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| King's College Council | |
| Meeting date | 31 March 2021 |
| Paper reference | KCC-21-03-31-02 |
| 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 (remotely) on **31 March 2021** at 17:00 on Microsoft Teams.

Agenda

INTRODUCTORY ITEMS

| | | | |
|----------|---|--|---|
| 1 | Welcome, apologies and notices | | Chair |
| 2 | Approval of agenda | <i>KCC-21-03-31-02</i> | Chair |
| 3 | Unanimous Consent Agenda , including: 3.2 Minutes of the Previous Meeting; and 3.3 Actions Log | <i>KCC-21-03-31-03.1</i> <i>KCC-21-03-31-03.2</i> <i>KCC-21-03-31-03.3</i> | Chair |
| 4 | Matters arising from the Minutes Strategic Planning & Priorities – Decision Framework (Item 7.3 of January 2021 minutes) | <i>KCC-21-03-31-04</i> | Chair |
| 5 | Report of the Chair | <i>Verbal</i> | Chair |
| 6 | Report of the President & Principal 6.1 Summary Report on Key Issues (to note) 6.2 Balanced Scorecard Update (to discuss) 6.3 Access and Participation Plan Monitoring Report (to approve) | <i>KCC-21-03-31-06.1</i> <i>KCC-21-03-31-06.2</i> <i>KCC-21-03-31-06.3</i> | Principal Director of Analytics SVP (Ops) |
| 7 | Reports of Committees | | |
| | 7.1 Report of the Finance Committee (i) [REDACTED] (ii) Debt Raising Update (to discuss) (iii) Financial Outlook and Risks (to discuss) (iv) Update on Pensions (to discuss) <i>See the Consent Agenda for remaining items</i> | <i>KCC-21-03-31-07.1</i> | Chair FC |
| | 7.2 Report of Audit, Risk & Compliance Committee (i) Annual Health & Safety Report (to approve) (ii) Risk presentation and discussion: Equality, Diversity & Inclusion (to approve) [REDACTED] | <i>KCC-21-03-31-07.2</i> <i>Annex 1</i> <i>Annex 3 & 4</i> | Chair, ARCC |
| | 7.3 Report of Academic Board <i>See the Consent Agenda for all items</i> | <i>KCC-21-03-31-07.3</i> | Chair AB |
| | 7.4 Report of the Estates Strategy Committee <i>See the Consent Agenda for all items</i> | <i>KCC-21-03-31-07.4</i> | Chair ESC |

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|----------|---|--|-----------------|
| 7.5 | Report of the Governance & Nominations Committee (i) Ordinance Amendment to Standing Orders (to approve) (ii) Petition re Council membership (to note) <i>See the Consent Agenda for remaining items</i> | KCC-21-03-31-07.5 | Chair GNC |
| 7.6 | Report of the Fellowships & Honorary Degrees Committee | Verbal report | Chair FHDC |
| 7.7 | Report of the Remuneration Committee (RESERVED) (i) Annual Report on University Pay and Conditions (to note) (ii) Six-Month Objectives of the Senior Executive Team (to note) (iii) Objectives for New President & Principal (to note) | KCC-21-03-31-07.7 | Chair RemCo |
| 8 | Report of the KCLSU (i) Report of KCLSU President (to note) (ii) KCLSU Returning Officer's Election Report (to note) | KCC-21-03-31-08.1 KCC-21-03-31-08.2 | KCLSU President |
| 9 | Any other business | | |

Irene Birrell
College Secretary
March 2021

Unanimous Consent Agenda

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

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

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

| Item | Title | Paper | Action |
|------|--|-------------------|-------------|
| 3.2 | Minutes of 21 January 2021 | KCC-21-03-31-03.2 | Approve |
| 3.3 | Actions Log | KCC-21-03-31-03.3 | Note |
| 7.1 | Report of the Finance Committee | KCC-21-03-31-07.1 | All to note |
| | (i) Productivity Improvement in Health | | |
| | (ii) Size and Shape | | |
| | (iii) Research Recovery Costs | | |
| | (iv) Climate related risks | | |
| 7.2 | Report of the Audit, Risk & Compliance Committee | KCC-21-03-31-07.2 | |
| | (i) Annual Research Integrity Statement | Annex 2 | Approve |
| | (ii) Internal Audit Update | | Note |
| | (iii) Value for Money | | Note |
| | (iv) Enterprise Risk Management | | Note |
| | (v) Compliance Report | | Note |
| 7.3 | Report of the Academic Board | KCC-21-03-31-07.3 | All to note |
| | (i) Matters Arising Updates | | |
| | (ii) COVID-19 (Education) Update | | |
| | (iii) [REDACTED] | | |
| | (iv) King's Education Institute | | |
| | (v) Fair Assessment Policy | | |
| | (vi) Academic Strategy for Research | | |
| | (vii) Equality, Diversity & Inclusion Committee | | |
| | (viii) Other items noted | | |

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| 7.4 |  | KCC-21-03-31-07.4 | All to note |
|-----|---|-------------------|-------------|

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| 7.5 | Report of the Governance and Nominations Committee | KCC-21-03-31-07.5 | |
| | (i) Member Reappointments | | Approve |
| | (ii) Staff Member Appointment | | Approve |
| | (iii) Meeting cycle | | Approve |
| | (iv) Update on the University of London Act | | Note |
| | (v) Search for New Members | | Note |
| | (vi) Process for selecting second student member | | Note |
| | (vii) Annual Council Review Process | | Note |
| | (viii) September Away Day – Preliminary Planning | | Note |

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

King's College Council

Meeting date 21 January 2021

Paper reference KCC-21-01-21-03.2

Status Final

Access Members and senior executives

FOI exemption Redacted sections - s.43, commercial interests



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>January 2021 Council Meeting</i> | | | | | | | |
| <i>November 2020 Council Meeting</i> | | | | | | | |
| 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 | | | | | | | |

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| | | | | | | | |
| <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) | | 2021 | In progress |
| <i>January 2020 Council Meeting</i> | | | | | | | |
| 30.01.20 | 06.1 | Champion Hill | Detailed investigation to be overseen by the Chairs of ARCC and ESC | ARCC and ESC Chairs to monitor the investigative process | College Secretary | Ongoing | In progress |
| 30.01.20 | 06.3 | OfS – Access & Participation | Briefing on the nature of the requirements for reporting purposes to be scheduled for Council members | Schedule a briefing | College Secretary | January 2021 | In progress – OfS is amending its timelines and requirements |
| <i>September 2019 Council Meeting</i> | | | | | | | |
| 25.09.19 | 5.2 | Update on College Statutes | Proposed Statute amendment as approved by Council to be submitted to the Privy Council for final approval | Waiting for advice from the OfS | College Secretary | Ongoing | In progress – waiting for OfS approval to move forward – update in GNC report |
| 25.09.19 | | | | | | | |

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King's College Council

Meeting date 31 March 2021

Paper reference KCC-21-03-31-06.1

Status Final

Access Public/Members and senior executives

FOI exemptions Redacted sections - s.43, commercial interests

Principal's Report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Report of the Interim President & Principal

Coronavirus update

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

- main focus has been to support our students and staff during the latest national lockdown.
- all teaching, outside a small number of programmes identified by Government that require face to face teaching including medicine and dentistry, has pivoted online and will remain so until the end of the semester, which given the format of the academic calendar with most teaching taking place before Easter followed by a period of assessment, effectively means online until the end of the academic year.
- the academic calendar for the spring and summer term is being amended to support additional teaching and extra-curricular activities to enrich the disrupted student experience.
- Testing
 - Total positive cases since 28/9/2020: 963 (272 staff/PGR, 691 students).
 - Lateral flow tests were offered to staff and students during Semester 1 and in January we pivoted to the KCL test, our own PCR COVID-19 testing programme which we believe is more accurate and sensitive.
 - We have performed over 12,000 PCR tests since January 2021 with a positive rate of 0.6%
 - We recently learnt that the DHSC contract with King's to support the national testing effort is being cancelled as they have excess capacity. The overhead from this contract is paying for the KCL test so a review is now underway to consider our approach going forward based on accuracy, ease and speed.
 - Staff and students coming on to campus are expected to take a test twice a week
- Students in residences have been supported during periods of self-isolation and quarantine including food packages and have been allowed to break rental contracts
- Government furlough scheme has been used in a targeted way this academic year with redeployment within the institution as the preferred approach
- KCLSU are supporting increased wellbeing and social activities to reduce feelings of isolation and loneliness; they have supported our engagement with student groups petitioning for tuition fee and rent strikes (both of which are national campaigns)
- 2021-22
 - Academic strategy for 2021-22 is likely to continue with a blended approach, undertaking on-campus activity within Government guidelines
 - The safety measures are being reviewed in tandem with the education approach to ensure ongoing safety of staff and students

Government HE response

- The Government hasn't come to a decision on Augar's key recommendation to lower the fee cap from £9,250 to £7,500. Instead, it will undertake a further funding options consultation this spring to inform a final response within the Comprehensive Spending Review later this year.
- The Government has however accepted a key tenet of Augar's recommendations – the need for greater flexibility. As such as it will be moving to encourage the HE sector to embrace comprehensive modularisation of its degree provision and will consult on the issue.
- The Government's funding guidance letter to the Office for Students (OfS) asks it to eliminate London Weighting (LW) entirely from the Teaching Grant bloc funding – including the student premium funding. The OfS will be consulting next month before finalising its approach in May.
- The impact of the LW cuts for King's may well be cushioned by the refocusing of funding for high-cost and strategically important subjects which could lead an increase in per student funding subsidy for clinical, engineering, and IT subjects. This means the cut could be anywhere from £6-2m per annum.

- Teaching capital funding will also be reformed. The institutional formula-driven bloc grant model will be scrapped in favour of a competitive bidding system targeted against key priorities.
- The Government has opted to retain the Teaching Excellence and Student Outcomes Framework (TEF). It will not be implementing subject-level TEF. It will ask the Office for Students to consult on developing a 'streamlined, improved, and low-burden' TEF moving forward.
- The Government has confirmed it favours a post-qualifications admissions system and will be consulting until May on its proposals to introduce such a model.
- The ODA cuts will impact on our international research portfolio and there are now concerns that the funding for EU research funds for next year have not been allocated and may come out of UKRI funds. We are working with the Russell Group to lobby for a better understanding of the importance of funding international research partnerships.

Freedom of Expression

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

Reputational issues

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

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

Bush House community building project

Following the Queen's opening of Bush House in March 2019 there was an independent review as to how and why some students, many of whom were from minority backgrounds, were prevented from entering campus. The review's recommendations, which were accepted in full by the university, split into those focusing on compliance and procedure while the remainder were in terms of how to better build our community. The compliance aspects have been largely addressed. The community building engagement and research have been taking place in February and March 2021, delayed due to COVID-19. During this period there are a number of further events and focus groups planned with students, key student societies and across the King's staff community to examine the issues and also reflect on what is necessary now, particularly in relation to our new online ways of working.

[REDACTED]

[REDACTED]

[REDACTED]

Finance and Pensions

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

KHP news

Brompton/GSTT merger

Royal Brompton and Harefield (RBH) NHS Foundation Trust merged with Guy's and St Thomas' (GSTT) NHS Foundation Trust effective from 1st Feb 2021. RBH is now a clinical group within GSTT with integration of services supported through the appointment of a Managing Director. The former Chair of RBH, Dame Sally Morgan, has now joined the Board of GSTT.

RBH was a partner in Imperial Academic Health Science Centre (AHSC). The regulations relating to AHSCs require that a Trust/University can only be a partner in one AHSC. THE RBH clinical group now becomes, through GSTT, a member of King's Health Partners. Discussions are underway to determine a mechanism by which on-going RBH patient related interests and commitments to North West London, can be supported and delivered through Imperial AHSC. Work is now underway (interrupted through the pandemic) to determine the detailed distribution of the following clinical and clinical academic groupings, (i) full-time NHS staff presently holding Imperial College honorary contracts, (ii) Imperial College contract holders, funded in full or in part (re-charge) by RBH/GSTT and (iii) Imperial College contract holders (fully funded by the university), in both cases holding honorary contracts with RBH.

For (i) requirements for honorary appointments at KCL/FoLSM (teach or research contributions), (ii) GSTT has agreed to maintain cross charges to Imperial in the first instance and to be reviewed as posts or contracts terminate and (iii) honorary appointments to GSTT to enable clinical commitments to continue.

There is no immediate new financial commitment for KCL through the merger. Near term opportunities include integration of RBH into the KCL/GSTT NIHR BRC application. The Faculty of Life Sciences and Medicine (FoLSM) is presently undertaking recruitment of a Professor in the realm of Respiratory Medicine to lead a clinical and academic (virtual) Centre for Lung Injury and Repair, in part to draw all of these strands together and to offer a response to the long term COVID-19 needs. The international clinical brand of RBH is considerable and in partnership remains an opportunity for further academic enhancement opportunities.

KHP Governance Review

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

The integration of RBH clinical group as a full partner, present and anticipated changes in health care systems and the consequences of COVID-19 related pandemic, indicate that a review of KHP governance and approaches to delivery of the new plan is timely. The KHP Board has approved Terms of Reference for a process that will reflect on present Board, Executive and Operational formats. The review extends to considerations of the delivery mechanisms that underpin KHP.

An external advisory group has been drawn together and approved by the KHP Board: Lord Professor Ajay Kakkar (Chair), Dame Sally Morgan, Professor Sir John Savill (Melbourne Academic Health System) and Prof Axel Pries (Chief Exec Charite Hospital, Berlin). A report and recommendations will come to the KHP Board for consideration. Professor Shitij Kapur has been briefed on the process including through a meeting with Lord Kakkar.

King's Successes

Lundbeck Brain Prize 2021

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

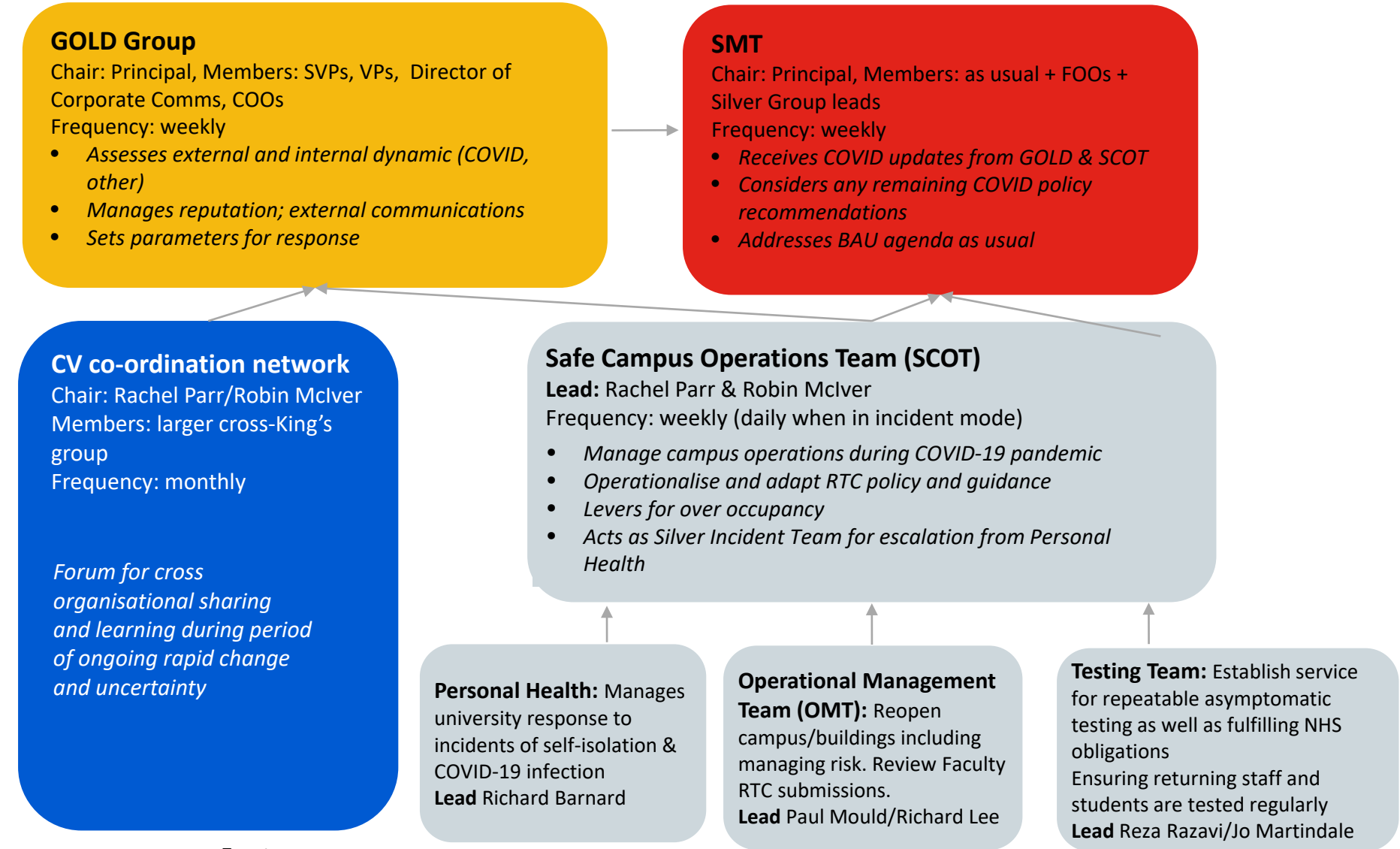
Guardian University Awards

The King's Civic Leadership Academy won in the *Employability and entrepreneurship* category and was recognised for its work placing undergraduate second-year students – most from groups underrepresented at university – into paid internships with local charities and community organisations.

In the *Marketing and Communications campaign* category, King's was recognised for its Air Pollution communications campaign. This campaign drew on King's research to bring to public attention the health impacts of air pollution.

Evelyn Welch
Interim President & Principal
March 2021

KCL coronavirus management framework: transitioning towards BAU



To note:

- Other BAU committees beyond SMT e.g. RERC continue as now
- Some management structures that were put in place in response to COVID will continue to operate for time being e.g. Overall page 22 of 260

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| King's College Council | |  |
| Meeting date | 31 March 2021 | |
| Paper reference | KCC-21-03-31-06.3 | |
| Status | Final | |
| Access | Members and senior executives | |
| FOI exemption | None | |

Access and Participation Plan 2019/20 monitoring report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

This paper summarises King's College London's monitoring return to the Office for Students (OfS) on the 2019/20 Access and Participation Plan. It is to provide information to Council on the OfS requirements for reporting on work to address equality of opportunity across the student lifecycle. The monitoring return covers the performance on widening participation and retention targets, alongside level of investment against commitments.

This paper also notes changes to reporting requirements. The OfS expects governing bodies to receive reports on all aspects of regulation. Access and participation is the first condition of being on the OfS register and the only area where the OfS expects to see progress above a baseline. As such, there is greater emphasis on governing bodies being informed and engaged in this process.

The paper refers to the previous Access and Participation Plan (2019/20) and next approved five-year Access and Participation Plan that commenced this year and will cover 2020/21-2024/25. It is a legal requirement for King's to publish its Access and Participation plans in advance of each cycle once approved by the OfS. These can be viewed here: <https://www.kcl.ac.uk/study/widening-participation/ofs>

The deadline for the submission is 16 April. Following receipt of the return and any clarification required, King's is required to publish extracts of the report as an 'impact report and action plan' following sign off by the OfS.

Access and Participation Plan 2019/20 monitoring report

The Access and Participation Plan monitoring return for 2019/20 is part of our annual OfS (formerly Office for Fair Access) commitments. We report on actual expenditure compared to the forecast commitments in our APP in four areas:

- Access (widening participation)
- Evaluation & Research of widening participation and APP activity
- Support for disabled students
- Financial support (bursaries and hardship funds)

The What Works team within our Widening Participation department (KCLWP) provides evaluation and impact assessment across all these areas, especially Access and Student Success activity and bursary impact.

A series of inputs are required for reporting:

1. Actual expenditure against each of the four areas. This is provided via the overarching institutional financial return.
2. Performance against targets.
3. A series of supplemental questions covering:
 - a. The impact of COVID-19 on the outcomes of the 2019/20 APP.
 - b. Actions taken to mitigate the impact of Covid-19 on underrepresented learners across the student lifecycle.
 - c. Actions taken and potential impacts of Covid-19 on the onward 2020/21 APP.

We are also asked to detail how we have engaged students in changes made in 2019/20 and 2020/21 and whether we have adopted the recommendations from the Disabled Students' Commission.

Targets

The targets for the 2019/20 Access Agreement were set in 2012/13 and run until 2019/20. This is the final year we are reporting on these targets, which have now been replaced by five-year targets as part of the new OfS approach to *Access and Participation Plans* (APPs), covering 2020/21-2024/25.

Due to this change, the reporting requirements for 2018/19 have changed in that we do not provide performance against targets to the OfS in the monitoring return. However, the OfS has indicated that it would still expect us to collate and review these targets for internal governance, assurance and decision-making purposes. It may also ask about performance against targets in requests for further information following submission of our return, particularly if, for example, there is a significant underspend. We also build the targets into our annual and long-range reporting to Council and SMT. Therefore, we will continue to report on targets as part of this work for internal purposes until our new targets come into effect from the start of the 2020/21 cycle.

Summary of performance

King's performed strongly against its targets in 2019/20. The targets for the year are in parenthesis, with full detail and performance over five years in **Appendix A**.

Access

1. State School (Young, FT, first degree): Proportion of state school entrants **76.6%** (77.2%)
2. Proportion of all UK FT first degree entrants from minority ethnic groups: **59.8%** (41.7%)
3. Number of UK FT first degree entrants from K+ target schools/colleges: **411** (355)
4. Proportion of UK FT first degree entrants from Acorn categories 4 & 5: **25.2%** (22.0%)
5. Proportion of UK FT first degree entrants from POLAR4 low participation neighbourhoods Quintile 1: **3.7%** (4.9%)
6. Proportion of students starting the Realising Opportunities programme progressing to a research-intensive HEI: **52.0%** (39.2%) [external target managed by third party]

7. Progression of RO participants to an RO partner HEI: **38.0%** (25.0%) [external target managed by third party]

Student Success

8. Proportion of all UK FT first degree entrants continuing from Year 1 (continuing or qualifying at King's): **96.7%** (94.0%)
9. Attainment gap of first class degrees between white and BME students: **8.1pp** (5pp)

These are significant widening participation successes. King's recruitment of BME students exceeded 50% for the first time in 2017/18 and has increased since (see Appendix A). We have seen more students entering King's from the K+ programme each year, and this looks set to continue. Student retention (continuation) improved again after a period of declining over previous years.

Although our recruitment of students from state schools decreased slightly, this was not significant and there is no indication this is the beginning of any trend, although we will monitor internally to make sure this is not the case. Only one milestone was not met in relation to Access, with no progress against the baseline first submitted to OFFA in 2012. This relates to proportion of young FT first degree entrants from low participation neighbourhoods (based on POLAR4, UK students), which was 3.7% against a target of 4.9%. However, POLAR is an ineffective measure of disadvantage for London institutions where widening participation work is focussed on London. Due to how the postcode measure is calculated there are very few students in Quintile 1 in London (least likely to progress to higher education). We therefore combine this with the Acorn measure above, which provides a more granular analysis of areas of deprivation and against which we perform well.

