

King's College Council	
Meeting date	26 May 2021
Paper reference	KCC-21-05-26-02
Status	Final
Access	Public/Members and senior executives
FOI exemption	Redacted sections - s.43, commercial interests

Meeting of the King's College Council to be held on **26 May 2021** at 17:00 on Microsoft Teams.

Agenda

INTRODUCTORY ITEMS

1	Welcome, apologies and notices		Chair
2	Approval of agenda	<i>KCC-21-05-26-02</i>	Chair
3	Unanimous Consent Agenda , including: 3.2 Minutes of the Previous Meeting; and 3.3 Actions Log	<i>KCC-21-05-26-03.1</i> <i>KCC-21-05-26-03.2</i> <i>KCC-21-05-26-03.3</i>	Chair
4	Matters arising from the Minutes	<i>Verbal</i>	Chair
5	Report of the Chair		Chair
6	Report of the President & Principal 6.1 Summary Report on Key Issues (to note) 6.2 Pensions Update (to note)	<i>KCC-21-05-26-06.1</i> <i>Verbal Update</i>	Interim Principal
7	Workshop – King's Health Partners	<i>KCC-21-05-26-07</i>	Sir Hugh Taylor SVP (Health)
8	Reports of Committees		
	8.1 Report of the Academic Board (i) Formation of <i>King's Education</i> (to approve) <i>See the Consent Agenda for remaining items</i>	<i>KCC-21-05-26-08.1</i>	Chair AB
	8.2 [REDACTED]		
9	Report of the KCLSU Report of KCLSU President (to discuss)	<i>KCC-21-05-26-09</i>	KCLSU President
10	Any other business		

Irene Birrell
College Secretary
May 2021

King's College Council	
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Unanimous Consent Agenda

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

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

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

Item	Title	Paper	Action
3.2	Minutes of 31 March 2021	KCC-21-05-26-03.2	Approve
3.3	Actions Log	KCC-21-05-26-03.3	Note
8.1	Report of the Academic Board	KCC-21-05-26-08.1	All to note
	(i) SUSTech Project Update		
	(ii) Climate Change and Academic Implications of Sustainability		
	(iii) Principal's report – key current matters		
	(v) KCLSU report		
	(vi) Quinquennial Review		
	(vii) Report of the Academic Board Operations Committee		
	(viii) Other items noted		
8.2	[REDACTED]	KCC-21-05-26-08.2	All to note

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

King's College Council

Meeting date 26 May 2021

Paper reference KCC-21-05-26-03.2

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Actions Log

Action required

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

Executive summary

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

Actions Log

Meeting	Minute	Topic	Decision for Action	Notes	Owner	Original deadline	Progress
<i>March 2021 Council Meeting</i>							
31/03/21	4	Strategic Planning & Priorities	Council members to receive a briefing on the various ranking systems	Briefing held on 6 May	College Secretary		Complete
31/03/21	4	Strategic Planning & Priorities	Series of Council breakfast briefings to be scheduled including for the following topics: climate change and planetary health, climate justice, emerging and disruptive technologies, data science, mental health and economic inequality.	In progress	College Secretary	By July meeting	In progress
31/03/21	6.2	Balanced scorecard update	Chair of ARCC and Interim Principal to decide if the Council's version of the Principal's report should also include an annex on risk and risk management (as the Audit, Risk & Compliance Committee did)	In progress	Chair, ARCC & Interim Principal	May meeting	In progress
31/03/21	8.1	KCLSU President report	KCLSU termly Town Hall dates to be forwarded to Council Members for information	Dates to be finalised in July with the new KCLSU sabbatical officers	KCLSU President		In progress
31/03/21	7.1 (ii)	Debt-raising	A more detailed paper including repayment options would be considered by the Finance Committee and reported back to Council.		VP Finance/Chair FC		In progress

31/03/21	7.1 (iii)	Financial Outlook and Risks	The Finance Committee to receive a report on the Research Deficit Plan, which it would then report to Council		VP Finance/Chair FC		In progress
31/03/21	7.2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
November 2020 Council Meeting							
21/01/21	6.5	Modern Slavery Act Transparency Statement 2019-2020	The Vice President (Education) volunteered to investigate what could be done to strengthen the statement and would review what the suppliers/consortia do in terms of training and due diligence. It was noted that Council's Audit, Risk and Compliance Committee reviewed a report on procurement on an annual basis and would seek this assurance as part of that discussion.	TBC For ARCC when it views the annual procurement report	VP (Education)		In progress
21/01/21	7.3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]

<i>July 2020 Council Meeting</i>							
15.07.20	6.1	Principal's report	NSS – Noted that there would be a further fundraising report on NSS areas	Updated NSS report (and an updated Fundraising report on NSS areas)	Fundraising	2021	In progress
<i>January 2020 Council Meeting</i>							
30.01.20	06.1	Champion Hill	Detailed investigation to be overseen by the Chairs of ARCC and ESC	ARCC and ESC Chairs to monitor the investigative process	College Secretary	Ongoing	In progress
30.01.20	06.3	OfS – Access & Participation	Briefing on the nature of the requirements for reporting purposes to be scheduled for Council members	Schedule a briefing	College Secretary	January 2021	In progress – OfS is amending its timelines and requirements
<i>September 2019 Council Meeting</i>							
25.09.19	5.2	Update on College Statutes	Proposed Statute amendment as approved by Council to be submitted to the Privy Council for final approval	Waiting for approval from the DfE	College Secretary	Ongoing	In progress – waiting for DfE approval to move forward – update in GNC report
25.09.19							

Xan Kite
 Director of Governance
 May 2021

King's College Council

Meeting date 19 May 2021

Paper reference KCC-21-05-19-06.1

Status Final

Access Public/Members and senior executives

FOI exemptions Redacted Sections - s.43, Commercial Interests

Interim President & Principal's Report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Report of the Interim President & Principal

Coronavirus update

The university continues to manage the risks and impact of coronavirus.

- Ongoing focus on support for our students and staff during the latest national lockdown.
- Following the Government's announcement regarding step 3 on the roadmap, all on-campus teaching resumed from 17 May. Given that most teaching takes place before Easter followed by a period of assessment, this will not lead to a significant change in our approach this academic year. All buildings will be open from 17 May. We have told staff that they can, where appropriate, continue to work from home until 1 September.
- We have launched [King's Edge](#), a new programme of extracurricular initiatives and events available to all students including internships and volunteering opportunities, language courses and community organising to support their mental health and wellbeing and provide social interaction opportunities.
- Through UUK and Russell Group interventions, we are working through issues to do with red-country quarantine, post-study work visas for students who haven't made it to the UK in person this academic year, vaccination policies etc.
- Testing
 - We have performed over 12,000 tests since January 2021 with a positive rate of 0.35%
 - We recently learnt that the Department of Health and Social Care contract with King's to support the national testing effort is being cancelled as they have excess capacity. The overhead from this contract is paying for the KCL PCR test so a review is now underway to consider our approach going forward based on accuracy, ease and speed.
 - Staff and students coming on to campus are expected to take a test twice a week.
- 2021-22
 - Academic strategy for 2021-22 will continue with a blended approach, undertaking as much on-campus activity as can be provided within Government guidelines.
 - The safety measures are being reviewed in tandem with the education approach to ensure ongoing safety of staff and students.

Government HE Update

- Overseas Development Aid (ODA) funding cuts have been announced but have not had as great an impact on King's as expected given the protection afforded to international work impacting on patient groups.
- The Turing Scheme, which replaces the Erasmus funding following the UK's exit from Europe, bidding process has ended and we have submitted a strong case for over £1.2m funding.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Finance and Pensions

Despite the increase in student numbers and tuition fees, King's continues to anticipate a potential deficit at the end of this financial year due to increased COVID-19 costs and losses from Residences and Trading Income. We have also made provision for continued volatility. Following the outcome of USS's 2020 Pension Fund valuation a consultation period to decide how to deal with the proposed increases in the contribution rate is now underway. We are holding town halls and providing information for all our staff concerning the implications of the contribution rate rise.

