagement primary contact name	Professor Bronwyn Parry
Job title	Vice Principal & Vice President Service and Professor of Global Health and Social Medicine
Email address *(to be published)*	bronwyn.parry@kcl.ac.uk
Total word count *(including summary of approach)*	2118

Please note a word limit of 2,000 words applies across the five 'aspects' of this statement. The summary of approach (below) has a separate word limit of 120 words. Diagrams and images may be included, providing they can be extracted for online display and the total statement (excluding cover page) does not exceed ten pages.

Summary of approach

Summary

Please provide a short (max 120 words) summary of your approach to community and public engagement. This should be in the style of a 'lay summary' and provide a succinct and accessible overview of your approach.

Strategic Vision 2029 sets out King's ambitions to make the world a better place. King's has established Service (students, staff and alumni working together with our communities to make a positive social impact) as a core strategic priority, alongside Education and Research.

Public and Community Engagement at King's is delivered in a holistic but decentralised way. We embed community engagement into our degree programmes, through service-learning modules that connect students and teachers with community partners. We work with citizens in participatory research, and host events and exhibitions. We enable student and staff volunteering and deliver award-winning widening participation activities. Our researchers and research centres and institutes have a strong focus on public engagement with dedicated staff supporting this effort.

Word count: 119

Aspect 1: Strategy

Developing your strategy

Information on your existing strategy, planning process and allocation of resources, including how you identified relevant public and community groups and their needs, and facilitated their ability to engage with the institution, as a means to help understand intended achievements.

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 15).

Public and Community Engagement (P&CE) features in our Strategic Vision 2029 and is delivered across 5 strategic priorities - Education, Research and Service, both at home in London and internationally.

King's College London works with many different communities and we have dedicated pathways to capture the thoughts and views of our communities, ensuring they are involved in co-creating and delivering research, engagement, and interventions.

The Education strategy sets out the guiding objectives for our service-learning programme, a credit-bearing curriculum that encompasses mutually beneficial community engagement. The Research strategy sets out how King's influences policy and practice, enhances cultural life and cohesion, and adds value to the UK economy. The Service strategy sets out how we work collaboratively to effect positive societal change. Our London strategy enables us to build these collaborations through statements of intent with home borough councils as well as the King's Civic Charter. Our Internationalisation strategy focuses on strengthening cultural competency and global problem solving skills in our students and staff, so they are equipped to help make the world a better place.

P&CE is delivered in a holistic and decentralised way at King's, embedded in both faculty and directorate activities ranging from citizen science through to engaging parents in breaking down barriers to access higher education. P&CE funding is locally allocated through annual budgeting and planning processes. King's offers various grants to enable P&CE activity, including the King's Together Seed Fund, small grants schemes, and a Service Seed Fund.

Strategic leadership is provided by our Senior Management Team, Vice Principals for the 5 Vision priorities, and a dedicated Service Committee reporting into Academic Board.

Word count: 268

Self-assessment score			
Developing your strategy	**4**	←	*Insert score between 1 – 5 here Refer to guidance document for scoring criteria (page 12-14).*

Aspect 2: Support

Practical support to deliver your strategy

Provide information about the practical support you have put in place to support your public and community engagement, and recognise the work appropriately.

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 16).

Support is delivered through both centrally and locally managed programmes. Some examples are outlined below.

Practical Support

King's Cultural Community focuses on the development of partnerships with artists and cultural organisations that advance research and learning, engage public audiences, and add value to the cultural sector. Since opening in 2018, the free-to-visit Science Gallery London in London Bridge showcases work by scientific researchers, students, local communities and artists. To date

it has presented five exhibitions, engaging 200 academics, 3,700 students and welcoming over 150,000 members of the public.

Our Impact & Engagement Services team has supported nearly 400 researchers to incorporate P&CE funding into research applications since 2017, securing over £2.5m in awards. Faculty-based Public Engagement professionals have supported researchers in securing over £1m in P&CE funding, including from the Wellcome Trust and the Paul Hamlyn Foundation.

The Policy Institute acts as a hub for linking insightful research with rapid, relevant policy analysis to stimulate debate and shape policy agendas. Over the past 3 years, it has led on a suite of critical initiatives to enable the translation of academic research into policy and practice by facilitating engagement between the public, academic, business and policy communities. They run policy labs for faculty-based academics as well as external clients, designed to being evidence closer to policy making, for example in bullying and mental health.

The Entrepreneurship Institute supports entrepreneurial thinking, skills and action among King's students, staff and alumni. In 2018/19 the Institute grew its engagement with students by over 2500, to form a total student community of more than 14,000 students. In addition, the Entrepreneurship Institute held the hugely successful "Start Up 2019" event, which brought together over 1500 members of the public who were either starting, or planning to start, a new business.

The King's Engaged Researcher Network (KERN) brings together researchers, clinical and technical staff, and postgraduate students who are interested in engaging different audiences within their fields. They provide regular newsletters to members, highlighting funding and training opportunities; share best practice in P&CE through events. There are also other networks that support the delivery of P&CE activities, for example the Sustainability Champions and the Race Equality Networks.

The Arts & Humanities Research Institute (AHRI) acts as a platform to mobilise impactful social justice-oriented research and education collaborations with civil society organisations. Its unique REACH Space hub provides an experimental space for socially engaged research and ideas generating activities. AHRI runs seed funding schemes and professional development opportunities relating to P&CE. AHRI critically reviews its P&CE work through its working paper series.

Social media

King's has an extensive presence online and on social media, where examples of P&CE are celebrated. Some examples include King's College London; King's Engaged Researcher Network; Service at King's; Science Gallery London; Cultural King's; Arts and Humanities Institute (AHRI); and The Policy Institute.

Training

In 2019-20, King's piloted a Service Leadership Programme, which has provided an opportunity, through workshops and action learning sets, for staff participants to develop their skills in leading

change, building community partnerships, and self-evaluation. Another example of King's training is our Impact by Design course.

Recognition

King's annual university staff awards highlight exemplary work from across both professional services and academic spheres. Awards that encompass public and community engagement activity include our commitment to London and local communities; sustainability; commitment to widening participation and social mobility; and serving the needs and aspirations of society. Our students can apply for a King's Experience Award which formally recognises their Service, Culture, Research or Leadership activities.

Word count: 583

Self-assessment score Support structures and recognition	3	←	*Insert score between 1 – 5 here* *Refer to guidance document for scoring criteria (page 12-14).*

Aspect 3: Activity

Delivering your strategy: activities

Provide information on the focus of your approach and describe examples of the activity delivered. How do you know activities have met the identified needs of public and community groups? Please focus on the last three years of activity.

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 17).

King's is engaged in a significant and varied number of P&CE projects across many subject areas. Some examples are provided below.

Examples in response to Covid-19

The most recent example of citizen science at a large scale is The COVID-19 Symptom Study app. This research collaboration between Professor Tim Spector at King's, and health science company ZOE is the largest public science project of its kind anywhere in the world. Over 4 million participants have downloaded the app to date and are using it regularly to report on their health.

In May 2020, AHRI developed Breaking Bread an opportunity for staff to support Migrateful, a charity that runs cookery classes led by refugees, asylum seekers and migrants struggling to integrate and access employment, and just under 80 people benefitted.

The Policy Institute, in collaboration with the NIHR Health Protection Research Unit in Emergency Preparedness and Response and Ipsos MORI, has been tracking public attitudes, beliefs and behaviour throughout the coronavirus crisis. The research, conducted with members of the UK public, took place in April, May and July 2020. A total of 6,750 interviews were undertaken and the results have been used in government briefings.

Other examples of P&CE

Service users, community members, and patients are involved in P&CE at King's through projects such as the landmark review of the Mental Health Act undertaken by a leading IoPPN academic; the Science Gallery London Young Leaders; and SHAPER.

Parent Power is a parental engagement programme run in partnership with community organising charity Citizens UK and King's. It uses community organising methods to mobilise and train local underrepresented parents, building university access experts in local communities and enabling leadership of campaigns for educational equality. Over 200 underrepresented parents have been engaged to date. After listening to concerns of local parents regarding child citizenship, King's brought together 400 members of our community, and took part in the last 1,200-person London political assembly. Empoderando Padres has recently launched and engaged over 40 underrepresented parents so far in the Latinx community. It is an active network of parents striving to gain a greater understanding of the English education system so that they can better support and guide their children.

Our King's Health Partners Summer School provides annual outreach sessions which aims to provide insight into careers and work within research, in order to encourage widening participation and access to higher education. Evaluation reports have shown that the Centre for Stem Cells and Regenerative Medicine (CSCRM) activities were the favourite aspect for the majority of students in the Summer School. Out of the 36 most recent online CSCRM event feedback responses, 32 stated they were more likely to consider a career in research.

The Alliance for a Cavity-Free Future, a King's-led global not-for-profit organisation, continues to advance its commitment to fighting against the initiation and progression of dental caries through expanding and improving partnerships, driving policy development, supporting local Chapters (28 across over 50 countries), and sharing best practice. The Alliance launched in 2016 and chapters work with their networks of professionals, public health officials, governments, and the public to raise awareness about staying cavity-free. Reports from 2019 demonstrated that over 700,000 people were reached through an awareness day alone, with over 8.6 million people reached in 2019 overall.

In 2019, the AHRI funded its Queer@King's Research Centre to trial an activist-in-residence scheme in conjunction with ParaPride, the UK's first official charity focusing on the connection between the disabled and LGBT+ communities. The scheme provides LGBTQ+ activists from the Greater London area access to King's resources, infrastructure and administrative support, alongside an activism activity budget of £1,500. Learning from this pilot scheme will be shared with other AHRI research centres and more widely, to build capacity for activist-in-residence schemes elsewhere in the university.

Word count: 626

Self-assessment score Delivering your strategy	4	←	*Insert score between 1 – 5 here* *Refer to guidance document for scoring criteria (page 12-14).*

Aspect 4: Results and learning

Evidencing success

Describe the outcomes and/or impacts of your activities. How have you evaluated these individual activities to ensure you understand whether they have addressed your strategic objectives – and intended achievements for public and community? To what extent have you learnt from your approach and applied this to future activity?

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 18).

In 2019 and 2020, King's submitted evidence to the *Times Higher* Impact Ranking, which evaluates how universities are delivering against the UN SDGs. King's placed 2nd in the UK, 3rd in Europe, and 9th in the world in 2020.

There are hundreds of P&CE activities from small to large scales across King's, with different objectives and evaluation methods that are used to assess impact and inform future activity. Methods include surveys, questionnaires, testimonies, feedback forms, monitoring and evaluation frameworks, self-reflections. Some examples include:

King's Civic Leadership Academy connects students with local community organisations to enhance civic services as well as support students in developing their leadership skills and employability outcomes. The What Works Department developed a theory of change and research protocols to evaluate the impact of the programme. Surveys and relational conversations (based on Citizens UK community organising principles) with stakeholders have ensured the activity continues to be beneficial to our community partners. King's will now share learnings and expand this to other areas across the university. Experiences are shared publicly through these blogs.

King's Civic Challenge brings together teams of students, staff and local charities to work together to co-create solutions to some of the challenges our communities face. The inaugural challenge took place in 2019-20 and we worked with Rocket Science to develop formative and summative evaluations including cohort surveys and participant interviews.

The Health Inequalities Research Network (HERON) is a research and public engagement network currently funded by the Wellcome Trust, comprising community members and organisations, researchers and healthcare practitioners. Focusing on mental health and the interface between mental and physical health, HERON aims to raise critical awareness of, help people share experiences about, and identify ways to reduce inequalities in health and healthcare. They lead research and evaluation work which involves people experiencing, or at risk of, inequalities in mental health or healthcare. Research is co-produced with local and national partners. Public engagement activities span multiple formats of engagement such as photography, physical activity, research methods training, and music.

Word count: 334

Self-assessment score Evidencing success	3	←	*Insert score between 1 – 5 here* *Refer to guidance document for scoring criteria (page 12-14).*

Aspect 5: Acting on results

Communicating and acting on the results

How has the institution acted on the outcomes of activities or programmes to ensure it is meeting the wider strategic aims; to inform the development of this strategic approach; and to continuously improve and improve outcomes and impacts for public and communities? To what extent have the results of the work been shared with the communities involved, internally in the institution, and externally?

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 19).

We have established a Service Committee that reports into Academic Board and Council, and each area of the Service strategy is given time on the agenda with discussions on how activity can be strengthened. There is a representative from each faculty, two student representatives, as well as leads for significant priority areas (for example the Civic Leadership Academy; Research Impact; Service Learning). In terms of looking at ways to evaluate our work systematically, measures are being actively developed. A recent collaboration between King's, the University of Melbourne and University of Chicago looks at how we can better measure, recognise and value universities' impact on society.

One local example is the School of Biomedical Engineering and Imaging Sciences P&CE monitoring and evaluation framework that students and staff use to evaluate their activity. They also run surveys and utilise the NCCPE Edge Tool to conduct self-evaluations with Public Engagement Committee members and Ambassadors. The Centre for Medical Engineering within the School has a dedicated academic lead and Public Engagement Advisory Board (includes charities, organisations, partners), a staff committee, student ambassadors, as well as a seed fund, evaluation framework, and awards.

Word count: 188

Self-assessment score Communicating and acting on the results	3	←	*Insert score between 1 – 5 here* *Refer to guidance document for scoring criteria (page 12-14).*

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-09.5
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's report	2 November 2020	Consent	Note	No
2. Faculty annual London reports	2 November 2020	Consent	Note	No
3. King's London Highlights	2 November 2020	Consent	Note	No
4. Extracurricular report	2 November 2020	Consent	Note	No
5. Homeless London	2 November 2020	Consent	Note	No

For note

1. Chair's Report

The Chair's Report (CLC_201102_03) provided an update on initiatives, including King's Civic Leadership Academy and King's Civic Challenge, that enable staff and students to collaborate with local communities in King's home boroughs, and across the capital.

The report noted that nearly 400 students attended online drop-in sessions and events to learn about the Civic Challenge and Board Band, via the Welcome to King's app during the first virtual Welcome fortnight in September. These sessions outlined the programmes and the application process, as well as being a chance to hear from students and charity partners involved in last year's Civic Challenge. During Welcome Week colleagues and current King's students hosted a panel discussion about opportunities for civic engagement across the university, including students representing Culture Champions, Sustainability Champions, Widening Participation Ambassadors and the Civic Leadership Academy, as well as King's Civic Challenge.

The report highlighted King's work with local social enterprises and ethical suppliers to produce thousands of reusable face coverings for students and staff. King's makes a targeted effort to support businesses based in our home boroughs of Southwark, Lambeth and Westminster, through King's Socially Responsible Procurement Policy. The face coverings were included in Welcome packs, as part of King's collective measures to create a COVID-secure environment and to support the King's community in protecting themselves and others on campus and beyond.

2. Faculty annual London reports

The Florence Nightingale Faculty of Midwifery, Nursing & Palliative Care presented its annual London faculty report. Highlights included:

- The Faculty has developed three new optional first-year modules with a London focus, alongside the charity Redthread who support young people in emergency departments who are involved with gang crime. The modules, Wellbeing in London, Childhood in London, and Health in London will run again in term two.

- Over 850 students were deployed into local NHS organisations across the four nations and 30 staff were redeployed to the NHS or to training allied health professionals in intensive care at London's Nightingale Hospital to support the response to the pandemic. In addition to this, specific projects supporting the pandemic response include:

  - *LifeLines Project*

  Professor Louise Rose, Professor of Critical Care Nursing at King's collaborated with industry to provide 4G tablets for COVID patients. This allowed relatives to see and speak to their loved ones, meet the clinical team providing care, ask questions and gain better understanding of the environment in which the patients are being treated. The project is now nationwide and has been nominated for several awards.

  - *UK Survey of Nurses' and Midwives' Wellbeing*

  In collaboration with the University of Warwick's Medical School the Faculty surveyed how nurses and midwives managed the effect of the pandemic on their wellbeing. The results were reported extensively in nursing and midwifery media as well as nationally.

  - *Cicely Saunders Institute*

  The CSI created COVID coping strategies for patients suffering with pre-existing breathlessness and resources for staff on how palliative care should be organised.

Faculty of Natural & Mathematical Sciences presented its annual London faculty report. Highlights included:

- King's is part of the new UKRI Trustworthy Autonomous Systems (TAS) Hub which will measure public opinion on complex scientific topics which can have dramatic effects on industrial sectors (eg GM crops, fracking, global warming). The King's team of the Hub are led by the Department of Informatics.

- King's researchers from Informatics, Digital Humanities, Law and the Policy Institute are part of the National Research Centre on Privacy, Harm Reduction and Adversarial Influence online (REPHRAIN). The researchers will develop a wide range of tools to keep people safe and informed online.

3. King's London Highlights

A paper (CLC_201102_04) providing an update on London highlights drawn from the entire King's community was submitted to the CLC. The examples included in the paper demonstrate the wide range of King's engagements and collaborations with communities and organisations across London. Copies are available from the College London Committee Secretariat.

4. Extracurricular report

Jim Collins, Director of King's London Strategy and James Tortise-Crawford, Head of Local Partnerships, delivered a presentation (CLCL_201102_11) on the findings from the cross-university Extracurricular Task and Finish group. The group was convened to identify constraints and challenges to deliver and participate in extracurricular activities at King's as a result of COVID-19. The final report included the recommendations:

- Improve the quality of information and coordinate communication about extra-curricular activities making it easy for students to navigate, understand and to participate from day one

- Support staff to transition activities to online and blended delivery

- Develop and implement a new operational model that will help faculties and directorates to deliver extracurricular activities locally, with central support.

- Create and maintain a single 'shop window' and 'catalogue' of extracurricular activity

The next phase, to implement the findings of the report, will embark shortly and will include close working with the Vice Deans (Education) alongside students and colleagues across King's who are involved in the creation and delivery of these initiatives.

The final report, endorsed by the Academic Strategic Group in August 2020, is available from the College London Committee Secretariat.

5. Homeless London (Consent agenda)

Julie Devonshire, Director, Entrepreneurship Institute, delivered a presentation (CLC_201102_12) on how to deliver an innovative and entrepreneurial response to the challenge of street homelessness in London.

King's commissioned The Social Change Agency to undertake a consultation project to support the development of this project. The agency consulted experts including Crisis, Depaul UK, St Mungo's, the Greater London Authority and local borough councils in Lambeth, Southwark and Westminster to explore where King's should focus its efforts.

Guided by this community response, King's has determined to research the economics of homelessness by impartially investigating interventions which prevent people from becoming homeless and exiting them from homelessness. The findings are intended to inform policy and spending reviews for local councils and government providing an unbiased view of the reality of the economics of homelessness.