Furthermore, in summer 2019 the OfS approved our APP covering 2020/21-2024/25, which will replace these targets. Setting a POLAR target was a prerequisite for all selective HEIs nationally. In the plan we outline actions to achieve this over the next five years. POLAR Quintile 1&2 students have been brought into the flagged priority groups as part of our existing contextual admissions process. We will also scope expansion of K+ to become national, targeted at areas of the country underserved by King's and where Quintile 1 postcodes are concentrated. We are launching in September 2021 as a pilot, piggybacking off the online programme we have built in response to COVID-19. We will then aim for a national platform for 2022, in time to mark the ten-year anniversary of K+.

Our target on attainment was to close the gap in awarding of first class degrees to BME students compared to white students to five percentage points in 2019/20. The gap stood at 8.1pp, although this does represent good progress from the previous year. The College-wide systemic changes we have put in place in the past year would not yet have begun to take full effect to influence performance here. We now have made large scale changes and have plans to shift a complex issue that ties closely into our Race Equality commitments, including the priority areas of embedding inclusive practice as part of the Education Strategy implementation. We will provide details to the OfS on the steps we have taken here, which form a significant plank of our new APP submission that was approved. The attainment target was itself replaced by two separate targets for the next five-year period starting this year: to close the gap in awarding both first class and 2.1 degrees completely for BME students, and to significantly close the 1st/2.1 gap between white and Black students by 2024/25.

The Access and Participation Plan can be accessed here: <https://www.kcl.ac.uk/study/widening-participation/ofS>

Summary of expenditure

For the 2019/20 APP, we submitted spend according to the previous OFFA categories: *Access* (widening participation), *Student Success* (retention/continuation), *Progression* (employment outcomes) and *Financial Support* (bursaries and hardship). However, from 2020/21 onwards the presentation of the spend commitment in the APP submission was changed by the OfS to instead include: *Access*, *Research & Evaluation*, *Support for Disabled Students* and *Financial Support*. The financial return required this layout even though this was not the layout which was required in the original submission for 2019/20. Unlike prior years, we can therefore only provide a partial picture of spend vs commitment due to this change. All future planning and monitoring will be done to this format.

Table 1: Actual expenditure compared to forecast 2019/20

| | Forecast commitment | Actual expenditure | Variance |
|-------------------------------|---------------------|--------------------|-------------|
| Area | Amount £000 | Amount £000 | Amount £000 |
| Access | 2,775 | 2,507 | -268 |
| Research and Evaluation | - | 209 | NA |
| Support for disabled students | - | 662 | NA |
| Financial support | 7,721 | 8,322 | +601 |
| Total expenditure | 10,496 | 11,700 | |

When submitting the APP accounts in the financial return, it automatically flagged that the spend on Research & Evaluation was significantly less than the commitment made in future years in our APP 2020/21-2024/25. It is approximately half of what we said we would spend in the submission going forward. The reason for the underspend presented to OfS compared to the future commitments was the hold on recruitment because of the pandemic. The OfS accepted this rationale. However, they have flagged that we may wish to make them aware of this formally and request a variation to our APP for 2020/21 onwards as we intend to vary our commitment. This would require us to re-submit the APP, which would be assessed from a risk perspective before being re-approved. This is separate to the monitoring return. We will take a decision on whether and how to do this in the spring.

In terms of widening participation across the student lifecycle, King's made effective changes in response to the pandemic. This was to ensure there was no dropped cohort missing out on our WP programme and that all the progress on access in recent years was not lost. In turn, there were extensive changes to minimise the impact of the pandemic on all students on-course, and on disadvantaged students covered by the APP in particular. We have a strong story to tell in terms of the impact of these changes, and the fact that the outcomes and impacts in our APP are not at risk, both in terms of the targets we have set and, more importantly, on the educational journey of the students themselves.

We see some of the changes made in response to the pandemic as chance for King's to underline its commitment to widening participation as a core pillar of our institutional mission and a central commitment in the King's Education Strategy 2017-2022. It means we will build on our success so far in improving widening participation outcomes across the student lifecycle, from access to progression and student support, along with our mission to serve society.

Next steps

The monitoring return was received at the 18 March SMT meeting. Following this meeting and Council noting as the governing body, it would then be signed by the President & Principal as Accountable Officer. The monitoring will then be submitted to the OfS for the 16 April deadline.

Appendix A: Summary of performance to targets (King's targets only)

| Statistical milestones and targets relating to applicants, entrants or student body | | | | | | | | | | | | | |
|---|---------------------------------------|--|---|---------------|---------------|--------|-------------|------------------------------------|---------|---------|---------|---------|--|
| Lifecycle stage | Target category | Statistical milestone | Description | Baseline data | Baseline year | Target | Target year | Progress to date, by academic year | | | | | Performance summary |
| | | | | | | | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| Access | State school | HESA T1a - State School (Young, FT, first degree) | Proportion of young FT first degree entrants from state schools or colleges (UK students) | 72.4% | 2013-14 | 77.2% | 2019-20 | 77.3% | 75.6% | 77.7% | 77.8% | 76.6% | Overall target met/exceeded (target achieved earlier than anticipated) |
| Access | Low participation neighbourhood (LPN) | HESA T1a - LPN (POLAR3) (Young, FT, first degree) | Proportion of young FT first degree entrants from low participation neighbourhoods (based on POLAR3, UK students) | 3.7% | 2013-14 | 4.9% | 2019-20 | 4.8% | 4.8% | 3.8% | 3.7% | 3.7% | No progress made against baseline. |
| Student Success | Other | HESA T3a - No longer in HE after 1 year (All, FT, first degree) | Proportion of all UK FT first degree entrants continuing from Year 1 (continuing or qualifying at King's) | 92.4% | 2012-13 | 94.0% | 2019-20 | 92.6% | 91.5% | 96.7% | 95.3% | 96.4% | Overall target met/exceeded (target achieved earlier than anticipated) |
| Access | Ethnicity | Other statistic - Ethnicity | Proportion of all UK FT first degree entrants from minority ethnic groups (students identifying as non-white) | 38.3% | 2013-14 | 41.7% | 2019-20 | 44.1% | 47.4% | 52.8% | 54.9% | 59.8% | Overall target met/exceeded (target achieved earlier than anticipated) |
| Access | Other | Other statistic | Number of UK FT first degree entrants from K+ target schools/colleges | 316 | 2013-14 | 355 | 2019-20 | 456 | 417 | 416 | 431 | 411 | Overall target met/exceeded (target achieved earlier than anticipated) |
| Access | Low participation neighbourhood (LPN) | Other statistic | Proportion of UK FT first degree entrants from ACORN categories 4 & 5 | 18.6% | 2013-14 | 22.0% | 2019-20 | 24.0% | 24.5% | 28.4% | 22.0% | 25.2% | Overall target met/exceeded (target achieved earlier than anticipated) |

King's College Council

Meeting date 31 March 2021

Paper reference KCC-21-03-31-07.1

Status Final

Access Members and senior executives

FOI exemption Redacted sections - s.43, commercial interests

Report of the Finance Committee

| Contents | Meeting at which considered | Consent agenda | Council action |
|---------------------------------------|-----------------------------|----------------|----------------|
| 1. [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| 2. Debt Raising Update | 11 March 2021 | No | Discuss |
| 3. Financial Outlook and Risks | 11 March 2021 | No | Discuss |
| 4. Update on Pensions | 11 March 2021 | No | Discuss |
| 5. Productivity Improvement in Health | 11 March 2021 | Yes | Note |
| 6. Size and Shape | 11 March 2021 | Yes | Note |
| 7. Research Recovery Costs | 11 March 2021 | Yes | Note |
| 8. Climate related risks | 11 March 2021 | Yes | Note |

For Approval

1. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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For Note (on the Unanimous Consent Agenda and not for discussion)

5. Productivity Improvement in Health

The SVP (Health) presented a report on the work of the Health Finance and Investment Committee (HFIC), established in January 2021 and the key areas to be targeted to deliver significant productivity improvements. High performance/high productivity was at the core of the work and research recovery was an essential element. Investigations included strategic opportunities such as the expansion of blended and online educational delivery and a more effective use of space. The key element in the current business planning round for the health faculties was to seek greater alignment with arts and sciences faculties.

The health faculties management structure had been reconfigured to ensure they meet financial needs and an ability to execute devolved responsibility to deans had been introduced.

6. Size and Shape

The Committee noted the stock take of the university's ten-year planning framework, known as Size and Shape, which set out a series of projected end points for 2029 across a range of indicators. A pre-meeting briefing workshop on this topic had been well attended and welcomed by members prior to the meeting.

The outcome at the time of the first work on this in 2018 had been presented as a balanced "central case" which addressed trade-offs around key issues related to education, research, finance, space and people. The central case made in 2018 had been clear about which capital projects it would support and the Committee noted that the debt raise currently being undertaken at King's would have been required a year ago in order to finish Quad, LIHE and CYP. There was around £45m in other projects included in the central case that had been suspended during the pandemic. The £100m in borrowing was already committed. Finance Committee asked for an update at the next meeting.

7. Research Recovery Costs

The Committee considered a summary of the work undertaken so far to test the financial cross subsidy to research over the last four years and noted the measures being implemented to address this as part of the Financial Recovery and Sustainability (FRS) programme.

International student fees cross subsidised the high-quality research undertaken and not the charity sector. Work was underway in the Sector to raise Government awareness of the true costs of research, but actions within King's were also required in terms of appropriate invoicing and managing processes.

Strategies around the sources of grants were required as these had an impact on overhead costs.

Consideration was being given to a major change programme to improving the research environment across the university drawing on consultants used in the financial sustainability work. There was a particular need to improve the reporting, information and analysis of finances.

The TRAC reporting was driving the quantum sought but was not a perfect measure. The current gap in full cost recovery was £180m and it was believed that that figure could be improved by £34m.

There were two key issues to be addressed: the way in which grants were costed, and the charging of the costs of servicing those grants with equipment, etc. It would take time to see the effect of this work.

The Committee noted the drift of King's performance from peer group median to lower quartile and asked that the executive return to the next meeting with a glide path back to the performance seen in 2016/17. It noted that the glide path would be an academic path as well as a financial one.

8. Climate related risks

A report considering King's positioning and work on climate related risks would be brought to the next meeting. The VP (International) reported that King's was seeking to be set as a global point of reference for world views that are inclusive, positioned with a strong narrative around cultural competency and problem solving – and this would have solid impact on sustainable development goals, helping students to become change makers. COVID had made this an obvious area to pursue actively and to bring the best minds and most compassionate people to King's. This narrative would provide the point from which the consistent set of work would flow, and the paper would address the comprehensive set of activities from across the university.

The Committee expressed the great strategic importance in ensuring King's prioritises Climate related risk given its enormous and far-reaching consequences. The Interim President & Principal and Committee Chair will discuss further and the executive will provide an update to the next Committee.

9. Approvals

The Committee approved the following:

- 9.1 Request for Delegated Authority to set unregulated tuition fees for 2022/2023 entry
- 9.2 Hall Fees
- 9.3 Financial Regulations – minor amendments

10. Other regular reports

The Finance Committee receives a large number of regular reports. Copies of any of these reports may be obtained from the Secretariat. The following were noted at the meeting of 11 March 2021:

- 10.1 Five Year Forecast Submission
- 10.2 TRAC Return
- 10.3 KCLSU Financial Statements for the Year Ended 31 July 2020
- 10.4 Management Accounts
- 10.5 Investment Subcommittee report

Michael D'Souza
Chair of the Finance Committee
March 2021

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Report of the Audit, Risk and Compliance Committee

| Contents | Meeting at which considered | Consent agenda | Council action |
|---|-----------------------------|----------------|----------------|
| 1. Interim Annual Health & Safety Report (Annex 1) | 02 March 2021 | No | Approve |
| 2. Annual Research Integrity Statement (Annex 2) | 02 March 2021 | Yes | Approve |
| 3. Risk presentation and discussion: Equality, Diversity & Inclusion (Annex 3 & 4) | 02 March 2021 | No | Approve |
| 4. Internal Audit update | 02 March 2021 | Yes | Note |
| 5. Value for Money | 02 March 2021 | Yes | Note |
| 6. Enterprise Risk Management | 02 March 2021 | Yes | Note |
| 7. Compliance report | 02 March 2021 | Yes | Note |
| 8. [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

For approval

1. Annual Health & Safety Report

The Interim Director of Health & Safety Services presented the Interim Annual Health & Safety Report. She noted that this report would normally be completed by this point in the cycle but was it presented as an interim report at this time because the COVID pandemic had made collecting all the relevant data for a final report difficult. The final report is expected to be consistent with the interim report and there are no material issues outstanding. Nonetheless, the report contained some important information about the 2020-21 year. The most significant issue had been the ongoing Health & Safety Executive (HSE) enforcement action with respect to a case of occupational asthma in the Biological Services Unit (BSU). It was reported that the improvement plan put forward by the university had been accepted by the HSE, but the case would not be closed until all the actions were completed. Some related to engineering changes to air handling units and so may take a longer time to remediate.

In other matters, the Interim Director of Health and Safety Services noted that:

- Health & Safety Services were engaged in a lessons-learnt exercise relating to Champion Hill.
- A new project handbook for ensuring contractors behave in a safe manner has been created.
- Work was underway with Estates & Facilities to understand the Health and Safety compliance requirements when taking a new building from a vendor or lessor.
- The reoccupation of campuses following the pandemic lockdowns had focussed attention on the shortage of Evacuation Marshals and First Aiders. Work was also underway to address this.
- In terms of the return, another COVID risk was ventilation and the way air circulation is handled in the campus buildings. This is a significant risk in a varied estate which has a mix of old and new buildings. This, too, was being approached in collaboration with Estates & Facilities.

In conclusion, the Interim Director of Health & Safety Services noted that the COVID pandemic had shifted the balance of the team's focus from safety to health. The main focus of the team was now on the health of the

community and supporting personal health. The Interim Director also confirmed that her team had the necessary resource and support from senior management to ensure that what needed to be done was getting done.

The ARCC recommended the Interim Annual Health and Safety Report to College Council for approval.

Annual Health & Safety Report – See Annex 1.

2. Annual Research Integrity Statement

The *UUK Concordat to Support Research Integrity* sets out the expectations of UUK and the major research funders in that they expect all research undertaken at UK HEIs to be conducted with the core values of research integrity in mind, to produce research of the highest standard. One of the key requirements of the Concordat is for HEIs to publish an annual statement on how they are meeting its requirements.

The ARCC noted that the Annual Research Integrity Statement, which was presented at its March 2021 meeting, had been prepared by the Research Integrity Office within the Research Management and Innovation Directorate, and was approved by the College Research Committee. A recent Compliance Assurance Review of this area had confirmed that the content and construction of the statement was sound and in compliance with the requirements of UUK.

The ARCC recommended the Annual Research Integrity Statement to College Council for approval.

Full Research Integrity Statement – See Annex 2.

3. Risk presentation and discussion: Equality, Diversity & Inclusion

The ARCC received a presentation from the Director of Equality, Diversity & Inclusion (EDI), the Transformation Project Manager for EDI and the EDI Project Officer. The presentation included the submission of the Annual EDI Report for members of the ARCC to consider and recommend to the College Council for approval. The Committee noted the strong advances made by the university with regards to equality, diversity and inclusion.

The ARCC recommended the Annual Equality, Diversity & Inclusion Report to College Council for approval.

Discussion on Equality, Diversity & Inclusion (minute) – See Annex 3.

Full Equality, Diversity & Inclusion Annual Report - See Annex 4.

For note

4. Internal Audit update

A number of Internal Audit reviews were reported to the ARCC as being in progress or with management for comment. This was largely because the Internal Audit team had been carrying vacancies since the previous ARCC meeting. The Committee considered the findings of completed reviews on:

- The management of aged debt in research grants
- The management of philanthropic donations for specific research projects
- Project management methodologies
- Global mobility of staff
- [REDACTED]

The reports noted that improvements were required, and in most cases already underway, in respect of research grant income management, management of donations for specific research projects and the university's overarching approach to project management. [REDACTED]

The ARCC considered draft proposals for themes to be reviewed as part of the Internal Audit Plan for 2021-22. The Deputy College Secretary will be working with the Senior Vice Presidents and the key Professional Service Directors to develop a fuller proposal, which will be presented to the June meeting of the ARCC.

5. Value for Money

The Chief Procurement Officer (CPO) presented the Annual Purchasing Report to the ARCC. It was observed that lockdown had resulted in a lower spend than in previous years, but a significant amount of

work had been done by the Procurement Department to ensure that contracts were ended or paused in such a way as to not incur penalties or other costs for the university. In a normal year, the university will spend around £200m on contracts, this year it had contracts worth about £18m. Some good strategic achievements were noted, including:

- The formation of a contract management network community.
- The creation of a construction procurement strategy.
- The establishment of a collaboration agreement with GSTT for joint projects.
- The renegotiation of some high-value strategic contracts.
- Support for the COVID response, particularly in relation to COVID testing for students and staff, overseas recruitment contracts for agents and travel portals for students.
- Support for the Brexit Planning Group, including stockpiling and the appointment of logistics agents.

The CPO noted that a lot was being done in relation to modern slavery, and it had been unfortunate that the modern slavery statement which had been sent to Council for approval had undersold some of that activity. The CPO noted that more detail will be put in the annual statement in future.

Members commented positively on the good momentum that was building in this area. The Senior Vice-President (Operations) noted that Procurement was undergoing a transformation at King's, led by the CPO.

6. Enterprise Risk Management

The Director of SPA and the Associate Director of Strategic Programmes noted that two things had been happening in parallel around the refresh of Enterprise Risk Management. One was the updating of the content of information relating to the management of corporate risk, with the intention of creating a live document that helps focus attention on business decisions and investment. The second area of work was a systematization of the things that the university actually does in relation to Enterprise Risk Management, so that it is clear what is being done to capture, analyse and manage risks. So far, the improvement project has concentrated on establishing an accurate risk appetite and it is now assessing the wider risk management framework. The SPA team had met with the independent members of ARCC earlier in February, and their comments (broadly around the engagement of students and how university management works with the ARCC and Council in developing a viable risk management approach) have now been factored into the approach. The Chair commented that he was very encouraged by the direction King's was moving in, and he was keen to engage with the risk management function in a way that made sure that the risks get through to Council. To this end, it seemed appropriate that the risks are dealt with in more detail at the ARCC and then more strategically at Council.

7. Compliance Report

The Deputy College Secretary provided the termly compliance report, highlighting some early warning signs relating to immigration and visa management for both students and staff. Whilst the impacts of the Post-Brexit reform of the UK immigration system had not yet been fully felt, both the staff and student visa management teams were anticipating significantly increased workloads in the coming months. On a positive note, it was reported that the project to make the university compliant with the Payment Card Industry security standards had been successful and had delivered efficiencies and savings as well as compliance. The process for maintaining security compliance for card payments has greatly reduced. It was also reported that reviews of compliance with research funder rules, the UUK Concordat in Research Integrity and DfE guidance for the end of term arrangements in December 2020 had been completed, with the findings all broadly positive.

[REDACTED]

[REDACTED]

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Interim Annual Health & Safety Report



HEALTH & SAFETY SERVICES

INTERIM ANNUAL REPORT 2019-20: HEALTH & SAFETY MANAGEMENT

February 2021

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1.0 INTRODUCTION

- 1.1 This report is structured around the best practice model of Plan-Do-Check-Review referenced by Health & Safety Executive, ISO 45001 and other quality management systems. The report covers the period August 2019 to July 2020 with an Appendix to summarise King's risk management response to COVID-19 from March 2020 to date.
- 1.2 This report is a summary of health and safety management at King's during the reporting period. It does not contain the annual assurance data from faculties and directorates.

2.0 PLAN

2.1 System Development

- 2.1.1 Approximately 30 safety management system documents were authored and/or revised during the reporting period primarily addressing Health & Safety Executive enforcement and King's response to the risks and legislation arising from COVID-19. A full list of documents can be found in Appendix B.

2.2 Advice & Support

- 2.2.1 With the departure of the Director of Health & Safety Services (H&SS) in November 2019 closely followed by HSE investigation and enforcement, Champion Hill and the ongoing challenge of COVID there has been little opportunity to step outside a reactive *modus operandi*. However, H&SS flexed and adapted its limited staff resource to respond to the needs of the university.

2.3 Risk Register

- 2.3.1 HSE enforcement action, Champion Hill and the Secretary of State letter to all HEIs, issues associated with the new CL3 project, COVID risk management and the importance of continuing to comply with H&S statutory duties during the pandemic all featured on the health and safety aspects of the university's risk register during the reporting period.

2.4 Leadership

- 2.4.1 H&SS provided regular reports to Senior Management Team, Council and Health & Safety Management Group (HSMG) on King's health and safety performance. Senior Vice Presidents discussed fire safety concerns at Champion Hill, receiving advice from Acting Director of Health & Safety Services. HSMG met in October 2019, April 2020 and July 2020 to receive and review performance reports, and to review and approve new management system documents. Trade Unions were represented at these meetings by UCU.

3.0 DO

3.1 New Containment Level 3 Laboratory and Schedule 5 Pathogens & Toxins

- 3.1.1 The Head of Biological Safety provided advice and support to the CL3 project in Hodgkin. The project faced challenges in design, construction and commissioning associated with the level of complexity of the facility and associated plant, the location and limited size. As of the end of this reporting period the project handover had not occurred. The facility is intended to host work with Schedule 5 Pathogens and Toxins and as such there has been regular liaison with the local Counter Terrorism Security Advisors to ensure it meets both physical and administrative security requirements.

3.2 Response to HSE Enforcement Action

- 3.2.1 The university was subject to an investigation by an HSE specialist inspector following a report of Occupational Asthma under the Reporting of Injuries, Diseases & Dangerous Occurrences Regulations. The inspector took enforcement action based on her findings and issued an Improvement Notice in December 2019 and a Notice of Contravention in May 2020. Detailed action plans were drawn up and these were accepted by the inspector with the proviso that all aspects of the plans are implemented. The majority of the actions were implemented, and outstanding matters relate to engineering controls (air handling) and full implementation of new health surveillance processes.
- 3.2.2 There continues to be regular liaison between H&SS, E&F Asset & Maintenance, Biological Services and Occupational Health to drive these outstanding aspects and monitor compliance as it should be noted that failure to fully implement the actions King's has committed to combined with a further case of Occupational Asthma is likely to result in more stringent enforcement.

3.3 Building and Fire Safety Regulation

- 3.3.1 In autumn 2019 in response to Grenfell and Bolton University fires, the Secretary of State for Education required HE Institutions to provide assurances regarding the fire safety of all buildings occupied by our students (including third party residences). King's committed to undertaking a review. H&SS continues to assist E&F Assurance with this review and joint papers have been submitted to the relevant committees on this subject.
- 3.3.2 A due diligence process was undertaken in the new year (2020) of third party managed residences to provide assurance on fire safety following Grenfell, carried out by E&F based on GN051 developed by H&SS.
- 3.3.3 In winter 2019, following a revised outcome of the Fire Risk Assessment for Champion Hill to "Substantial", a thorough review of the associated E&F action plan was undertaken by members of Health & Safety Services and E&F Assurance & Risk under the chairmanship of the SVP (Quality, Strategy & Innovation). The decision was taken to close the residence and relocate the students based on fire safety related construction issues with the four timber framed blocks and the occupant profile.