The key update is on the proposed pricing of a new UUK 'option 4' by USS. Option 4 reduces the cap on Defined Benefit from 60k to 40k and introduces other significant benefit reforms. With the head of KCL's University and College Union (UCU), we met with USS Chief Executive, Bill Galvin, who indicated USS's potential ability to price the UUK proposal at 34.7%. This means that the gap between the price and what employers currently believe is at the limits of affordability (30.7%) is only 4%. To meet this price and reassure the Pensions Regulator, employers have to put forward a strong covenant, including a moratorium on leaving the scheme of up to 20 years and securing overall sector debt of between 10-15%; there are also required provisions for debt monitoring impact on us, particularly in terms of the surpluses we will be required to demonstrate on an annual basis. We have opened a College-wide consultation for USS members on our response to the UUK survey which asks us to determine the limits of affordability, our approach to covenant restrictions, etc. This will inform our end of May response. This will be a public document and Council members will be fully involved in this final response.

Annex - King's College London's and King's Health Partners Healthcare Contributions during COVID-19

Evelyn Welch
Interim President & Principal
May 2021

King's College London's and King's Health Partners Healthcare Contributions during COVID-19

We support healthcare research and education through [King's Health Partners](#) (KHP) whose Executive Director is Professor Richard Trembath, Provost (Health) at King's College London.

KHP combines three NHS Foundation Trusts: Guy's and St Thomas' (GSTT, also now incorporating Royal Brompton and Harefield), King's College Hospital (KCH) and South London and Maudsley (SLaM) with King's College London (KCL), a world-leading university for health research and education. Its services are provided across central and outer London locations, including seven mental health and physical healthcare hospitals and many community sites. The partnership has nearly 4.2 million patient contacts each year, more than 46,000 staff, nearly 31,000 students and a combined annual turnover of more than £4.2 billion.

During the Covid-19 pandemic, KCL held early graduations for medical and nursing students to ensure they were able to join the wards and support patients as soon as possible in the Spring of 2020. Our current students from across all the Health Faculties are supporting the vaccination programmes which are taking place on our Guys' campus in Southwark. Our partner hospitals, particularly St Thomas's Hospital where the Prime Minister was treated were major sites for Covid-19 treatment as well as intensive research and clinical trials.

We have [supported the effort](#) in many other ways as well. KCL staff serve on major government advisory groups such as SAGE, the House of Lords Science and Technology Committee, NERVTAG, and including chairing the SPI-B sub-committee, and King's Covid-19 research contributions include:

- The Zoe App (Covid Symptom Study) has over 4.6 million users and its success in logging symptoms has expanded the range of symptoms officially used to diagnose Covid-19. The app generated over 40 scientific discoveries and is now supporting research into long Covid.
- Six new projects worth a total of £2m were given UK Research and Innovation funding support to look at the impact of the Covid-19 pandemic on mental health, including two KCL projects on the psychosocial impact on NHS staff and on intersections with ethnicity, gender, poverty and mental health in adolescence during the pandemic.
- The REACH study examined the impact of Covid-19 on young people's mental health and has shown greater challenges for ethnic minorities and lower socio-economic backgrounds.
- We created the national (UK Research and Innovation funded) NHS CHECK study to understand the short-medium and longer-term psycho-social impact of the pandemic. This is in addition to the separate KCL CHECK study which is looking at the effects of the pandemic on mental health, wellbeing and life and work, in an urban environment.
- Additionally, we launched the Covid-19 Survey on Misperceptions, Expectations, Attitudes and Behaviour to understand how public perceptions could affect their actions, trust or confidence in government actions.
- King's Policy Institute undertook research into the most effective ways of ensuring that the public adhered to health advice, advising on ways to position messages from trusted sources.
- With our partners, the Francis Crick Institute, we have built a [high through-put platform](#), looking at patients' blood over time to see how the immune system responds over time to the virus and what this indicates in terms of treatment. With the Crick, we are also part of the National Virology Consortium which is studying new variants.

Across King's Health Partners, there was a collective and immediate response to support local and national efforts against the pandemic, including:

- Redeployment of over 200 clinical academics, management and non-clinical research and development staff from across King's Health Partners during the early spring 2020, alongside all academic trainees being deployed into clinical services.
- Involvement in significant trials including the repurposing of drugs, convalescent plasma and several vaccine trials, with notable findings on the childhood immune syndrome response to Covid-19, the Covid-19 immune signature showing poor prognosis associations, and more severe symptoms for Covid-19 among Black and South Asian patients.
- We obtained a £1.2m Fundraising grant for Immunological sciences. We also launched two major programmes on rapid production of cost-effective ventilator technology (now being directed to global health effort).
- We are supporting virtual visiting for patients in intensive care units across the UK through the Life Lines project. To date, the project has successfully delivered more than 1,350 devices to 180 NHS hospitals, resulting in over 100,00 virtual visits.
- We have held several series of online events to share knowledge, research and solutions, including the globally popular 'Meet the Expert' series, primary care webinars and Clinical Academic Group Innovation Workshops.

King's College Council	
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FOI exemptions	None

King's Health Partners Presentation

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

Professor Richard Trembath, Executive Director, King's Health Partners and Sir Hugh Taylor, interim Chair, King's Health Partners, are updating the Council on recent progress across King's Health Partners. The Council will be asked to note and offer comment on updates about King's Health Partners five year plan – [Delivering better health for all through high impact innovation](#) – and its implementation, which has progressed across its four themes against the backdrop of robust support for the Covid-19 response. The Covid-19 response and achievement across the partnership has been highly impactful and the Council will be provided with an overview of delivery across research, patient care and staff support and wellbeing.

The presentation will also provide the Council with key updates on King's Health Partners joint work with Southwark and Lambeth Local Authorities to launch SC1, the innovation district. This ambitious new innovation district will be a critical driver of theme one of King's Health Partners five-year plan; novel technologies, therapeutics and diagnostics. Nurturing partnerships across south London and accessing the networks King's Health Partners and the local authorities have developed relationships in, SC1 will work with innovation collaborators to harness everything south London has to offer to generate a world class health science innovation community.

This unique and important venture has been driven by King's Health Partners whilst it also navigates and considers important healthcare system reforms. The Council will be asked to note and offer comment on a summary of the recent Government White Paper and NHS consultation on integration and innovation and the provider selection regime, particularly in regard to managing risks and harnessing opportunities across King's Health Partners.

The Council will additionally be updated on progress with King's Health Partners governance refresh, which will enable the partnership to continue to deliver its ambitious agenda under strong leadership and robust governance structures.