Academic Board

Meeting date	9 December 2020
Paper reference	AB-20-12-09-09.6
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interests or personal data

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Eligibility of Affiliate Staff to Serve on Academic Board	17 November 2020	Main	Approve	No
2. PGR Seats on Academic Board - **Reserved**	17 November 2020	Main	Approve	Yes
3. Academic Board Agenda Planning	17 November 2020	Main	Approve	No
4. Committee Terms of Reference – Annex 1 and 2	17 November 2020	Consent	Approve to recommend to Council	No
5. Student Membership of ABOC	17 November 2020	Consent	Approve	No
6. Powers of Academic Board	17 November 2020	Main	Note	No
7. Timing of Academic Board Paper Circulation	17 November 2020	Consent	Note	No

For approval

1. Eligibility of Affiliate Staff to Serve on Academic Board

Motion:

    (i)   That staff participants in elections to the Academic Board, as nominees, nominators and voters must be employed by King's College London.

    (ii)   That the category of "adjunct academics" be added to those eligible to take part in the election if it is found that this group is easily identifiable and appropriately verified, but that wording be added to the standing orders for Academic Board to make clear that, in accordance with the College Charter and Statutes, only staff employed by King's can stand for election to Council.

    (iii)   That the definition of staff for the purposes of membership of the Academic Board be reviewed in the event of any future material changes to policy or procedure, balancing the principles of inclusivity with that of Academic Board staff seats being held by individuals who's primary employer is King's.

Background:

Academic Board has previously agreed to delegate authority to ABOC to determine whether any categories of individual who hold affiliate King's email accounts should be declared eligible to stand and vote in the Academic Board elections, such as individuals who are employed by other bodies (for example the NHS or University of London) but work substantively at King's. Preliminary consideration of the position, discussion with IT, and a request for a self-nomination of a member of the University of London staff who works solely at King's, has highlighted problems with this ad hoc approach:

- For the moment, it is not possible to devise a process that would distinguish one affiliate account from another based on the process for assigning accounts, but there is discussion within IT about whether the affiliate processes should be amended because they cause the College a number of other difficulties

with the free form way that they are assigned now, and that may provide opportunity to manage this differently in future.

- There is concern about the notion of individuals who are not King's employees serving on its highest governing bodies, and these individuals – if elected to Academic Board - would be prohibited by the Charter & Statutes from serving on Council.

- It is difficult to define grounds for determining the closeness of working for an individual with King's – expected continuing future arrangement, proportion of time at King's, identity with King's, working elsewhere for portions of time, etc.

The Committee noted that King's had established a category of "adjunct academics" in the Health schools who were employed by other bodies and were afforded the ability to do all that a King's employee could do within the schools, and that these staff might be able to be included in the election processes. Further investigations would be made with respect to this category. If they prove to be readily identifiable through HR such that reliable voter lists can be produced, then including them as voters or potential candidates would not pose a difficulty. However, such individuals would remain ineligible to serve on Council.

2. PGR Seats on Academic Board [RESERVED ITEM]

3. Academic Board Agenda Planning

Motion: That Academic Board approve the following actions:

(i) Long-Term Agenda Planning – that the Secretariat should prepare an annual forward Calendar of Business for the Board so that the issues to be discussed at each meeting are known in advance.

(ii) Items from Members that arise from time to time –that every effort be made to accommodate issues that members wish to discuss that were not identified at the time that the Calendar of Business was approved. The following processes/principles would apply:

- The College Secretary would need to receive the request to add an item to an immediately upcoming agenda at least two weeks in advance of the meeting.

- The requested item must be within the terms of reference of the Academic Board or one of its standing committees to consider.

- If a suggested item would normally be considered by a standing committee before being brought to the Board, the College Secretary would first refer it to the relevant standing

committee for input before it came to Board, unless the member proposing the item indicated that there was an urgency to bring the matter immediately to the Board.

- Where more items were received than time permitted discussion at a meeting, ABOC would be consulted on prioritisation.
- The College Secretary would provide a report on requests received and their disposition at each Board meeting.

Background:

As part of the governance review, the terms of reference of the Academic Board had been amended to include provision for members of the Board to suggest issues for the agenda while still maintaining the authority of the Chair to set the final agenda. This provision had not been used until this term and the Board has no protocol or guidance to implement it.

Much of the Board's agenda will always be driven by the activities of the standing committees of the Board which report at each meeting. Outside of those formal reporting mechanisms, other items on the agenda arise out of work in progress or issues under discussion by the executive or particular professional service directorates. In the new Board structure, rather than being presented at a final stage for approval, these latter matters are more frequently being dealt with at earlier stages at the beginning of the meeting in a workshop or informal discussion format with the intent of engaging members in important academic matters before positions are finalised.

Setting an annual Calendar of Business would allow members and presenters more time for preparation for discussion, would ensure that topics aligned with the rhythm of the academic year and with any policy or regulatory requirements that needed to be met, and identify issues of concern to members as representatives of their community colleagues. The Calendar of Business for the coming year would be presented to the Board for approval by ABOC at the last meeting of the preceding year and could be reviewed on a termly basis.

In developing the Calendar of Business the Secretariat would invite members of the Board to submit topics they would like to have discussed and would also consult with the members of the Senior Executive and the Chairs of the Standing Committees of the Board as to matters they expected to need to raise with the Board in the coming year. For matters that members would like to have discussed that arise after the Calendar of Business is approved, the provisions in section (ii) above would apply.

4. Committee Terms of Reference

Motion: That the attached revisions to the terms of reference for the College International Committee and College London Committee be approved for recommendation to Council.

Background:

The College International Committee and College London Committee have undertaken separate reviews of their own terms of reference and proposed the amendments shown in Annexes 1 and 2 for immediate adoption.

The changes proposed for College International Committee aimed to be deliberately explicit about its authority and duties and reflected current practice. It also included changes to membership to ensure that all interested parties were able to be involved.

The changes proposed for College London Committee were to update the membership to reflect current university roles and to be explicit about those in attendance.

5. Student Membership of ABOC

Motion: That the KCLSU President serve ex officio as the student member of the Academic Board Operations Committee.

Background:

ABOC agreed that the KCLSU President should continue to fill the student member role on ABOC in 2020/21 and thereafter as had been the case in 2019/20. There was merit in having the overarching view of the President in the discussions held at ABOC, but it was noted that as it was an ex officio seat, the President could send a designate should they be unable to attend in person on any particular occasion.

For note

6. Powers of Academic Board

ABOC considered the following proposal as requested by Academic Board at its October meeting: *that the powers of the KCL Academic Board in relation to staff and academic issues shall be written down, and the necessary amendments will be made in the Statutes or Ordinances to reflect these powers.*

The existing statements on the functions of committees of Council, which include the Academic Board, are set out in the various terms of reference and refer to *authority* and *duties* rather than *power*, but *authority* would be read to mean *power*. The authority of all of the committees of Council derive from Council's delegation of its own authority, although the Academic Board is distinctive in that it is the only standing committee mentioned by name in the Charter as a governing entity that must exist:

> *There shall be an Academic Board whose members shall be as prescribed in the Ordinances and it shall, subject to the powers of the Council prescribed in this Our Charter and the Statutes, be the body responsible under delegated authority from the Council for the regulation of the academic work of the College in teaching and examining and in research. It shall also advise the Council on academic matters affecting the College.*

ABOC agreed that it is reasonable to review the terms of reference to ensure that they are clear about what the Board has the power to do and to consider whether any amendments are needed. However, it would be best to do this as part of a more full-scale review of the terms of reference of the Board and its standing committee and subcommittee structure to ensure that the appropriate delegations have been made and are clear. It would also be helpful to provide more specific guidance around which items should sit with the committees for approval and which must come up to the Board and a flow chart of academic decisions through subcommittees, committees and the Board could be developed. All of this will require more than a quick paper analysis of the various terms. There should be a review of how business has flowed in the new structure over the last year and discussions with the standing committees as to whether there are refinements needed. The Secretariat can undertake this review but it will take some time to do. It is proposed that a report be brought to the Academic Board at its meeting in April. There are meetings of ABOC on 25th January and 16th March 2021 at which issues arising from the review can be discussed. Once considered by the Academic Board, any resulting amendments to terms of reference would require the approval of Council.

7.   Timing of Academic Board Paper Circulation

ABOC noted that the Secretariat would review the annual meeting cycle to amend the intervals between Academic Board and committee meetings with a view to increasing the time between paper circulation and meetings of the Board for 2021-22 forward. After discussion with secretaries of the Board's standing committees, it is clear that changes could only be introduced this year with considerable difficulty given the interrelated schedules of the committees and standing committees.

8.   Gathering Feedback in Advance of Academic Board Meetings (Consent agenda)

The KCLSU President requested advice on mechanisms to be used to gather views from colleagues in advance of meetings of the Academic Board. It was noted that the agenda was made available for all students and staff on the web site six days before the meeting and relatively well publicized through the web page, staff news and faculty newsletters and that members were encouraged to make themselves available to colleagues to feed in

views. It was important that members represented those views but acted according to their own conscience in the meeting and in decision-making.

Nicola Phillips
Chair of Academic Board Operations Committee
November 2020

College International Committee, Committee of Academic Board
(Ordinance Appendix B, 1 <mark>August 2019</mark>)

Terms of Reference

1. **Authority**

   ~~1.1~~ The College International Committee will~~:~~
   - ~~Ensure that~~ provide strategic leadership for all aspects of internationalisation ~~activities~~at King's. It will ensure that our values of internationalisation are embedded ~~within King's structure~~

   1.1 ~~Provide the necessary academic governance~~in everything we do and ~~oversight of~~that our international relations are governed by coherent strategies and unambiguous protocols.

   1.2 The ~~activities, including all~~ Committee will promote and practice:
   - ~~•~~ an integrated approach to the delivery of the international ~~partnership agreements~~
   ~~Enable wide ranging academic input into the~~ strategy ~~as it evolves and is implemented~~
   - ~~Be a key communications channel~~• risk-management approaches for ~~the dissemination of information and getting feedback about our~~ governing international ~~affairs~~
   relations that reflect our values and role as custodians of King's
   - ~~1.2The International Committee will monitor and approve exchange agreements and in principle agreements for new programmes with partner institutions, advise the VP International on~~ international ~~strategy by acting as a sounding board, checking feasibility, feeding-in ideas and sharing experience, and be informed about international strategy and take it into account in planning Faculties' strategies.~~reputation
   - a regional approach to King's global reach
   - the development of cultural competency and global problem-solving mindsets
   - an ethos of transparency, information-sharing, and collaboration

2. **Duties**

   ~~To advise the Vice-Principal (~~On behalf of Academic Board, the College International~~)~~ ~~on the academic~~ Committee will:

   2.1 Monitor and ~~operational implications of the~~review the implementation of King's international strategy~~; to support an integrated approach to~~ Internationalisation 2029

   2.2 Oversee the governance and translation of the strategy by Faculties and Directorates, ensuring it is embedded in planning and performance targets, and their management

   ~~2.1~~2.3 Develop and monitor metrics related to the delivery of ~~the international strategy;~~our strategic aims that may be shared with the College Education, Research and Service Committees, including student experience and attainment measures, impact, and King's contribution to meeting the UN's Sustainable Development Goals. This will include liaison and consultation with these Committees.

   ~~2.2~~2.4 ~~To monitor~~Monitor and approve all international institutional ~~Memoranda of Understanding, including exchange~~ agreements ~~and agreements in principle only~~ for ~~new programmes with partner institutions.~~all types of activity. This ~~does~~includes all types of contract, but not ~~include Memoranda of Agreement~~Schedules attached to MOAs that include details of

collaborative provision leading to an award of the College. (These are monitored the Collaborative Provision Sub-Committee (CPSC) and approved by the Programme Development and ApprovalCollege Education Committee (PDAC).CEC) and College Research Committee (CRC).

2.32.5 To informOversee the Vice-Principal (International)quality and ethical standards of academic developments of relevance to the all international strategy;partnerships, advising Academic Board of any issues and areas of good practice

2.4 To discuss international developments which may have relevance to King's;

2.6 To sharePromote integration and cohesion in the College's approach to internationalisation through the identification and dissemination of good practice and support for shared tools, resources, and processes where applicable

2.7 Develop and maintain oversight of the College's protocol for developing, establishing, and managing relations with international partners

2.52.8 Oversee the dissemination of intelligence on , including emerging risks related to engagement, at a country-specific, regional, and international matters and opportunities;level

2.6 To ensure that planning in Faculties, Institutes and Schools is informed by the international strategy;

2.7 To assist in building consensus across the College around the international strategy;

2.8 To distribute any funds which may from time to time fall within the purview of the Committee;

2.9 To set targets for the international strategy and to monitor their delivery;

2.9 Champion cultural competency and having a global problem-solving mindset as core internationalisation values and monitor the development of these values across King's

2.10 Receive reports from the Ethical and Reputational Risk Sub-Committee on the outcomes of international agreement proposals escalated by the Chair to this sub-committee of the College Enterprise Risk Management Committee

2.11 Receive reports from both the Arts & Sciences and Health International Commercial and Partnership Committees and Working Groups

2.12 Receive annual overviews of:
- Faculty International Committees and Working Groups governance
- Activities in externally facing Directorates including Marketing & Brand and Students & Education Marketing & Brand, Students & Education, King's Online, Professional and Executive Education and Alumni

2.102.13 In support of these duties, the Committee will:

2.10.12.13.1 form subcommittees, working groups and task and finish groups as needed

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

2.10.3 review its terms of reference on an annual basis.

3. Composition

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

3.1.1 Vice President & Vice-Principal (International) (in the chair)
3.1.2 Vice President & Vice-Principal (Education)
3.1.3 Vice-Deans (International) or equivalent from each faculty.
3.1.4 Director, School of Global Affairs
3.1.5 Director, King's ~~India Institute~~African Leadership Centre
3.1.6 Director, Menzies Centre for Australian Studies
~~3.1.6~~3.1.7 Director, King's Brazil Institute
~~3.1.7~~3.1.8 Director, Lau China Institute & Chair, Community of Practice (Greater China)
3.1.9 Director, King's India Institute
~~3.1.8~~3.1.10 Director, King's Russia Institute
~~3.1.9 Director of the Menzies Centre for Australian Studies~~
~~3.1.10 Chair, Community of Practice (East and South East Asia)~~
~~3.1.11 Chair, Community of Practice (Africa)~~
~~3.1.12 Chair, Community of Practice (North America)~~
~~3.1.13 Chair, Community of Practice (Europe)~~
~~3.1.14 Chair, Community of Practice (Latin America)~~
~~3.1.15 Chair, Community of Practice (India),~~
3.1.11 Assistant Principal (Global Health)
~~3.1.16~~3.1.12 Deputy Vice President (Global Business Development)
3.1.13 Executive Director, Culture
3.1.14 Executive Director, Online, Professional and Executive Education
3.1.15 Director, Brand & Marketing
~~3.1.17~~3.1.16 Director, Global Engagement
~~3.1.18~~3.1.17 Director ~~of Internal and UK External Relations~~, King's Foundations
~~3.1.19 Associate Director of Supporter Development~~
~~3.1.20 Assistant Principal (Global Health),~~
~~3.1.21 Executive Director, Culture~~
~~3.1.22 Director of the English Language Centre~~
~~3.1.23 Director of Research Talent~~
~~3.1.24~~3.1.18 Director, Modern Language Centre
~~3.1.25~~3.1.19 Director ~~of Students & Education~~, Research Talent
3.1.20 Associate Director, Supporter Development
~~3.1.26~~3.1.21 Associate Director (Global Mobility) & Student Placement Lead
3.1.22 Head of Development, Arts & Sciences
~~3.1.27~~3.1.23 KCLSU Vice-President, Activities & Development
~~3.1.28 KCLSU Vice-President, Welfare & Community~~

~~3.2 The following shall have the right to attend meetings of the Committee, but are not members of the Committee:~~
~~3.2.1 Director of Brand & Marketing~~
~~3.1.29~~3.1.24 ~~Head of~~Postgraduate International ~~Marketing~~Lead
~~Senior Lecturer, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care~~
~~3.3~~3.2 Other officers of the College may also be permitted by the Chair to attend the College International Committee either permanently or for particular meetings.

3.43.3 The College Secretary or his/her designate shall act as Secretary to the College International Committee.

4. **Frequency of Meetings**

   4.1   The College International Committee will meet at least three times in each year and more often if required;.

5. **Reporting Procedures**

   5.1   The College International Committee will report to the Academic Board at least annually.
   3.1   Report to the Academic Board and Senior Executive Team at least annually.

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

Terms of Reference

1. **Authority**

   1.1 The College London Committee will own, shape and support the delivery of a university-wide London strategy in line with objectives set out in Vision 2029 and the priorities articulated as part of the London consultation process.

   1.2 Effective functioning of the committee will enhance the coordination, support and communication of London partnerships, maximising the impact of existing activity and enabling the university to more effectively identify and leverage new opportunities.

   1.3 The committee does not exist to centralise relationships with London, nor to impose priorities on faculties.

2. **Duties**

   2.1 To own, shape and support the delivery of a university-wide London strategy in line with the objectives set out in Vision 2029 and priorities identified in the consultation process on London;

   2.2 To share information on current collaborations with London across the university, with a view to maximising the impact of existing activity with London within faculties and directorates;

   2.3 To connect different parts of the university to ensure the King's community of students and staff can take advantage of connections in other faculties or directorates from their own;

   2.4 To identify and leverage new partnership opportunities with organisations in London and key London sectors (as defined at faculty-level), considering opportunities for inter-faculty/directorate collaboration;

   2.5 To build King's College London's external profile and visibility in key London sectors, and in relation to issues of high importance to London;

   2.6 To provide strategic advice and guidance on which centralised initiatives, events and support could support the university in achieving against the strategy;

   2.7 To support effective communication of London-related activity externally;

   2.8 To ensure the London priority is effectively communicated internally, and to work collaboratively with other key committees and structures (including but not limited to the Education, Research, Service and International committees).

   2.9 In support of these duties, the Committee will:

   2.9.1 form subcommittees, working groups and task and finish groups as needed,

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

2.9.3 review its terms of reference on an annual basis.

3. Composition

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

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

3.1.2 One faculty-appointed academic occupying the role of 'London champion' for each of the faculties.

3.1.3 Representatives from the following parts of King's already resourced to engage with different sectors in London, connecting them more effectively with faculties:

- Fundraising and Supporter Development - Alumni Relations and Fundraising
- Directorate of Estates and Facilities
- Public Affairs and Internal Insight
- Internal communications
- Research Management and Innovation Directorate
- Social Mobility & Student Success
- Careers and Employability
- London
- Service
- International
- Culture
- Policy Institute
- Entrepreneurship Institute
- Commercialisation Institute
- KCLSU
- The Chaplaincy

3.2 The College Secretary or his/her designate shall act as Secretary to the College London Committee.

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

- Vice President & Vice-Principal (Education)
- Vice President & Vice-Principal (International)
- Vice President & Vice-Principal (Research)
- Vice President & Vice-Principal (Service)

4. Frequency of Meetings

The College London Committee will meet at least once a term.

5. Reporting Procedure.

The College London Committee will report to the Academic Board at least annually.