- 3.3.4 The extent of the structural issues and recommendations for remediation are covered in the Estates & Facilities - Audit, Risk and Compliance Committee report on Champion Hill (February 2021).
- 3.3.5 From a safety perspective looking to the future, the Champion Hill report has highlighted the need to ensure full implementation of the PM handbook document now available to E&F project managers which an independent review of PM handbook described as “robust”. The handbook gives PMs guidance on complying with the Construction (Design & Management) (CDM) Regulations, which require Clients to make suitable arrangements to manage a project.
- 3.3.6 The risk the university carries is that if governance is not in place to ensure implementation of the handbook, King’s may not meet the Client duties (which include allocation of sufficient time and resource) and be in breach of the regulations. The project teams should not be pressured into taking “Beneficial Occupation” of a building, or part of a building, before assurance is given that all legal duties are fulfilled (robust handover) and it is safe to occupy. Given failings identified across all areas of the construction industry and related regulators, and the creation of a new Building Safety Regulator in HSE, King’s should expect more stringent regulation and enforcement.

3.4 London Fire Brigade visits

- 3.4.1 Great Dover Street Apartments was subject to a routine audit by London Fire Brigade resulting in verbal advice which was acted upon.
- 3.4.2 London Fire Brigade (LFB) visited Champion Hill in January 2020 in response to media reports that King’s had relocated its students due to fire safety concerns. The inspecting officers identified some general issues for King’s to resolve in time for their follow-up visit but took no enforcement action as they were satisfied that King’s was actively addressing the issues identified in the fire risk assessment. At the follow-up visit in March 2020 LFB confirmed that all the issues they had raised had been addressed.

3.5 Other regulatory matters

- 3.5.1 During the reporting period the Head of Radiation Safety continued to monitor the Home Office’s drive to replace gamma irradiators used in the academic and health care sectors (Operation Fieldfare) which was paused due to COVID-19¹.
- 3.5.2 HSE enforcement action against Universities of Oxford, Cambridge and Loughborough regarding inadequate laser safety management arrangements prompted a review of King’s laser safety management arrangements and implementation. Initial workshops were held with key stakeholders but unfortunately the review was not completed due to resource being redirected towards the university’s response to COVID.

¹ Restarted late 2020

3.6 Training

- 3.6.1 The addition of a course builder in WorkRite allowed H&SS to author a Return to Campus e-learning course at short notice to facilitate the phased return to campus in June 2020. An Agile Working course was added to the system to assist staff with adapting to working from home. Other courses have been authored during the reporting period to raise awareness and provide information about specific health and safety risks and arrangements.
- 3.6.2 Chart C1 in Appendix C indicates completion of e-learning modules during the reporting period.
- 3.6.3 Classroom based courses were moved to MS Team with the introduction of lockdown in March 2020. First-Aid courses resumed on site in June to facilitate return to campus.

3.7 Health Risk Management

Desk based health issues

- 3.7.1 The rapid move to home working with lockdown in March 2020 forced the majority of staff and managers to have to adapt their desk-based activities to the home environment. Additional DSE Assessor courses were provided via MS Teams to increase provision of local advisory support and procurement processes were put in place to provide necessary equipment and furniture. A new Agile working e-learning course and workstation assessment was introduced which provided advice on homeworking.
- 3.7.2 The eye care voucher system was paused, and once opticians were able to open, staff could reclaim the cost of eye tests and prescriptions specifically for display screen equipment via expenses.

Laboratory related musculoskeletal issues

- 3.7.3 Acute and chronic musculoskeletal pain arising from pipetting and other highly repetitive manual activities continues to arise. The HSE's risk assessment tool developed for such activities was promoted on H&SS website together with example risk assessments. Plans to run a campaign on musculoskeletal disorders were paused due to the need to divert resources to responding to COVID.

Mental Health

- 3.7.4 The challenge of balancing domestic and work activities at home has proved difficult for many staff particularly with the additional workload of responding to government requirements for mitigating the risks of COVID whilst enabling King's to continue to meet education and research obligations. The university's Employee Assistance Programme (EAP) and other sources of support and information have been regularly promoted during the pandemic.
- 3.7.5 H&SS worked with King's Global Health Partnerships (KGHP) and the university's EAP provider to develop a mental health support programme for King's staff and volunteers based in West Africa. Feedback from volunteers and staff based on secondment had identified that many individuals had

experienced burnout due to the challenging working conditions and witnessed traumatic events for which they provided humanitarian support which made it difficult to adjust on return to their home country. The new mental health support programme involves an initial discussion with a psychologist before travel, three follow-up telephone appointments scheduled at regular intervals during the secondment, an appointment to prepare for return home and a final appointment after return home to work through any delayed trauma responses and sign-post as appropriate. In addition, whilst on secondment, staff and volunteers have access to 24/7 telephone and web-based “in-the-moment” mental health support.

Respiratory Sensitisers

- 3.7.6 As mentioned above arrangements for the prevention and management of laboratory animal allergy were improved upon in response to HSE enforcement. The health surveillance processes and management of symptoms for work with other respiratory sensitisers were reviewed and revised. Work continues to improve monitoring on health surveillance outcomes and coordinated management of individuals reporting symptoms.

3.8 Emergency Arrangements

- 3.8.1 A weekly reporting MS Form was introduced for Automated External Defibrillator (AED) custodians to report that their AED was functioning correctly and report issues.
- 3.8.2 First-aid support on campus was impacted by COVID-19 as many role holders were desk-based and did not return to site. H&SS arranged additional courses from early June onwards to ensure that faculties and directorates who remained on, or returned to site could nominate and train sufficient staff.
- 3.8.3 COVID-19 impacted evacuation arrangements and fire drills due to building closures and low numbers of professional services staff on site during lockdown and phased return. However, King's residences continued to carry out drills throughout the period. Evacuation marshal training was moved to MS Teams to ensure that staff could continue to be trained.

3.9 COVID

- 3.9.1 Please see Appendix A for a summary of King's response to managing the health and safety risks associated with COVID-19.

3.10 Consultation and Communication

- 3.10.1 H&SS has made considerable use of MS Teams for collaboration, consultation, communication and training purposes. An MS Teams site was set up for Trade Union Health & Safety Representatives to communicate with H&SS and Estates & Facilities and to host consultation meetings. Consultation meetings were held with TU H&S Representatives in April and July 2020.

4.0 CHECK

4.1 Audit

- 4.1.1 Formal assurance processes have been limited during the reporting period due to the impact of COVID. Nursing, Midwifery & Palliative Care received a follow-up audit in autumn 2019.

4.2 Accident/Incident Reporting

- 4.2.1 Chart C3 in Appendix C shows 12 month rolling data for work-related injury, illness and near-miss reporting. Data for early 2020 reflects the introduction of lockdown and the knock-on reduction in on campus activities.
- 4.2.2 The following incidents were reported to HSE under RIDDOR. All occurred in the first half of the reporting period:
- Occupational Asthma – HSE enforcement addressed elsewhere in this report
 - Fracture to finger and wrist associated with manual handling activities. Investigated by the Faculty Safety Adviser, Biological Services and H&SS. No HSE response.
 - Chlorine dioxide leak from legionella treatment plant. Investigated by H&SS and E&F. No HSE response
 - Uncontrolled release of hydrogen sulphide gas in a research lab. Investigated by H&SS and Faculty. No HSE response.
 - Uncontrolled release of Nitrogen dioxide in a teaching laboratory. Investigated by H&SS and Faculty. No HSE response.

4.3 Fire related incidents

- 4.3.1 A minor fire in Stamford Street Apartments caused by sunlight heating a book in a student's bedroom (the student had gone home in response to the first lockdown) prompted a safe evacuation of occupants and resulted in some smoke damage. London Fire Brigade attended.
- 4.3.2 Chart C4 in Appendix C displays fire alarm activations and causes for the reporting period and reflects lockdown and subsequent mothballing of King's buildings.

4.4 Health Surveillance

- 4.4.1 As mentioned above, work continued to improve coordinated monitoring and management of respiratory sensitisation as a result of the Occupational Asthma RIDDOR reported to HSE in August 2019 and subsequent enforcement. Progress was delayed by COVID.
- 4.4.2 During the reporting period 11 individuals declared experiencing symptoms of allergy and were assessed as Fit with Restrictions or Unfit. Of these, one individual was diagnosed by Royal Brompton Hospital as suffering from Laboratory Animal Allergy and at high risk of developing Occupational Asthma: it was advised that the individual change their work activity to *in vitro*. All individuals who were assessed as experiencing LAA symptoms were provided with advice on additional precautions to reduce the risk of exposure.

5.0 REVIEW

5.1 Continual Improvement

- 5.1.1 Work began to revise the university's policy with the submission to the Health & Safety Management Group of a fully revised Statement of Intent emphasising collective responsibility. Further work on reviewing and revising the policy was delayed by COVID.
- 5.1.2 Health risk management was highlighted by the HSE enforcement and COVID. H&SS plans to focus on review, revision and further development of arrangements for the effective prevention and management of work and study ill-health at King's.
- 5.1.3 A paper will be taken to HSMG in March 2021 to consider whether the structured proactive mental health support programme developed for KGHP should be centrally funded and provided to other areas of the university where activities can expose individuals to traumatic events and environments.
- 5.1.4 The increased liaison between H&SS, RMID and Estates & Facilities due to HSE enforcement and COVID will be built upon to ensure effective cooperation and coordination in the provision of advice and assurance related to King's buildings, plant and facilities.
- 5.1.5 Staff resource in Health & Safety Services had not changed since 2008 and as such, in recognition of the significant changes to the size, complexity and range of activities at King's in the intervening period, a business case was submitted to expand the capability of the team to ensure it could meet the needs of the university in the provision of health and safety advice, assurance and functional leadership².

² The business case was approved in late autumn 2020

APPENDIX A COVID-19 RISK MANAGEMENT FEBRUARY 2020 TO DATE

A.1 Advice and system development

Personal Health (Silver)

- i) Personal Health (Silver) with membership drawn from H&SS, E&F, SED, Business Assurance and Communications was the first working group convened to respond to the threat of COVID-19. From February 2020, under the Chairmanship of H&SS, PHS developed self-isolation reporting and the first written arrangements to provide advice and support to those required to self-isolate and respond to cases on site. It also enabled the university to monitor the prevalence of COVID-19 and self-isolation amongst its staff and students.
- ii) PH Silver has continued to operate during the pandemic, with a rotational Chairmanship drawn from Professional Services senior managers from late March 2020, to provide advice and support to faculties and directorates on managing the risk of COVID-19 cases on site and in residences. With the beginning of the 2020-21 academic year a daily case management team call was set up to coordinate the response.

Return to Campus activities

- iii) Return to Campus Working Group (under the co-Chairmanship of the FoDOCS Executive Dean and Faculty Operating Officer) met from April 2020 to September 2020 to develop systems and processes to manage the risk for a phased return to campus after lockdown. Membership was drawn from H&SS, E&F, academic and professional services staff and trade union representation. The documents RTCWG developed were hosted on a dedicated [SharePoint site](#) which linked to a parallel set of [webpages](#) aimed at a wider readership.
- iv) Laboratory safety specialist members of H&SS attended Technical Managers research and teaching working groups to advise and assist with developing appropriate risk management arrangements for phased resumption of laboratory-based research and teaching.
- v) In compliance government guidance and HSE requirements H&SS authored a COVID-19 university risk assessment (KRA001) in consultation with key stakeholders which summarised King's approach to mitigating the risk.
- vi) The list of risk management documentation produced by H&SS in collaboration with, or on behalf of, the various working groups can be found in Appendix B.
- vii) H&SS authored two e-learning courses hosted on the WorkRite system to help staff and student prepare for returning to campus. Take up of these courses are shown in the Chart C2 in Appendix C.
- viii) Phased return to campus highlighted the over-reliance on professional services staff for emergency roles (first-aid and evacuation marshalling). Additional courses continue to be organised by H&SS and E&F to ensure there is sufficient coverage.

- ix) Throughout the pandemic King's has continued to comply with its legal obligations with respect to statutory examination and testing of pressure systems, local exhaust ventilation, lifts and lifting equipment and legionella sampling.
- x) Occupational Health appointments (with the exception of necessary immunisations and blood tests) were moved to telephone calls after lockdown. Due to the high-risk nature of spirometry (lung function tests) respiratory health surveillance continued with paper-based questionnaires and telephone follow-up appointments. OH providers have been closely monitoring and following advice from HSE on respiratory health surveillance activities. Some OH appointments have now returned to face-to-face where the risk can be adequately managed.
- xi) An Operational Management Team (under the Chairmanship of Business Assurance) with membership from E&F, H&SS and other key stakeholders was convened to review and approve risk assessments submitted by faculties and directorates for returning activities to campus.
- xii) In September 2020 Return to Campus Working Group handed over to Safe Campus Operations Team (under the co-Chairmanship of Chief Operating Officers for Arts & Sciences and Health Faculties) with membership from H&SS and other key professional services directorates, senior academic membership and trade union representation. SCOT meets on a weekly basis to monitor the effectiveness of King's COVID risk management arrangements, and to review and respond to changes in COVID restrictions and government guidance as this relates to research, teaching and PS activities.

COVID related research and diagnostics activities

- xiii) The Head of Biological Safety has been in frequent contact with HSE Bioagents Team and continues to provide advice and support to King's researchers regarding the scientific evidence, regulatory and risk management requirements of working with SARS-CoV2.
- xiv) The Acting Director of H&SS and Head of Biological Safety provide advice to the KCL TEST research project through their respective membership of the Governance Board and Risk Management Board.
- xv) The Head of Biological Safety provide advice to new COVID-19 diagnostic laboratories (June Almeida 1 and 2) at Guy's and Franklin Wilkins Building.

A.2 COVID-19 Monitoring and Reporting activities

Self-isolation reporting

- i) The Self-isolation report form is the primary means for King's to monitor the prevalence of COVID-19 in its community and to respond to cases on site and in residences. The data is used for:
 - Identifying and responding to positive cases on campus 48 hrs before symptoms or positive test outcome
 - daily reporting of self-isolation data to the Office for Students
 - twice weekly reporting of positive cases on campus and in residences to local authority public health teams

- identifying outbreaks for reporting to local authority public health teams and London Coronavirus Response Cell
- ii) H&SS has regularly reviewed and revised the self-isolation report form in consultation with PH (Silver) and developed PowerBI reports to assist with analysis and trends. Recently H&SS has been working with a PowerBI specialist in IT to develop a more comprehensive reporting suite.
- iii) Chart C5 in Appendix C displays confirmed positive cases (test outcomes reported from September to date). It can be seen that positive cases have broadly followed the national trend.

Outbreak reporting

- iv) Since October 2020 King's has reported:
 - 10 outbreaks in King's badged/managed student residences. One outbreak early in the autumn of 2020 required considerable coordinated management between the landlord and King's residences whilst the remaining have been limited to one or two flats.
 - 5 outbreaks on site: 1 KCLSU event, 2 professional services activities and 2 teaching activities). The KCLSU event required close cooperation to investigate and identify remedial measures. Other outbreaks on site have been smaller and less complex.
- v) King's has taken part in regular on-line liaison meetings with its local authority public health teams and developed an effective working relationship with public health advisers.
- vi) The COVID-19 Outbreak Management Plan was distributed to, and accepted by, local Directors of Public Health in October 2020. It was revised and reissued in January 2021.

COVID Compliance reporting

- vii) The King's accident reporting system (AIRSWeb) was used by staff to report COVID safety concerns in the early stages of return to campus and has continued to be used by some areas of the university. To date 68 reports have been submitted citing COVID concerns: 39 on campus, 24 in residences, and 5 off-site on KCL business.
- viii) Two MS Forms were developed by Analytics for SCOT: (1) for Campus Ambassadors appointed to encourage compliance and report issues, (2) for staff and students to report COVID related concerns. Both report forms are monitored by E&F; notable incidents and trends are reported to weekly SCOT meetings.

APPENDIX B LIST OF SAFETY MANAGEMENT SYSTEM DOCUMENTATION

The following documents were authored and/or revised during the reporting period.

B.1 Champion Hill and Estates Management

- GN051 Third Party Accommodation Due Diligence: Guidance for Internal Evaluator
- F139: Third Party Student Accommodation: Due Diligence Health, Safety & Fire Safety
- F138a: Post Inadvertent Exposure HR Records (Asbestos)
- F138b: Historical Inadvertent Exposure HR Records (Asbestos)

B.2 HSE Enforcement

- SPR047 Management Arrangements for the Prevention & Control of Laboratory Animal Allergens
- SOS013 Engineering Systems for the Control of Laboratory Animal Allergens
- GN052 Health Surveillance and RPE Requirements for Respiratory Sensitisers – Risk Analysis by Activity
- GN061 Occupational Health Pre-placement Assessment Process
- GN061a Occupational Health Pre-placement Assessment Process for Work with Sensitisers
- GN037 Laboratory Animal Allergens Information Leaflet
- GN03a Laboratory Animal Allergens Symptoms Management
- GN03b Laboratory Sensitisers Symptoms Management
- GN03c Estates & Facilities Sensitisers Symptoms Management

B.3 COVID-19

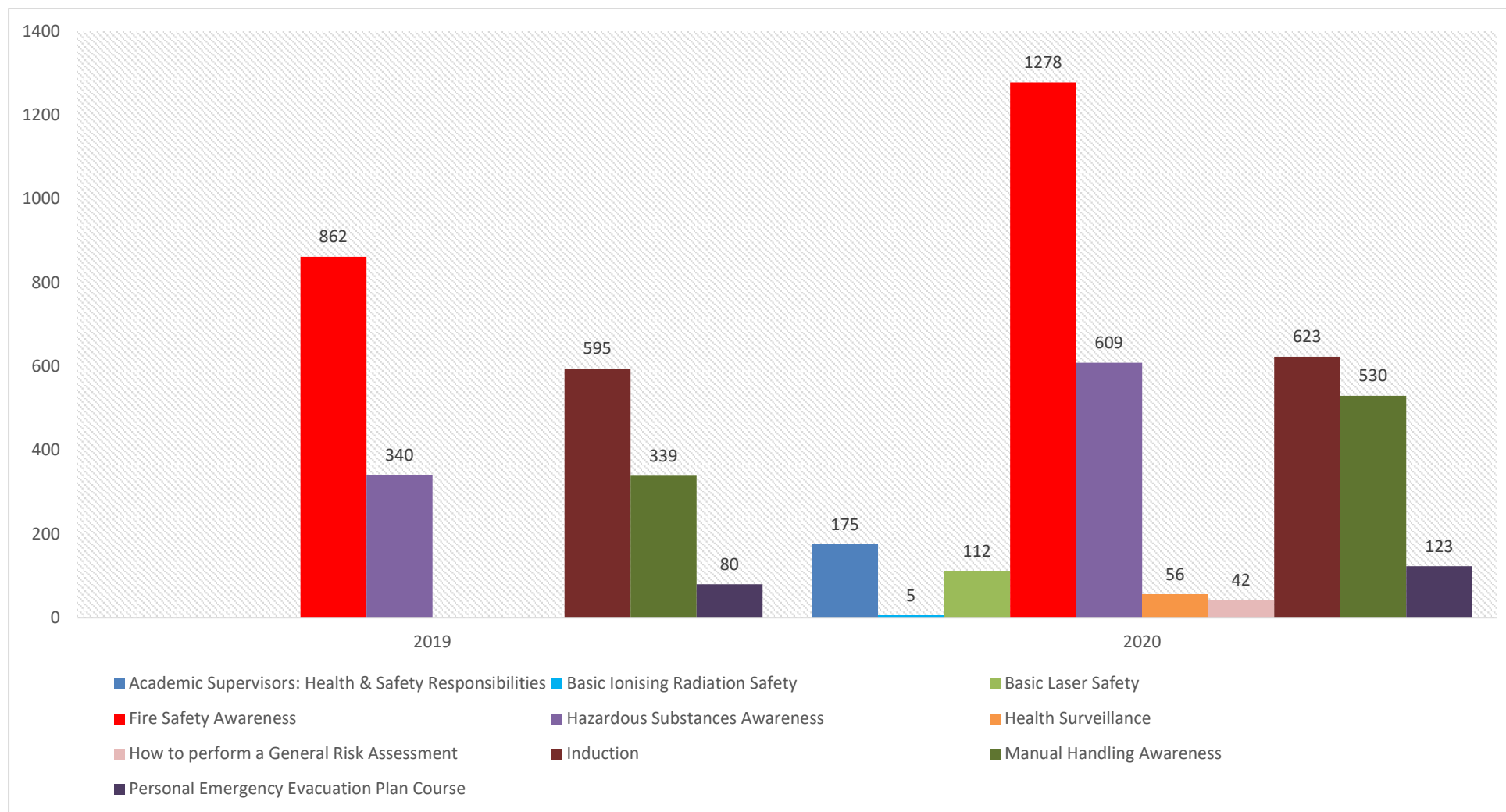
- SN043 Essential Work During COVID-19 Pandemic: Safe Distancing and Lone Working
- SPR039COV COVID-19 Outbreak Plan³
- SOS014 University First Aid Needs Assessment
- GN050 Health & Safety e-learning Frequently Asked Questions
- GN054 Building Health & Safety Management Risk Review and Action Planning Tool
- GN055 Health & Safety Risk Analysis: Return to Work Measures During the COVID-19 Emergency
- GN056 COVID Risk Assessment Review Supplement Guidance
- GN057 How to use the Return to Campus Working Group Document Library
- GN058 Close Operations Work Supplement Guidance

³ Authored after the August 2019 to July 2020 reporting period. Included for reference from Appendix A.