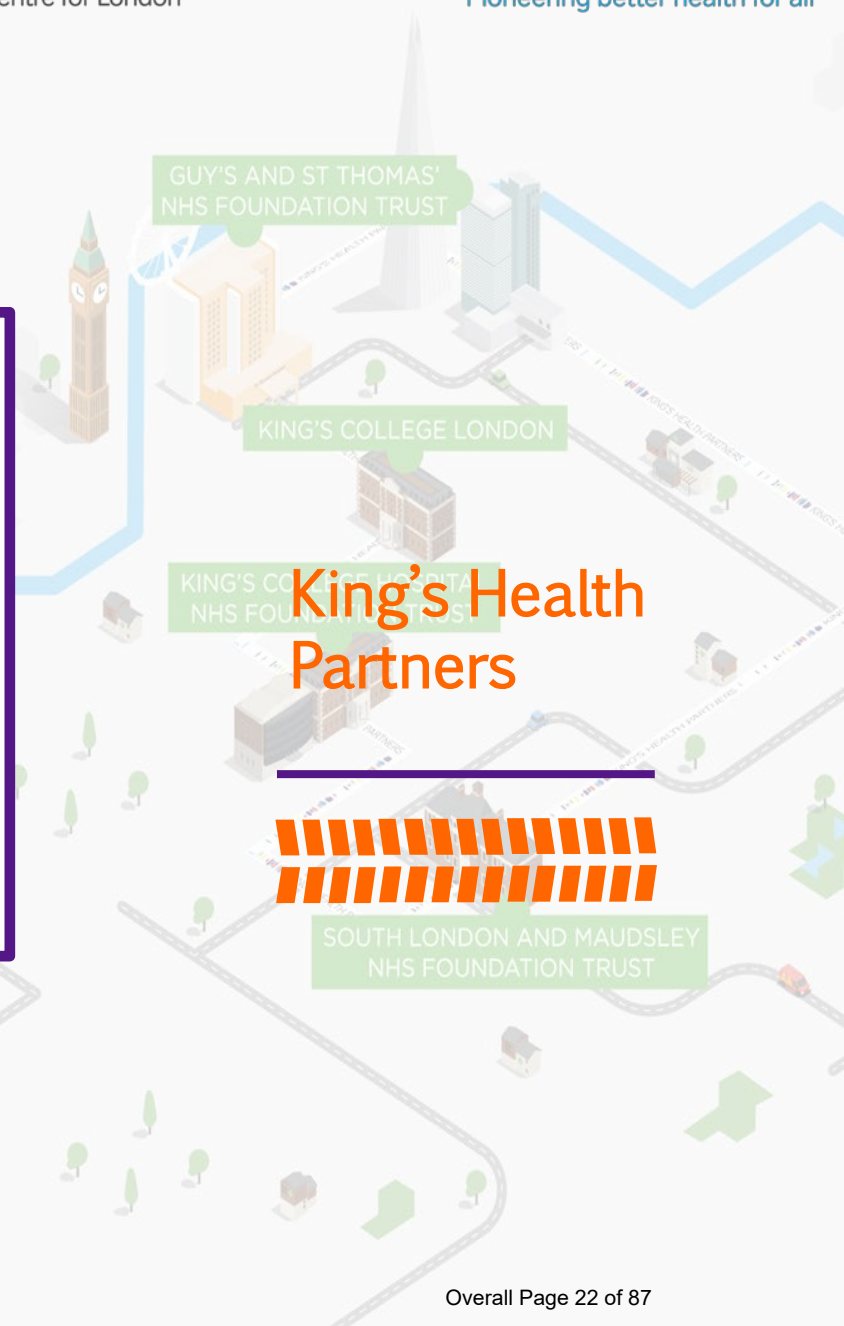
The Council is asked to:

1. Note progress across key areas of focus.
2. Offer comment on updates and plans.

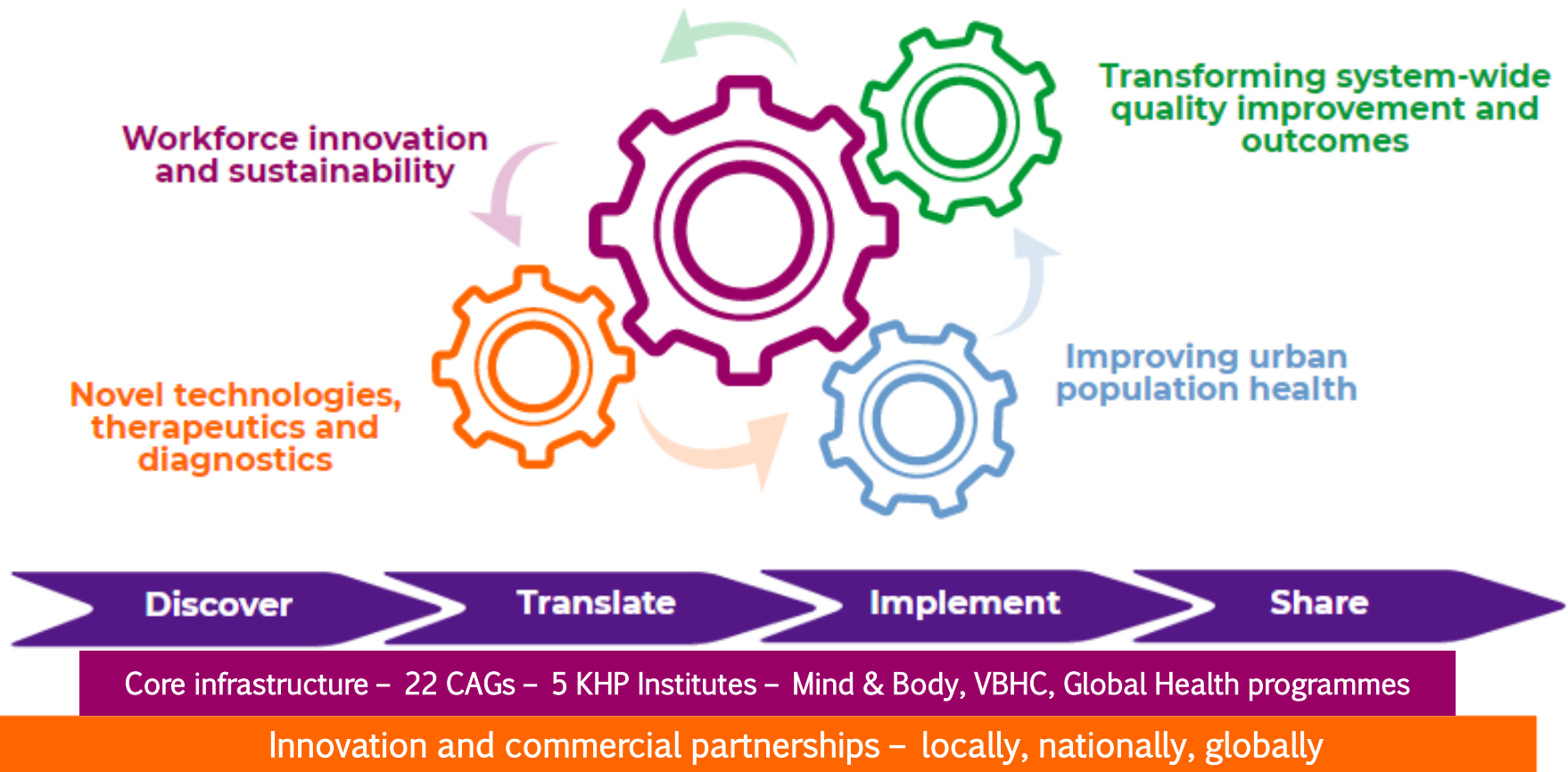
Prof Richard Trembath
 Executive Director, King's Health Partners
 18.05.2021

Annex 1 – King's Health Partners presentation for King's College London Council (slides)

King's Health Partners for KCL Council



Our five-year plan

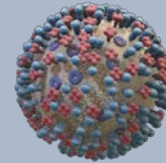


Implementation and Covid-19

Research contributions – Theme 1

- The **Zoe app** through symptom logging of over 4.6 million users has generated over 40 scientific discoveries and expanded symptom list.
- KHP discoveries include the COVID-19 related illness in **children** affecting the immune system; the association with **smoking** and increased risk of hospitalisation, and vital findings by Prof Ajay Shah showing Black and South Asian patients are more severely affected by COVID-19 at different stages of the disease.
- £2.3m UKRI/NIHR funding awarded to **COVID-19 Clinical Neuroscience Study** to investigate 800 UK COVID-19 patients with neurological or neuropsychiatric complications.
- £2.5m award from UKRI to create the “G2P-UK” **National Virology Consortium**.
- £2m UKRI funding for six projects on **mental health impacts**. Other studies include REACH, NHS Check and Misperceptions, Expectations Attitudes and Behaviour Survey.
- Obtained a £1.2m Fundraising grant for **Immunological sciences**.
- **Mass testing award** worth over £150m in grants awarded prior to UK Govt closing programme.