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Representation from the student community¶

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Academic Board	
Meeting date	7 October 2020
Paper reference	AB-20-12-09-10
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

KCLSU President's Report

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

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

The 20-21 Officer Team:
President – Salma Hussain (SHH)
VP Activities and Development: Niall Berry (NB)
VP Education (Arts and Sciences) – Vatsav Soni (VS)
VP Education (Health) – Aless Gibson (AG)
VP Postgraduate – Heena Ramchandani (HR)
VP Community and Welfare – Tasnia Yasmin (TY)
'Education Officers' refers to the sabbatical officers whose remit is education based and includes the VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate. The education officers and the President hold ex officio positions on Academic Board. This paper includes the projects of all officers, not solely those on academic board, for purposes of transparency

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

Key Areas of Strategic Focus:

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

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

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

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

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

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

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

Annex 2 – Student Feedback

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

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

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

Annex 1: Officers Reports

Contents

Summary

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

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

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

President – Salma Hussain (SHH)
VP Activities and Development: Niall Berry (NB)
VP Education (Arts and Sciences) – Vatsav Soni (VS)
VP Education (Health) – Aless Gibson (AG)
VP Postgraduate – Heena Ramchandani (HR)
VP Community and Welfare – Tasnia Yasmin (TY)
'Education Officers' refers to the sabbatical officers whose remit is education based and includes both VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate. These officers and the President hold ex officio positions on Academic Board. This paper includes the projects of all officers, not solely those on academic board, for purposes of transparency
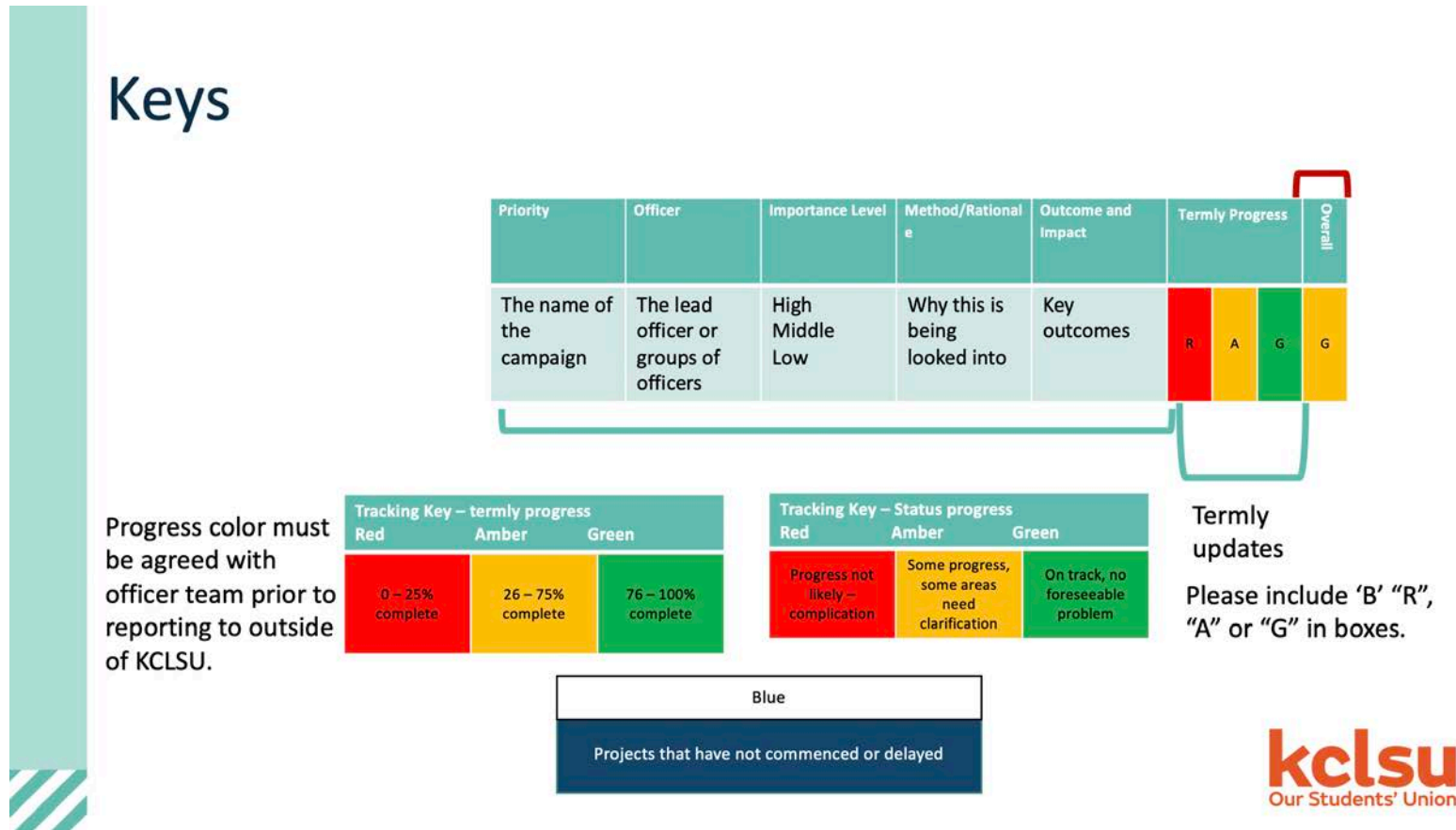
Diagram 1: Keys

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

Section 1: Collective Projects

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

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

Table 1: Collective Officer Projects

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

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

| | | | The impact of self isolation and lack of F2F teaching has a large negative impact upon wellbeing of students. Being trapped in small rooms in halls of residences or unsafe family homes rather than spending time on campus can be mentally damaging to many students. A recent study by O'Connor et al, published in the British Journal of Psychiatry, found that the prevalence of suicidal thoughts increased in the first lockdown, particularly in young adults between the ages of 18-29, with a significant proportion of our student population falling within this age range, it is integral to ensure our students are supported and do not slip through the cracks.

The increased probability of students dropping out this year due to poor wellbeing is an issue that needs tackling. This poor wellbeing could be mental, physical, financial or even a combination of all three and therefore mitigations need to be put in place to ensure that King's fulfils the duty of care towards its students.

We are currently reviewing activity group activity in a digital world to ensure students can still integrate and interact with the King's community. This will combat | supported to face the unique challenges of this year. The subsequent outcome would be preventing astronomical dropout rates but also fulfilling the wider duty of care KCL has to students in ensuring good mental wellbeing.

The WonkHe survey data can be used towards creating a strategy of tangible actions to ensure no member of our diverse community is left behind. | | | | |

			feelings of loneliness and subsequent potential drop out rates. KCLSU have participated in a national survey, run by WonkHE, which examines loneliness in the context of putative drop out rates. Upon publication of results we will be able to compare data from KCL students against a national picture.					
NSS and Academic Quality	Education Officers and President	High		The move to blended learning is a huge upheaval to modern university education and therefore is a threat to the academic experience, a large part of the overall student experience. This transition will have successes and pitfalls which requires monitoring of constant feedback to ensure the high standards of academic quality that King's provides is achieved. The National Student Survey (NSS) is a snapshot of the culmination of experiences of final year students and therefore may not necessarily be reflective of the wider student experience. Furthermore, at the time of data collection, the actions arising from NSS data cannot be used to make change for the students the data is collected from. These reasons, amongst others, provide context for the need to review the NSS meanwhile other robust methods of data collection need to be undertaken to ensure academic	Maintenance of academic quality in a blended learning environment through continual use of student feedback in a way that is equitable to both staff and students. Ensure student voices are heard when evaluating the successes and failures in the transition to online learning so improvements can be made to teaching.	R			A

			quality is maintained. Alternatives may include module evaluations, which provide more detailed feedback on module quality to allow iteration and improvements. I recognise that module evaluations are an imperfect measure as there is disproportionate negative feedback towards academic staff who identify as female or originate from BME backgrounds. Therefore, we believe that these evaluations should not feature in Personal Development Reviews as they may have adverse long term implications on career progression and that other feedback methods should be considered.

Module evaluations and the NSS occur too late for tangible actions to be drawn and acted upon. We are committed to exploring various other feedback options with the university to ensure that academic standards are maintained. | Increased student satisfaction as students will see their immediate feedback is acted upon. | R | | | A |
| **Value for Money** | Salma, Vatsav, Tasnia and Heena | High | Covid-19 has had a dramatic impact on the finances of all students. There are four key areas which require consideration.

Firstly, bursaries and scholarships for students in hardship whether these be for tuition fees or the high living costs of being based in London. The wide ranging impact of covid-19 has been felt by students | Students will be supported when they find themselves in circumstances of hardship. Hardship is not uncommon in a normal year however this is | R | | | A |

in differing ways from depreciating currencies of international students by as much as 20%, increasing the tuition fee burden, or the loss of part time work which was once relied upon to afford the high cost of living in London.

Secondly, the age old argument of the third instalment. Allowing students to pay tuition fees flexibly, over a longer time period, will ease the burden of tuition fees and positively impact the wellbeing of students who are required to raise funds in order to study. The largest group who would be positively impacted by this would be international postgraduate students, and this may make King's a more attractive employment prospect.

Thirdly, thinking about next steps after graduating from King's. The prospects for our 2020 and 2021 graduates are dire. This may lead to increased progression to postgraduate courses and highlights the increased both need and demand for the 10% alumni discount. We are looking forward to working with key stakeholder to ensure students are aware of the benefits of staying with KCL for postgraduate study. | especially important this year due to the impact of covid-19.

Students will be able to access a third instalment and pay fees more flexibly. This will also positively impact the wellbeing of students as the stress of having to find money to pay tuition by the January deadline will decrease.

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

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

			The move to online teaching has led to national cries for tuition fee refunds. The current state of governmental funding in higher education means that tuition fee refunds are impossible. Therefore, we hope to work with the university to improve financial transparency to ensure students are aware of where their money is going.	sector funding but also clarify where and how tuition fee income is spent. This may reduce calls for tuition fee refunds.	 		
F2F teaching, Timetabling and the student experience	All	High	Face to Face Teaching (F2F) is ostensibly a challenge. In order to comply with safety regulations of social distancing, room capacity to teach has been reduced significantly which has led to a transition to online teaching. The national picture of calls for tuition fee refunds due to a lack of confidence in value for money with this reduction in F2F teaching. The SU is aware this conflicts with data on campus footfall, therefore demanding robust data collection to investigate the root cause of this disharmony, a strong possibility being a lack of awareness or little point seen in exposing to the risk of the virus, through travel, for very little F2F teaching. We have already worked, successfully, with the university to reinstate protection for Wednesday afternoons in Semester 2, a big win for student wellbeing, and the KCL Senior Management Team agreed to subsidise the increased expenditure in	Increase student satisfaction that the student experience provides value for money. Maintain student wellbeing so that they are to experience both the educational and social parts of the overall student experience.	**A**		**A**

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

Section 2: Officer Projects

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

Table 2: Officer Projects

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

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

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

						R				A/G
			the academic experience ranging from a change to the academic day to assessment formats. These changes are challenging to a cohort of students who are already experiencing an abnormal university year; therefore, it is integral that the needs of students are championed.	simplified into a tangible outcome. However, an example of a successful outcome would be the protection of Wednesday afternoons in semester two, after a consultation with the Students and Education Directorate.						(green)
Improved Funding Transparency for Activity Groups	NB	Medium	Activity groups receive funding from the SU for various events. I intend to make this process and the reasoning for allocation of funding clearer, to improve transparency for our members.	Outcome of this is improved funding transparency within the SU, therefore improve governance, accountability and openness with our members.		R			A	
Accessibility Grant Funding	NB	Medium	To improve the inclusivity of student activity groups I intend to work on setting up a new grant fund for student activity groups to purchase any adaptive equipment that will allow them to improve accessibility to their sport or activity.	Impact of this priority is the improvement of inclusivity and accessibility within the SU, improving the overall community of KCLSU.		R			A	

					B			A	
Support for Student Media	NB	Medium	Supporting student media by organising workshops and support sessions, promoting media through SU channels (i.e. playing KCLSU radio in KCLSU spaces) and other methods to improve relations between the SU and the student media groups.	Student media gives King's students the opportunity to hold the university and SU accountable and the outcome of this priority is furthering the voice of students.	B			A	
Activity Group Level Wellbeing Provision	NB	High	With so many of our members being involved in student activity groups they provide an excellent, pre-existing support network to support our members wellbeing. Many activity groups have already elected or nominated wellbeing leads who're working closely with the KCLSU wellbeing team. I intend to work with the wellbeing team and the student wellbeing leads to develop this role and the wellbeing support provided by KCLSU activity groups.	The result of this would be improving wellbeing support for SU members, which is of huge benefit to all students at King's.	A			G	
Assessment and Feedback	VS	High	The College's existing approach to assessment design and delivery does not promptly communicate to	By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to	A			A	

students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability to understand the assessment design. In an 'Assessment for Learning' program the latter cannot adequately be justified as a learning outcome.

Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions;

1. Early access to Past Papers across all modules and where applicable access to past questions answers/answering guidelines.
2. Access to legible and precise marking schemes that enable students to understand what constitutes a 1st class mark or what constitutes a 2:1 or 2:2 mark.
3. Provide access to model answers that enable students to apply and

rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can do to improve their academic performance.

Specific Outcomes and Impacts;

1. Early access to Past Papers: This allows for students to map how their academic content ties in with the assessment structures and design for their modules.
2. Access to Past Question's answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision process. Additionally, students aren't stifled by questions whose answers they do not know.
3. Marking Schemes and Model Answers; Students are aware of the general characteristics and dos and don'ts for each marking bracket. Additionally, students are also able to understand how

			understand the marking schemes. This has the added benefit of showing students what a 1st class or a 2:1 or 2:2 answer looks like.	they can best approach different assessment structures.				
Late Submission Cap	VS	High	The university's existing policy on late submission specifies that assessments submitted after the set deadline results in the student's mark being capped at the pass mark (40% UG, 50% PG). Students have long expressed frustration for this needlessly strict policy. With digital assessments being the standard practice this year it is now more crucial than ever to address these concerns. To this end, I intend on working with the Late Submission Working Group under ASSC to bring about a policy change that is in line with the assessment for learning approach.	Increased student satisfaction: by implementing this one policy change the assessment design is made less rigid and more appealing to students. An added benefit of this could be seen in student engagement with assessments. Making the deadline less rigid and stringent for students could also result in fewer MCF submissions however this would require more analysis to confirm the same. Furthermore, from an assessment for learning perspective through this policy change we emphasise to students what the true learning outcome is. That is to say, now students are rightly assessed on their ability to apply the academic content they learn as opposed to their ability to meet deadlines.	A			A
University Governance	VS	Medium	The existing governance structure at the university stems from the College Council which subsequently delegates decision making to several	The key outcome/impact is that students find that the college is an inclusive community where students and academics actively engage in decision making.	B			G

and Transparency			committees. Simultaneously decision making is also delegated to individual faculties. In all these different committees, students are usually only represented by their KCLSU Student Officers. More often than not the Student Representatives are outnumbered by their Academic and Professional Service peers at the university. While their increased membership at these committees is rather obvious and understandable there is a need to increase student representation to amplify the student voice and ensure that university governance is an inclusive two-way discussion.	Policy making will consider the diverse experiences and needs of our student body.				
Student Representation	AG	High	Review existing student representation structures in place for value add & outcome measures. Consult with faculties, staff, students and Academic Associations about their priorities and how we could achieve them collaboratively.	Students feel they are heard and valued by the university and their faculty/department. Staff and students alike feel more positive about the academic delivery and pastoral support in place. Satisfaction is greater.	R		A	

			Rework existing structures/create new spaces for conversation alongside students and staff, monitor impact and evaluate with a view to fine-tune. Consider existing successful methods of student engagement at King's (King's 100, KBS20, SSPP25) as a springboard for new conversation and co-creation platforms as identified as a priority in King's Education Strategy 2017-2022.	New innovative ways of teaching, learning, supporting and empowering students are created. Student engagement, interaction, mental health and wellbeing, sense of community, awareness of KCL and Faculty are all boosted. Staff receive less complaints and are able to work more in tandem with the student population and vice versa.				
Accessibility & Inclusivity in Governance	AG	Medium	Ensure through all policies, conversations and decision-making, that King's have the concerns, values, beliefs and wishes of all students at heart, which includes but is not limited to: • Students with disabilities, including hidden disabilities, chronic health conditions and mental health conditions • Students of different ethnic backgrounds, with a specific focus where	King's Community is an inclusive, welcoming, celebrated community where people's identities and individual circumstances are not discriminated against. All students are able and feel empowered to achieve their academic, personal and social potential during their time at university.	R		A	

			possible/appropriate to black students • Students who identify as LGBTQIA+ and/or of non-binary gender identities • Students from a range of socio-economic backgrounds • Students who have caring responsibilities • Students who have left the local authority care system. Recognising a lack of knowledge of the experiences of a number of these identity groups, championing the inclusion of student voice directly at every step possible.		R			Yellow
Community for all four campuses	AG	Medium	From an academic perspective, working with relevant Faculties to bolster a sense of community, particularly in these isolating times we find ourselves in. Configure new ways of working, recognising the VP Education Health role has been vacant for a number of months, to share ideas, resource and time to creating a welcoming	Students of Denmark Hill campus in particular feel part of the student body, value their connection both to King's and KCLSU, and are able to make the most of their (sometimes limited) time at King's College London.	B		R	

			environment for students new and returning.		🟦			🟥
Focus on Careers & Employability	HR	High	Consult with the senior members of the careers department and communicate on how to provide a more inclusive service for PGT students. Conduct a survey around mid-November 2020 to gain an insight of PG student opinions and their expectations of the service.	PGT students in particular will feel more supported in their career choices. Introduction of career education seminars will provide further knowledge for students to pursue their prospective careers. The results of the survey will help me and the careers department to plan events accordingly to cater for the needs of the students.	**A**			**G**
Social Interests & Engagement	HR	High	Postgraduate students are usually disengaged with the university and the union, therefore I want to tackle this through increased social interaction between postgraduate students. Therefore improving the mental health and wellbeing of these students as they become more integrated into the King's community. Planning inter-departmental/ inter-university networking opportunities for students to gain an opportunity	Increasing interaction between students will help students feel a sense of community and belonging. This will also help focus on the "isolated" campuses I,e. Denmark Hill which hosts mainly PG students and therefore improve their mental health and wellbeing. Inter-university networking opportunities to build relationships and connections between students from different universities.	**A**			**G**

			to connect with students from different courses and universities.					
Financial Feasibility	HR	Medium	The large financial investment of a university education is a burden on many students. In order to improve accessibility, there should be a third instalment of tuition fees for self-funded students, whether they are classed as Home/EU or International. This would be able to improve financial viability of paying tuition fees and be particularly impactful for those of disadvantaged socio-economic background.	Students will be able to pay in 3 instalments which levies some financial burden of paying in 2 instalments. Student wellbeing improves due to increased flexibility in paying tuition fees.	**R**			**R**
Welfare support on a faculty scale	TY	High	As a student, your department is often your go to for any concerns because it is what you are most familiar with. The welfare support available at KCL and KCLSU tends to be very centralised and generic with a lot of students unaware of more specific services that are provided. This often means that there is a delay for students in getting help or	Students will be able to access support more easily or be signposted to specific departments and student services as need be. Tailored support which is quick, easy to access and familiar to students will allow for better targeted support for students and therefore a better student experience.	**R**			**G**

			not getting any support at all. As a student I found that there wasn't much support coming directly from my department who would understand certain module pressures, deadlines and workload. There is currently scope for faculty welfare leads in departments and I hope to work closely with those involved to ensure that there is low scale, fast access to support and guidance for students who need specific and bespoke support.		R			
Third instalment for self-funded students	TY	High	The majority of self-funded students at KCL have to pay tuition fees in 2 instalments compared to 3 instalments from Student Finance funded students. This places a great strain and stress on these students who have to work alongside studying for their degree, disproportionately affecting students from lower socio-economic backgrounds.	Carry on the Slice the Price campaign started in 2017 to allow for a third instalment for more students to access to reduce financial burdens and stress.	R			R

Financial signposting	TY	Medium	Accessing bursaries, scholarships and financial aid can be difficult to access on the website resulting in less people applying and using them, especially to those who need it most.	Have an updated page of financial support available for students to easily access and navigate. This will improve overall student wellbeing due to reduced finance induced stress.				
Decolonising the Curriculum	TY	Medium	In the light of the BLM protests happening around the world and institutions making commitments to anti-racism and diversity, it is important that this is highlighted in education and leading universities such as KCL.	Diversifying the curriculum and liberating our education, for students of all faculties, allows for BME students (and staff) to be able to engage more in celebrating diversity and acknowledging problematic pasts of academics and educators.	A			A

Evidence Mentioned:

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

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

Richardson, T., Elliott, P., Roberts, R. and Jansen, M., 2016. A Longitudinal Study of Financial Difficulties and Mental Health in a National Sample of British Undergraduate Students. Community Mental Health Journal, 53(3), pp.344-352. doi:10.1007/s10597-016-0052-0

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

Annex 2i: Town Hall Student Feedback Report

Executive Summary

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

The core findings from the research are as follows:

- It was found that the four most largely raised, and thus apparent most critical themes, included: **Online Teaching, Campus and Spaces, Wellbeing and Support,** and **Communication**.