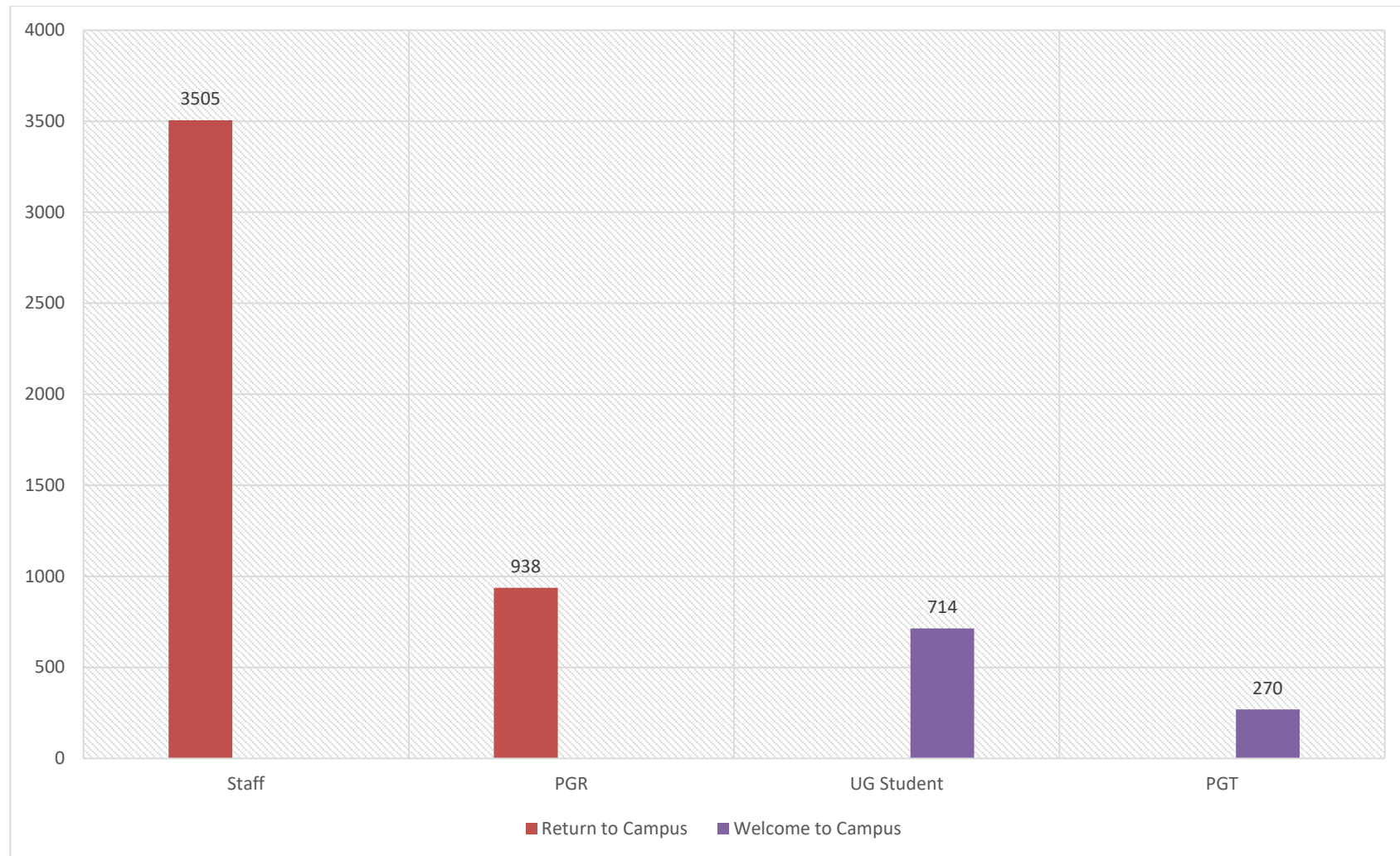
- GN059 Reviewing Emergency Evacuation Arrangements Including Assisted Evacuation During the COVID-19 Pandemic
- GN060 Face Covering or Mask: Which is which?
- GN063 COVID-19: Guidance for Supplementary Risk Assessment for Essential research (Practical Field-studies and Travel)³
- F140: COVID Risk Assessment Review Supplement
- F141: Close Operations Work Supplement
- F142: Notification of COVID-19 Outbreak
- F142a: Twice Weekly Notification of COVID-19 Positive Cases
- F143: Essential Research (field studies and travel) Supplementary Risk Assessment³
- Suspected and Confirmed Case flow chart
- KRA001 University Risk Assessment for COVID-19
- KRA002 First-Aid Training Risk Assessment
- KRA003 First-Aid Risk Assessment
- Co-authoring with HR of COVID-19 Individual Risk Assessment Guidance
- Contributed to authoring of Safe@Kings with Estates Space Planning
- SPR025 Risk Assessment (reviewed and revised)

APPENDIX C CHARTS

C.1 Numbers completing e-learning course August 2019 - July 2020



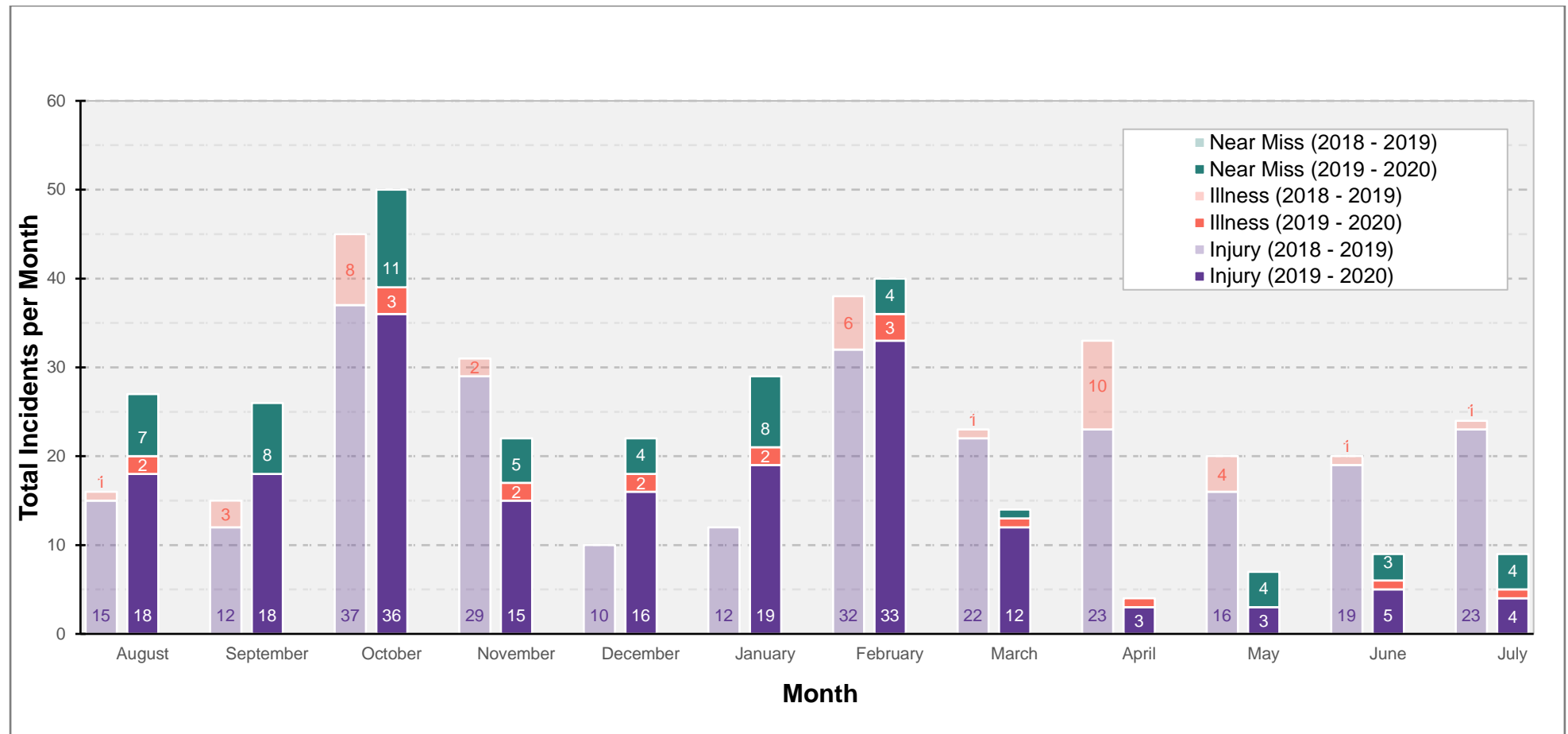
C.2 COVID-19 campus control measures e-learning modules 2020 to date



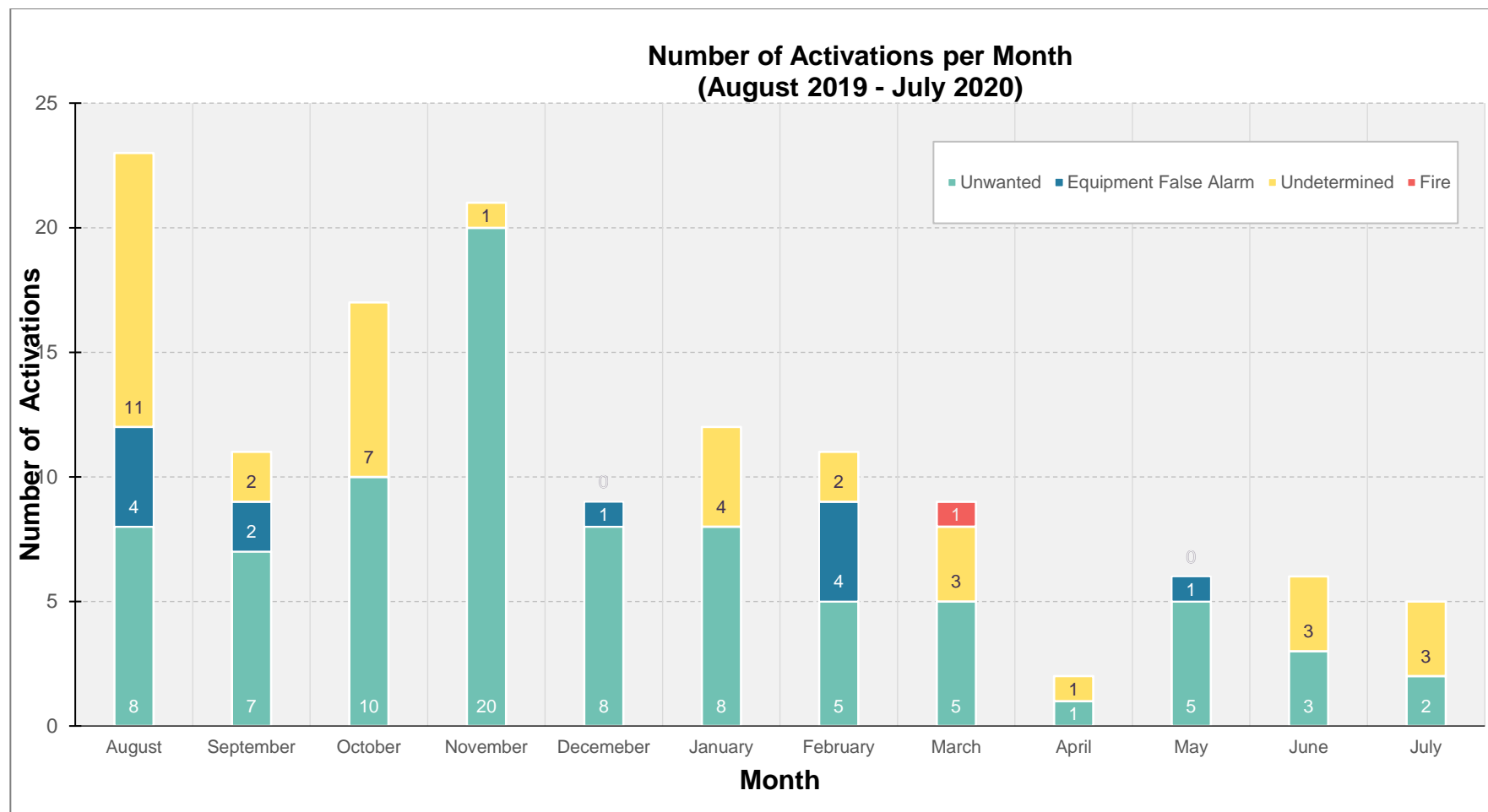
HEALTH & SAFETY SERVICES

FEBRUARY 2021

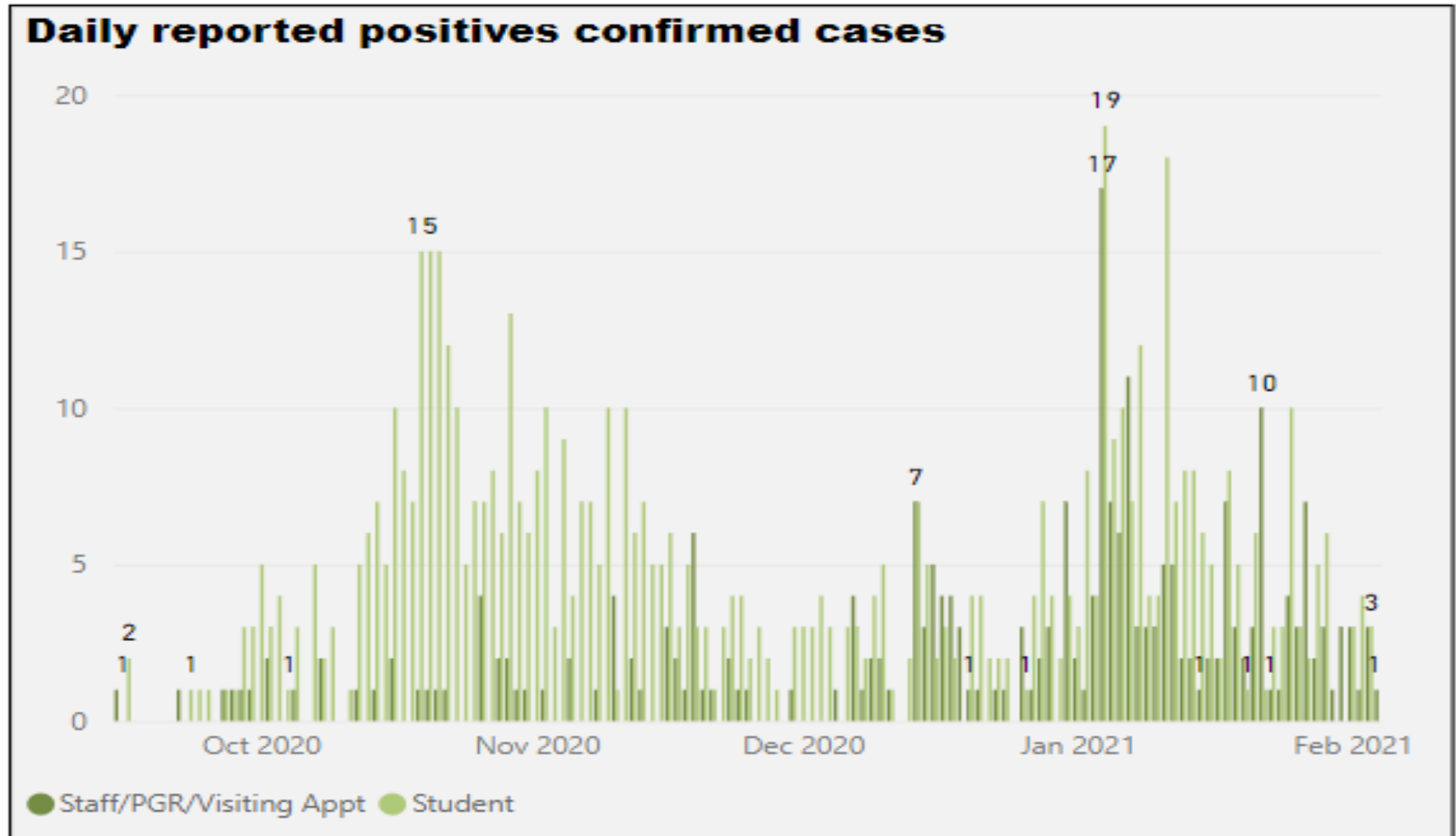
C.3 Accident Statistics - Comparison between the total number of work-related near miss, illness and injuries in 2018/19 and 2019/20



C.4 Fire Alarm Number of Activations per Month (August 2019 - July 2020)



C.5 COVID-19 Self-isolation reporting – Positive cases reported by individuals September 2020 – February 2021



Annual Research Integrity Statement

Research Governance, Ethics and Integrity – enabling researchers to achieve research excellence

King's College London's Research Integrity Statement, 2019-2020

This statement on research integrity at King's College London relates to the period September 2019 to August 2020 and has been drafted to fulfil our obligation to commitment 5 of the [Concordat to Support Research Integrity](#). Many of the actions and activities undertaken to support and strengthen understanding and the application of research integrity issues that are reported relate to the work of the Research Integrity Office. We are aware that there are other areas of the College in which research integrity is embedded within practices and we are working towards collating these instances to create a central record of all efforts to maintain the highest standards of research conduct at King's.

The College is committed to the five high-level commitments of the Concordat to Support Research Integrity and we demonstrate these as below with reference to each commitment.

Maintaining the highest standards of rigour and integrity in all aspects of research

Research integrity is defined by five overarching principles: honesty, rigour, transparency, care and respect, and accountability. We are committed to supporting honesty and transparency in all aspects of research, and ensuring that the wellbeing, dignity and safety of research participants and our researchers is protected along with the reputation of the College. The Research Integrity Office promotes the principles of research integrity through our engagement with faculties at research executive meetings and through training sessions delivered by our team. We liaise with academic and professional services colleagues across the College's faculties and directorates to ensure that research integrity is embedded within a range of activities taking place within the institution.

The College has adopted the UK Research Integrity Office (UKRIO) [Code of Practice for Research](#), with accompanying guidance available on university specific expectations and requirements regarding good practice in research in order to ensure that research and the dissemination of the results of research are conducted properly (please visit our page on [research integrity](#) for details). Members of the Research Integrity Office can provide staff and students guidance on issues relating to research integrity where this does not already exist.

Ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards

It is the responsibility of all those engaged in research to become familiar with any frameworks relevant to your research. Through research integrity training sessions, the Research Integrity Office promotes the importance of adherence to the appropriate frameworks.

As an institution, King's has a strong and well-developed set of structures and guidance to support research ethics, which aims to ensure that all human subject research is subjected to an appropriate level of ethical scrutiny. All research which carries any risk is subject to a risk assessment at Faculty level or by the Health and Safety Department. The Research Ethics Office provides training and guidance on ethical clearance (where appropriate).

The Research Governance Office provides support, advice, and training to researchers on issues such as GDPR in research, data storage, and data management, and works with colleagues in the College's Information Compliance Team.

With a fully embedded research governance team, we have begun to integrate our ethics and data protection registration systems into one streamlined process for our applicants with two distinct but complementary review processes to support our researchers in fulfilling any legal or ethical requirements for their research.

The Department of Research Governance, Ethics and Integrity publishes a termly newsletter to promote and raise awareness of developments and initiatives across the areas of research ethics, governance, and integrity. Our new external webpages provide enhanced visibility for our teams and set out clearly the College's expectations of researchers, signalling how to find guidance and support.

Supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers

The College has developed a range of policies, procedures, training, and support systems related to the good conduct of research and based on national standards that are designed to create a research environment underpinned by a culture of integrity and good governance. We have processes for dealing with research conducted without ethical approval and allegations of research misconduct. In this academic year, we have been logging all enquiries relating to research integrity to understand better the frequency of concerns and the types of issues affecting our researchers.

The creation of Research Integrity Champions in September 2019 has been a positive development to ensure that research integrity is embedded within the culture of individual faculties and encouraged at senior level. The Champions further ensure that central policies and procedures developed by the Research Integrity Office are informed by researchers. The Research Integrity Champions meet with the Research Integrity Office every two months.

The Research Integrity Office offers training three times a year to all research-active staff and research support staff on research integrity and this is available via Skills Forge. The RIO monitors attendance and circulates feedback questionnaires to enable us to improve our offering. Additionally, bespoke training sessions are delivered on an ad hoc basis across the areas of research ethics, research governance, and research integrity. All training across the department is recorded with attendance figures. Further training is offered to research staff and student researchers by the Centre for Doctoral Studies and the Centre for Research Staff Development.

Using transparent, robust and fair processes to deal with allegations of research misconduct should they arise

The College has a formal policy and procedure to investigate and resolve allegations of research misconduct. This procedure is available on our [Research Misconduct](#) webpage, along with advice and support, to all staff, students, and individuals external to the university who wish to raise an issue about the conduct of research undertaken in the College's name.

The process for reporting concerns about research conducted in the College's name is communicated to our research community through our training sessions and is also visible on our

webpages. The Research Integrity Office provides assurance to researchers that they should feel safe to report poor research practices, either to us or at local level. The Research Integrity Office encourages researchers to approach us or local contacts if they feel that they or others have failed to meet the expected standards of good research practice, so that we can offer appropriate advice on how to mitigate any risk, and then advise on the next steps should it be appropriate to report research misconduct. In the course of any investigation, we signpost to mental health support provided by the College to staff and students.

The Research Integrity Office is in the process of revising the College's research misconduct procedure. This has resulted from greater experience and knowledge gained from recent, complex cases. Our proposals have been reviewed and agreed by the College's Research Integrity Champions and they should ensure that our response to allegations is more proportionate. Involvement in recent cases has brought to light further key considerations for our new revised procedure. New clauses will be embedded within the procedure that will allow us to address these complexities, for example how to manage appropriately anonymous allegations of research misconduct, and how to work effectively when legal input is sought from any party.

Working together to strengthen the integrity of research and to reviewing progress regularly and openly

The Research Integrity Office works with colleagues from across King's and externally to strengthen research integrity within the College and across the sector. To increase engagement of researchers, in this academic year the Research integrity Manager has met with every Faculty Vice Dean of Research to discuss research integrity priorities. Each Vice Dean of Research has been appointed as Research Integrity Champion for their area, making research integrity more visible as a priority. The Research Integrity Manager has attended Faculty Research Executive meetings for 6 out of the 9 Faculties at King's. The aim of the Research Integrity Champions is to play a high-level advocacy role, promote research integrity within their faculties, and advise us as we develop new policies and procedures.

The Research Integrity Office is now looking to create Research Integrity Advisors, and these should be in place by September 2021. These Advisors would be a visible point of contact for researchers and will support the Research Integrity Office in delivering discipline-specific training and creating subject-specific guidance based on College-level research integrity principles. The Advisors will enable the creation of a more honest and open research culture.

The Research Integrity Office collaborate with colleagues from other areas of the College, where the work relates to the broader ideas of research culture, such as HR and Research Grants and Contracts in order to comply with funder bullying and harassment policies. Members of the Research Integrity Office attend meetings of the King's Open Research Group Initiative.

The Research Integrity Office reviews and updates the Research Misconduct Procedure every three years, or as required. In light of recent cases and updates to the Concordat, the RIO is undertaking a revision to the current procedure. An annual report on Research Integrity is made to the College Research Committee, and this statement will be made publicly available.

The Research Integrity Office works closely with the UK Research Integrity Office, also attending their conferences and online webinars, as well as attending national events hosted by organisations such as Universities UK and the Westminster HE Forum. This enables us to both share best practice

and gain support on best practice. We are an active member of the Russell Group Research Integrity Forum and the Association of Research Managers and Administrators. In June 2020, King's became an institutional member of the UK Reproducibility Network, with the Dean of Research Governance, Ethics and Integrity acting as our institutional lead. This will enable us to participate in the governance of this peer-led consortium. In July 2020, we co-founded (with City University) the London Research Integrity Consortium (LRIC) to collaborate effectively on issues of research integrity with our neighbouring institutions. We are also one of the first UK universities to implement a fully integrated online research ethics management application system (REMAS), and we are advocates of this approach and support other universities by sharing good practice on how to improve their ethics processes.