COVID-19 Response



Achievements in patient care – Themes 2 and 3

- Supporting virtual visiting for patients in intensive care units across the UK through the **Life Lines** project. To date, the project has successfully delivered more than 1,350 devices to 180 NHS hospitals, resulting in over 100,000 virtual visits.
- Involvement in **significant trials** including the repurposing of drugs, convalescent plasma and several vaccine trials
- Running ‘**Meet the Expert**’ online series with the European University Hospital Alliance, uniting global experts to share

learning from COVID-19 to improve care. Global speakers included Prof Fabio Ciceri from Italy, Dr Jim Wilson from Upenn, USA Dr Ignacio Ferriera-Gonzales from Spain.

Staff, Education and training – Theme 4

- **Redeployment** of over 200 staff from across KHP during early spring 2020, alongside all academic trainees.
- The Education Academy has adapted its offers to promote new **education and training** resources on Covid.
- KHP has been running a series of **primary care webinars** to share learning from research and testing with colleagues across the local health care system.
- Popular staff health and **wellbeing resources** shared.

White paper and system reform

1 DHSC White Paper 'Integration and Innovation: working together to improve health and social care for all' highlights:

- **NHS and I to formally merge**
- **ICSs to merge with CCGs and commission**
- New ICSs to comprise (i) a statutory NHS ICS body and (ii) an ICS Health and Care Partnership, working closely with Health and Wellbeing Boards
- ICS funding to be determined through a **population-based allocation model**.
- More flexible tariffs
- Requirements for **competitive tendering** to be removed
- A mandatory reciprocal '**duty to collaborate**' to be introduced across NHS organisations and local authorities
- The SoS and ministers to have greater NHS oversight and **powers of intervention**
- **Removing Local Education Training Boards**
- Introducing a Medicines and Healthcare products Regulatory Agency.

2

Key opportunities & risks for KHP

- Big emphasis on **population health** issues and collecting and sharing more data in White paper – KHP can offer value on population health **data management**, joined up big data and ICS digital capability. This also presents as a risk if universities and research are not connected in reforms.
- No mention of **research** or AHSCs within innovation ecosystem and potential partnership of trusts and universities in health system is overlooked, but opportunity to link with our work with Accelerated Access Collaborative. KHP can also support engagement between primary care and hospital care.
- Balance of power from Trusts and ICS – key KHP connections can support our partnership agenda.

3

Way forward

- While detail of the reforms is still being worked through, KHP anchoring itself firmly **in partnership with SEL ICS** through its new joint programme on population health.
- We are working across the eight AHSCs (England), the DHSC and NHSE & I to **mobilise joint working** and engagement.

Innovation through SC1

Founded by King's Health Partners, Lambeth and Southwark Local Authorities (LAs). A partnership nurturing new collaborations to develop a world class health science innovation community.