- **Confusion** over **online versus in person** classes

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

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

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

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

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

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

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

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

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

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

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

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

Officer Recommendations

Spaces:

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

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

Quality of Online Teaching:

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

Wellbeing:

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

Co-curricular Activities:

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

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

A disclaimer for the following report

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

Introduction

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

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

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

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

Method

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

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

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

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

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

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

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

Qualitative Data Results

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

The Four Core Themes

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

Online Teaching

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

Concerns and Criticisms

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

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

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

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

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

Student Suggestions

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

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

Campus and Spaces

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

Concerns and Criticisms

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

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

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

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

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

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

Student Suggestions

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

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

Wellbeing and Support

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

Concerns and Criticisms

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

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

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

Student Suggestions

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

Communication

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

Concerns and Criticisms

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

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

Student Suggestions

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

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

Other Emerging Themes

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

Theme	Concerns and Criticisms	Student Suggestions
Assessments	- Issues with receiving feedback - Not having enough time with tutors due to lack of office hours - Fairness and accuracy of online open book, multiple choice exams - Time zone concerns for timed assessments - How issues such as internet connection problems will be handled - Upholding academic assessment standards concerns.	- Safety net requested for this years' exams and assessments due to differences in teaching. - Suggestion to move assessments to a later date to give students time to adapt and deal with the current situation. - Suggestion for open book exams to be turned into coursework to create an appropriate reflection of knowledge. - More formative assessments suggested.
International Students and Travel	- Concern that for some international students who are living in Covid safe countries that they will not be able to travel to England and then back home. - Confusion as to why as some countries are safer than England, King's wants students to come to London especially when all teaching is online. - Online classes are particularly challenging for international students. - Concerns for international students isolated in residences.	
Residences	- Confusion as to what is and isn't allowed for students in King's Residences. - Difficult for students living alone, isolation and loneliness concerns. - A lack of support felt for those quarantining.	More communication needed for students in King's residences and a consistent following of government guidelines.

Commendations

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

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Theme	Commendation
Online Teaching	• Students noted that it is "more convenient and safer" to access their courses via online teaching, as well as being useful for "replaying, fast forwarding and pausing whenever necessary." • Some students also fed back that they are pleased about the current provision of online learning and that KCL are "quite confident in their online teaching."
Wellbeing	• There was positive feedback given for Personal Tutor contact and support for SSPP Department of Political Economy, NMS Department of Biomedical Engineering and NMS Department of Mathematics.
Residences	• Commendations were given to the King's Residences wellbeing team with one student saying the "wellbeing team was excellent (calls, emails...) and my flat received 10 days provision of food so that was great."

Ongoing Student Engagement

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

Conclusion

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

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

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

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

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

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

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

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

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

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

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WONKHE RESEARCH PROJECT

Research Bureau

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Section One- Key Takeaways

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

1. Academic Satisfaction this term:

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

2. Wider student experience satisfaction:

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

3. Dropping out of university:

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

4. Feeling part of a community:

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

5. Feeling Lonely:

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

6. Understanding rights and know how to complain:

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

Qualitatively, the most common complaints revolved around:

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

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Overview of the Questions

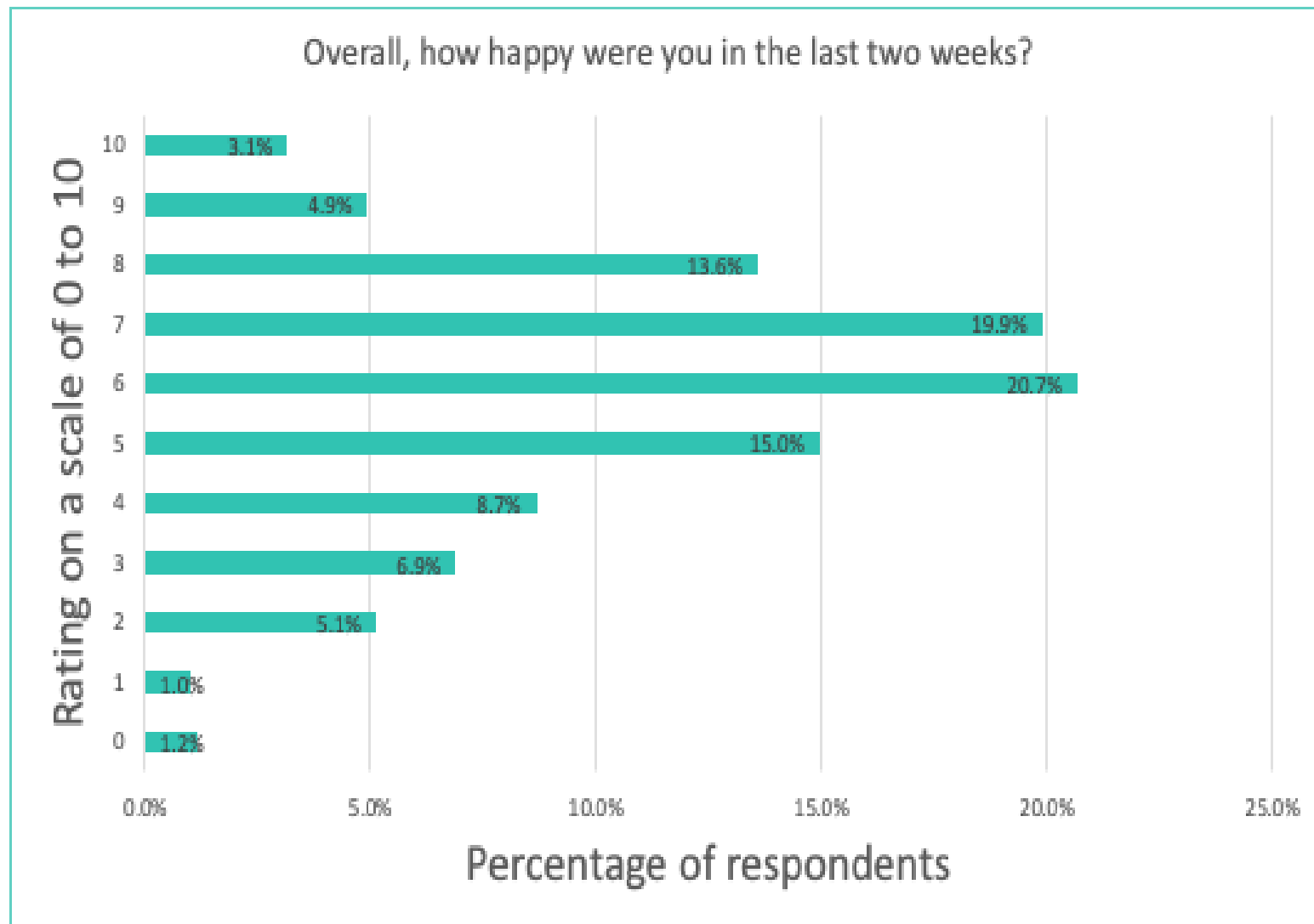A total of seven questions were asked to students, and these included:

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

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Section Two: Demographics

Gender

1%
21%
78%

■ Male ■ Female ■ In another way

Ethniciy

3%
52%
48%

■ White ■ BAME ■ Prefer not to say

Sexual Orientation

19%
81%

■ Straight ■ LGBT

Disabilities

4% 4% 13%
79%

■ Yes ■ No ■ Prefer not to say ■ I don't know

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Section Two: Demographics

Year of Study

- 3%
- 22%
- 50%
- 25%

Legend:
- First Year
- Second or Middle years
- Final Year
- Already Graduated

Nationality

- 40%
- 60%

Legend:
- Home/ EU
- International

Education

Legend:
- UK Selective State school
- UK Non-selective state school
- UK Further Education/6th Form College
- Private school
- School outside the UK

Overall, how happy were you in the last two weeks?

Rating on a scale of 0 to 10	Percentage of respondents
10	3.1%
9	4.9%
8	13.6%
7	19.9%
6	20.7%
5	15.0%
4	8.7%
3	6.9%
2	5.1%
1	1.0%
0	1.2%

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

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

There were no major disparities amongst each of the demographics.

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Section Three: Quantitative Analysis

Question 1: I am satisfied with the academic experience so far this term
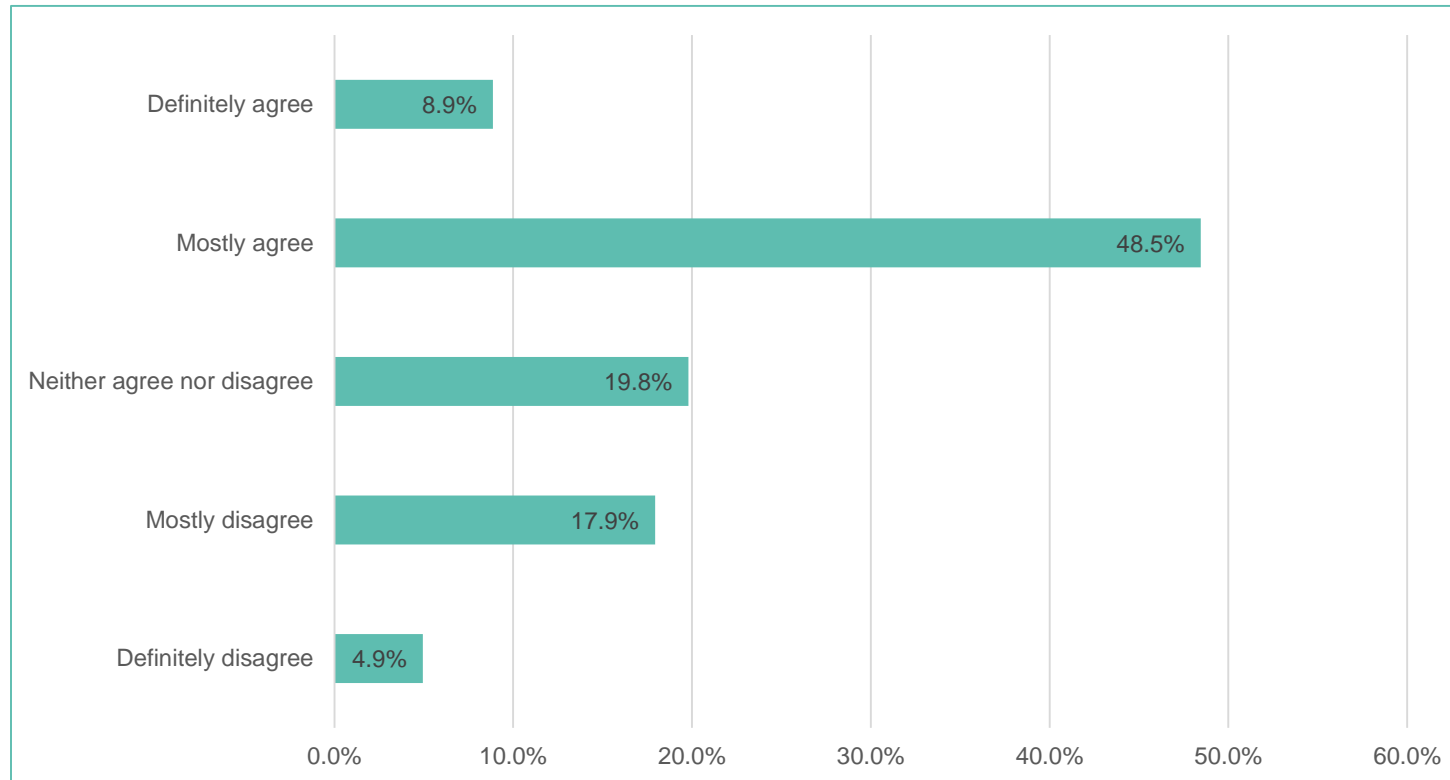
The graph illustrates that almost half of respondents (49%) "mostly agree" that they are satisfied with the academic experience, and 9% selected "definitely agree". Only 5% of respondents selected "definitely disagree" and 18% selected "mostly disagree".

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

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

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Disparities

Question 1: I am satisfied with the academic experience so far this term
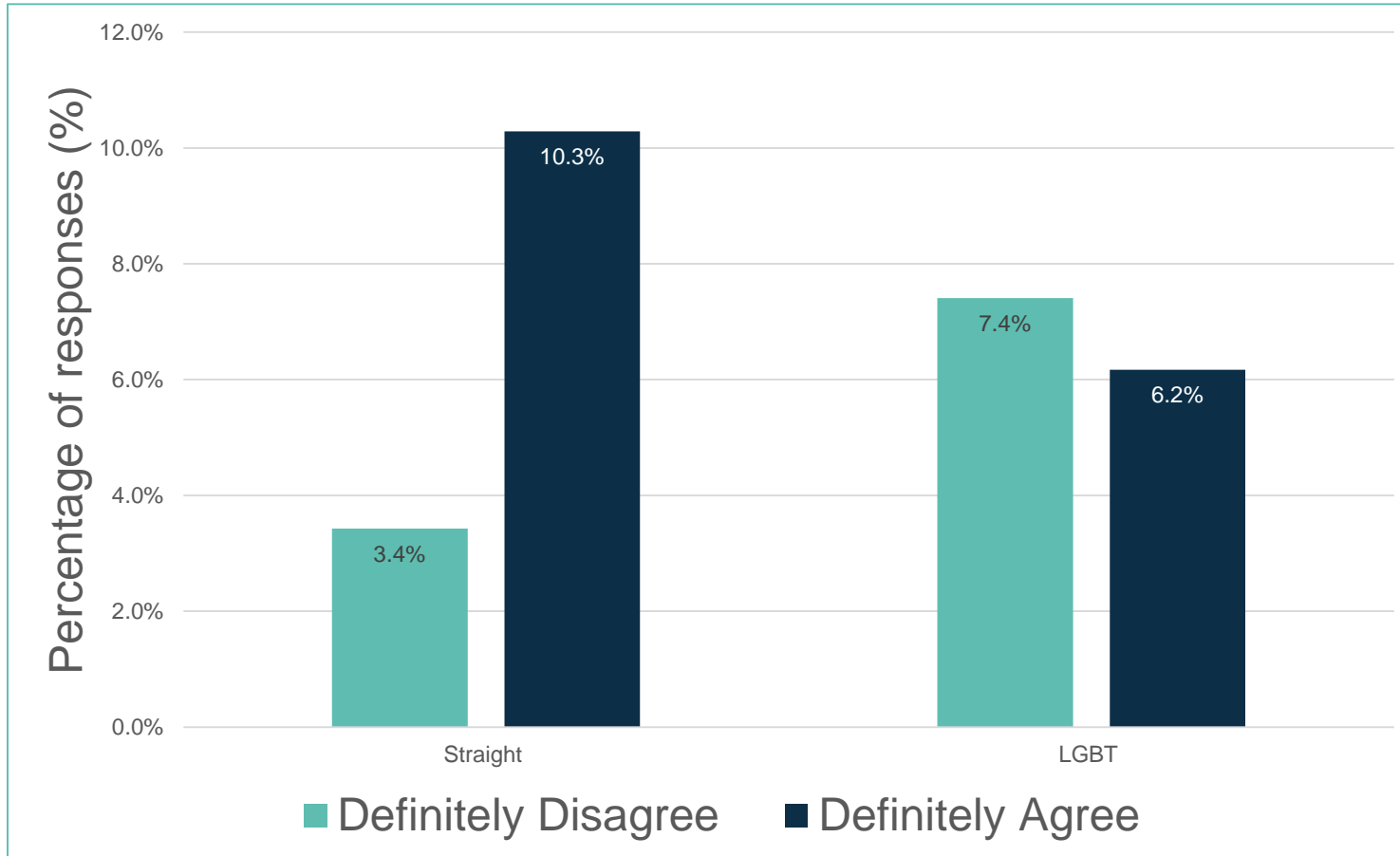
The only visible disparity in the responses was within the sexual orientation group.