Summary of activities to improve research integrity, September 2019-August 2020

- Creation of Research Integrity Champions in September 2019 and convening of the Research Integrity Champions Forum every two months
- Creation of 'Research Integrity: the fundamentals of research excellence at King's' training, available to be booked via Skills Forge. Held once a term, with three sessions delivered in 2019-20
- Training on research integrity, research ethics, and research governance to doctoral researchers in Law, Business, and the NERC and MRC DTPs
- Presentations on Research Integrity to central College staff: RMID 'Lunch and Learn'; R&R Network; and Research Grants and Contracts International Team
- Presentation to the RIOTS Club on research integrity and research governance
- Agreement in principle for research integrity training to be a mandatory requirement at upgrade stage
- Creation of RGEI newsletter to raise awareness of issues around integrity, governance, and ethics to all research-active and research support staff in the College
- Establishment of the London Research Integrity Consortium
- Formal institutional membership of the UKRN
- Integration of the research ethics and data protection registration systems into a streamlined process, providing two distinct but complementary processes
- Review of Research Misconduct Procedure with input from the RICH forum
- Creation of SOP to handle anonymous allegations
- Improvement to internal processes to enable better management of research integrity
 - Creation of live tracking platform for all research integrity enquiries and misconduct cases
 - Creation of proforma for reporting allegations of research misconduct
 - Creation of research misconduct file checklist
 - Creation of research misconduct flowchart
 - Logging of training activity across all workstreams

Research Misconduct

The following table details cases that have been undertaken by the College, under the Procedure for investigating and resolving allegations of research misconduct, over the past 5 years. The Research Integrity Office also advises on matters relating to research integrity, but which do not fall under the remit of the research misconduct procedure.

| Date Completed | Source of Allegation | Respondent Status | Allegation |
|----------------|----------------------|---|---|
| Ongoing | Staff (various) | (i) Former staff; (ii) former PhD student | Fabrication; falsification; misrepresentation of data and/or interests and/or involvement; and failure to follow procedures |
| Ongoing | Anonymous | Staff | Multiple tbd |
| 08/2020 | Anonymous source | Staff | Misrepresentation of data and/or interests and/or involvement |
| 08/2020 | Anonymous source | Staff | Misrepresentation of data and/or interests and/or involvement |
| 08/2020 | Anonymous source | Former staff | Misrepresentation of data and/or interests and/or involvement |
| 02/2020 | Anonymous source | Former staff | Misrepresentation of data and/or interests and/or involvement |
| 02/2020 | Anonymous source | Former staff | Misrepresentation of data and/or interests and/or involvement |
| 02/2020 | Anonymous source | Staff | Misrepresentation of data and/or interests and/or involvement |
| 10/2019 | PhD student | Staff | Fabrication; misrepresentation of data and/or interests and/or involvement; and failure to follow procedures |
| 10/2019 | Anonymous source | Staff | Misrepresentation of data and/or interests and/or involvement |

| | | | |
|---------|--------------------------------|--|---|
| 10/2019 | Anonymous source | Staff | Misrepresentation of data and/or interests and/or involvement |
| 06/2019 | External Independent Source | Staff | Misrepresentation of data and/or interests and/or involvement |
| 04/2019 | Journal editor | (i) Staff; and (ii) Former PhD student | Misrepresentation of data and/or interests and/or involvement |
| 03/2019 | External examiners | PhD student | Plagiarism |
| 11/2018 | External independent source | Former PhD student | Misrepresentation of data and/or interests and/or involvement |
| 11/2018 | External examiners | PhD student | Plagiarism |
| 11/2018 | External examiners | PhD student | Plagiarism |
| 09/2018 | External entity | Staff | Plagiarism |
| 04/2018 | Former postdoctoral researcher | Staff | Misrepresentation of data and/or interests and/or involvement |
| 04/2018 | Journal editor | Staff | Misrepresentation of data and/or interests and/or involvement |
| 10/2017 | Internal Supervisor | PhD student | Misrepresentation of data and/or interests and/or involvement |
| 03/2017 | External examiner | PhD student | Plagiarism |
| 09/2015 | Anonymous source | PhD student | Misrepresentation of data and/or interests and/or involvement |

Minute of the Risk Topic: Equality, Diversity & Inclusion

14 Strategic Risk Management: Equality, Diversity & Inclusion

The Director of Equality, Diversity (EDI) and Inclusion presented the Annual Equality, Diversity and Inclusion Report to the members of the ARCC. She noted that this is an area which has a great deal of reputational impact on and institution and can also have a significant impact on the attraction and retention of staff and students. The university has set its priorities around governance and key projects and embedding EDI in all elements of its activities. A line of accountability has been created throughout the institution, from the College Council down. There is now an equality analysis framework, and streams of work are underway which aim to improve equality and diversity in terms of gender, race, sexual orientation, religion and belief. Significant work has also been done on allied themes, such as bullying and harassment. This year, there has been an increased focus on compliance with disability equality legislation. The Director of ED&I was able to outline a lot of good practice, but she noted that there were still some risks present in the environment going forward.

The Transformation Project Manager reported that the project to improve the accessibility of digital content, so as to be compliant with the latest legislation, was progressing steadily. The legislation requires organisations to have an accessibility statement available for each of the digital platforms they use and to have made reasonable adjustments to allow people with disabilities to access the content. This would involve, for instance, making captions available on a video for people who have hearing difficulties. The Programme Board was functioning well, and a number of accessibility statements for the university's existing platforms had been created under its oversight. The programme became even more important when the university moved the vast majority of work and teaching online. However, this has also proved a positive in providing an incentive to complete the programme. Improvements over this period include:

- Updating of the procurement process to ensure that only accessibility-compliant platforms were now purchased.
- The creation of guidance and tools to help staff create accessible content.
- The launch of an accessibility plug-in called Blackboard Ally for KEATS, the main learning platform. This RAG-rates teaching materials on the platform in terms of their accessibility and provides advice on improving it, as well as allowing students to download materials in a different format. Since its launch, there have been over 84,000 accessibility downloads and King's has an overall accessibility rating of 77.8 percent.
- All high-priority platforms (those used by a large volume of students) have been audited for their accessibility.
- Four platforms have now published full accessibility statements.

The Equality, Diversity and Inclusion Project Officer noted that a great deal of work had been put into developing community and networks at the university. It was noted that there are five networks:

- Proudly King's (LGBT+)
- Nest (Parents and Carers)
- Elevate (Gender equality)
- Access King's (Disability Inclusion)
- Race Equality

It was observed that a number of EDI Development programmes have been supported by the EDI department. These included:

- Diversity Matters – interactive sessions aimed at helping staff to become aware of unconscious bias and micro-aggressions, and how to deal with them in the workplace.
- Trans Matters – interactive sessions providing staff with an understanding of trans identities to support their role
- Mentoring – targeted programmes which focus on establishing mentoring relationships for under-represented communities of staff
- StellarHE – targeted leadership development programme to support BME academics, researchers and professional service staff
- Aurora – targeted leadership development programme to support women staff

The Director of EDI summarised the presentation by noting that the team is trying to create an equity eco-system across the university. This ranges from governance to addressing specific problems and includes developing methods to measure progress.

Members noted that one of the statistics which stood out most prominently in the paper accompanying this presentation was the declining number of senior female academics. The Interim President & Principal noted that the percentage shown in the statistics is actually an improvement. Recruitment is yet to add positively to this analysis. However, the university can show real progress in relation to promotions. The real pinch point has been identified as the years between Postdoc and first lectureship. There is also some drop-off at the senior lecturer and professor level. It was observed that the student population is approximately 50:50 in terms of gender. There is currently a major piece of work being undertaken by the Vice-Principal (Research) around research culture and the types of research that needs to be undertaken to get the necessary number of citations for promotion. The Women's Leadership Institute had been commissioned to help to look specifically into the issue of gender equality in senior academic positions at King's.

Questions were also raised about King's being below the average for the admission of BME students in London. The Director of EDI noted that King's has chosen to measure itself against every university in London, which seems more honest, but has a distorting effect, as King's is almost certainly leading in the Russell Group in terms of enrolled students from a BME background with 56 percent of the undergraduate population coming from a BME background. The real issues lie more in postgraduate opportunities for BME students, which is slowly being addressed. A suggestion was made to include BME attainment and drop-out rates into the university KPIs. The Director of EDI noted that some successes have been achieved in the past few years, with more women now entering the promotion process than in the past

Another question was received about the extent to which the EDI team drills down into the data to find issues. The Director of EDI responded that the university is required to break down the various populations within the Race Equality Charter Mark. She noted that the Vice-Principal is working on the research strategy and trying to embed a different model. To be successful, this will require the structural barriers to be identified and removed so as to help improve the pipeline.

A staff member observed that established academics could provide help in removing some of the pinch points around academic career progression. He noted that mentors could be used to help smooth the transition from undergraduate to postgraduate and to help open up the opportunities at that point within the framework of their curriculum. The Director of EDI responded that a whole range of mentoring programmes already existed, but there is perhaps a need to specifically investigate ways to tailor these programmes for the research community. To date, she noted, there has been difficulty identifying the right individuals from the PGR community to be involved.

The Chair thanked the Director of EDI and her team for an excellent presentation and for all the positive work they had done at King's over the past two years.

Annual Equality, Diversity & Inclusion Report



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Welcome

Foreword by President and Principal Ed Byrne

I write this as I near the end of my time as President & Principal at King's. As I reflect on our progress over the last few years I am proud to recognise equality, diversity and inclusion as strength and a defining feature of our University.

At King's, 'it's our deeds that define us'. These are not just words to me. The core social value it espouses has guided me in my leadership of King's. These values are particularly relevant when thinking about equality, diversity, and inclusion. To achieve the goals, which we set out in Vision 2029, every one of us has a role – a responsibility – to help King's live up to its mission of helping to make the world a better place.

We collectively have a key role to play in helping to foster an inclusive environment and set employment and learning practices that allow individuals to flourish. As any good educator knows, the most powerful thing one can instil in someone you teach is an appreciation of the power of self-learning on a life-long basis. We can apply this to inclusion and recognise that we all must think seriously about inequality, be mindful of our potential for biases, and consider our practices and behaviours in both our professional and personal lives.

We know that inequality has a profound impact on mental health, physical health, and life opportunities, and we see that the coronavirus pandemic has exposed and amplified underlying inequalities in our society. This has impacted our staff and students in profound and heightened ways. Our staff have pulled together to help each other and King's weather the impact of the pandemic. People have shown a great capacity to work innovatively and collaborate across traditional structures and silos for the common good of our community.

As an institution, we must continue to make space to hold and participate in valuable discussions. We need open discussions around inequality, recognising the breadth of our diverse community and acknowledging often very different lived experience. These conversations are an important tool in our fight against ignorance, intolerance, and apathy.

As I prepare to depart King's I am proud to see the progress we are making, and I call on each of you to redouble our efforts to address these disparities. We need to continue to ensure that King's is the exemplar for equality of opportunity and the innovative, inclusive practices we all want it to have. Together we can build a more inclusive, fairer university for all.





Foreword by KCLSU President Salma Hussain

King's College London was founded based on intolerance and exclusion in opposition to "that Godless institution in Gower Street", as UCL's secular approach was deemed unacceptable. Despite these beginnings, KCL has made large improvements in Equality, Diversity and Inclusion, especially in the past few years. This slow but steady progress has been heartwarming. However, this year's events, including but not limited to, the murder of George Floyd and Breonna Taylor in the USA, and coronavirus globally, demand that we accelerate our progress rapidly. KCL needs to be more proactive and less reactive, to make progress on key issues and become a truly anti-racist institution.

Certain members of our community are disproportionately affected by coronavirus, whether financially or socially, and we need to make accommodations for this. I am pleased to see that KCL has been looking through the lens of equality, diversity and inclusion and working on initiatives such as closed captioning and how personal tutors can meet students who cannot discuss sensitive issues at home. The year 2020 will never be forgotten. The lessons learnt from this pandemic need to be remembered in the future when looking at how best we can serve our community. EDI should not be a tick box exercise but rather a focus when making any decision. Our student and staff community has a diverse range of needs which must be considered in any decision, from moving teaching online to estate planning for gender-neutral bathrooms.

Our proudly diverse student body has a broad range of experiences with EDI and I could not in good conscience write this alone, so I asked our students what their experience with EDI is. The spectrum of responses was interesting, to say the least, with approximately 50% positive and 50% negative responses. Contradictory experiences with comments about “experiencing ableism” to “I feel listened to and cared about as a disabled student” showcases the successes of our communities but also how we have a long way to go.

One student said, “The King's community is very vocal about its diversity, and there are multiple events and campaigns promoting EDI on and outside of, voices of students from minority backgrounds being taken into consideration and that being reflected in the university guidelines, the addition of gender-neutral toilets on all campuses”. Importantly, this comment was followed by “I think there could be more to be done”. As a community, we want to be inclusive, and are right to be proud of all that has been achieved so far. There will, of course, always be more work to be done.

I am proud to be part of our diverse community. I vividly remember coming to King's for the offer holder's day, looking onto campus and having a feeling of contentment because I felt that I belonged. This feeling continued throughout my years at university, which is why I felt empowered to run for President of KCLSU, as a visibly Muslim Woman of Colour. I hope that one day all members of our community experience this feeling of belonging. If even one student feels more included in this challenging year, I will consider my presidency a success.

This report should be read whilst remembering our successes but also looking at how we can strive for improvement in the future. There will always be more to be done to ensure our campuses, both digital and physical, are safe and inclusive but I have great hope for the future. KCLSU, and I as President, will always champion to have the voices of students heard and to hold King's to account in making progress in this critical issue of championing Equality, Diversity and Inclusion in our community. I would like to thank the whole Equality, Diversity & Inclusion Function for their hard work in this important area.



Our Partners

Our partners



Aims and Strategic Vision

Aims of the Report

Prepared by the Equality, Diversity & Inclusion Function, this report reflects on our progress towards our strategic priorities, showcases EDI achievements across King's and sets out our future ambitions and priorities.

King's aim is to exceed compliance with the legislative requirements of the Equality Act 2010 and demonstrate best practice and, ultimately, be an exemplar of Equality, Diversity & Inclusion in the Higher Education (HE) sector and more widely.

King's Strategic Vision 2029

King's Strategic Vision, launched in January 2017, takes the College to its 200th anniversary in 2029 and builds on the history of being 'in service to society' to make the world a better place.

King's focuses on world-leading education, research and service and playing an increasingly proactive role in our more interconnected, complex world.

King's will continue to expand the huge contribution it makes to London and through that a national contribution within the UK, and into an international community that serves the world.

There are five aspects to King's Strategic Vision 2029:



Equality, Diversity & Inclusion Strategic Vision and Priorities

Equality, Diversity & Inclusion are central tenets of King's Vision 2029 which sets out the roadmap to provide an exceptional student experience and to be an employer of choice. Integral to this is recognising, celebrating, and improving our diversity and inclusion. A key outcome of the Equality, Diversity & Inclusion Vision at King's is a belief internally, externally, and internationally that King's is a place that welcomes diversity, where anyone with talent can thrive.

Vision Principles

- Be intersectional by default
- Attract and retain a diverse student population
- Enable successful outcomes in terms of degree attainment and employability for the breadth of the student body
- Attract and retain a workforce that is representative of our student body
- Ensure the breadth of the workforce is productive and feels valued and able to contribute

Equality, Diversity and Inclusion Strategic Priorities 2019–2022

| 1 | Governance & accountability |
|---|---|
| | Improve foundations, ensure legal compliance, and tackle risks. |
| | Improve accountability, leadership and decision making. |
| | Improve workforce equality data collection. |
| 2 | Workforce development |
| | Improve management capacity. |
| | More capable, inclusive leadership and management practice. |
| | Promote the benefits of inclusive behaviour |
| | Improve mechanisms for addressing unacceptable behaviour |

3

Workforce representation

Increase the proportion of women in senior positions.

Increase the proportion of BME colleagues in senior positions.

Improve inclusion and progression across all staff groups

Address ethnicity and gender pay gaps.

4

Staff disability inclusion

Improve inclusion for disabled staff.

Ensuring efficient and supportive reasonable adjustments

Building awareness and education around disability.

Increasing confidence in our disabled staff that they can trust us.

5

Evaluation and Recognition

Attainment of an institutional wide Athena SWAN silver award in 2021

Renewal of the institutional-wide Race Equality Charter Bronze award in 2020

Submission to the 2022 Stonewall Workplace Equality Index.

6

Address differential student outcomes

Partnering with the Student Outcomes Service (Student Success & Social Mobility Directorate) we must close the undergraduate BME attainment gap at 'good' degree and first-class levels.

Implementation of a university-wide network of Inclusive Education Partners (academic & student staff)

Upscale Conversations about Race, to increase student belonging, following a successful pilot year.

Coronavirus Response

Coronavirus Response

Across the College, King's put EDI at the heart of its coronavirus response. There has been a significant focus on staff wellbeing, which was reflected in additional concessionary leave days being granted to staff in April and August, the creation of an online meeting framework, and the opportunity for parents and carers to utilise special paid leave. Equality analysis has been embedded into the most senior response decisions of the College, whilst locally faculties and directorates have supported colleagues and students.

Equality Analysis

In response to coronavirus, the university has understandably undergone significant change. As we worked to keep our community safe, the need to be proactive on EDI was not underestimated. King's instinctive response to the pandemic was to centre staff and student wellbeing, including the challenges of individuals working while caring for dependents.

In March 2020, the Senior Management Team (SMT) formally recognised and stipulated EDI needed to be embedded into decisions and implementation responding to Coronavirus. EDI worked to deepen confidence in university decisions and help avoid preventable differential impacts for staff and students.

To support King's in understanding the EDI impacts and possibilities of decisions, we rapidly developed tailored [Equality Analysis \(EA\) materials](#), including quick reference guides, an abridged Equality Analysis template, and produced [a Coronavirus Disease Equality Considerations Report](#) which brings together research on the differential impacts of the pandemic on key demographic groups.

The coronavirus EA materials, championed by Professor Evelyn Welch MBE, were employed by the King's Coronavirus Management Response framework, and working groups in key decisions.

EDI provided consultancy support to the analysis of coronavirus response measures and developed materials and mitigation plans where required. This work has contributed to the return to campus, including COVID-safe measures such as the use of face coverings, the requirement for social distancing, priority lift access, financial measures, and HyFlex teaching and learning. The materials were made available on our [EDI Coronavirus webpages](#) for all staff to access.

Reflection on the adaptation and development of our EA materials and collated findings of the coronavirus response analysis reports will provide a basis for continuous improvement. Enabling EDI to continue to support King's in building its management and leadership capability in further embedding equalities thinking as part of decision making.

Community Engagement Corner

Lead by the Faculty of Life Sciences and Medicine and Institute of Psychiatry, Psychology & Neuroscience [the Community Engagement Corner](#) was developed for Health Faculties in March 2020. The site hosts guidance and resources, training, and development, and health and wellbeing advice alongside a feature on the #BlackLivesMatter campaign. The site has become an important hub of information for staff, with over 92,000 visits and 3,600 unique visitors since its launch.

Governance & Accountability

Governance & Accountability

In 2019 King's Equality, Diversity and Inclusion (EDI) governance improved to better embed EDI through all structural levels of the College and strengthen accountability.

Working alongside the Equality, Diversity & Inclusion Committee is the Equality, Diversity & Inclusion Forum (EDIF). EDIF had its first meeting in June 2020 and is a body for staff and student voices. It comprises a diverse membership representing the breadth of [perspectives of the King's community](#).

Race Equality Board

In 2020, the EDI governance structure, following our Race Equality Chartermark commitments, expanded to include the King's Race Equality Board (REB). An innovative move within the HE sector, REB includes external and independent race equality experts, as well as internal King's staff/leaders, and actively ensures King's continues to drive the race equality action plan forward.

Independent Race Equality Experts



Councillor Dr Jacqui Dyer MBE
Councillor for Lambeth. Cabinet Member for Jobs, Skills and Community Safety. President of the Mental Health Foundation.

Jacqui Dyer is an independent health and social care consultant with a background in adult mental health commissioning as well as community and family social work. Jacqui has worked with a wide range of vulnerable care groups and has a strong passion in grass roots community empowerment. As an experienced counsellor, trainer, personal and professional development coach and group facilitator, Jacqui brings many dimensions to her insights.



Ian Phillips
Managing Director, Ian L Phillips Consultancy Ltd.

As an educator, coach and consultant, Ian has substantive senior strategic leadership and organisational learning and development expertise of more than 25 years. It is this diverse professional background that Ian brings to his successful and high impact consultancy and facilitation for staff at all levels in public, private and third sector organisations in the UK and internationally.

Equality, Diversity & Inclusion Expertise

In 2019, we implemented a sustainable, university-wide approach to EDI resourcing and expertise. This was part of our HR transformation helping to set direction and provide appropriate, embedded expertise and support across King's.

We have two teams:

EDI Consultants

They design, develop, and deliver university-wide projects to raise standards across King's.

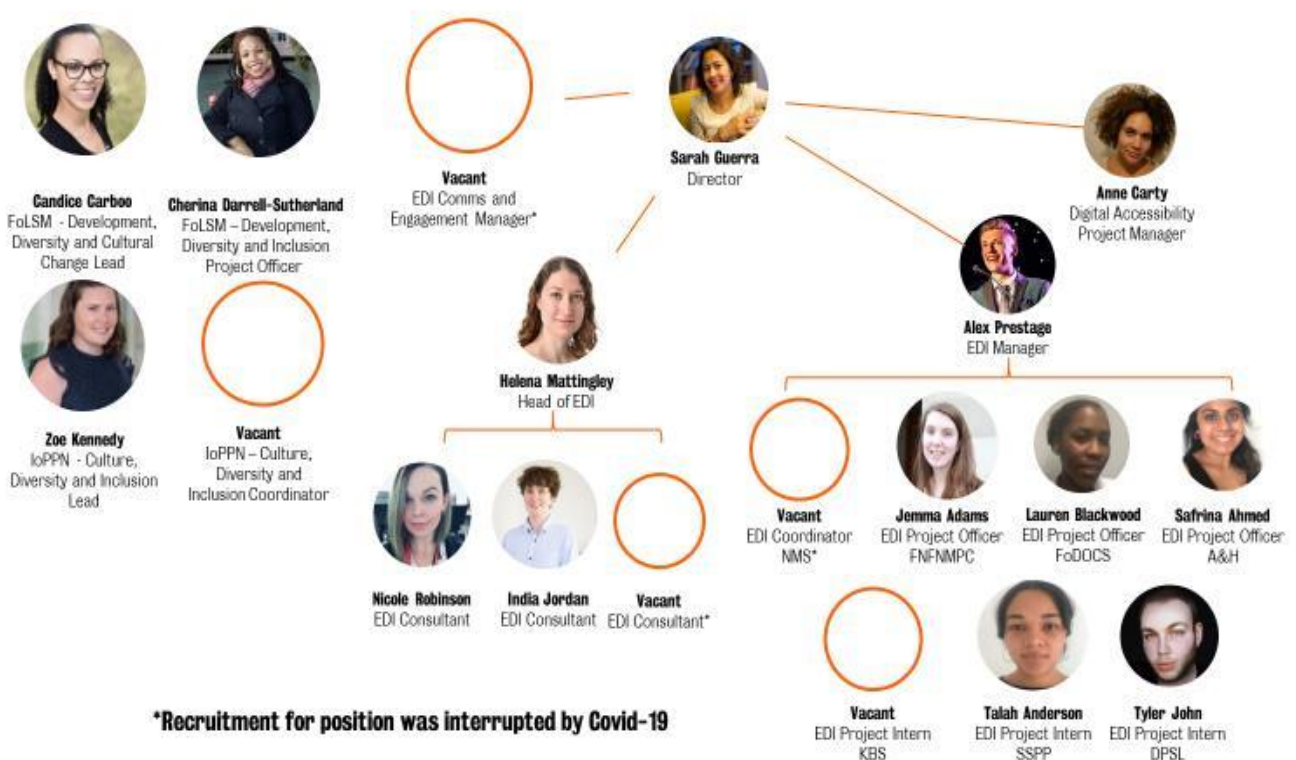
EDI Projects & Partnerships Team

They deliver services and projects on behalf of the EDI function and our partners in faculties. The Projects & Partnerships team works across the university to add value through their expertise and specialist skills – providing expert perspectives, methods, and approaches. Members of the Partnerships & Projects team work a proportion of their time embedded in seven of nine faculties, the remainder of their time is spent delivering university-wide projects and services.