Innovation
collaborators

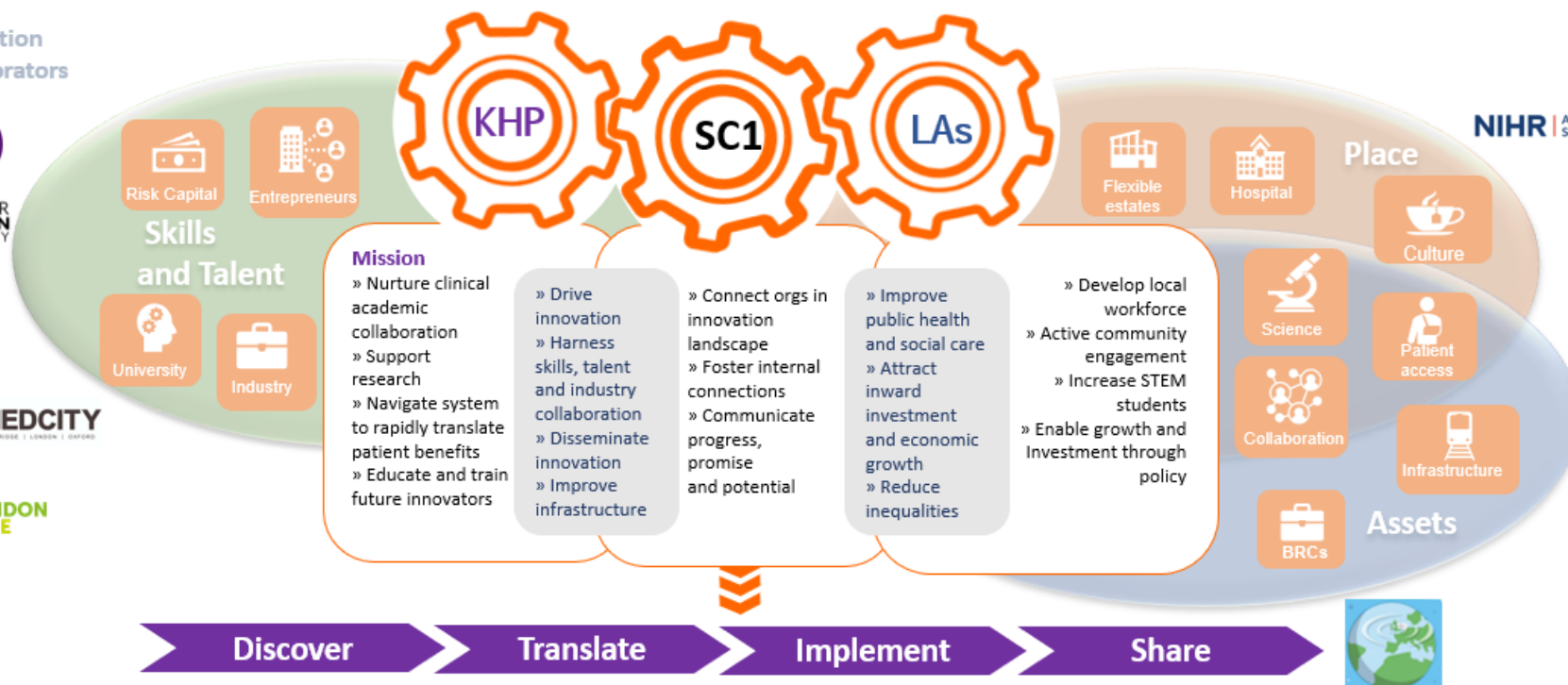
Innovation
collaborators

NIHR | Applied Research Collaboration
South London

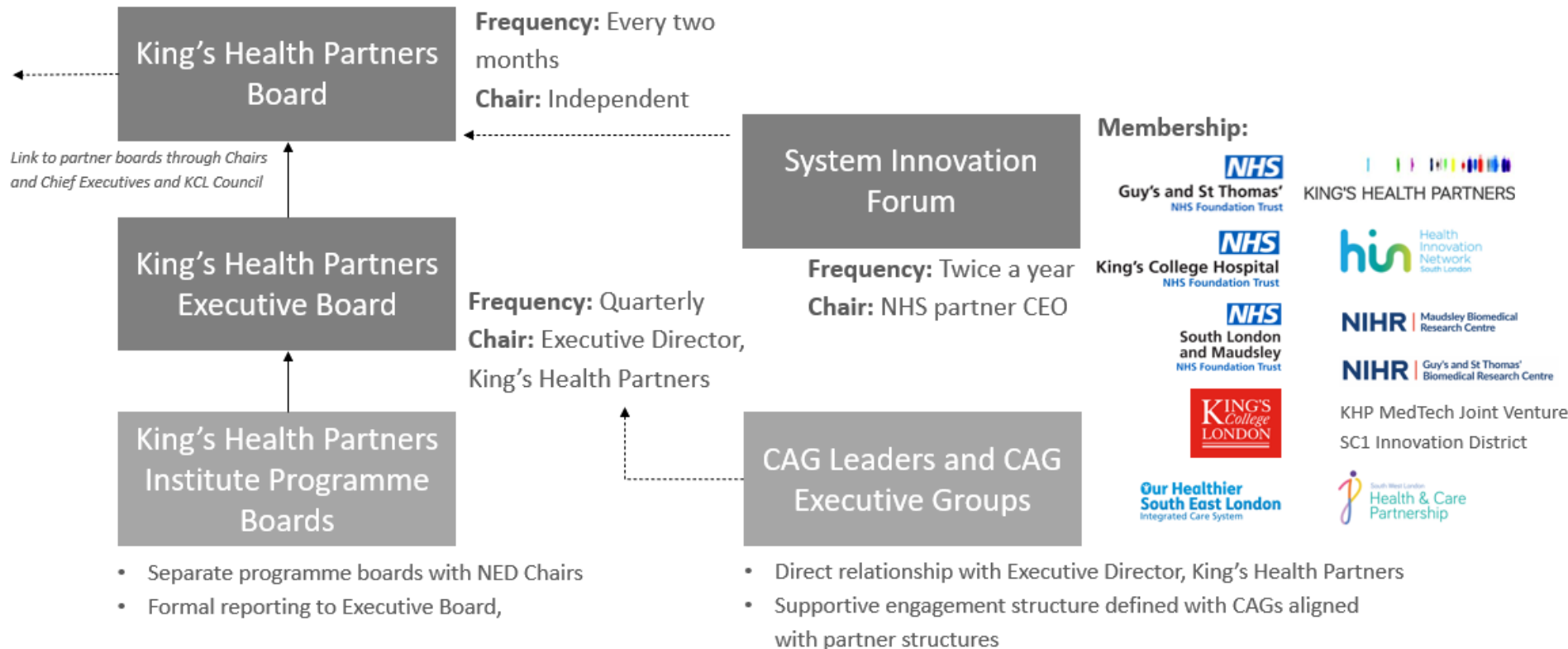
hin | Health
Innovation
Network
South London

LONDON
& PARTNERS

SBEG

SPiRAL
AN INNOVATION IN HEALTH


Governance structure and reporting



Conclusion

- Following our [successful re-designation as an AHSC](#) in 2020 for a further five years, we have begun socialising and developing implementation strategies for our five year plan - '[Delivering better health for all through high impact innovation](#)'.
- King's Health Partners continues to make outstanding contributions to patient care, research and education to support the fight against COVID-19. Our research community has galvanized to help combat COVID-19. This includes bolstering national efforts to track, understand and develop treatments, vaccines and conducting landmark studies.
- Despite this challenging period of high delivery, KHP has continued to offer impactful leadership across the AHSC system and healthcare landscape, ensuring our expertise has a platform and used in healthcare system reforms.
- Working with our local authorities, we are leading a transformation in south London to create an innovation district that will harness the skills, talent and infrastructure we have to drive innovation.
- Changes to KHP Governance will ensure we have the most robust and effective governance structures to monitor implementation and deliver risk assessment.

Report of the Academic Board

Contents	Meeting at which considered	Consent agenda	Council action
1. Formation of King's Education – Final Proposal Annex 1	28 April 2021	No	Approve
2. SUSTech Project: Update on Progress	28 April 2021	Yes	Note
3. Climate Change and Academic Implications of Sustainability	28 April 2021	Yes	Note
4. Principal's Report – key current matters	28 April 2021	Yes	Note
5. [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
6. KCLSU report	28 April 2021	Yes	Note
7. Quinquennial Review – Department of Geography	28 April 2021	Yes	Note
8. Report of the Academic Board Operations Committee	28 April 2021	Yes	Note
9. Report of the College Education Committee	28 April 2021	Yes	Note
10. Other items noted	28 April 2021	Yes	Note

For Approval

1. Formation of King's Education – Final Proposal (See Annex 1)

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

Academic Board discussed the proposal, one aim of which is to expand and make more rounded what is meant by education at King's. King's Education was a working title: the name is still under discussion and input would be sought from the university community. Further to discussion at the February meeting of the Board on the relationship between modern languages in Arts & Humanities and the Modern Language Centre, members were assured there was now a robust model for moving forward and addressing issues as they arose. Points discussed by Academic Board included:

- The five areas already existed and functioned well. They would retain their own successful identities in market, but *King's Education* would provide a higher level of co-ordination, opportunity and support using the hub and spoke model already used by KPED.
- The increased focus on digital education was a cross-university issue and it would be important to ensure that the university has systems in place agile enough for all needs.

- Each of the areas already had a commercial focus, and this was therefore not a big cultural change for the university. The educational opportunities provided by the five units form part of King's academic provision, and this proposal would foster a closer relationship between these units and the faculties.
- The university and KCLSU will work together to build the student experience of those enrolled in the programmes, particularly executive education. There needs to be focus on the student journey regardless of what that journey is.

For Note

2. Climate Change and Academic Implications of Sustainability

Academic Board had a discussion on the academic implications of climate change and sustainability and the commitment to making climate and sustainability a cross-cutting issue integral to Curriculum 2029. A King's Climate Action Network is being proposed – this would provide a visible, central hub with the aim of bringing together all climate change and sustainability work being done at King's. While King's was doing well in sustainability rankings, there was currently no central tracking or celebration of this work; there would be a curriculum audit to identify what already existed. The sustainability team referenced HE sector responsibility and examples of interdisciplinarity practices being put in place in other universities. The Academic Board indicated strong support for the plans, and points raised in discussion included: a centrally offered module as part of a service-learning offer on social impact; the need for a broad review of the Health Faculties' offering in relation to population health and the impact of climate change on health care; and a higher profile needed for the ability to take courses across the institution regardless of where a degree program sits. The Climate Action Network would be intersectional, with a dedicated team with senior sponsorship, and access to specialist expertise.

3.



4. Report of the College Education Committee

- **PGR Student Involvement in Teaching and Learning Policy**

This item was removed from the Unanimous Consent Agenda for discussion.

It was suggested that the paper provided a perception that there are fewer Graduate Teaching Assistant (GTA) roles and that the statement that GTA roles should be offered to all PhD students raised a query about Postgraduate Research students who were not PhDs. The Vice President and Vice-Principal (Education) stated that there had never been an intention to restrict to PhDs, and that this paragraph had now been edited. Regarding the number of GTAs, it was clarified that arrangements for GTA employment were, as always conditioned by need and faculty budgets.

A member noted a concern that the language of the revised policy could cause potential confusion with respect to the marking framework and had suggested some alternative wording for consideration. The Vice-Principal (Education) replied that there had been no intention to suggest any amendment to the College marking framework and was happy to adopt the member's suggested rewording.

5. Other items noted and approved included:

- (i) Principal's report – key current matters
- (ii) SUSTech Project: Update on Progress
- (iii) IoPPN Revised Academic Configuration
- (iv) Proposed consolidation of the MEng/BEng Biomedical Engineering – FoLSM & NMES
- (v) Report from Council
- (vi) KCLSU report
- (vii) The Deans report (noted) and Election of Associates of King's College (approved)

- (viii) Quinquennial Review – Department of Geography mid-cycle update
- (ix) *Academic Board Operations Committee report:*
 - Academic Board and Committees Terms of Reference Review
 - Academic Board meeting cycle 2021-2022
 - College Service Committee Terms of Reference
 - Annual Agenda Plan
- (x) *(Remaining) College Education Committee reports:*
 - Degree Outcomes Statement (approved)
 - PG External Examiner Overview Report (approved)
 - CEC Composition Amendment (approved)
 - Breakthrough Investment in Education and the Student Experience
 - A Shared Approach to Student Voice
 - Curriculum Innovation Modules
 - Service Learning
 - Late Submission Cap
 - Welcome to King's 2021
 - PSRB Update
 - Online Professional Education
 - SUSTech Request for non-standard module sizes
 - REIEF Update
 - Fair Assessment Policy Working Group Update
 - King's First Year
 - Delivering Cultural Competency
 - E-Assessment and Proctoring
 - Module Evaluation Response Rates
- (xi) *College Research Committee reports:*
 - Internal Centres for Doctoral Training
 - Scholarly Publishing and Negotiations with Publishers
 - College-Wide Impact Review #
- (xii) *College International Committee reports*
 - Cultural Competency
 - Health Faculties Priorities
 - Research Impact
- (xiii) *College Service Committee report*
 - Chair and Director's report
- (xiv) *College London Committee reports*
 - Chair's report
 - Faculty annual London reports
 - King's London Highlights
 - Extracurricular report