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

Section Three: Quantitative Analysis

Question 2: I am satisfied with the wider student experience so far this term
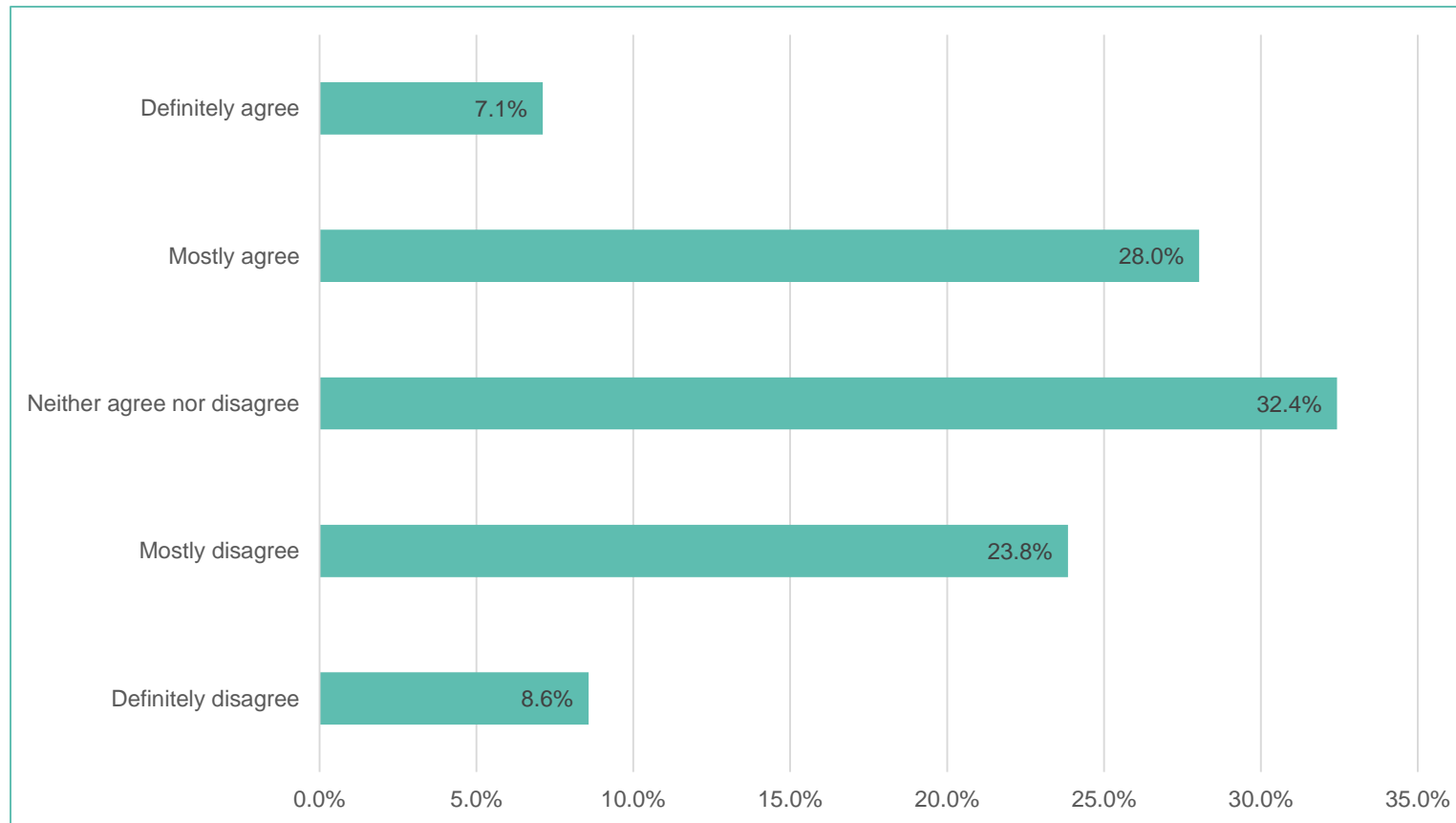
The graph illustrates that the most common answer was a neutral one, with 32% of respondents selecting that one.

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

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

Disparities

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

Percentage of students who "definitely disagree" with the above statement
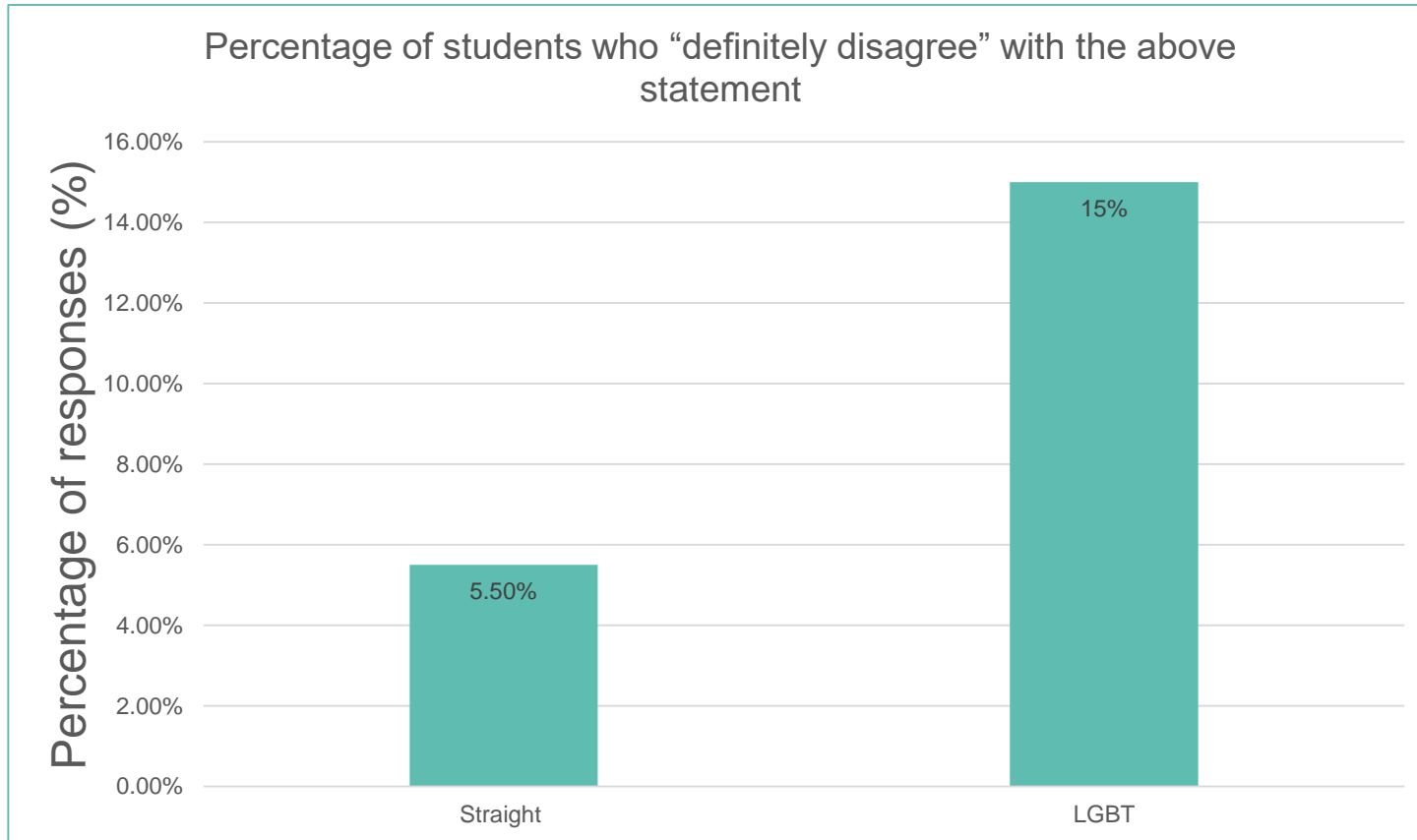
A visible disparity in the responses was within the sexual orientation group.

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

Disparities

Question 2: I am satisfied with the wider student experience so far this term
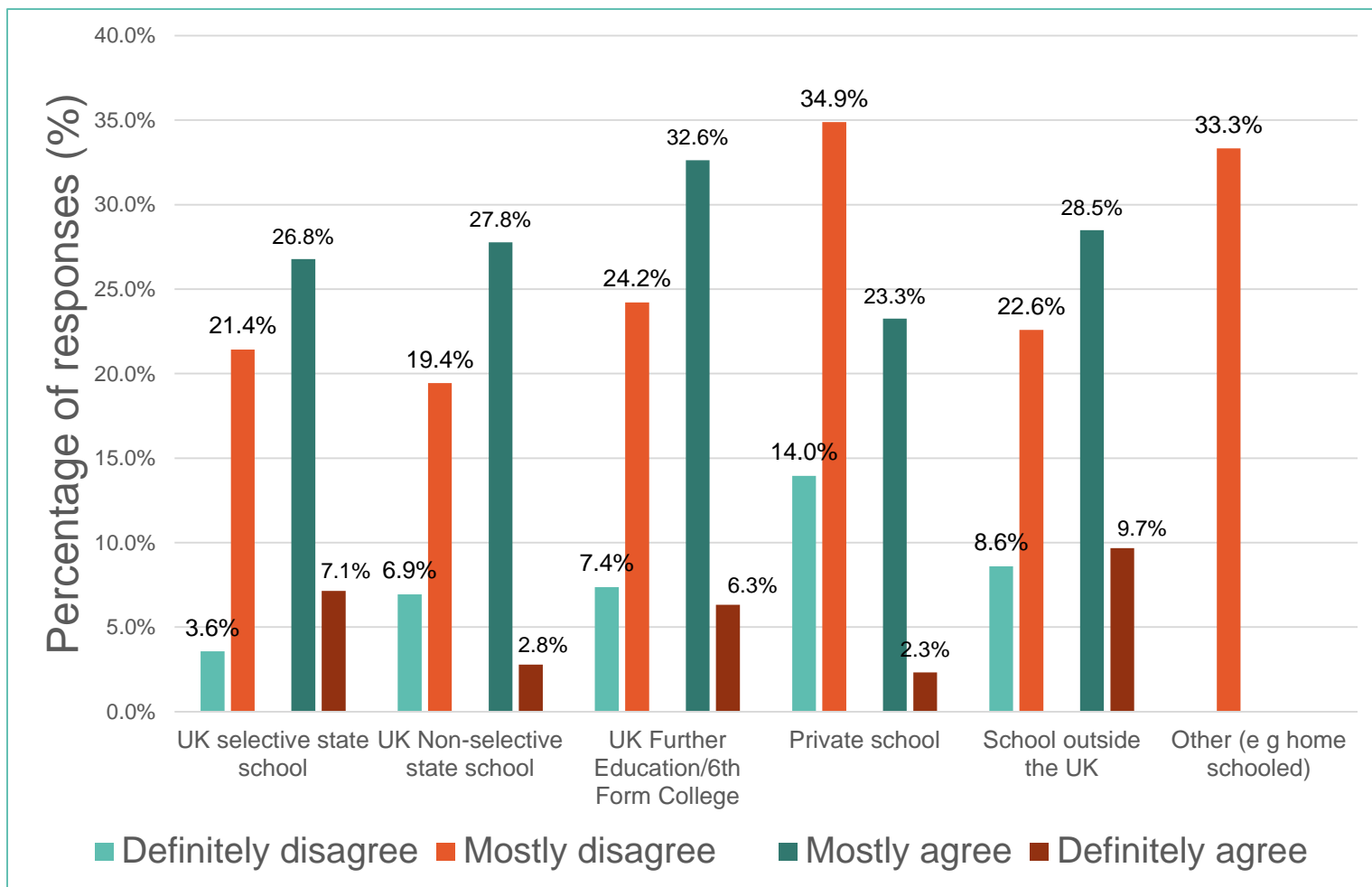
The graph shows that a higher percentage of respondents from private school (14%) "definitely disagree" that they are satisfied with the wider student experience, compared to the rest of education types which all have fewer than 9% of responses.

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

Section Three: Quantitative Analysis

Question 3: How often do you consider dropping out of university?
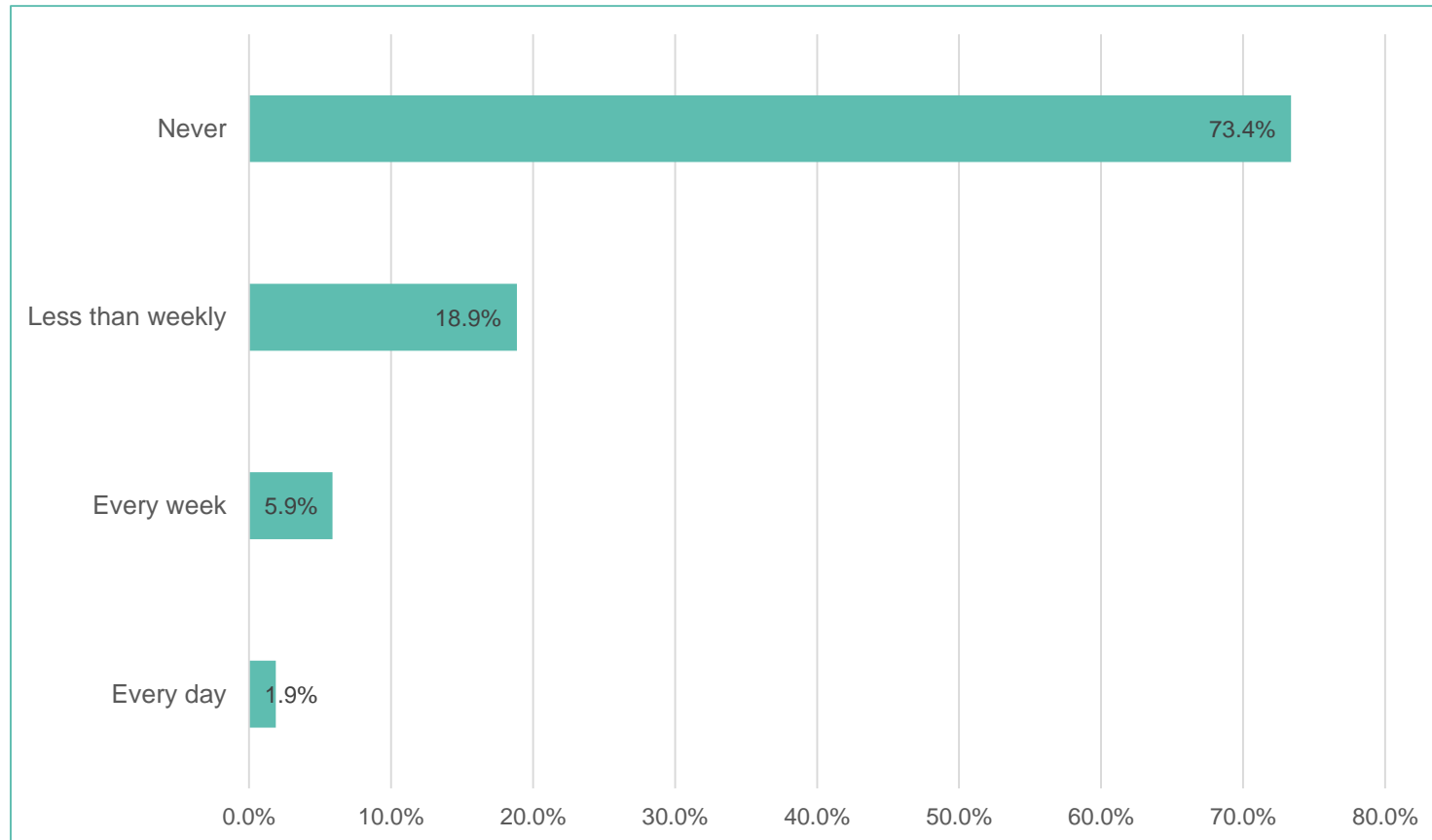
The graph illustrates that most respondents (73%) "never" consider dropping out of university. Only 2% of respondents selected "every day".

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

Disparities

Question 3: How often do you consider dropping out of university?
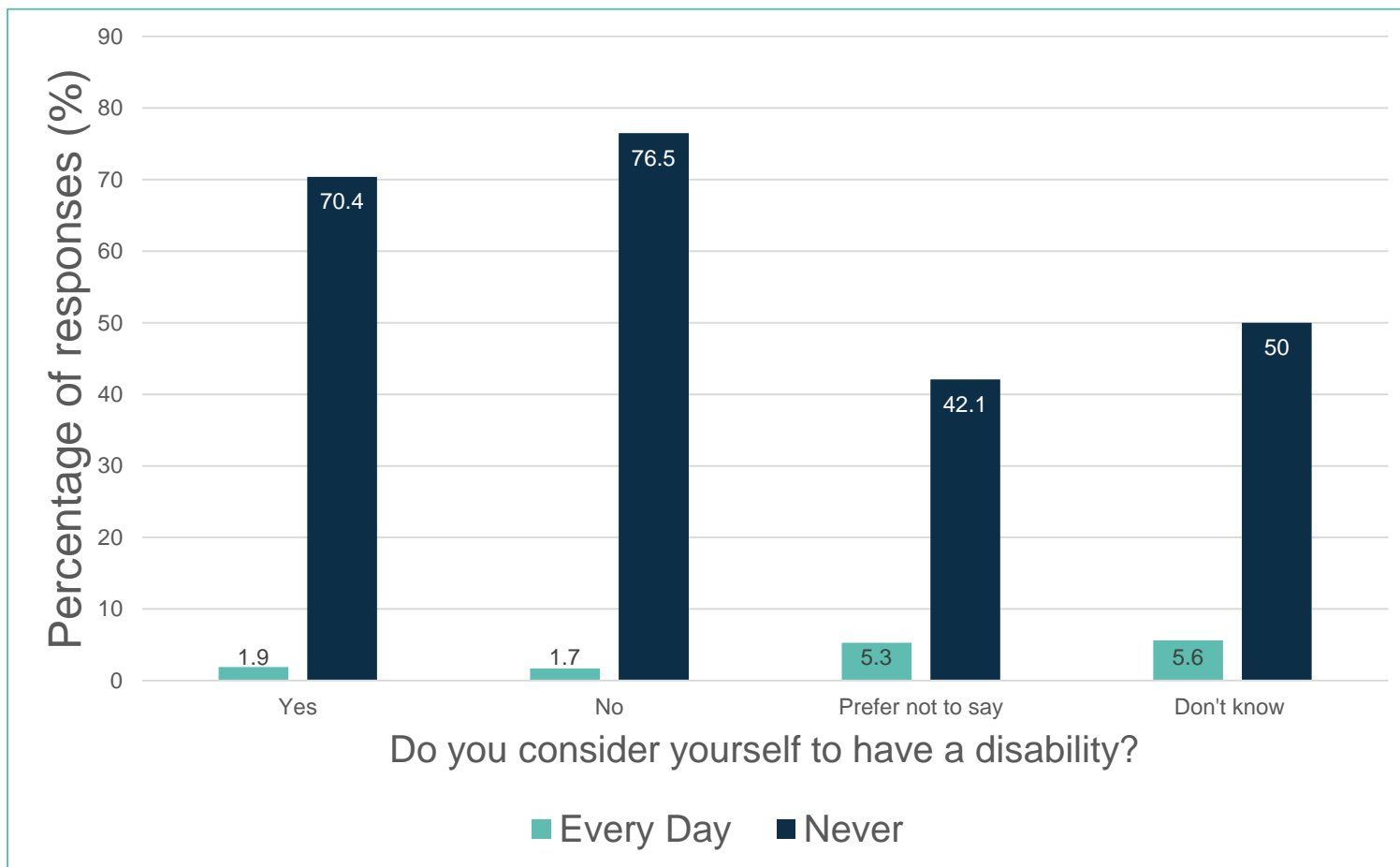
The only visible disparity in responses was within the disabilities group.