A phased approach

This new partnership approach began with seven of the nine King's faculties: all five of the Arts & Sciences (A&S) Faculties, Faculty of Dentistry, Oral & Craniofacial Sciences (FoDOCs) and Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPC).

Faculty of Life Science & Medicine (FoLSM) and the Institute of Psychology, Psychiatry & Neuroscience (IoPPN) retained their existing approach and embedded expertise.



Faculty EDI Committees set out their visions for the future

The development of the Equality, Diversity & Inclusion Partnerships & Projects team has increased resource and support that has enabled all faculties to set EDI priorities for the future. As many of our faculties have well-established committees, we highlight those faculties that have made new strides in creation and development of EDI infrastructure this year.

NMPC develop a new action plan for 2020-2023 led by Dr Emma Briggs and Dr Sabrina Bajwah

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPC) launched their new faculty EDI committee structure in 2020. The committee is chaired by Dr Emma Briggs, Senior Fellow HEA, Lecturer in Nursing Education, and Dr Sabrina Bajwah, Clinical Senior Lecturer and Honorary Consultant in Palliative Care.

In consultation with staff and students, the committee has co-developed its vision, values, and a new EDI Action Plan for 2020-2023. The plan includes ten priority areas based on faculty data (students and staff), D&I staff survey, Athena SWAN action plans, faculty strategic review and current EDI activities.



Dr Sasha Scambler is appointed EDI Committee Chair and Academic Lead for FoDOCs

Dr Sasha Scambler has been appointed chair of the EDI Committee. Dr Scambler has demonstrated her commitment to equality, diversity, and inclusion throughout her career affording her the position of Senior Lecturer in Sociology. Dr Scambler has a keen interest in disability accessibility - ensuring that the classroom and workplace are accessible to all.

FoDOCS EDI Committee has committed to focusing on fostering a culture of collaboration, respect, and support across the faculties staff and student community; to address the BAME and disability attainment gaps, and to tackle the under-representation of marginalised groups within their staff and student bodies.



SSPP establish a new EDI committee and workstreams led by Professor Bronwyn Parry

Social Science and Public Policy have established their Faculty EDI Committee chaired by Professor Bronwyn Parry, Head of the School of Global Affairs that meets monthly and has six workstreams; (Decolonisation, BME Attainment, Bullying & Harassment, EDI Culture, Recruitment & Progression, Disability Inclusion), which each has a leader responsible for defining the scope. The committee ran a successful EDI World Café discussion with over 70 professional services attendees.



Dr Helen Coulshed is appointed EDI Committee Chair for NMS



Dr Helen Coulshed MSci PhD MRSC FHEA, Lecturer in Chemical Education, has been appointed Chair of the NMS Equality, Diversity & Inclusion Committee. Dr Coulshed has a longstanding commitment to increasing equity of experience for staff and students. With over seven years' experience as a STEM outreach ambassador, Dr Coulshed has previously led the Chemistry's Athena SWAN self-assessment team and was a co-creator of the highly successful *Professional Skills for a Globalised World* interactive online module.

The Faculty EDI Committee has decided on three priorities for the year, transforming staff recruitment, enhancing student voice and representation, and building an inclusive environment to reduce the BME attainment gap.



Key Performance Indicators

Key Performance Indicators

King's College London challenges itself to continually improve and has created a series of Key Performance Indicators (KPIs) to manage and monitor progress towards key goals. These EDI KPIs are set annually with progress monitored by our [Council](#).

Our EDI KPIs reflect the institutional priorities on sex and ethnicity. Our three measures are:

- Black and Minority Ethnic (BME) representation at all levels, for Academic and Professional Services staff.
- Black Minority Ethnic (BME) Female representation at all levels, for Academic and Professional Services staff
- Gender representation in senior levels, for Academic and Professional Services staff.

The metrics for Professional Services are established at the University-level, while academic targets are set in tandem with faculties.

Black and Minority Ethnic (BME) staff representation

Our BME representation in academic roles is above the sector average and our future targets will move us closer to the upper quartile. Our data on BME representation in Professional Services show a similar story, as we are above the London Higher Education (HE) mean benchmark and moving towards the upper quartile target for BME representation. This shows a positive trend. However, we need to be mindful that HE has overall low representation and, while it presents a contextual and relevant benchmark, it is not the most stretching comparator, as HE is not seen as a leader in sex and ethnicity inclusion.

We need to aim higher, as our student body becomes increasingly diverse there is ever greater need for our staff body to be more representative. We know through our Race Equality Chartermark Self-assessment that while the representation of BME and female colleagues is increasing, there is a qualitative experience gap, in terms of belonging, inclusion and perceptions of fairness which is not yet fully captured in KPIs.



Black and Minority Ethnic (BME) Female Staff

In 2019 we developed a KPI which looks at the representation of Black and Minority Ethnic women in our workforce.

- The proportion of female BME Academic staff at King's for 2018/2019 stood at 10.1% of the staff population, which is the same as the London University benchmark. From this baseline, we have introduced a target of a 0.5% annual increase which will be continually monitored.
- The proportion of female BME Professional Services staff at King's for 2018/2019 was 13.1% of the staff population, which is 0.4% below the London University benchmark. From this baseline, we have introduced a target of a 0.2% annual increase which will be continually monitored.

Gender representation in senior levels, for Academic and Professional Services Staff

Our data shows we continue to be above the Russell Group benchmark average and have been increasing the representation of senior female staff each year.

- Senior academic female staff are above target by 0.3%.
- Professional Services staff are above target by 1%

Gender and Ethnicity Pay Gaps

In Vision 2029, we make clear we want to ensure that everyone, no matter what background, has equal opportunities as part of the King's community. A diverse, fair, and highly inclusive environment is good for all at King's and our wider community. Pay gaps are an indicator of the balance of representation of staff in roles at different levels across King's.

We are pleased to say that, for 2019, the overall mean gender pay gap reduced to 17.8%, dropping 1.2% from the 2018 figure of 19%. Nonetheless, 17.8% is still a significant figure, and the ethnicity pay gap of 13.2% remains largely unchanged. We must seek to understand both the sources of the gaps and how we create the conditions to close them. The direction of travel is certainly positive, which is an endorsement of the steps we have been taking, but we cannot afford to be complacent.

Brent Dempster, the Director of HR, commissioned research to understand the management practices, reward and recognition processes that influence occupational segregation. The findings of this report have informed our EDI practice and the development of our Athena SWAN institutional action plan and submission for November 2020.

Improving Workforce Quality Data Collection

As part of the HR Transformation, EDI partnered with our staff networks to support HR Digital Services to implement the new King's HR system. EDI sought best practice advice to align data categorisation and recommended wording for questions from the Higher Education Statistics Agency (HESA), Advance HE, Office for National Statistics (ONS) and Stonewall.

All staff can now access, input and update their data, including the use of preferred names and gender-neutral titles for our trans and non-binary staff. Supported by a College-wide communications campaign, the new system moves away from manual processing. This produces a higher standard of accessible data. This data is hosted on our innovative Equality, Diversity & Inclusion Power BI dashboards, first introduced in 2018. The dashboards provide evidence that underpins our EDI strategy, and are available to all staff including our faculties and directorates, for developing their action plans across the College and undertaking equality analysis.

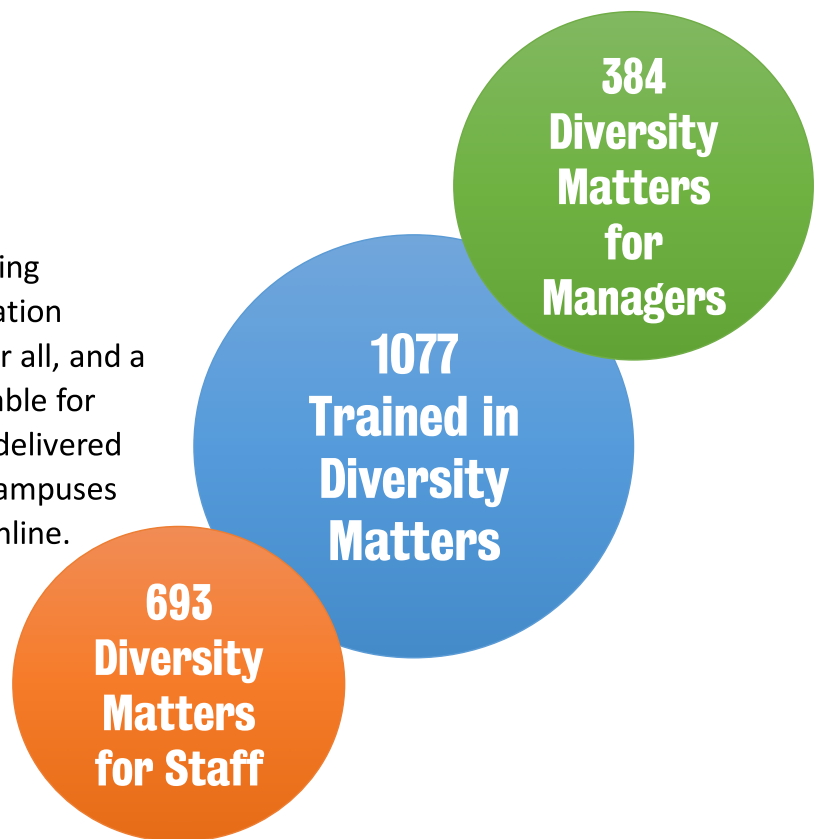


Workforce Development and Culture

Workforce Development and Culture

Diversity Matters

Diversity Matters is our flagship training product for King's staff, with a foundation Diversity Matters session available for all, and a Diversity Matters for Managers available for managers and supervisors. Both are delivered at least nine times a year across all campuses or, since the coronavirus outbreak, online.



Trans Matters

Trans Matters is a training session for staff teams and departments designed to provide knowledge and understanding of trans identities and how to support colleagues and students. The session was previously delivered in person in small groups, but this year the training has been adapted to be delivered online and much larger groups have been able to engage in the session. The training explores key terminology, the UK legislative background and the use of inclusive pronouns. Space is provided throughout the session for questions and attendees are also encouraged to think about their individual and collective actions going forward based on what they have learnt. Since the start of the training in 2017, 312 people have been trained, with a large part of those attending the larger online sessions in 2019/20. These included 45 people from the Faculty of Arts and Humanities and 42 staff members from Nursing, Midwifery and Palliative Care.

Stellar HE

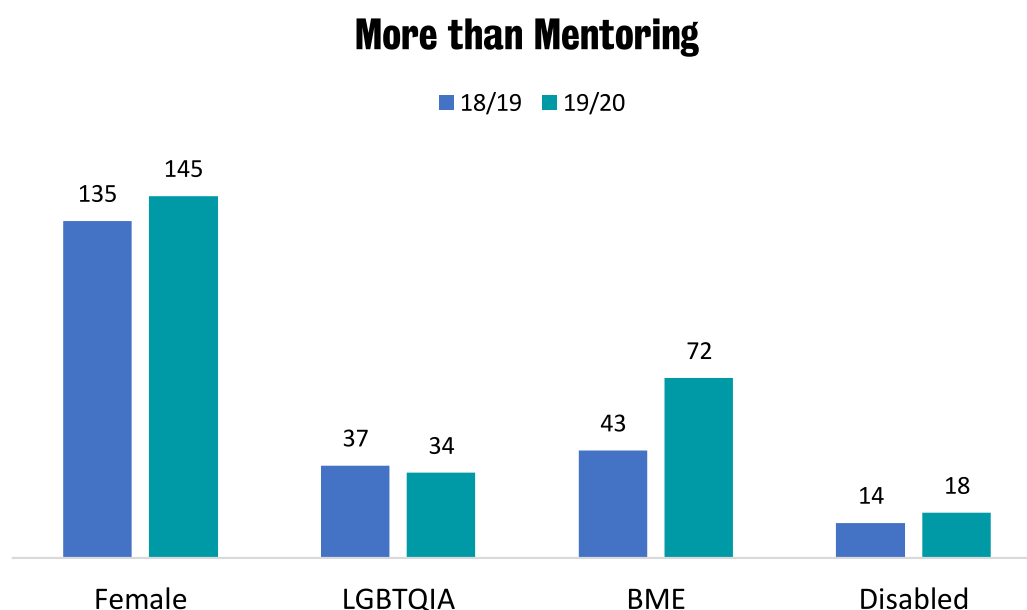
Stellar HE is a leadership development programme for Black and Ethnic Minority people; the programme aims to foster and unlock unique leadership qualities in both academic and professional services staff. In 2019, King's invested in three Stellar HE places for professional services colleagues. Following the success of this initial cohort, with positive results and feedback, the university invested in a further three places for academic staff in the 2020 academic year. For the first time, this investment was part-funded by academic faculties, with staff participating from IoPPN, Law and NMPC.



More than Mentoring

In 2019/20, *More than Mentoring* scheme saw its second year. The scheme aims to provide mentoring which goes beyond the usual frame of a mentoring relationship, alongside focusing on professional and personal development it offers opportunities to develop networks and to be a part of a community.

The scheme is aimed at addressing issues of underrepresentation among those that identify as BME, disabled, women and LGBTQ. Following a successful transition online, the scheme will be delivered virtually in 2020/21.





Dignity at King's

The Dignity at King's programme grew from the original *It Stops Here* student campaign against sexual harassment, led by KCLSU in 2015. Since this time, there has been considerable change and development within King's, but also in wider, global understanding and awareness around bullying, harassment, sexual misconduct and hate crime.

To capture the increased reach, scope and adapted aims of the work we established the Dignity at King's programme in 2019. Dignity at King's reaches across the College, seeking to align the *It Stops Here* communications and engagement campaign with policies, processes, and training to incorporate a high quality, trauma-informed, preventative, and responsive approach to bullying and harassment for our whole community.

Dignity at King's brings together our staff facing services and student facing services to use agreed terms and protocols, [enable reporting](#), collect information consistently, and continually improve institutional activity around eliminating bullying and harassment. Our student-facing activity also includes training and the prevention-focused [Consent Matters online module](#), and the response-driven Active Bystander workshops.

Dignity at King's – Bullying and Harassment Policy

Over the past year and a half, there has been a review of King's conduct and performance regulations for academic staff. The regulations as they stood were outdated, not always in alignment and unwieldy. As part of this EDI has led on the development of a university-wide policy on bullying and harassment to replace the Dignity at Work – Statement of Commitment, a document that was not sufficiently robust and that has not been implemented effectively in the past.

In November 2019, EDI began research to inform the policy, using sector reports, and policies from HEIs and the public sector. Through several rounds of consultation with stakeholders across the College, the Policy is now in its final stages of approval ready for publishing in the new academic year.

Developing this policy provides the foundations to properly reflect the importance of an organisational-wide commitment to tackling bullying and harassment in all parts of our community and creating an inclusive environment.

The Bullying & Harassment Policy describes what a good environment looks like, defines conduct that is not acceptable and speaks to the responsibility of all members of the King's community to foster and develop an inclusive environment. Importantly, it also makes clear that managers and senior leaders need to engage with people, behaviour and problems as they arise to foster an inclusive environment and enforce the implementation of the policy.

This establishment of a policy is a significant step for Dignity at King's.

We must also recognise that by reaching a point where the policy needs to be invoked and related disciplinary or grievance measures are taken as a result, we have most likely already failed in some ways. Once the policy is established there will be a programme of activity to embed the policy and develop appropriate training and guidance

Guidance for Managers

Organisational Development colleagues, in partnership across King's produced guidance for managers in dealing with allegations of bullying and harassment.

[The guidance](#) includes a combination of example scripts to guide conversations, suggestions for managing emotions and signposting to resources. This practical resource supports managers in assisting their staff, encouraging prompt resolution of issues as and when they happen.

Confidential Advisors

The Faculty of Life Sciences and Medicine Development, Diversity & Inclusion team launched the *Confidential Advisors* for staff and PhD students in the Faculty. The Advisors are trained staff who can provide one-to-one support, signposting and impartial listening service for colleagues who experience or witness bullying & harassment.

Code of Conduct and Considerate Online Communications

The Institute of Psychiatry, Psychology & Neuroscience (IoPPN) developed a Code of Conduct for the faculty, aiming to foster diversity in perspectives, approaches, research, and education. Nearly 200 staff and PhD students have digitally signed, publicly recording their commitment to creating an environment where staff and students can thrive.

Following the move to remote and home working for many staff, IoPPN supported the Code of Conduct by producing additional guidance for Considerate Online Communications and Engagement. The guidance provides information on practical steps staff can take when organising, chairing, and participating in online meetings to ensure the needs of others are fully considered.

Religion & Belief

Religion & Belief

Religion and Belief Policy

Attention to the religious and cultural needs of staff and students can contribute to their feelings of belonging and wellbeing. Therefore, religion and belief are important considerations for our diverse community. In collaboration with colleagues from the Dean's Office, we are developing a new religion and belief policy and accompanying guidance document. This document will clarify important aspects concerning religion and belief. The policy is under consultation and due to be published in 2021.

Office for Students Catalyst Projects

In 2020 EDI completed a series of successful projects with a focus on religious communities and religiously motivated hate. These projects were funded from a £50,000 grant from the Office for Students, match funded by King's.

The catalyst funding presented an exciting opportunity to build on the work already established around prevention and responses to bullying and harassment – to recognise the needs of religious communities within King's, particularly focusing on incidents of antisemitism and Islamophobia.

Some key outputs from this catalyst funding were *Disclosure Response Guidance* to support staff to appropriately handle student disclosures, *an animated video* addressing hate crime, promotional materials, and an insightful data-driven report. The report examined the barriers to reporting and community cohesion for religious students and was the product of a research project that was led, written, and produced by student interns.



The Reverend Dr Ellen Clark-King appointed as King's First Female Chaplaincy Dean

The Reverend Dr Ellen Clark-King has been appointed as the new Dean of King's College London. Dr Clark-King is the first woman to take the role in King's 191-year history and will start in December 2020. Dr Clark-King has degrees in History and Christian Spirituality and specialised in Practical Theology and Feminist Spirituality for her PhD with a thesis on Feminist Theology interrogated by the voices of white working-class women.

Following ordination in 1992 and a curacy in the Diocese of Hereford, Dr Clark-King's next role was as Chaplain and Fellow at Sidney Sussex College, Cambridge. Since then she has undertaken faith, spiritual and educational roles in the UK, Canada, and the US, most recently as Vice Dean and Canon for Social Justice at Grace Cathedral.

The recruitment process and panel for the Dean's appointment was supported by the Equality, Diversity & Inclusion team.



Workforce Representation

Workforce Representation

Race Equality

As a globally diverse organisation, the university recognises the toxic impact of racism on our student body and workforce. Throughout 2020, we have worked closely with our students, their representatives, and the staff Race Equality Network to provide support to those experiencing the trauma of racism.

Our research shows that King's has made progress on race equality:

- 52% of King's home, undergraduate student body identify as Black and Minority Ethnic, reflecting a 10%-point increase since 2014/15.
- 14% of our most senior professional services leaders identify as Black and Minority Ethnic, reflecting a 10%-point increase in representation since 2014/15.
- The university has halved attainment gaps (by ethnicity) at 1st and 2:1, down to 5% from 12% in 2014/15.

This year we have engaged more staff, students, and leaders in our race equality work than ever before. Over the year we have:

- Engaged 180 of King's most senior leaders in the university's first Race Equality Leadership Summit, specifically addressing issues of race and racism within the university.
- Drawn together Professional Services Executive leadership to discuss and address issues of racial inequality in our workforce.
- Fostered and launched a staff Race Equality Network, providing sponsorship and investment.
- Supported an ongoing programme of town hall fora across our faculties and directorates, following up on June's Race Equality Leadership Summit and engaging staff and students with issues of race locally.
- Held nine Conversations about Race across seven faculties, with almost 200 staff and student attendees, aiming to foster a greater sense of belonging for Black and Ethnic Minority students.
- Celebrated Black History Month, including an annual, College-wide address from Professor 'Funmi Olonisakin and the inaugural Annual Harold Moody Lecture.
- Published pay gap analysis by ethnic group, alongside statutory gender pay gap reporting.
- Removed statues of Robert Clayton and Thomas Guy from public view, in alignment with guidance from the Mayor of London's commission.
- Completed a Race Equality Charter self-assessment, to audit, measure and accredit our progress and commitment towards race equality for staff and students, submitted July 2020

Workforce Representation

Despite our progress and rigour, King's has a significant way to go. Our histories and legacy are far-reaching and complex. Challenges persist for to eradicate race equality at King's, these are:

- Continuing to increase the ethnic diversity of our senior leaders (academic and professional services).
- Supporting staff and students to sensitively discuss race and racism.
- Support for staff and students to identify and report racial microaggressions, and for King's to act appropriately.
- Continuing to close attainment gaps and to develop inclusive curricula.

In 2020, the President & Principal reaffirmed his vision to become an actively anti-racist university and to eliminate racism and discrimination on campus. This is underpinned by our strengthened Race Equality Action Plan. The 2020 plan builds on previous iterations (2015, 2017, 2019), has SMART goals and responsible officers stretching across the staff and student lifecycles.

Action on Race Equality: Exploring King's Colonial History

Dr Liam Liburd has been appointed as a Lecturer in Colonial and Postcolonial British History at King's College London. Following King's commitment to further race equality, Dr Liburd will be developing a module in Postcolonial British History. He completed his PhD entitled *The Eternal Imperialists: Empire, Race and Gender on the British Radical Right, 1918-1968* in February 2020. His broader research interests are in British political and cultural history and the history and afterlives of the British Empire.



Forums, Surveys and Consultations about Race

FoLSM held several forums and events exclusively for Black and Minority Ethnic staff, in addition to events for all Faculty staff to openly discuss race equality and racism with other colleagues from the Faculty.

NMPC held two conversations about race, one for students and another for staff, to enable members of the faculty to share their experiences and their concerns. These conversations have informed leadership decisions, local action, and the EDI action plan.

A&H set up a survey for all A&H professional service colleagues. The survey is designed to collate views and experiences on race and racism within the Faculty, as well as diversity and inclusion more widely. The findings from this survey will inform later actions plans to tackle racism within the Faculty.