College Secretary
May 2021

Formation of *King's Education*

1. Background

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

This group is provisionally called *King's Education* and is the term used in this paper (a placeholder whilst we settle on a final name; see section 4.2). In 2020/21, there are more than 9,000¹ students, taught either fully or partially by these areas, and over 200fte² staff working across them. The core driver in bringing these areas together is to support the delivery of Vision 2029, specifically the Education and International strategies, through widening our definition, understanding and enabling of what education means, and can mean, at King's. A framework structure as a common home to these areas addresses key current challenges around fragmented working, structural barriers to growth and the service aspect which some areas provide for the overall enhancement of the student experience. This group will ensure agility in enabling a wider model of education across a complex organisation such as King's and will support our endeavours to increase the reach and impact of high-quality educational delivery. It will also provide a common platform for realising potential synergies as well as ensuring consistency in educational governance. This will strengthen the visibility and impact of the areas in question. The area will function as a hybrid faculty/directorate as it will both teach students, as areas currently do, as well as enable faculties to widen their educational offerings. This final paper addresses specific areas of scope and how common interests will be managed.

Annexes (available with the Academic Board published meeting papers on the web: <https://www.kcl.ac.uk/aboutkings/governance/committees/acboard/minutes>)

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

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

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

2. Summary of Rationale

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

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

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

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

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

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

3. Forming King's Education

3.1 Strategic Intent, Structure & Governance

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

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

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

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

3.2 King's Education: Name

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

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

3.3 King's Online

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

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

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

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

3.5 KPED & Global Business Development Opportunities

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

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

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

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

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

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

3.7 Working Relationship between Arts & Humanities and The Modern Language Centre

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

Remit & Position

- a. A core output of the MLC is to widen opportunities for all students to learn a language, thereby contributing to the vibrancy around language learning and student experience at King's and our global outlook. This is a service to King's.
- b. The MLC will work for the overall benefit of King's in terms of offering sustainable, flexible, and high-quality language learning opportunities across all aspects of education at King's, both within and beyond degree programmes. The MLC has a role working with the Modern Languages departments in A&H, as well as with other faculties and departments.
- c. The MLC will be positioned centrally as a service to King's as this is the best position to drive its productivity and impact for the overall good of King's in a financially robust and effective way. The financial model underpinning this has been agreed with Finance.

Agreed approach

- a. **Financial Model:** MLC is to be positioned as a central service with KPIs focused on educational enrichment, student satisfaction, student volumes, service and efficiency measures. It will have four activities:
 - i. Commercial activities that will generate a surplus and attract contribution KPIs.
 - ii. Language provision for degrees, core and compulsory modules in faculty programmes.
 - iii. Optional module language provision for students wanting to take a language module (with credit) not as part of their core degree.
 - iv. Language provision (not for credit) for students on a self-selecting optional basis to further our internationalisation agenda/academic enrichment, student experience and the vibrancy of language learning.
- b. **Strategic considerations:** The mission and the focus of the Modern Language departments and MLC are different. They have different specialisms and expertise, fulfilling different roles and delivering different outcomes for students who want to learn a language. The roles and responsibilities going forward have been clarified and will ensure unintended minors/internal competition are not issues (see annex III).
- c. **Operational aspects:** The following operational actions will avoid unintended internal competition and ensure effective working practices.
 - i. A **Steering Committee** will be established to develop further the core principles/ways of working between ML departments and the MLC. This will be established as a priority.
 - ii. An **Operational Working Group**, reporting to the Steering Committee, will be established to implement and embed processes and procedures.
 - iii. We will explore **joint appointments** of language coordinators across MLs/MLC for core and minor provision (from the current establishment list). They will be responsible for ensuring complementarity and accountability.

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

3.8 Estates /Space Considerations

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

4. Next Steps

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

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

5. Conclusion

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

These pages have been redacted

Council	
Meeting date	26 May 2021
Paper reference	KCC-21-05-19-09
Status	Final
Access	Public
FOI exemptions	None

Report of the KCLSU President

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

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

In such a challenging year, KCLSU is committed to understanding the rapidly evolving student perspective on a number of issues. We have been investigating innovative ways to gather feedback, in a digital world where our communication methods must match the needs of our students, an emerging issue which our Digital and Communications Subcommittee is currently exploring.

In line with suggestions from independent Council members, I produced a short one-page document, **Annex 2**, titled 'Student Sentiment' which provides a summary of the current issues which students are facing and have been raising with myself and my fellow officers.

I would like to thank the Council members who attended our final Town Hall meeting of the 2021-22 academic year, centred around assessment and feedback. I will be presenting the full report in a breakfast briefing in the near future, hopefully. The purpose of the Town Hall was to explore the areas for improvement for assessment and feedback at King's but also to recognise areas of best practice. A brief insight into recommendations from the Town Hall is included in **Annex 3**.

Due to interest in our network last Council meeting, I have enclosed a summary of the student networks that KCLSU currently runs and their achievements over the past academic year in **Annex 4**.

The 20-21 Officer Team:

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

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

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

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



Salma Hussain
President



Niall Berry
VP Activities & Development



Vatsav Soni
VP Education (Arts & Sciences)



Aless Gibson
VP Education (Health)



Heena Ramchandani
VP Postgraduate



Tasnia Yasmin
VP Welfare & Community

KCLSU President's Update

Author's Names: Miss Salma Hussain, Mr Niall Berry, Mr Vatsav Soni, Miss Aless Gibson, Miss Heena Ramchandani, Miss Tasnia Yasmin
Date: 12 March 2021

Annex 1 – Officers Report on Objectives

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

Key Areas of Strategic Focus:

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

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

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

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

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

Finances: Money has and always be a difficult topic to approach. Students should feel empowered to be able to understand their own finances, perhaps through peer support mechanisms, but also be able to easily access bursaries that they are entitled to. Tuition fees, particularly for postgraduate international students, are an incredibly high burden which is why there is need for a third instalment to allow students to have flexibility in

paying fees when they are in need. The use of these tuition fees by the university needs to be clarified so students are aware where money from tuition fees is used, this will also allow greater appreciation of the many services that KCL offers, aside from the academic experience. KCLSU also needs to evaluate approach to transparency of activity group funding to make it clearer to students the rationale behind amount of money given to societies.

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

Annex 2: Student Sentiment. This paper provides a high-level summary of the issues that students are currently facing.