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

Section Three: Quantitative Analysis

Question 4: I feel part of a community of staff and students
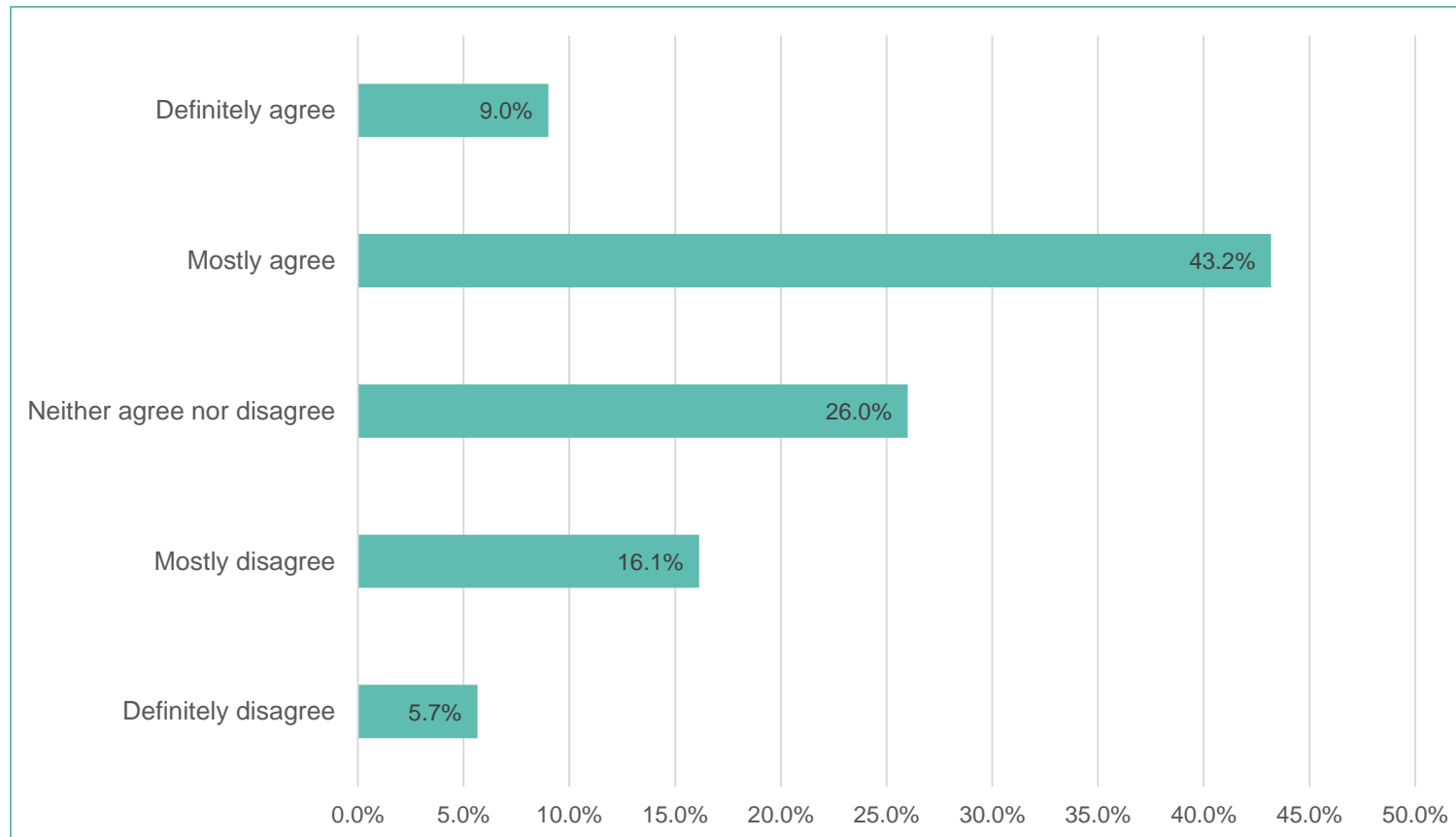
The graph illustrates that more than half of respondents (52%) "mostly agree" or "definitely agree" that they feel part of a community. Overall, fewer respondents selected answers which suggest they do not feel part of a community (21.8%).

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Disparities

Question 4: I feel part of a community of staff and students
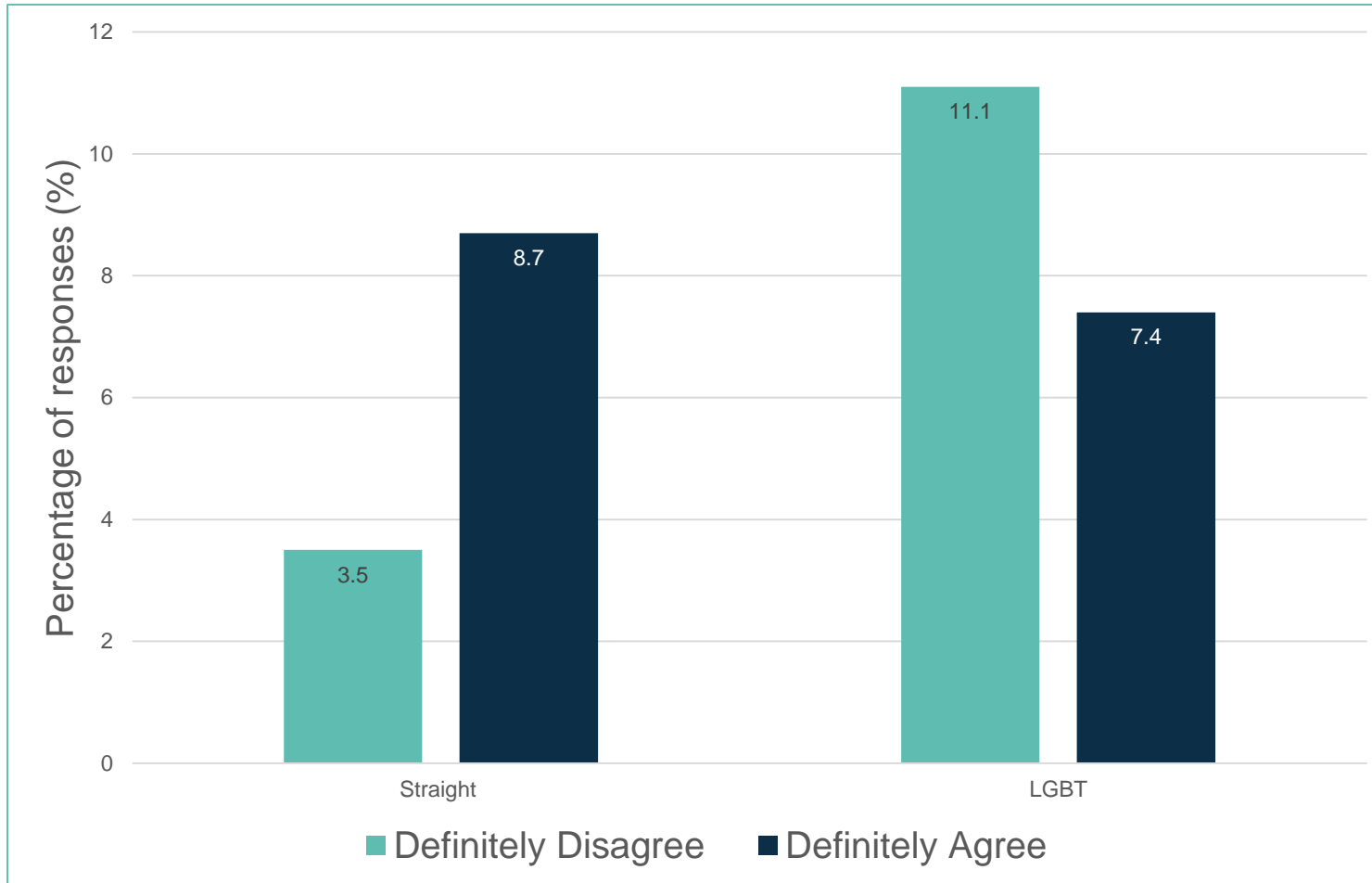
The only visible disparity in the responses was within the sexual orientation group.

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

Section Three: Quantitative Analysis

Question 5: How often, if ever, do you feel lonely?
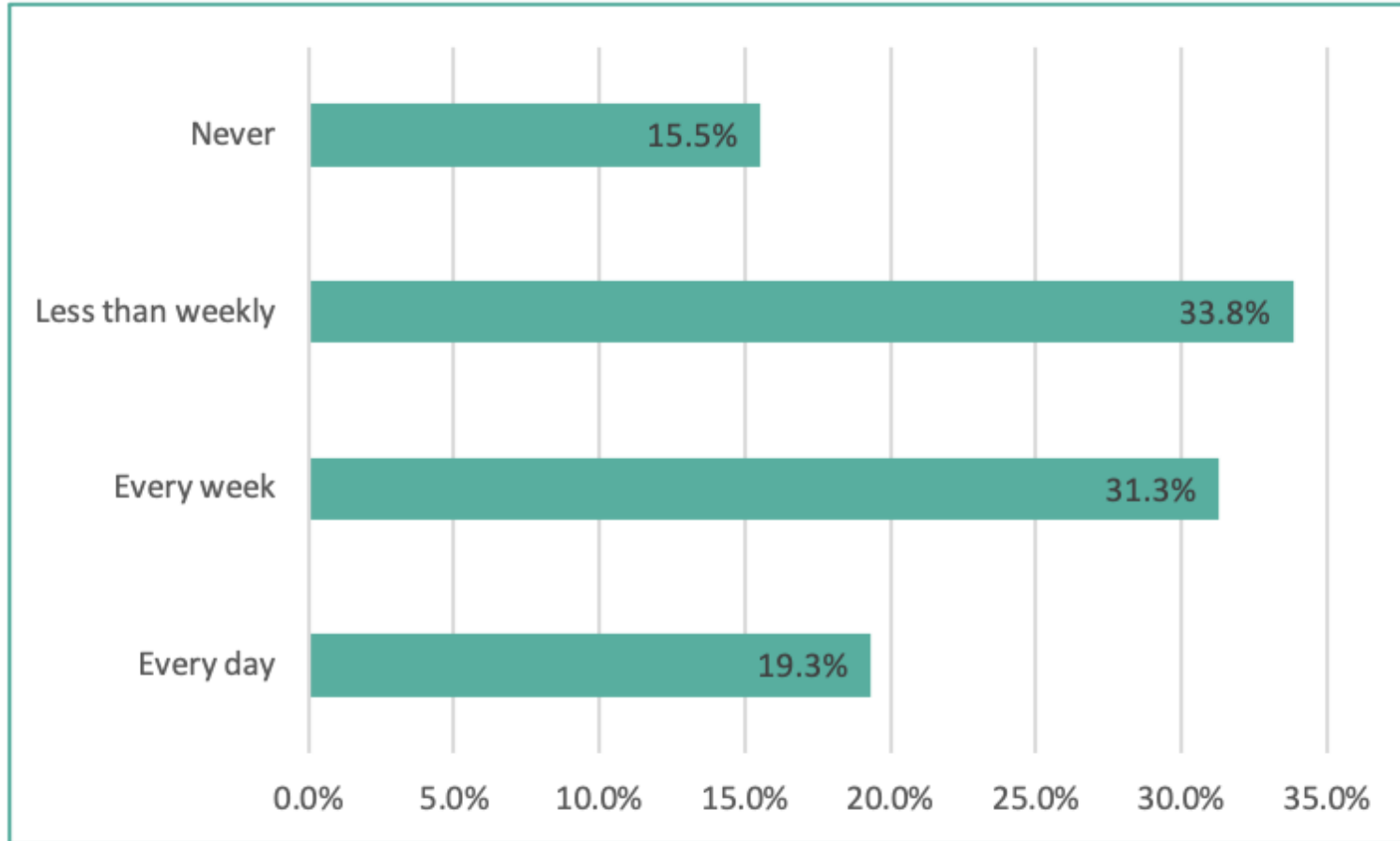
The graph illustrates that the most common answer was 'less than weekly' with 34% of responses.

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

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

Disparities

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

Previous education disparities for loneliness

Category	Every day	Every week	Less than weekly	Never
UK selective state school	14.5%	30.9%	38.2%	16.4%
UK non-selective state school	23.3%	31.5%	28.8%	16.4%
UK Further education/6th form College	20.2%	26.6%	35.1%	18.1%
Private school	18.6%	39.5%	34.9%	7.0%
School outside UK	16.8%	32.4%	35.7%	15.1%
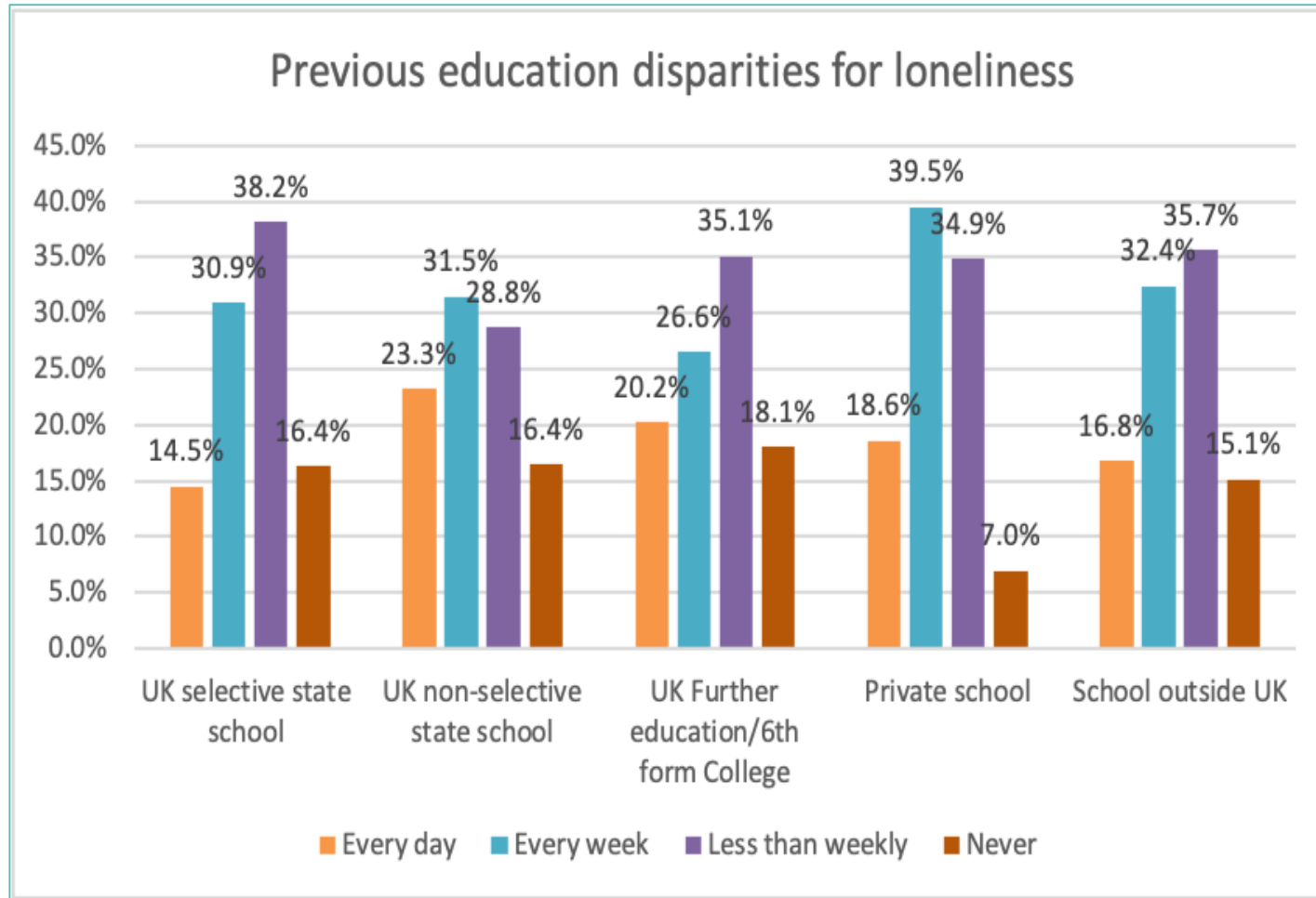
Form colleges have the second highest percentage of students feeling lonely "every day" while international schools have the second lowest percentage of students "never" feeling lonely.