IoPPN has been promoting Race Discussions for the last five years and in the last year IoPPN has:

- Released the Race Discussions Toolkit which aims to provide skills and knowledge that ensure staff and students of all races and ethnicities and at all levels feel confident to engage in Race Discussions.
- Increased frequency IoPPN Race Equality Network meetings to recognise staff and students' desire to discuss race and identify actions to address the underrepresentation of Black students and staff. These are regularly attended by Executive Dean, Professor Ian Overall, who has set out his commitments to address racial inequality.
- Held three Open Forums (one Staff, two students focused) and departments have also been regularly holding discussions and have started to implement identified actions.
- Supported initial [Black Students Talk](#) sessions that provide safe, supportive and therapeutic spaces for Black students to meet, share, learn, and manage our mental health and wellbeing at university which is now being delivered by KCLSU.

Knowledge Beats

The Faculty of Life Sciences and Medicine developed and launched the [Knowledge Beats](#) development, diversity & inclusion workshop series. The series covers a range of topics including Microaggressions, Inclusive Language & Intersectionality, and compassionate and engaging line-management. Targeted at Health faculties, the workshops have been a significant success, often reaching full capacity with additional demand from outside of the faculties. Recordings are accessible on the Community Engagement Corner for staff across King's to view at any time.

The Arts & Humanities researchers rethinking King's approaches to Black Lives Matter

In August 2020, The Arts & Humanities research team awarded six collaborative grants to scholars from across the Faculty engaging with Black Lives Matter and forms of anti-Asian racism connected with the global pandemic.

The funding stream formed a rapid response to the growing urgency of Black Lives Matter protests in the wake of police killings of Breonna Taylor in March and George Floyd in May 2020. Inspired by student leadership in anti-racism initiatives, the research team opened these grants to undergraduates and postgraduates as well as staff.

Nineteen excellent projects were received, of which six went on to receive funding. The awardees from German, Philosophy, Mathematics, Culture, Media and Creative Industries, English and Film are drawing on creative practice, workshops, qualitative interviews, curriculum reviews and collaborative partnerships to explore ways to resist and rethink racism at King's and beyond.

Race Equality Network

The Race Equality Network (REN) chaired by Jennifer Agha Innamaa and VJ Sidhu has organised focus groups for the Black Community and East/Southeast Asian Community. The groups meet for coffee mornings which provides members with a safe and supportive space for members of the community to discuss their experience and share resources with each other.

REN marked the UK's first South Asian Heritage Month (18 July – 17 August) with a university-wide campaign highlighting the achievements of South Asian colleagues and celebrating their heritage. The celebrations were capped off with a performance by Indian Santoor maestro and composer Abhay Rustum Sopori.

Events from the network this year included supporting the Race Equality Leadership Summit on Race, and several community events to recognise important days and relevant issues. These included: Windrush Day with Patrick Vernon OBE; Modern Slavery with Debbie Ariyo OBE; Harriet Tubman Day, with her family descendants – Dr A.J. Brickler III and Dr A.J. Brickler IV; The Black Experience Japan with Ranzo.



Gender Equality

Gender Equality

Gender equality continues to be an international priority, and we have a part to play in understanding the global picture as well as eliminating gendered barriers within the university.

The Global Institute for Women's Leadership has published *Essays on Equality: Covid-19 edition*, an insightful reminder that adverse environments have a disproportionate impact on underrepresented and disadvantaged groups. We know that globally decision-makers are overwhelmingly male, that frontline health and social care professionals are majority women, and that additional burdens around unpaid caring responsibilities tend to fall to women.

The coronavirus pandemic has shown us how quickly, and how much we can change in a short space of time. Many of our staff continued to work productively in new, flexible, and digitally connected ways, moving towards our ambition of 'flexibility by default'.

King's has invested in understanding, overcoming, and eliminating barriers to gender equality via the mechanism of our institutional Athena SWAN action plan. In 2018/19 academic year we:

- Completed the Working Families Self-Assessment
- Ran two funding rounds for the Parents' & Carers' Fund
- Supported 10 awards from the Carers' Career Development Fund
- Commissioned independent pay gap research
- Conducted significant self-assessment to understand gender equality at King's
- University-wide qualitative engagement through Discovery Cafés
- Conducted the Qlearsite Staff Engagement Survey
- Led a cross-university gender equality engagement exercise for all directorates and faculties
- Initiated menopause and menstruation policies

Elevate: Gender Equality Network

This year, Elevate re-launched with a new committee chaired by Chiara Balosetti and Rachel Stockey. The network delivered a range of successful online events throughout lockdown including: coaching; understanding King's Athena SWAN; hosting the Global Institute for Women's Leadership; and Career Planning. Elevate also joined forces to deliver a thought-provoking panel event in collaboration with LSE, UCL and City university which had over 90 people in live attendance. Behind the scenes, Elevate are developing a new website for their members and are working on a strategy for male allyship across the university.



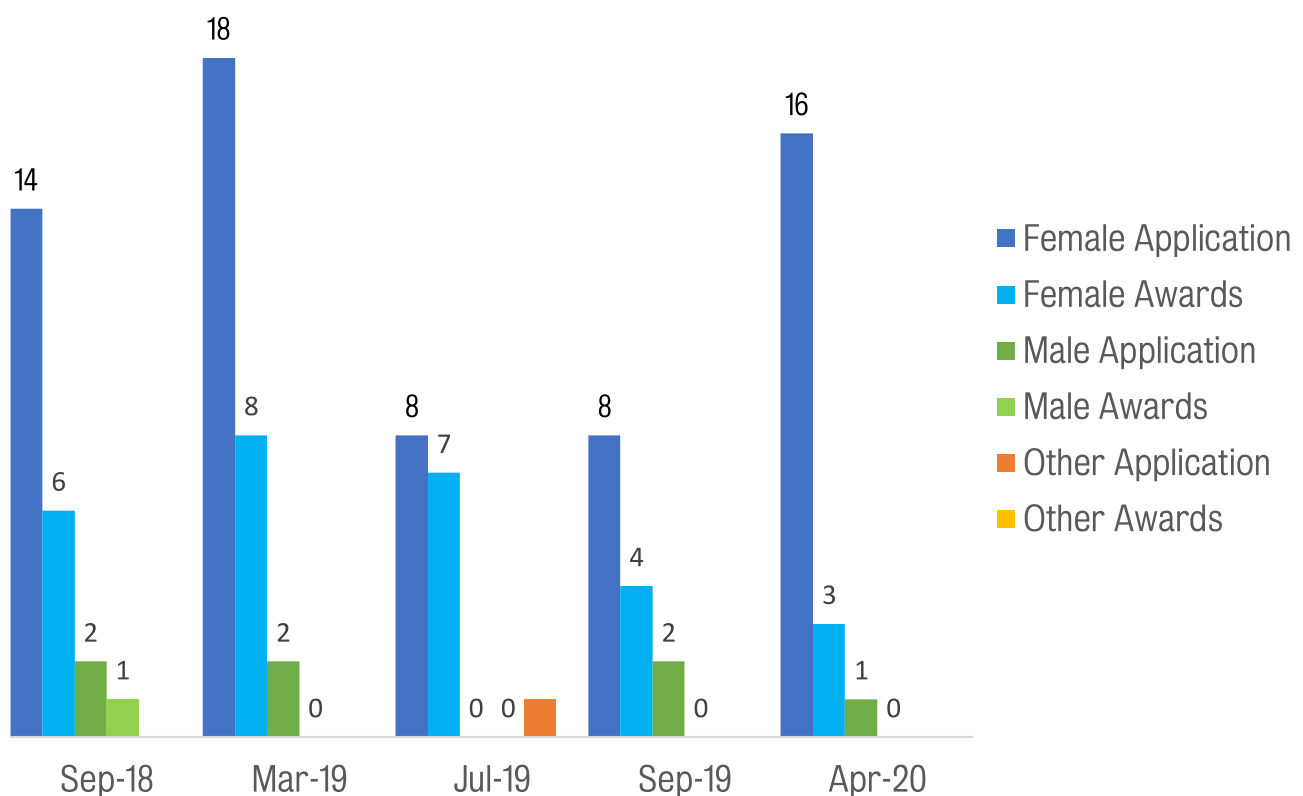
Parents & Carers Fund

The Parents' & Carers' Fund (PCF) is one of our Athena SWAN initiatives, a positive action scheme designed to mitigate the impact that career breaks might have on academic career progression. Established in 2014, the Fund supports King's academic and research staff to return to high levels of research performance, on their return from a career break – whether this is adoption, maternity, shared parental leave, or from caring responsibilities.

The PCF is supported by the Wellcome Trust's Institutional Strategic Support Fund which enables universities to invest in areas that are of mutual strategic importance to Wellcome and individual institutions – in King's case the joint funding totals £100,000 per year.

The funds are awarded based on the decision of the PCF panel which is made up of academic and professional services staff from across King's. This year representation in the panel was improved further, ensuring members were from across the faculties and at different levels of seniority. In the 2019/20 academic year, seven awards were made over two application rounds. Due to the disruption of the pandemic and the Wellcome Trust's review the summer panel was postponed. We hope to reinstate the PCF in 2020/21.

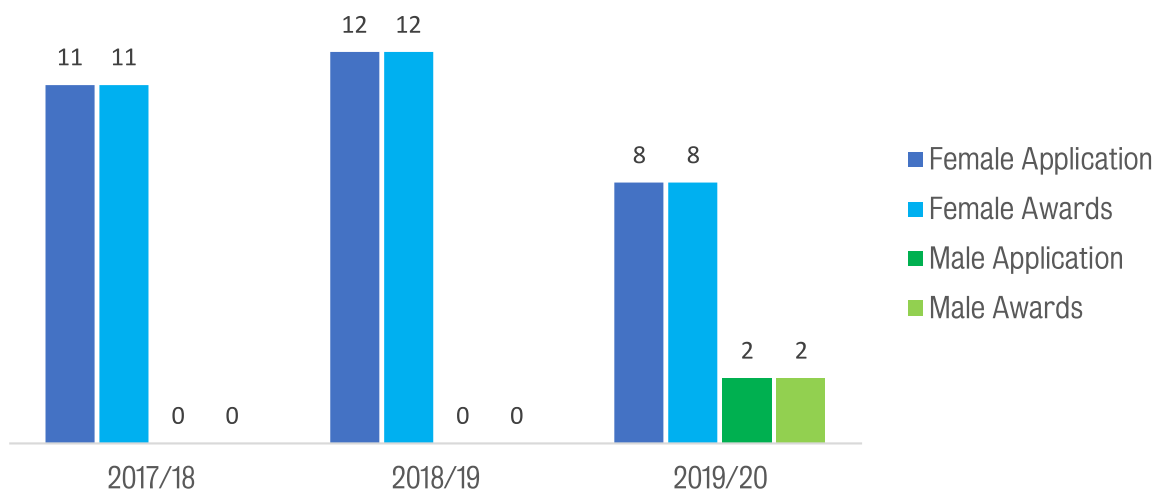
Parents and Carers Fund Applications and Awards by Gender



The Carers' Career Development Fund

The Carers' Career Development Fund (CCDF) is a scheme designed to help parents and carers with the additional care costs incurred because of attending conferences or career-enhancing training. Since its launch in 2017 the CCDF has been able to provide awards for all applications.

Carers' Career Development Fund Applications and Awards



Working Families Benchmark

As part of our work towards gender equality, King's has undertaken the Working Families benchmark for the first time this year. The Working Families benchmark is a tool to measure all aspects of flexible working and work-life policies and practice. It is designed to evaluate how well these are integrated into an organisation's values and culture and has a specific focus on parents and carers.

As a result of this assessment, we have audited our flexible working and work-life policies and practices, and from the results, we will be able to understand how King's compares to other HEIs and outside of sector organisations. The results, reported to the Athena SWAN Leadership and Action group, will be factored into our gender equality work, particularly around flexible working.





NEST: Network to Engage, Support and bring Together Parents and Carers

The Parents & Carers network has had a busy year. In March 2020, the network rebranded to NEST (N)etwork to (E)ngage, (S)upport & bring (T)ogether Parents & Carers at King's. The new logo, developed by Sarah Mander, reflects the ethos of our network to be one of supporting members as they seek to balance caring responsibilities with work commitments. The team has expanded welcoming colleagues to form a committee to help support NEST members. We have held regular meetings since January 2020.

As we moved to work from home, there was undoubtedly concern from members about how they would manage to continue working in a climate where care for children and other dependents was suddenly upended. NEST played a vital role in advocating at senior levels of College to ensure that parents' and carers' voices were heard and we were pleased by the core message circulated that **'family comes first so just do what you can during normal working hours'**.

NEST co-chairs have also continued to play an active role in the College's Flexible Working Group and supported the Flexible Working Survey, which ran from January until April 2020, and was designed to capture experiences, good or bad, of flexible working from colleagues across the College. The survey received almost 1000 responses and it has contributed to the College's Athena SWAN Silver award submission, the Working Families benchmark, and will continue to inform any other initiatives to support flexible working for all staff at King's.

Before lockdown and the move to working from home, the network held several in-person events and kicked off the academic year in October 2019 with a joint event with Proudly King's, 'What is a Family in 2019?'. The event provided the opportunity to challenge the notion of a 'traditional' family unit and we opened with Professor Laura Gowing providing an account of the social-historical perspective of a family, as well as sharing her own experiences.

Audiences were privileged to hear from colleagues who kindly shared their experiences of diverse family units, ranging from blended (step), lone-parent, same-sex, adopted, and multi-generational families.



In December 2019, NEST joined forces with Elevate hosting a craft and catch-up lunchtime drop-in session in the busy run-up to Christmas. This allowed members of both networks to relax and unwind while engaging in some craft activities.

As in previous years, NEST continued offering monthly drop-ins, rotating campuses. From April 2020, these sessions moved online where they continued to provide a safe space for members to discuss a range of issues. With the shift to working remotely, the online community became a hub of activity with Yammer providing a crucial platform for the committee to share key developments and resources with members and, perhaps more importantly, for members to communicate with each other in a time of uncertainty.

A wonderful initiative set up by the newest committee member, Jessie Hardcastle, was the Junior Book Club. This ran weekly from March until May 2020 and provided a time for those with under 5s to connect online with their children for a book reading, offering light relief during the day and at a time when many children were at home.

The move to remote working did not deter NEST from its commitment to supporting our carers and, once again, the network marked Carers UK Carers Week (8-14 June 2020), this year's theme was 'Making Caring Visible'. Over four days during this week, NEST published stories on the [EDI Diversity Digest blog](#) from four carers from King's as part of our way to make carers from our community visible. The pieces were powerful testaments to the role of carers and how many of us take on these extraordinary selfless duties but lack the support and recognition. This week allows us time each year as a community to recognise them and reflect on how we can best support those carers around us.

Thank you to all the *What is a Family in 2019?* Speakers and Carers Week Contributors:

- Dr Ellen Hallams, Senior Lecturer in Defence Studies Education
- Dushyanthy Pillai, Doctoral Research Student
- Hemali Patel, Head of Entrepreneurial Engagement
- Isobel Ige, School Programmes Manager (Undergraduate)
- Kirsty McLaren, Widening Participation Officer (Regional Outreach and Discrete Groups)
- Martha Clarke, Events and Communications Officer
- Our Anonymous contributor
- Pam Mellen, Research Software Project Manager,
- Professor Laura Gowing, Professor of Early Modern History
- Robin McIver, Chief Operating Officer (Arts & Sciences Faculties)
- Sarah Guerra, Equality, Diversity & Inclusion Director



Lesbian, Gay, Bi, Trans, Queer+ Equality

Lesbian, Gay, Bi, Trans, Queer+ Equality

King's is committed to providing outstanding research and teaching environment which is underpinned by equality, diversity, inclusion and opportunity for all members of the campus community, including our lesbian, gay, bisexual and trans community.

King's became a Stonewall's Diversity Champions member in 2016. Stonewall runs the Workplace Equality Index, a cross-sector benchmarking self-assessment for organisations to gain an insight into how LGBTQ+ inclusive their policies, processes and practices are. We completed our first Stonewall Workplace Equality Index in 2018, placing 263. Stonewall particularly praised our Trans Inclusion guidance. We had intended to submit in 2020 but due to the challenges that many employers are faced in response to the coronavirus Stonewall did not run the index this year. We aim to participate in 2021.

Proudly King's

This year Proudly King's have quickly adapted to continue connecting and supporting LGBTQ+ staff through a range of events and initiatives. Highlights include:

- *Proudly Pod*, a podcast discussing vital issues in LGBTQ+ culture. The podcast is available on Spotify and new [episodes are published regularly](#).
- A pioneering Virtual Pride event for King's staff, students, and alumni, featuring special guests including Ru Paul's Drag Race UK contestant, Vinegar Strokes, and 'Queer's Got Talent' winner Jason the Smoking Area Boi.
- A buddy system linking up members of the King's community to meet one another and chat informally, supporting each other during coronavirus restrictions.



GENDERS Shaping and Breaking the Binary – Science Gallery London

GENDERS presented a playful and kaleidoscopic view of genders and its relationship with science, as well as factors like class, culture, race, age and sexuality. The season aimed to open conversation through personal perspectives on and beyond the female and male binaries. Drawing on the latest research from King's College London, the season examined ideas of gender today.

The exhibition featured artworks, scientific research and collaborative projects, and invited audiences to interact with and speculate upon the factors that shape our behaviour and our understanding of genders.

Science Gallery London aims to offer a safe space to discuss, debate and connect with others on this most personal of subjects. Behind the scenes, Science Gallery London staff undertook Trans Matters training with EDI in preparation for the season to build confidence and capability in discussing issues of trans, non-binary and gender identity.



Queer@King's

The Queer@King's research group conducts pioneering research in the areas of gender, sexuality, and society, and contributes to the wide variety of teaching modules on gender and sexuality across King's. The Centre is directed by Dr Sebastian Matzner, Senior Lecturer in Comparative Literature, and is made up of a community of students and scholars who ally and advocate queer activism, art and community work.

In October 2019, ParaPride became the first-ever activist-in-residence at Queer@King's, funded by the Arts and Humanities Research Institute. ParaPride is the first official charity focusing on the connection between the disabled and LGBT+ communities – they believe everyone is entitled to engage with the LGBT+ community and in doing so, they actively champion inclusive activities which are accessible and open to everyone.

From Disability Month (November 2019) to LGBT History Month (February 2020), Queer@King's held a creative competition open to all current KCL students interested in the intersection of queer politics and activism in the academy. They invited students to find a creative form in which to respond to the theme: "Dis-labelled: Inclusion in Society".

The creative contribution could be anything: an acoustic piece, a video or short film, a collage, a poem, a creative piece of prose. [Poetry took the crown](#), with the winning piece 'The Persistence of Memory', a poem by Priyanka Moorjani, and the runner up, also a poem, 'GRADE', by Joshua Klarica.

In February 2020, Queer@King's and ParaPride launched the first fully accessible Winter Carnival in partnership with the Stratford Arts Centre, marking LGBT+ History month. The Carnival was the biggest showcase of disabled queer talent to ever take place in the UK, bringing together a host of international superstars and beginners alike who took to the stage.

Through the residency, ParaPride will be able to connect with King's students, researchers and make use of King's world-class facilities to help create a broader impact in addressing the needs for more inclusive LGBTQ+ spaces.



Disability Inclusion

Disability Inclusion

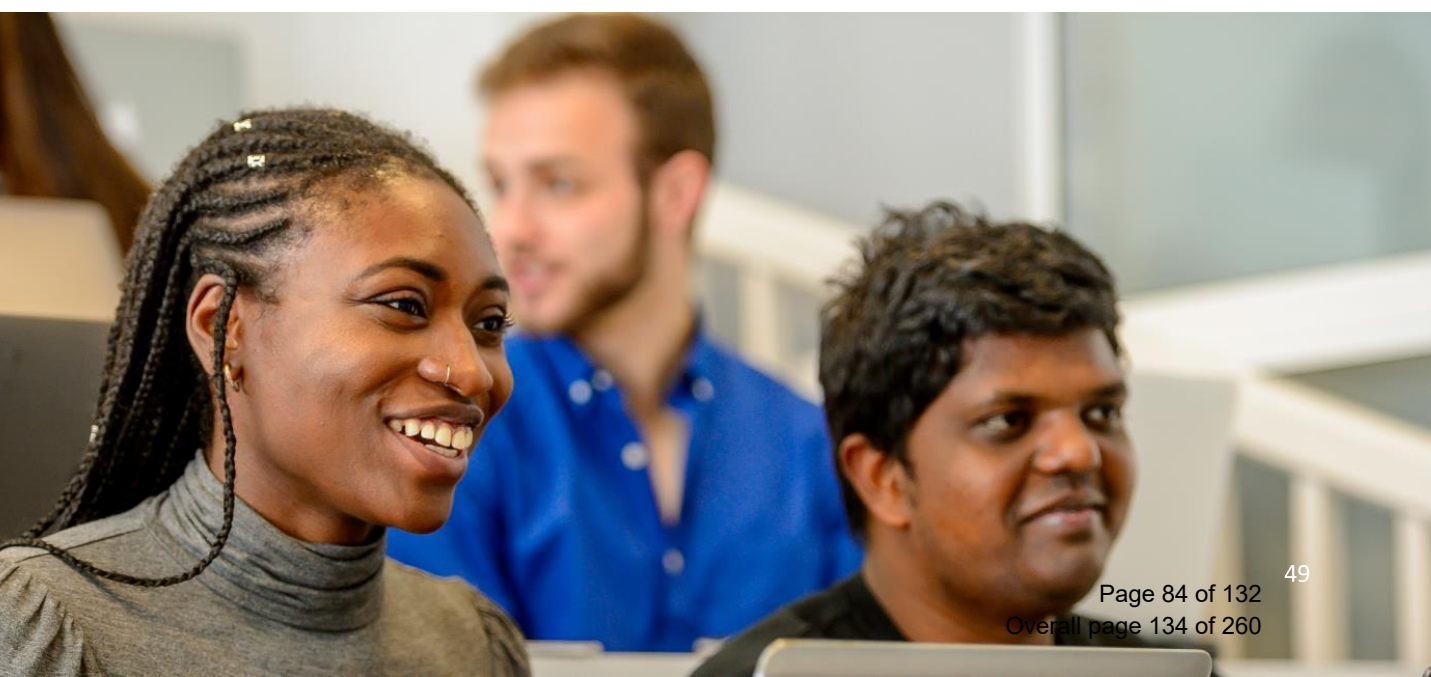
Disability Inclusion and Digital Accessibility

As we move into the second year of implementing our disability inclusion transformation, it is clear King's has taken positive strides in its approach and embedding of disability inclusion. The Disability Plan developed in 2018/19 focusses on four areas:

- Leadership, Governance & Culture
- Policy, Process & Procedure
- Local Experience
- Data, Outcomes & Evaluation

In 2020, we have made significant progress in areas relating to Leadership, Governance and Culture and Policy, Process and Procedure, moving from being reactive as an institution to being more proactive. Areas where we see success include:

- Board level mandate - disability is part of King's diverse identity and there is a demonstrable commitment to inclusion.
- Equality Analysis used to pro-actively consider disability-related impacts when rolling out a policy, project, or before procurement of a service/product.
- Commitments to go 'beyond compliance' using inclusive design principles with the consultation of service users.
- Accessible information resource/guidance available and used by the majority. Of content creators



Digital Accessibility

In 2018, the government introduced new regulation in this area. These regulations (the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018) direct that all digital platforms and content are accessible to people with disabilities.