Annex 3: Town Hall Summary

Annex 4: KCLSU Student Networks

Officers’ Report on Objectives

Reports

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Summary

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

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

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

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

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

VP Education (Health) – Aless Gibson (AG)

VP Postgraduates – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

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

Diagram 1: Keys

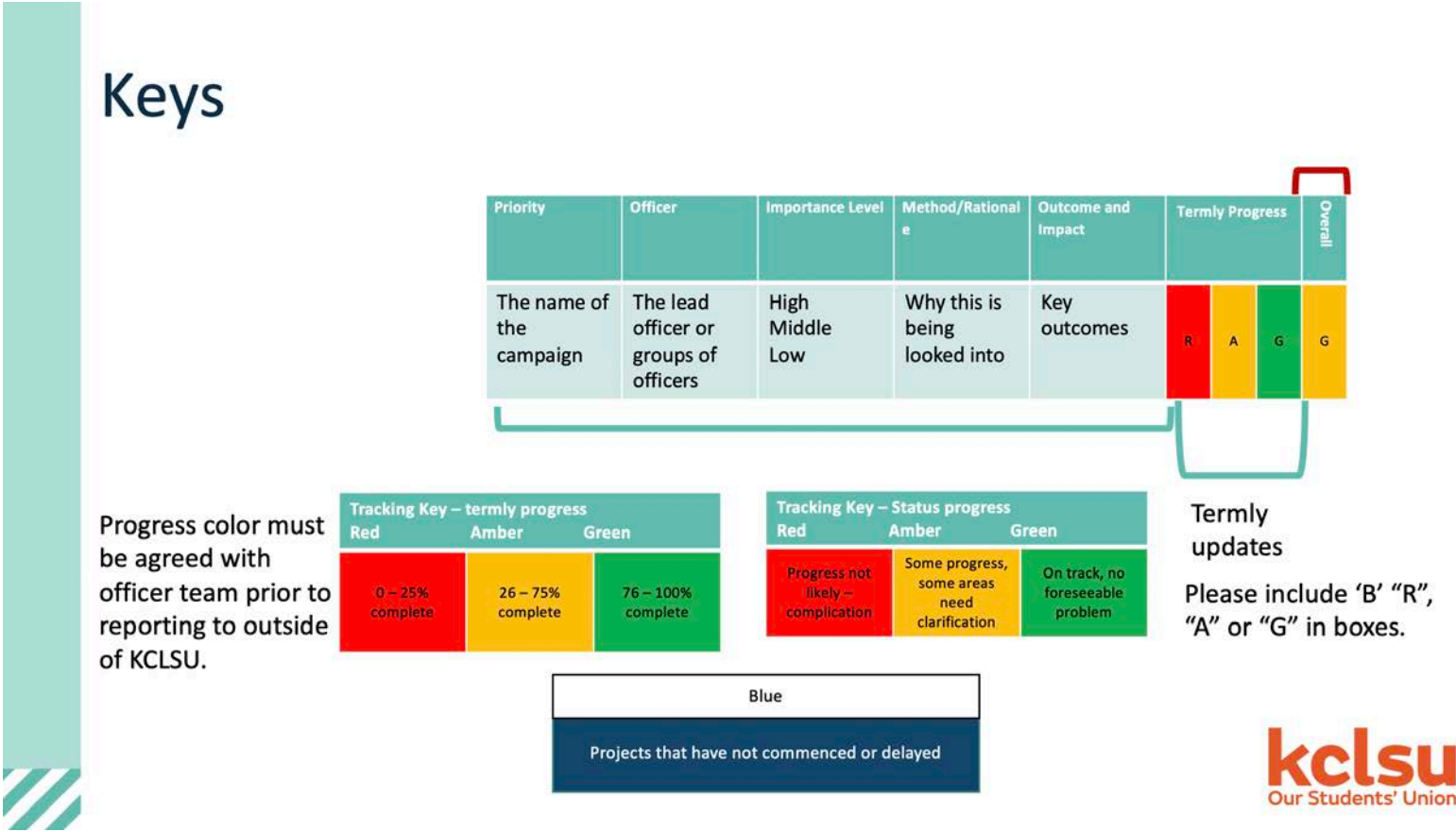


Figure 1: depicts the progress on each of the objective and clarifies the meaning of each colour and column

Section 1: Collective Projects

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

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

Table 1: Collective Officer Projects

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

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

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

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

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

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

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

Table 2: Officer Projects

Priority	Officer	Importance Level	Method/Rationale	Outcome and Impact	T1	T2	T3	Status
Financial Literacy	SHH	High	71% of students worry about making ends meet and 81% have money worries caused by the pandemic, according to the 2020 Student Money Survey, commissioned by "Save the Student". Furthermore, a 2016 conducted by Richardson et al found that, in a national cohort of students, greater financial difficulties is predictive of greater depression, anxiety, alcohol dependence and global decrease in mental health over time. Therefore, lack of financial education can affect all facets of the student,	<p>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</p> <ol style="list-style-type: none"> 1. Improved mental health and wellbeing of students: Data shows that the inability of students to budget leads to a global mental health decrease, therefore providing students with these skills allows an increase in wellbeing. 	A	G	G	G

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

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

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

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

			to work with the wellbeing team and the student wellbeing leads to develop this role and the wellbeing support provided by KCLSU activity groups.					
Assessment and Feedback	VS	High	<p>The College’s existing approach to assessment design and delivery does not promptly communicate to students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability to understand the assessment design. In an ‘Assessment for Learning’ program the latter cannot adequately be justified as a learning outcome.</p> <p>Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions;</p> <p>1. Early access to Past Papers across all modules and where applicable access to past questions</p>	<p>By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can do to improve their academic performance.</p> <p>Specific Outcomes and Impacts;</p> <p>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.</p> <p>2. Access to Past Question’s answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision</p>	A	A	A	A

			<p>answers/answering guidelines.</p> <ol style="list-style-type: none"> 2. Access to legible and precise marking schemes that enable students to understand what constitutes a 1st class mark or what constitutes a 2:1 or 2:2 mark. 3. Provide access to model answers that enable students to apply and understand the marking schemes. This has the added benefit of showing students what a 1st class or a 2:1 or 2:2 answer looks like. 	<p>process. Additionally, students aren't stifled by questions whose answers they do not know.</p> <ol style="list-style-type: none"> 3. Marking Schemes and Model Answers; Students are aware of the general characteristics and dos and don'ts for each marking bracket. Additionally, students are also able to understand how they can best approach different assessment structures. 				
Late Submission Cap	VS	High	<p>The university's existing policy on late submission specifies that assessments submitted after the set deadline results in the student's mark being capped at the pass mark (40% UG, 50% PG). Students have long expressed frustration for this needlessly strict policy. With digital assessments being the standard practice this year it is now more crucial than ever to address these concerns. To this end, I intend on</p>	<p>Increased student satisfaction: by implementing this one policy change the assessment design is made less rigid and more appealing to students. An added benefit of this could be seen in student engagement with assessments. Making the deadline less rigid and stringent for students could also result in fewer MCF submissions however this would require more analysis to confirm the same. Furthermore, from an assessment for learning perspective through this policy change we emphasise to students what</p>	A	G	G	G

			working with the Late Submission Working Group under ASSC to bring about a policy change that is in line with the assessment for learning approach.	the true learning outcome is. That is to say, now students are rightly assessed on their ability to apply the academic content they learn as opposed to their ability to meet deadlines.				
University Governance and Transparency	VS	Medium	<p>The existing governance structure at the university stems from the College Council which subsequently delegates decision making to several committees. Simultaneously decision making is also delegated to individual faculties. In all these different committees, students are usually only represented by their KCLSU Student Officers. More often than not the Student Representatives are outnumbered by their Academic and Professional Service peers at the university. While their increased membership at these committees is rather obvious and understandable there is a need to increase student representation to amplify the student voice and ensure that</p>	<p>The key outcome/impact is that students find that the college is an inclusive community where students and academics actively engage in decision making.</p> <p>Policy making will consider the diverse experiences and needs of our student body.</p> <p>This priority, in light of covid-19, has modified and is more focused on university financial transparency. There is a national student sentiment of tuition fee refunds and a sense that universities are making a profit in light of online teaching which has cemented the need for financial transparency.</p>	B	A	A	G

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

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

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

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

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

Evidence Mentioned:

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

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].

Student Sentiment

The KCLSU officers receive a wide range of feedback from students on the current state of the academic experience. The current primarily online experience of teaching this academic year demands that it is even more essential that the voices and views of students are heard. We aim to represent the widest range of views held by our diverse student population. The changing government guidance means that the university has had to face difficult decisions on face to face teaching. We have listened and heard from our constituents that they have cited variability on delivery of online teaching quality. Furthermore, students from certain backgrounds have suffered from an inability to access online learning more than others so it is important to account for these views in decision making.

I would like to raise a number of issues to your attention as these are those both widely and deeply felt by our student population including: F2F teaching, tuition fee refunds and social isolation.