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

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

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Disparities

Question 5: How often, if ever, do you feel lonely?
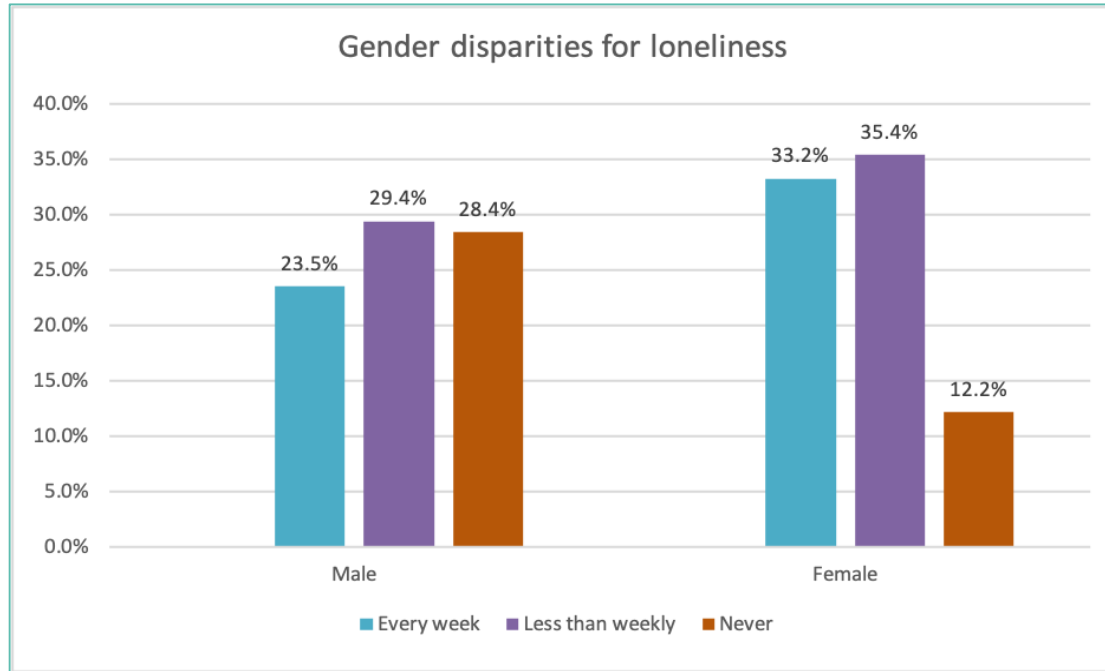
Females were more likely to say they feel lonely "every week" and "less than weekly" while also being significantly less likely to say they "never" feel lonely compared to males. 28% of males claim to never feel lonely while only 12% of females can report the same.
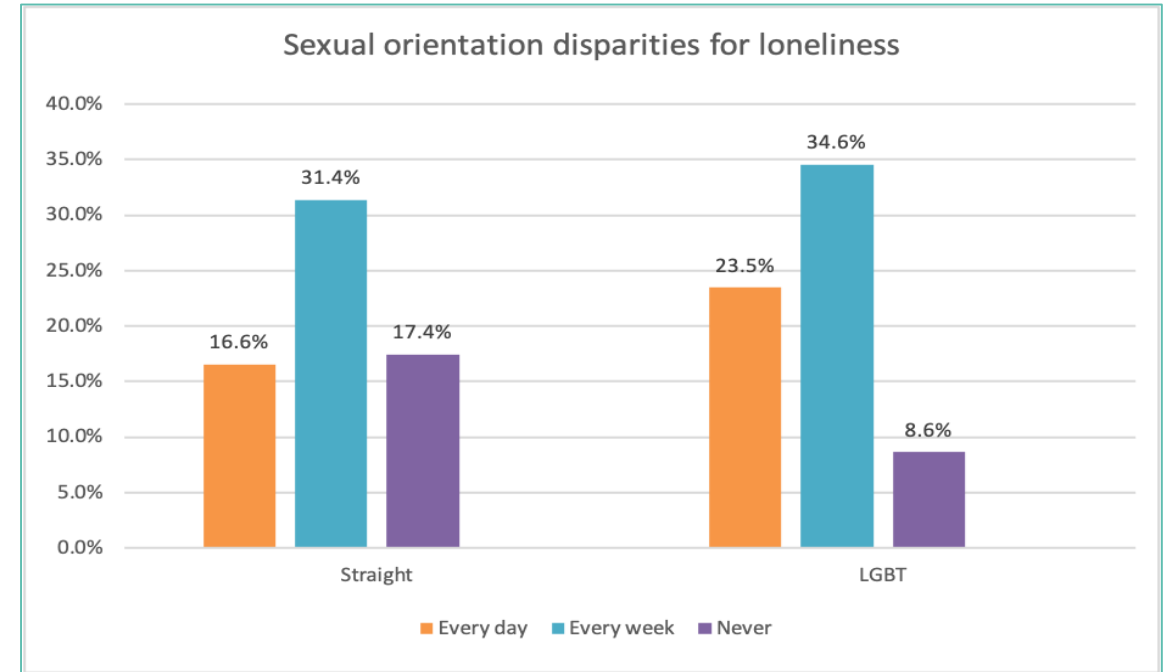
23.5% of respondents who identify as LGBT said they felt lonely "every day", this represents a difference of 7% with their heterosexual counterparts for the same answer. LGBT respondents also said they were less likely to "never" feel lonely, which is shown by a disparity of 9.2%.

Disparities

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

Disability disparities for loneliness

Year of study disparities for loneliness
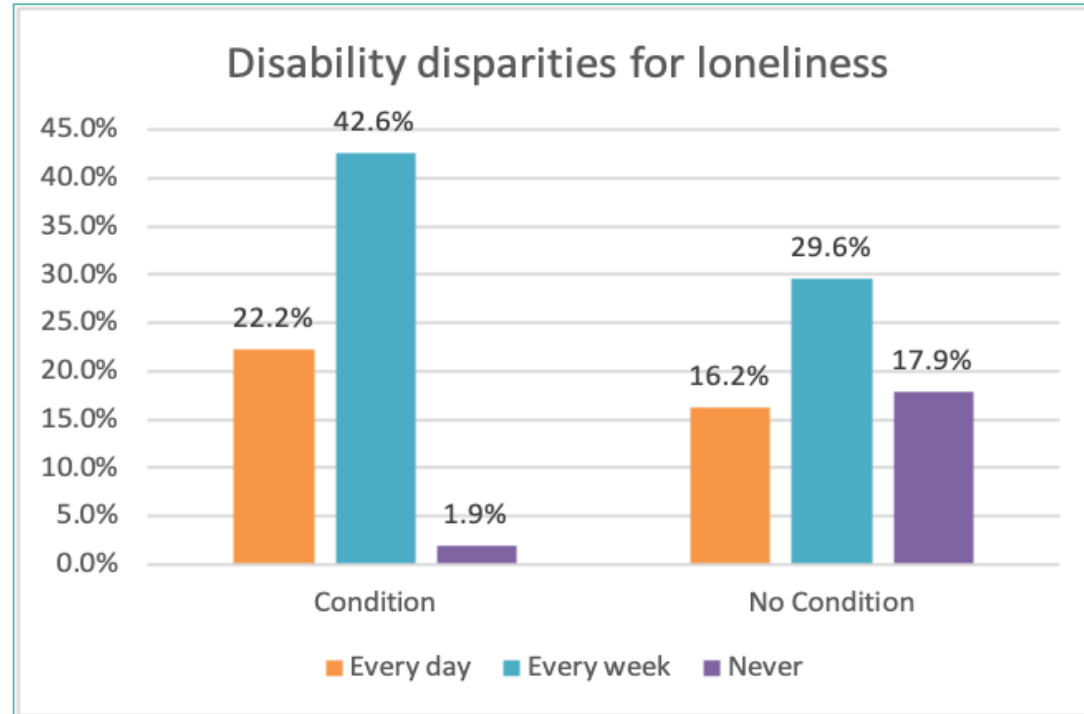
22.2% of people with a disability said they feel lonely "every day" whilst people without a condition only said the same for 16.2% of responses. This is a difference of 6% and we also observe a disparity for "every week" between the two of 13%. Additionally, people without a disability were more likely to report "never" feeling lonely, there is a disparity of 16% for that answer.
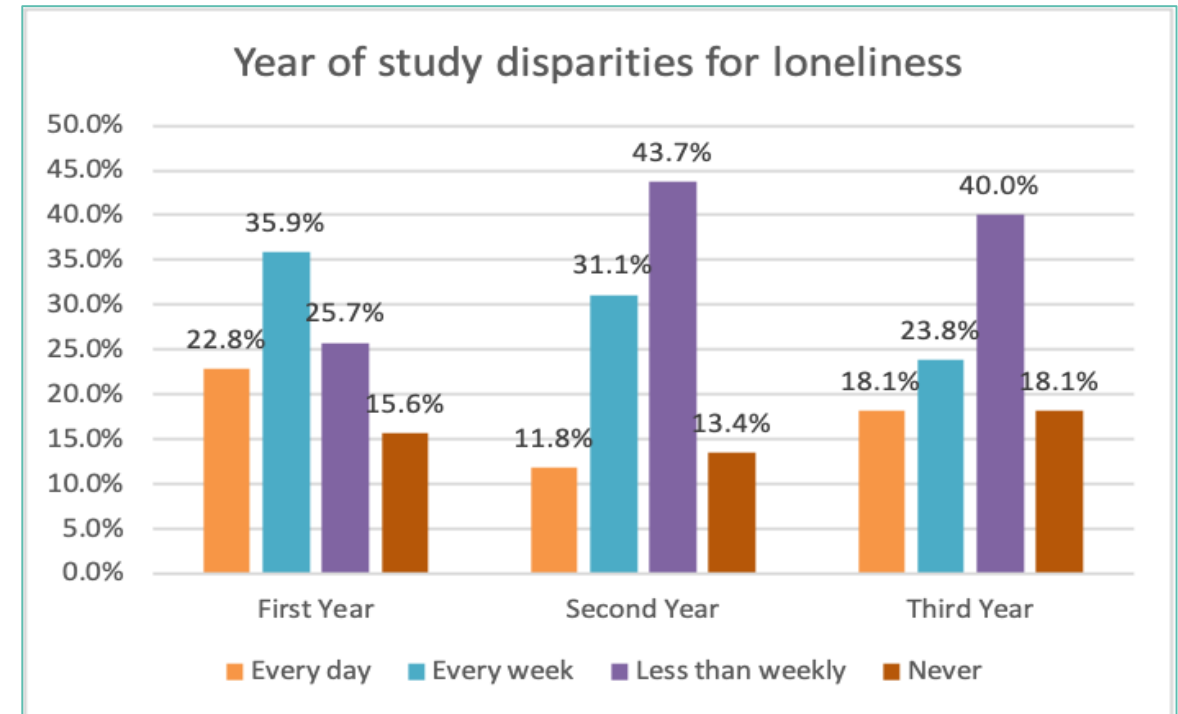
Final years, have the highest percentage of students reporting "never" feeling lonely at 18% while first years top the charts for feeling lonely "every day" and "every week" at 22.8% and 35.9% respectively. Second years were most inclined to say they felt lonely "less than weekly" at 43.7%.

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Section Three: Quantitative Analysis

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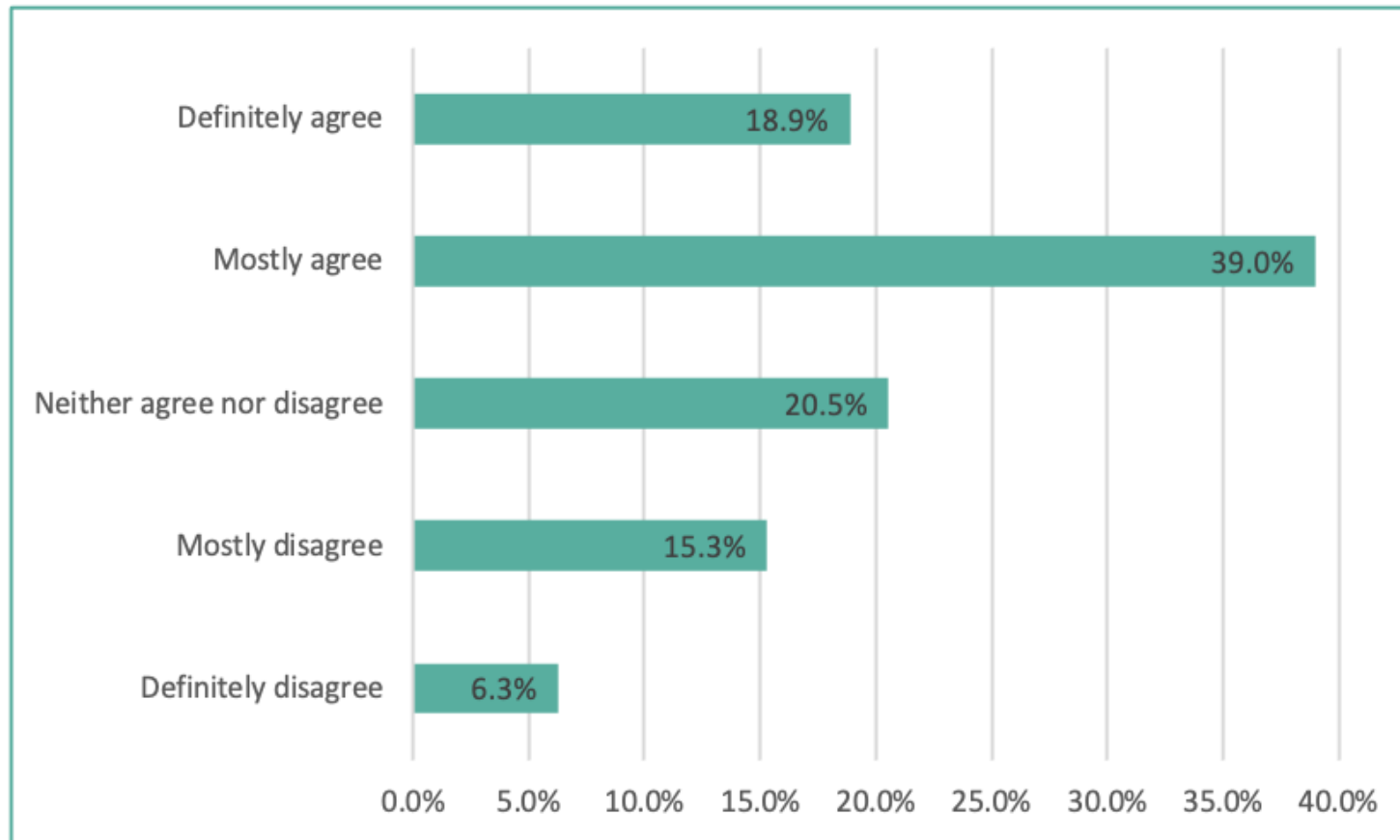

The graph illustrates that the most common answer was "mostly agree" with 39% of the responses.

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

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

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Disparities

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

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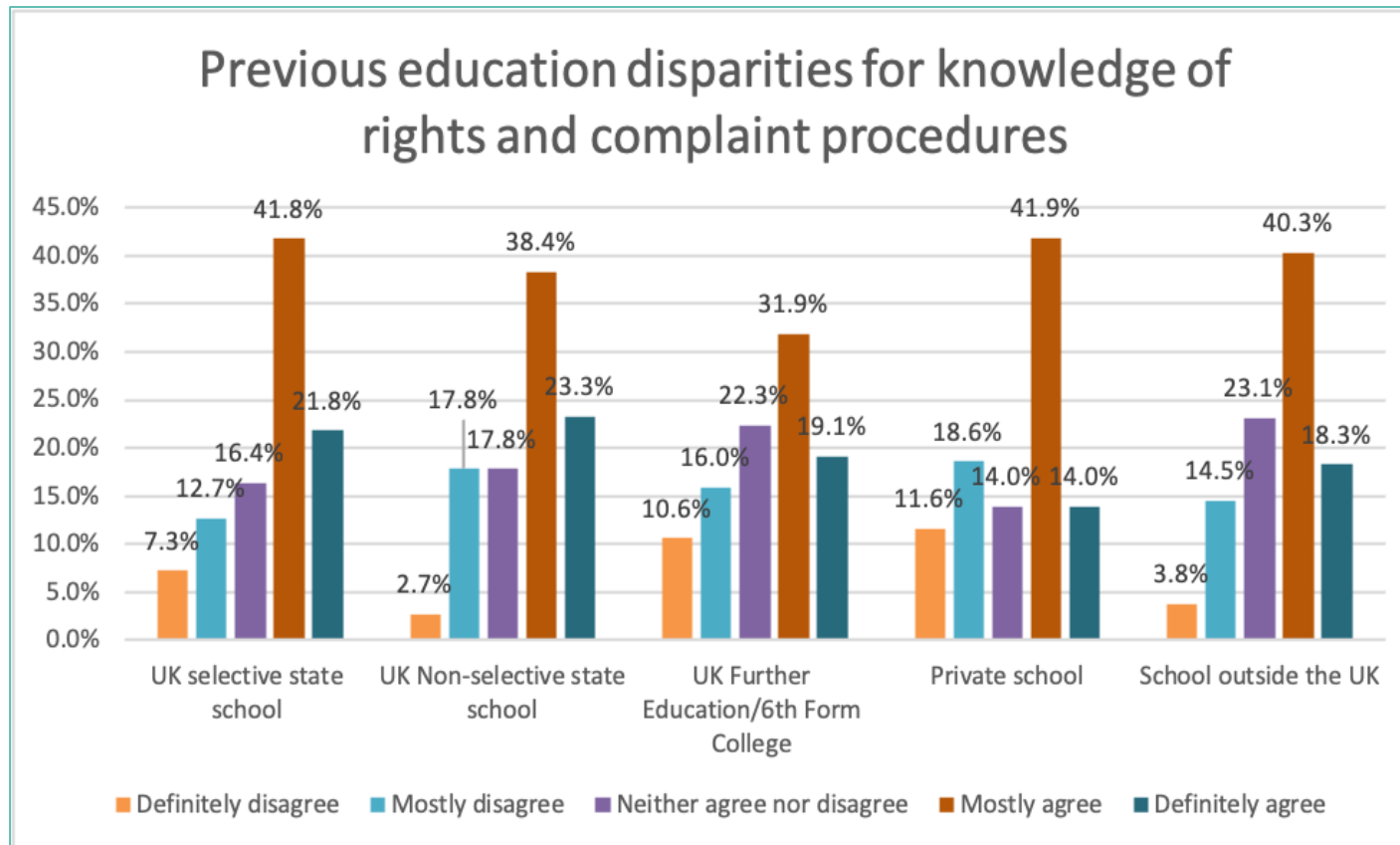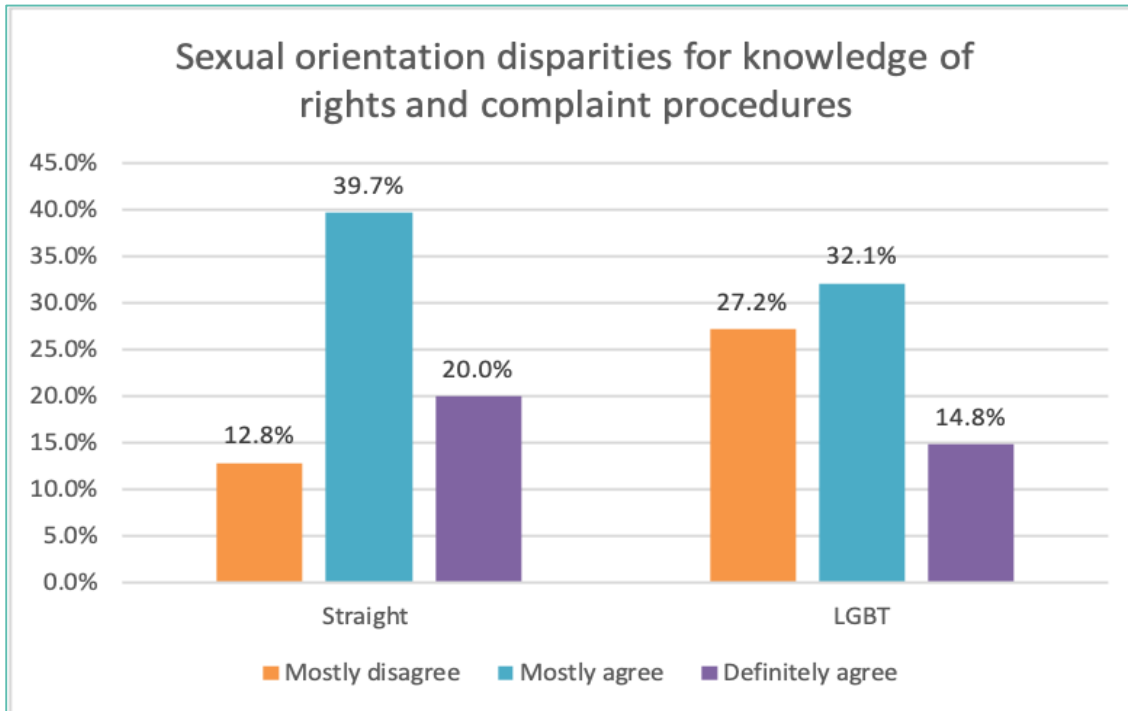
Both types of state schools had the highest percentage of students saying they knew their rights and entitlements 'definitively'. Moreover, non-selective state schools had the lowest percentage of students answering 'definitively disagree' while selective ones had the lowest percentage of 'mostly disagree'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