F2F Teaching

No one could have predicted that we would be in the position where teaching would primarily online for the whole of the academic year. Government guidelines has meant that, despite their best efforts, KCL has not been able to deliver the hybrid mode of teaching that was originally desired. New variants, changing guidelines and travel restrictions has made it very difficult for both staff and students. There have been pockets of good however many students have expressed disappointment with the education received this year. However, this is not a King's-specific issue. This is a deeply and widely felt issue throughout the higher education sector with no easy solution. I only bring it to Council to highlight that high student dissatisfaction is a risk. There have been many departments and schools which have gone out of their way to provide an excellent online teaching experience but also facilitate the social interaction that so many students have been missing.

There are a number of systemic issues within KCL which have only been amplified by the pandemic such as, lack of response to emails, academic workload and lack of investment in infrastructure.

Tuition Fee Refunds

This has been a standing item in this report as this is a matter which is constantly brought up by students. KCLSU have been working collaboratively with Student Unions across the country, but particularly within the Russell Group, to lobby the government for financial justice for the disruption to the higher education sector this academic year. The calls from students are currently quieter on this matter, however I suspect that this is due to looming exams.

Isolation and Wellbeing

The lack of social interaction gained from the campus experience has led to a sense of isolation and loneliness amongst students. The inability to make these social connections has led to poor mental wellbeing of many students which has subsequently impacted ability to study and therefore attainment. We have first year students who have yet to visit our wonderful campuses and possibly never will if they are a postgraduate on a single year course. This primarily online experience means that students miss out on the social aspect of university where you meet so many amazing people from different backgrounds. As previously mentioned, there are departmental initiatives to combat this social isolation but digital fatigue has set in and fewer students are engaging with these.

I am currently planning KCLSU initiatives to have some in person social events in the week commencing the 21st June to at least allow students to finish the year with making connections throughout the university and to positively boost wellbeing.

Resource Access

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

Town Hall Summary & KCLSU Student Networks

We ran our final Town Hall of the academic year on the Wednesday 21st April, where we focused on Assessment and Feedback. This was based on conversations raised by Council Members and a recognition that the student experience around assessment and feedback is variable across the university, as evidenced in scorings from the National Student Survey. It was a much smaller session than our previous Town Hall sessions, which identified some initial points of interest for further conversation:

Our recommendations are outlined collectively in the conclusion, and follow five themes:

- A need to improve consistency and coordination across and within faculties, departments and courses to make assessment a smooth and accessible process which at the very least meets student expectations but also adhere to College policies.
- An ask, as the College begins work on re-evaluating, re-defining and diversifying assessment, that the voices of students are actively sought, encouraged and incorporated in building a shared knowledge, definition and understanding of how and why we assess at King's, co-creating the ways students and staff test, reflect and learn. The creation of inclusive assessment is key.
- There are pockets of great practice to celebrate, and to consider how they can be best shared or promoted to students but also within the staff body.
- Common, persistent, recurrent issues continue to affect the experience of assessment and feedback at King's. An approach to tackle assessment will need to consider the ground-level causes of these problems, as well as outlining aspirational targets and pressuring staff/departments to meet them.
- Students and staff are both committed to building this vision for Assessment and Feedback, making it a no-brainer for improving the student experience at King's and an opportunity to promote what students come to King's to learn about and experience.
- Working effectively with student representatives to ensure assessment is fit for the needs of student stakeholders.

We're aware that Academic Strategy Group is initiating a stream of work around Assessment and Feedback, and hope that some of the questions and ideas raised may feed into those conversations. We hope to run a breakfast briefing for Council members where we can delve deeply into the issues raised by students through this Town Hall and other means.

Our Liberation Networks and Officers

In the last Council meeting, there was interest in our Black Students' Network, therefore I believed that Council would appreciate further information on the networks that KCLSU have. In addition to the six full time sabbatical officers, KCLSU has a number of part-time Liberation Officers who work to raise the profile of issues which affect students who identify within certain groups. These students were democratically elected, alongside the sabbatical officers in the KCLSU Spring Elections 2020. Below we've highlighted the groups and the work that they have done over the past year:

- Black Students Network – This network was newly established this year and has been working hard to establish it both with KCL and students. From Black Students Talk, the peer support initiative which centres the Black student experience, to inputting into the Student

Attainment Steering Committee, the voices of Black students are being raised within the SU and the university student voice.

- People of Colour Network - a platform started in collaboration with the inclusive education student partners at King's Business School where we worked alongside the Vice-Dean and the Student Experience Manager at King's Business School. The forum was aimed to create a safe space for BAME students to discuss, share and deliberate key issues encountered by BAME students at KBS and how these issues lead to widening the BAME student attainment gap. The People of Colour Network officer had a meeting with the Dean and Vice-Dean of KBS regarding the need to address the BAME awarding gap and the creation of a separate forum to focus on the root cause of the widening gap and gain first hand insights from BAME students about their experience and further work on rectifying the loopholes that prevent bridging the gap. They have also hosted events in collaboration with KCL internationalisation society to promote cultural competency among students and raise awareness regarding institutional racism at university level.
- Disabled Students Network – as well as running a fantastic series of events for Disability History Month, our Disabled Students Network have been working closely with Niall, the KCLSU VP for Activities & Development, to create resources for groups who want to improve their accessibility (for example, by paying for a BSL interpreter, or inclusive sporting equipment).
- LGBT+ Network – KCLSU elects an LGBT+ officer (open place) and LGBT+ officer (trans place) in order to ensure every student's needs are met. Our LGBT Network Officers have been running brilliant events across the year for the LGBTQ+ community at King's; from Trans Awareness Week to LGBT History Month, the Network group has stayed strong and connected throughout. Both Officers are ending the Academic Year by producing a "LGBTQ+ student's guide to King's" to ensure that students can find the information they need to live their fullest life at KCL or where they can access support both inside and outside of the university when needed.
- Women's Network – this network has been led by the actions of a number of 'Women in' and female empowerment societies, who run events around the year to support incredible women students at King's. On top of this, KCLSU has run an event series this year titled 'PerSIStence' all about female empowerment, spotlighting incredible female alumni across enterprise and academia, running media and confidence training and tackling impostor syndrome.
- International Students Network – our International Students' Officer has been very involved with the SU and societies this year, joining Salma and Tasnia for the PerSIStence Female Empowerment event series and leading on an International Student Fee Compensation Campaign that already has 221 signed up members on our website. She has also launched a podcast and hosted wellbeing events for members of her network, who may especially suffer from isolation from not being physically present in the UK.
- First Generation Network – our First Generation Network has been doing brilliant work allying themselves to our Academic Associations and Societies in order to make sure students who are First Generation within their societies are sufficiently supported. They have also been working with Widening Participation Team at KCL to review the King's Living Bursary to ensure it is having the greatest impact possible to the students who need it most.
- Mature Students Network: Holds a number of events to connect students who are classified as mature students (aged 21+ upon commencement of degree).

- Parents and Carers Network: Similar to the Mature Students Network, holds events to connect and support their communities but also was looking at tackling the harassment students, particularly female students, with caring responsibilities have faced by KCL staff.

We have used our democratically elected part time officers to champion the voices of their communities by working closely with KCL. This includes all network chairs having a space on the KCL Equality, Inclusion and Diversity Forum combined with a standing KCLSU agenda item allows these students to raise the concerns of their communities. Furthermore, we consult and invite these students to relevant meetings such as one with KCL which examined how to support the mental health of international students.

On a monthly basis, the officer team meets with the KCLSU Community Liberation Co ordinator, who is the staff support for these networks, to identify common and emerging issues that need to be raised further. They have also developed a series of 'Allyship' training sessions to tackle inaction against forms of discrimination and to generate a meaningfully welcoming and respectful King's community; sessions have been attended by student leaders in societies and representation, as well as Faculty Student Experience staff.