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

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

Disparities

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

Sexual orientation disparities for knowledge of rights and complaint procedures

Year of study disparities for knowledge of rights and complaint procedures

LGBT people appear to be more uninformed about their rights and entitlements with a disparity of 14.4% between them and their straight counterparts for the "mostly disagree" answer. At the same time, 7% more heterosexuals said they "mostly agree" and 5.2% more saying "definitely" compared to LGBT people.
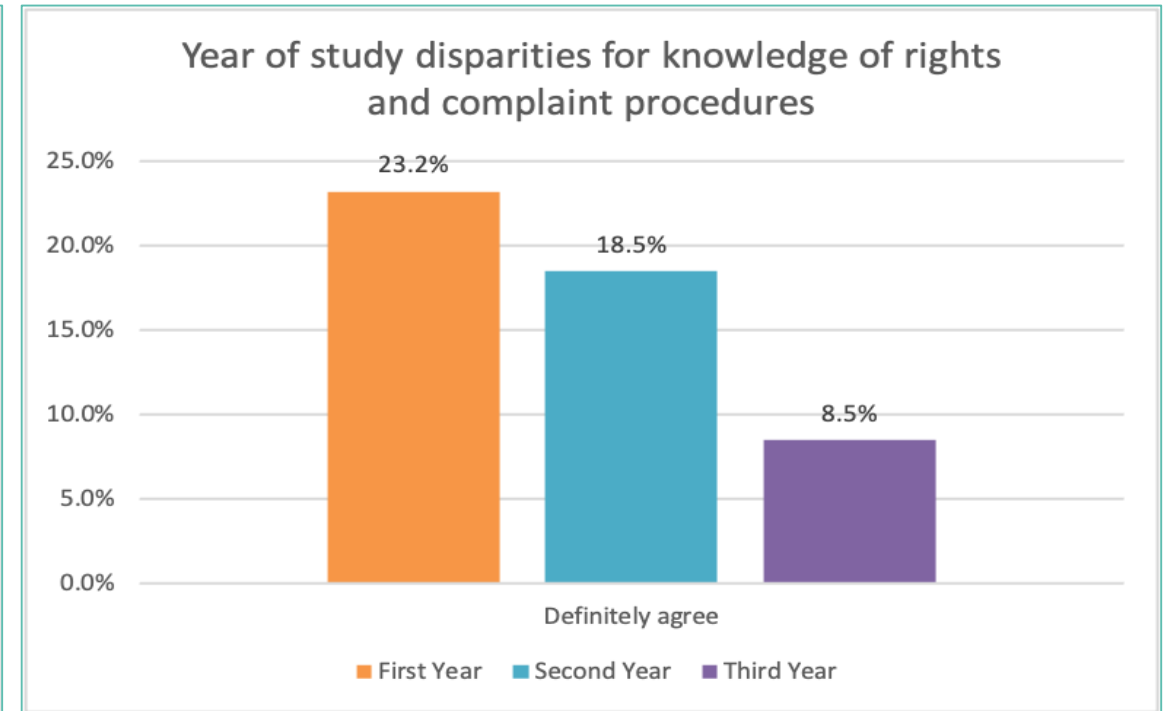
There seems to be a decreasing trend, where the final years are less likely to "definitely agree" and first years are most inclined to agree. The disparity between the first years and third years is 15%.

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Section Three: Qualitative Analysis

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

		Reasons arranged thematically
Online teaching and interactions	Negative	- Online teaching is "difficult", "awful", and it's hard "to concentrate with everything online and long hours in front of a screen". - Lack of personal interaction makes studying feel "impersonal and unenjoyable". - Students feel like they were left "floundering" by the university and their academic experience has been "diminished".
	Positive	- Some students find that online teaching has exceeded their expectations→ they find the classes "interesting, interactive and stimulating!". - Some students wrote that this course structure may "work better academically", as the quality of teaching is "very good".
Mental Health	Negative	- The "increased workload" means that some students are "struggling" and stressed". - Students wrote that their mental health is "taking a strong hit", as they feel "unmotivated" , "alone" and "isolated", as they are not able to see and study with friends and have an "emotional outlet". - There was also mention of how the increase in breakout rooms and groups as a teaching activity this year has negatively impacted those who tend to feel anxious.
Workload	Negative	- Many people wrote that the workload is "too much", "stressful" and "taking a toll" on their lives. - It is difficult to keep up with all the learning material. Some wrote that it is harder to "adjust" to the workload as they can't use the facilities on campus, but also because there is no work-life balance. A student noted that they would like lecturers to change "the workload accordingly."
Fees	Negative	- Students wrote that the tuition fees for online teaching is "unjustified", "exorbitant", and "not worth the price" they have to pay. They feel "let down" by university as many have no in person classes and limited access to facilities, yet there has been "no discount"

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

Reasons arranged thematically		
Quality of Content	Negative	- Some students find that the quality of teaching is worse than in-person lectures. - Some lecturers are "putting too much weight on self-study", rather than including the content in live sessions or pre-recorded lectures.
	Positive	- Content is interesting and classes are going smoothly. - The information and classes are delivered well
Time management	Negative	- Having a hard time setting boundaries and creating a healthy work-life balance
	Positive	- Able to organise daily activities better, improving time management - Reduced transport costs and issues. - A disabled students stated that online learning has really allowed them to gain a better experience of their course as the online resources are very accessible to them.
Organization/ disorganizatio n	Negative	- Issues around timetabling and the disorganisation around this has been one of the most raised concerns. - Uncertainty/ lack on information on how exams will take place - One student stated that they moved to the UK because they were told classes would be in person but they ended up being online - Poor arrangement of the admin staff
	Positive	- Some students wrote that they are "kept informed" of all relevant development. - They feel that everything has been "well organized", and they can "easily access" any resources they need
Facilities	Negative	- As the facilities available to students are limited, some have found it difficult to study or access library books. In addition, those on more practical courses noted that they are "missing out on research experience" as laboratories are closed.

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

Reasons arranged thematically		
Online	Negative	- Too much workload - Unable to experience the student experience with only remote activities - Unable to create a healthy work-life balance - Not worth the fees being paid
	Positive	- It's more relaxing as able to take notes at own pace. - Online resources are well made and easy to access. Everything is easy to follow, despite being online
Support	Negative	- Not enough mental health support - Administration is extremely slow and unresponsive - Lack of communication
	Positive	- Received a lot of help from the wider student body in my class - Student support and resources have been plentiful - The Student Union and the Pastoral Services have been very supportive
Social Aspects	Negative	- Online events are very boring - Hard to connect with and get to know others
	Positive	- Societies are clearly trying hard to set up regular events - I have still been able to participate in many activities online
Fees	Negative	- Unfair/ frustrating to be paying the same amount for an online education--> limited access to campus and resources - Paying very high international fees for online classes is very unfair

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

The most common reasons for considering dropping out are:
1. Fees
2. Lack of support

The most common reasons for not considering dropping out are:
1. Degree is important
2. Enjoy the learning environment

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

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

The most common answers and themes amongst the answers:

Provide more online events

Provide more mental health support

Arrange meetings for new students who feel lonely

Set up meetings with tutors for extra support

Offer trained therapists we can talk to about mental health

Set up forums online for chats and for people to interact

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

Socially-distanced events

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

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

The most common answers and themes amongst the answers:	
Ill-informed *(38% of responses fell in this category)*	- The largest number of respondents (104) stated that they either did not know the complaint procedures, who to contact or their rights - e.g.: "nobody has ever told me what students are entitled to" and "I don't know how to officially complain"
Unresponsive university *(9% of responses fell in this category)*	- People in this theme noted that they felt disenfranchised and that the system did/would not properly address their concerns. - Many cited that the university didn't care for their unhappiness → e.g.: "no one acts on our complaints"
Informed and aware *(33% of responses fell in this category)*	- People in this theme noted that they had the necessary knowledge and resources to voice a complaint. - Some cited the university and KCLSU website for their detailed information, whilst others cited points of contact such as personal tutors and representatives.
Rights known *(6% of responses fell in this category)*	- People in this theme said they were aware of their rights as students. However, did not specify if they knew how to complain or if they see a need for complaint.
Lack of interest *(9% of responses fell in this category)*	- People in this theme noted that they had no interest in figuring out the procedures for complaint because they feel satisfied right now.
Other *(5% of responses fell in this category)*	- "The staff and Union are very open to feedback" - "Taking 8 months to receive a response from industrial complaints about whether I'll be reimbursed the money lost due to strikes."

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

The most common answers and themes amongst the answers:	
Events *(12% of responses)*	- More events and extracurricular activities for socialising. However, the group differs on their preference for in-person events or online. - E.g.: "I would ask for more in-person events and teaching" and " need to host more virtual events to make people feel like they belong"
No *(36% of responses)*	- The largest number of responses fell under this category, with people either answering "no" or "n/a" - E.g.: "No, keep up the good work!"
Praise *(6% of responses)*	- General statements of encouragement and praise for the current efforts done by the university and student's union. - E.g.: "Thank you for all of your hard work and keep it up. You guys are definitely heading in the right direction."
Support *(11% of responses)*	- Recommendations in this theme cantered around the need for better individual support for students, specifically around mental health, academics, and listening to student concerns. - E.g.: "try and give more social/emotional support as everyone is feeling lonely and there have even been suicides" and "Definitely find a way to reach out to those struggling, check with students as it is so easy for them to suffer during these times"
Communication *(38% of responses)*	- Need for better communications from the university on expectations for the future surrounding Covid-19 restrictions and more generally more transparency with plans from the university - E.g.: "I would say to communicate more and create collaborative discussion forums"
Student fees *(4% of responses)*	- discontent with tuitions fees remaining the same when all their classes have gone online. - E.g.: "It is really unfair to charge students this much just to online stream lectures. It feels like university is just taking advantage of students because they have no other choice but to pay.
Other *(22% of responses)*	- "Provide more on campus study spaces where social distancing is possible so that we don't always have to work from home" · "Actually act on our Feedback and listen to us. We're not all undergrad students!"

Conclusion- Quantitative Aspect

Overview

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

Demographics

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

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

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

Question about knowing your rights as a student

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

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Conclusion- Qualitative Aspect

There was a combination of positive and negative comments from students for each of the qualitative questions asked. → Overall, there were a few recurring themes throughout the questions: → **1. Fees**: unhappiness with having to pay full fees for online learning and limited access to resources. → **2. Mental health**: not enough mental health support and increased feelings of isolation, stress and anxiety.

3. Administration: lack of communication; unresponsive administration and many students reported problems with timetabling. → **4. Time management and workload**: very high workload and having a tough time creating a healthy work-life balance → Some students were also very happy with the work done by university to adapt to virtual teaching, and some reported being able to organise their lives better due to higher flexibility. → When asked about knowing their rights:

9% of responses said the university did not address or care about their concerns → 38% of respondents stated feeling uninformed on their rights and the complaint procedure → At the same time, 33% of respondents said they are aware of how to complain and that KCLSU website provides enough resources.

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Recommendations

Other suggestions for the Union or university:

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

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Academic Board

Meeting date	9 December 2020
Paper reference	AB-20-12-09-11.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Acting Dean's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

This paper provides an update on areas within the remit of the Dean's Office, particularly in relation to:
1) updates to the progress of this year's AKC Programme; and
2) events within the Chaplaincy, including the Chapel Choir.

This paper has been produced by the Dean's Office. Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all members are asked to send comments to the Dean and the College Chaplain in regard to the ongoing community and network building across the College in the current COVID-19 situation.

Report from the Acting Dean

1. AKC

a) Enrolment has now closed for this year, and after withdrawals for changes of mind have been taken into account, there are currently 3,886 people signed-up for this year's course. This is an increase of about 38% on this time last year, and the AKC staff put this down to a combination of factors: a vast amount of effort across King's was put into Welcome and Induction in the new landscape at the start of this academic year; this term's lecture series on *The Life of the Mind: What is Mental Health?* couldn't be more topical; and the move to online delivery for all students.

b) The total number includes 93 alumni, which is considerably more than we have had before – in recent years, we have generally had a total of around 60, but as things stand there are 20 in their third year of the course, 23 in their second year, and 50 starting this year.

c) It's a bit early to say what the picture looks like in terms of online assessment, although the figures for those attempting the first four quizzes this term ranges from 60% to 75% of registered candidates, and there will also be a catch-up week at the end of the term. To pass each term's module, candidates have to complete four of the nine quizzes, while those who complete at least eight of the nine will receive a Dean's Commendation to recognise their commitment to the course. There is also the option of submitting an essay on one of a series of questions related to each term's lectures, for consideration for one of the AKC prizes – lecture questions are released at the end of each term.

d) Although there has been work involved in converting the AKC to run entirely online this academic year, since there has been a distance learning programme as part of the course for the last eight years, and since our mode of assessment has been moved away from an exam format in the past couple of years, we have been in a strong position to move to an entirely online delivery. As a result, everything is running smoothly so far from our perspective, which is good news.

e) By way of broadening the options for engagement with the AKC, we are currently developing a series of 'AKC Conversations' which will be publicly available on our website at www.kcl.ac.uk/akc (the first two, connected with this term's series on *The Life of the Mind*, should be live by the end of November). These take the form of interviews with different lecturers, and the aim is to have three or four per lecture series. At the minute, the interviews are being done by the AKC Programme Director, Dr Clare Carlisle, but we have plans to involve current AKC students as well.

2. Chaplaincy

a) As with so much of the College's life this term, we have had a busy online programme of activities, which has included some things which are new for us, as we have explored ways of making the best of the ongoing situation. These have included coffee mornings for people to drop in and chat, bring-your-own international lunches (since we can't meet together to share food), and varied times of prayer in different traditions. We owe a huge amount of thanks in a lot of this to Doris Barrera, our Chaplaincy Assistant, who joined us in September 2019 expecting to stay until July 2020, but given the circumstances we are delighted that she was able to extend her time with us until December. We have two new Chaplaincy Assistants starting in January, and while they will pick up some of the pattern started by Doris, they will also have their own input to Chaplaincy activities.

b) Amongst the new ventures, we have developed a monthly meeting for Scriptural Reasoning – which is a way of using texts from different religious traditions to explore shared themes (and points of difference), and to grow in understanding of each others' faith and practices. The topics so far have been 'hospitality', 'hope', and 'farming', and there are more scheduled for January and February (for dates and details, and recordings of some past sessions, see https://www.kcl.ac.uk/aboutkings/principal/dean/chaplaincy/a-multi-faith-chaplaincy). There isn't a Scriptural Reasoning session as such in December, but right after this Academic Board meeting (so at

4pm on Wednesday 9 December) there is the chance to join Christian, Jewish and Muslim Chaplains (on Teams) to discuss the meaning and significance of 'light' in those traditions. The link for that is also on the webpage, and all are welcome.

c) By the end of October we were able to have Muslim Prayer Rooms on the Denmark Hill, Guy's, Strand, and Waterloo campuses open for private prayer, and they and the Chapels at the Strand and Guy's have remained open in that capacity during the second lockdown. We continue to be grateful to colleagues in Estates & Facilities, particularly in Security and Cleaning, for the work they do which has allowed us to keep doing at least part of what we do.

d) Thanks to a lot of hard work by colleagues in Audio-Visual Services, we have been regularly streaming the Tuesday evening service of Choral Evensong from the Chapel, which has been good both for Chapel Choir members to keep their voices active, and for those who enjoy the chance to 'join' us for this service. The government regulations for the second lockdown have allowed for worship to be streamed provided that the only people in the Chapel are those directly involved (so no congregations), which meant that fortunately we have been able to carry on, which has been helpful.

e) We were therefore able to stream a special service for All Souls on Tuesday 10 November, and the Remembrance Ceremony from the Guy's Chapel (instead of at the Memorial Arch) on Wednesday 11 November – there were between 40 and 50 people watching the All Souls service live, and since then it's been watched by around 500 people (on the Choir's YouTube channel: https://www.youtube.com/channel/UCTvlxfrR2yaX_3YLpo65v2g). We have had some very kind and appreciative comments in response to both of these events (particularly highlighting the healing power of music, in relation to the All Souls service), and we are very glad to have been able to do this at this time.

f) Given the timing of this Academic Board meeting, and the deadline for papers, at the time of writing our Advent and Christmas services haven't happened but by the time of the meeting they will have passed! As you might expect, the Advent Carol Service will be very different this year: instead of three services we're having just one, but it will include the usual mix of readings, Choral pieces, and candle-lighting. That's on Tuesday 1 December at 5.30pm, via the Choir's YouTube channel as above. Then a week later (5.30pm on Tuesday 8 December) the Choir will sing Benjamin Britten's *A Ceremony of Carols* in the context of a short service – again via YouTube. Of course, if you miss either or both live, you can always watch them later at your leisure … !

g) This has also been a time to develop our links and engagement with other groups within the College, and I am very glad to say that the Chaplaincy was part of the Trans Day of Remembrance Vigil via Teams on Friday 20 November, which was organised jointly with the KCLSU LGBT+ Network. A member of the Chapel Choir and I joined in from the Strand Chapel, where we lit candles and – with others in different locations – read out the all-too-long list of names of those who have been killed worldwide in the last year because they were transgender.

And finally - you will probably have spotted that I said last time that the meeting in October would be my last as Acting Dean. This was correct, as Ellen Clark-King will be at the December meeting, but we agreed that it would make more sense for me to provide the report again this time, as she won't have formally taken up her role as Dean by the time that papers are required. So thank you again for your support and encouragement, and I am sure that I will continue to engage with members of the Board in various capacities in the future. And to finish (definitely, this time!) there is a South African saying which I have found valuable this year: "Go well, and stay well".

Tim Ditchfield
College Chaplain & Acting Dean
23 November 2020

Academic Board	
Meeting date	9 December 2020
Paper reference	AB-20-12-09-11.2
Status	Final
Access	Restricted to Academic Board members only
FOI release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 (personal interests)

Election of Associates of King's College

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: That the Academic Board approves the election as Associates of King's College those students and staff listed.

Executive summary

The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.

The AKC is the original award of the College and was first used in 1833. The course is unique to King's College London and is the only course open to students from every department. King's has had a lively and intelligent religious tradition from its foundation. The AKC reflects this with a series of open, academic lectures. It provides an opportunity to think about fundamental questions of theology, philosophy and ethics in a contemporary context. The Royal Charter states 'the objectives of the College shall be to advance education and promote research for the public benefit. In so doing the College shall have regard both to its Anglican tradition as well as of its members' backgrounds and beliefs, in its education and research mission'. The AKC is the primary way of fulfilling this and the Mission Statement of the College also states that 'All students will be encouraged to follow the AKC'.

Once students have completed the course, and graduated from King's, they are eligible to apply for election by the College Council as an Associate of the College. Once elected, they can use the letters AKC after their name. The AKC is also open to staff.

These pages have been redacted