A Digital Accessibility Programme Board, sponsored by College Secretary, Irene Birrell, Chief Information Officer Nick Leake and Director of Corporate Communications, Annabel Chalker, is chaired by Sarah Guerra, Director of EDI with representation from across King's. The Digital Accessibility Programme Board was convened to oversee ensure sustainable compliance and provide embedded quality assurance.

Shifting our ways of working to primarily online meant our digital accessibility focus was critical. King's has prioritised digital learning and teaching and established several working groups to ensure this was developed and delivered in a strategic and aligned way.

Equality, Diversity & Inclusion have worked in proactive partnership providing consultancy support and expert guidance on in many areas including The Digital Accessibility Working Group, Blackboard Ally Project Board and the Learning and Assessment sub-group.

Over the last year we have:

- Created [Accessible Guidance for Content Creators](#)
- Developed accessible teaching materials and improved [King's branded templates](#)
- Secured an accessible IT future by amending the procurement process to ensure all future [procurement takes account of accessibility](#)
- Audited teaching and learning platforms in collaboration with CTCL, 28 high priority (i.e. high-volume student usage) platforms have been audited.



Access King's

Access King's is the Staff Disability Inclusion Network at King's College London. The network's mission is to be a conduit for access to support, communities, peers, advice, guidance, resources, and spaces. The network aims to bring positive change and improve opportunities for our network voice at the College.

This year Access King's, co-chaired by Abbie Russell and John Darker, launched with a panel discussion on Leadership. The network gained huge momentum, with a 200% increase in membership. Access King's ran a successful events programme with positive feedback, including online events, Purple Light Up and Disability History Month activities. With this success, the network appointed Dr Renuka Fernando as Senior Sponsor. Dr Fernando has supported Access championing for disability inclusion at senior meetings, including the review of the return to campus policy and development of individual risk assessment. Access King's also fed into the Return to Campus work, ensuring that messaging was clear, reducing anxiety and strengthening emphasis on safety and wellbeing.

ACCESS KING'S

King's Disability Inclusion Network



Dr Renuka Fernando,
Director of Strategy (Corporate)

Abbie Russell, Access King's Co-Chair Wins King's Inclusive Workplace Award

Abbie Russell, Engagement Officer in IoPPN, has played a pivotal role in enhancing the inclusion of disabled people at King's. Abbie undertakes significant responsibilities as a volunteer, including her work as a sustainability champion, safety representative and disability equality champion.

Abbie has developed a Disability Inclusion Working Group, supported the establishment of an IoPPN Neurodiversity Peer Network, and ensures disability features prominently in IoPPN and College-wide communications such as newsletters, events, and social media.

As the Co-Chair of Access King's she has organised drop-in sessions, arranged assistive software training and promoted panel and discussion events on neurodiversity.



Evaluation and Recognition

Evaluation and Recognition



Race Equality Charter Mark

The Race Equality Charter (REC) aims to improve the representation, progression and success of minority ethnic staff and students within higher education. It provides a framework through which institutions identify and self-reflect on organisational and cultural barriers which affect BME staff and students.

In July 2020, King's College London submitted a new application to the REC. The application appraises our progress since King's last Bronze award in 2015 and sets out an action plan.

Self-Assessment

Throughout the REC process, the Race Equality Leadership Action group (RELA) chaired by Professor 'Funmi Olonisakin and Professor Ben Bowling commissioned and analysed staff and student data and directly engaged 4.9k members of the King's community across staff, students, and community networks through a variety of consultation methods.

RELA was assembled by the EDI Function as a cross-university team comprised of colleagues from diverse backgrounds and professional and personal experience.



Athena SWAN

Most of our gender equality work is under the Athena SWAN umbrella. In 2018/19 academic year, Athena SWAN has been a top priority for EDI and King's, and significant work has been done to identify barriers to gender inclusion, design and plan interventions to reduce inequalities and to communicate the actions the university are taking.

King's has participated in the Athena SWAN Charter since its inception as a gender equality framework in 2005. Advance HE's Athena SWAN Charter covers women, trans staff and students (and men where appropriate) in:

- academic roles in STEMM and AHSSBL
- professional and support services

Concerning their:

- representation
- progression of students into academia
- journey through career milestones
- the working environment for all staff

Advance HE recognised the disruption due to coronavirus and offered extensions to those with awards expiring in 2020. There is disruption in the sector as well as large-scale changes planned to the Athena SWAN Charter. Following the recommendations of the Independent Review Panel in March 2020, Advance HE has agreed that the Charter will be developed to reflect the needs of HE. Consequently, the Athena SWAN Charter is in flux. King's remains committed to gender equality and will adapt to the changing accreditation and needs of the sector.

Bronze Awards



King's College London

Faculty of Arts & Humanities

Faculty of Natural & Mathematical Sciences

The Dickson Poon School of Law

Faculty of Social Sciences & Public Policy

Institutional level award (to 2021)

2 Departmental awards (to 2021 and 2021)

1 Departmental award (to 2022)

Faculty award (to 2021)

Department award (to 2023)



Silver Awards

Faculty of Natural & Mathematical Sciences 1 Department award (Juno conversion to 2023)

Faculty of Dentistry, Oral & Craniofacial Sciences Faculty award (to 2022)

Institute of Psychiatry, Psychology & Neuroscience Faculty award (to 2023)

Faculty of Life Science & Medicine Faculty award (to 2022)

Florence Nightingale School of Nursing, Midwifery & Palliative Care 2 School awards (to 2021 and 2023)

All Health Faculties hold a Silver award

64% of Academics and

29% of Professional Services staff

work in an area that holds a silver award

Athena SWAN Self-Assessment

Throughout the Athena SWAN process, the Athena SWAN Leadership Action group (ASLA) chaired by Professor Evelyn Welch and Dr Martin Kirk commissioned and analysed staff and student data and directly engaged members of the King's community across staff, students, and community networks through a variety of consultation methods.

ASLA was assembled by the EDI Function as a cross-university team comprised of colleagues from diverse backgrounds and professional and personal experience.



Professor Evelyn Welch,
Provost & Senior Vice President
(Arts & Sciences)



Dr Martin Kirk,
Operations Director (Research &
Researchers)

The university Athena SWAN application is scheduled for November 2020. We will be aiming for a Silver award in recognition of the positive changes for gender equality at King's.

Through quantitative analysis, we have identified six measures where improvement is needed:

- Aiming for gender parity in student admissions in highly gendered disciplines
- Reducing gendered attrition through student pipeline (Undergraduate, Postgraduate taught, Postgraduate research)
- Reducing gendered attrition through staff career pipeline
- Moving towards gender parity in recruiting senior roles
- Equitably implementing progression, promotion, reward, and recognition for staff
- Enabling flexible working and support for staff returning from a prolonged absence (e.g. maternity and shared parental leave)

Based on the rigorous and thorough self-assessment, we will be targeting change in these key areas in our action plan:

- Recruitment and Selection, and Redeployment
- Flexible Working
- Recognition and Reward
- Line Manager Capability and Capacity, Management and Leadership
- Enabling Processes
- Celebration and Communication
- Culture
- Policies
- Research Staff Facing Actions
- Career Support
- Students

Our Athena SWAN action plan aims to improve the experiences of staff and students at King's, reducing gendered experiences, and reflect King's aspiration to be the highest quality employer and educator.

Stonewall Workplace Equality Index

As a Stonewall Diversity Champion, we have been progressing our LGBTQ+ action plan. The action plan was developed with Stonewall, following our Workplace Equality Index submission in September 2018.

It covers 10 areas of employment practice. This year we have:

- engaged our senior leaders as vocal and visible champions
- improved our data collection and gender recognition mechanisms for trans staff
- embedded trans equality into our gender equality (Athena SWAN) work
- reviewed policies to include gender-neutral language
- partnered with LGBTQ+ Network Proudly King's on an Ally development package. This work has included building a program of awareness and engagement materials for the King's community to take an active approach in being an LGBTQ+ ally.
- added LGBT inclusion into the Socially Responsible Procurement Strategy



Addressing Differential Student Outcomes

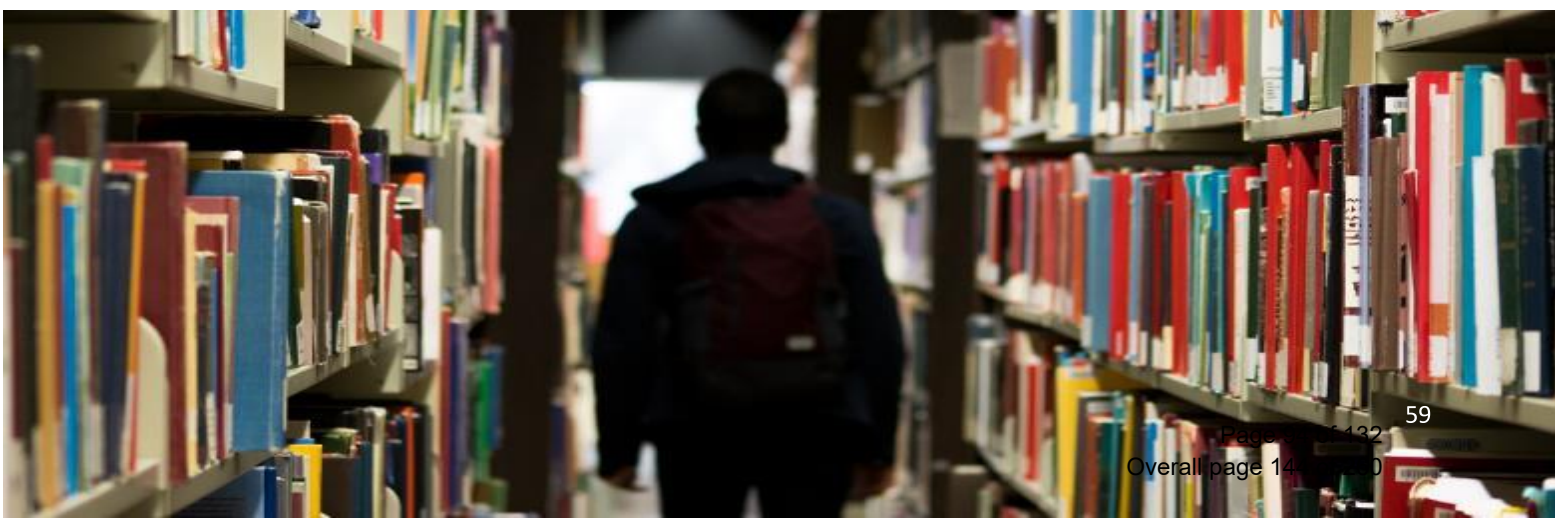
Addressing Differential Student Outcomes

EDI partners with and supports Education and Students, the Student Success & Social Mobility Directorate, and our faculties, to address differential student outcomes. This includes partnering with the Student Outcomes Service to close the undergraduate BME attainment gap at 'good' degree and first-class levels, the implementation of a university-wide network of Inclusive Education Partners (academic & student staff) and running *Conversations about Race*, to increase student belonging. Colleagues also run faculty and school-level initiatives, a highlight of which is the *Bridging the Attainment Gap—A Pathway to Equality in Healthcare* project, funded by the King's Together Multi and Interdisciplinary seed fund.

Bridging the Attainment Gap—A Pathway to Equality in Healthcare

An imbalance in the attainment of students from marginalised groups across some Health Schools suggests the existence of inequality in healthcare professional education. To address this, a team led by Dr Shuangyu Li, Centre for Education, and Dr Heidi Lempp, School of Immunology & Microbial Sciences, FoLSM, won the Autumn 2019 round of the King's Together Multi and Interdisciplinary seed fund. The consortium aims to steer away from the dominance of the deficit model and offer new approaches through a coherent research strategy, enabling them to become a leader in research that strengthens the equality and diversity within health education, health workforce and ultimately patient care.

The seed fund is helping King's Health Schools' students, patients, professional and academic staff, including external (regulatory bodies) and cross-institution collaborators, to explore in-depth what the institutional culture, leadership and departmental barriers are that have generated disparities in the academic attainment of undergraduate students on Health School programmes with identified attainment disparities.



Inclusive Education Partners

Following consultation with colleagues at other universities, the Student Outcomes Service in the Student Success Department launched the Inclusive Education Partners Programme (IEP) at King's in February 2020. This two-part programme embeds both BME student and BME staff insights into the core work done at King's to close attainment gaps and provides visibility to BME staff and students in this space.

[The IEP programme](#) is a leadership and professional development opportunity. It aims to engage, empower, and upskill 18 talented BME undergraduate students across our nine faculties. They are paid to provide a student perspective on issues relating to race inequality at King's and collaborate with their faculty on the inclusive education agenda. Students on the programme dedicate a maximum of 10 hours per month for this role, receive guidance and supervisory support from a member of the Student Outcomes team and tailored training to help them to complete designated tasks. The training programme is delivered in collaboration with our Student Union and services across King's to complement student's professional development.

Students on the programme gain fast-tracked access to internal opportunities, including the King's Experience London Award and get to work with senior members of faculty staff and fellow students. The first cohort of student partners have been working on understanding BME student experience at a faculty level. They carried out over 50 peer to peer conversations and have created faculty-specific action plans informed by these insights. They are in the process of delivering short term actions to diversify curricula with incoming initiatives such as Content Flags to be rolled out in SSPP to acknowledge sensitive readings. NMS Student Partners are co-creating resources for personal tutors on how to best support BME students with guidance from centralised professional services.

In 2020/21, our newly appointed student partners will play a key role in building sustainability around this area of work and will have the opportunity to contribute new perspectives to the agenda.

Addressing Differential Student Outcomes

Conversations about Race

Conversations about Race (CAR) was launched in 2019 to create spaces for the King's community to engage in race-based conversations. This programme has been developed by the Student Success Department & Citizens UK. These facilitated sessions use community organising techniques to encourage equal participation by all members to create a listening culture at King's. CAR has now partnered with the Equality, Diversity & Inclusion function to help upscale the programme and spread awareness of the insights from the session reports.

In the 2019/2020 academic year, nine Conversations about Race were held across seven faculties, with almost 200 staff and student attendees. The Student Success department produced a report after each session capturing the insights & suggested actions to feedback into the faculties.

The plan for 2020/2021 academic year is to deliver a minimum of one CAR session for each faculty per term, enable colleagues to deliver CAR sessions by offering facilitator training across King's and to build a communications campaign to raise the awareness of the programme across King's.

Conclusion

In a year that has been personally challenging for everyone across the globe we have adapted and responded to the changing need whilst continuing to take forward King's Vision 2029 and deliver the EDI strategy. ,

This report seeks to provide a fair representation of the breadth of the work that has been going on led by the Equality, Diversity & Inclusion Function in partnership across King's to support our community in traumatic times whilst building a community of learners, designing mainstream, intersectional, interventions and working to recognise and remove inequality and barriers to success.

A wide variety of strategic projects and programmes have continued and matured with the hard measures provided by King's Gender and Ethnicity Pay gaps and the Key Performance Indicators for and Black and Minority Ethnic representation.

We continue to be honest with ourselves and will continue to focus on the key areas of leadership, management, awareness and community to address our issues so that we can continue to instil the belief internally, externally and internationally that King's is a place that welcomes diversity and where anyone with talent can thrive.

Concluding Reflections

Concluding Reflections by Sarah Guerra, Director of Equality, Diversity & Inclusion

King's College London has laid strong foundations for our equality, diversity and inclusion ambitions, strengthening our commitment in recent years. We have made steady, gradual improvements. This year, however, has shown us that we do not have the luxury of time. 2020 has been an international flashpoint for anti-racism around the world; the brutal killing of George Floyd, and subsequent action taken by Black Lives Matter campaigners, provided compelling and renewed widespread calls to dismantle institutionalised racism.

At the same time, the effects of the Coronavirus pandemic are being felt across the world, but the crisis is not one that is being experienced equally by all. Existing structural and societal inequalities are being compounded, bias – conscious and unconscious - is appearing in times of stress, and some communities are being affected more than others.

For the Equality, Diversity & Inclusion function, this year has been one of reflection and renewal. We have engaged thousands of staff and students to shape our race equality action plan, embedded equality analysis into the College's coronavirus response, and progressed our institutional Athena SWAN application ready for submission in November 2020.

Staff across the College have committed to building their EDI capability and embedding it into all our work. More staff than ever before are accessing our interactive data dashboards to evidence their decisions and ensuring their work is accessible with our new [Guidance for Content Creators](#). Over 1000 staff completed our Diversity Matters training, and 235 people were matched in our *More than Mentoring* scheme. In July, the Principal hosted King's first Race Equality Leadership Summit, bringing together over 170 leaders from across the College.

It has been utterly refreshing in my conversations with colleagues, students, our Provosts and Principal to not be faced with the task of having to persuade them to take action and instead to be met with their demand and determination to tackle the roots of inequality. I am proud that we have responded so substantially and fully, recognising that you want and need more commitment to anti-racism, and all inequality, than words on a page. King's, without a doubt, still has much to do and has at times made mistakes. In times of crisis, our commitment to embed equality, diversity and inclusion into everything we do is even more critical.

Universities such as King's, that are committed to helping the world deal with change, need in our practice to embody that change ourselves in the ways we work. We must organise our institution in a way which mobilises the full ability of all members of our community to be able to deliver the advances that are needed now.

I encourage you all having read our report to consider your role in how we create a safe, welcoming, and inclusive environment together. As inclusive leaders, we must hold ourselves and others accountable, be aware of biases, speak with honesty, and reimagine the world around us in the face of challenges. There is no area where we can be complacent. As we transition to a new way of educating, studying, researching, and working we cannot forget our commitment to make the world a better place.

I would like to thank all those at King's and across our wider community who work on EDI formally or informally for all their efforts. I would personally like to thank Professor, Sir Ed Byrne, Principal and President for being an exemplary equality champion and for the personal support he has given me since I arrived at King's. I also particularly thank Nicole Robinson for leading on the preparation of King's Equality, Diversity, and Inclusion Annual Report 2020 – which I am very proud to present to you.

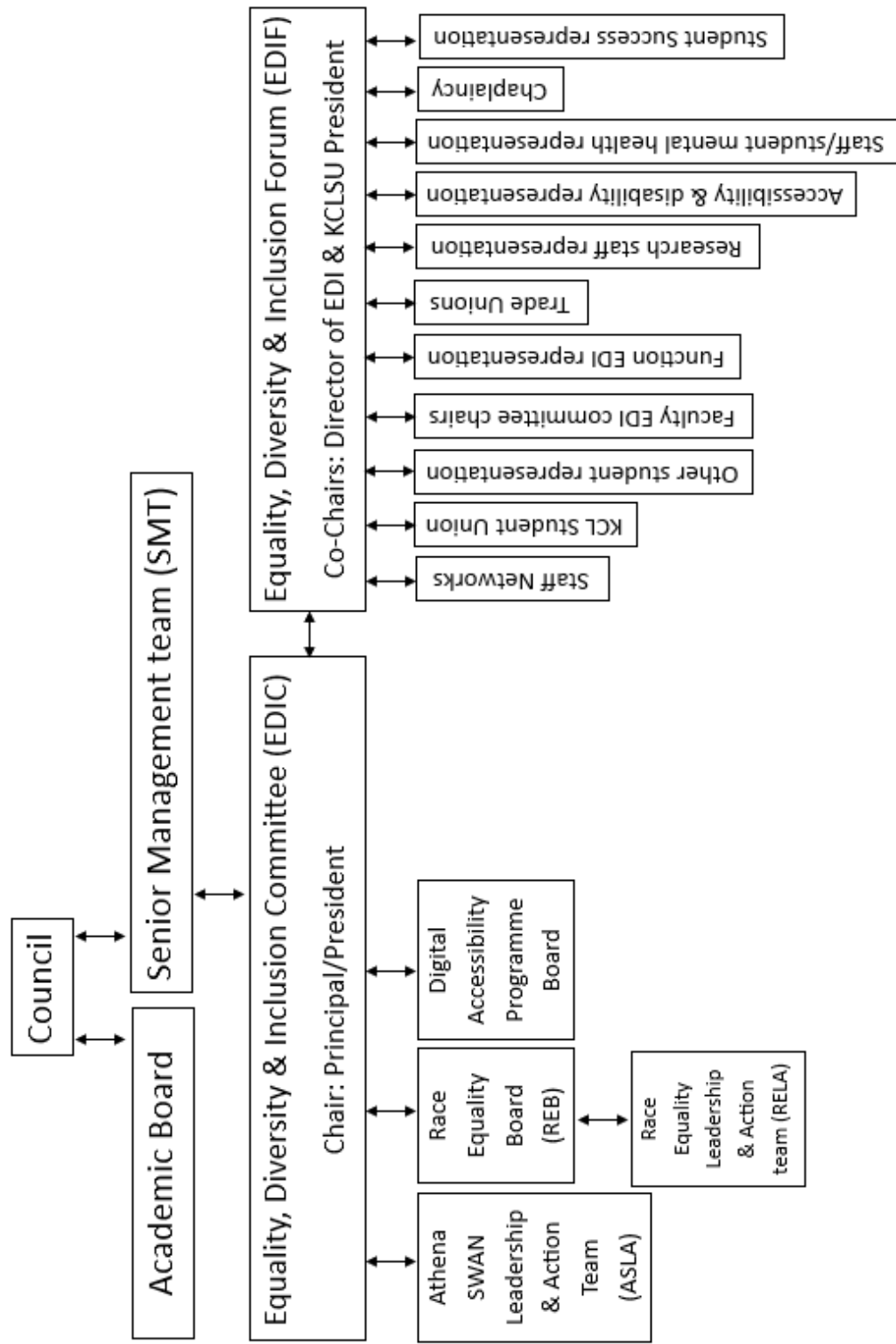


Where possible this document has been made accessible.

Users of screen readers who wish to access the data presented in charts can email diversity@kcl.ac.uk to receive an alternative version adapted to the needs of the individual.

Appendices

Equality, Diversity & Inclusion Governance Structural Chart



Workforce and Student Diversity Data

About the Data

Our diversity drives our excellence. We come from all around the world, with a range of backgrounds, characteristics, lifestyles, experiences, perspectives, talents and ideas. This is what makes King's a fascinating and rewarding place to work and study, and a world-leading university.

All UK HEI employers are responsible for advancing equal opportunity for all and protecting employees from discrimination and harassment. Collecting data on aspects of our identity which make us unique, such as our gender, ethnicity and disabilities, are protected by equality legislation (The Equality Act 2010) and enables us to monitor the diversity of those we employ and who study at King's. Practically, it also ensures that our systems and processes promote equality of opportunity and support zero tolerance towards bullying, harassment and victimisation. This is called Equal Opportunity Data.

We use this Equal Opportunity Data in our regular reporting and in this Annual Report.

Rounding and Exclusions

All counts have been rounded to the nearest five in accordance with HESA policy in order to protect the confidentiality of individuals. As totals have also been rounded based on unrounded values, some may be greater or less than the individual count numbers presented in the report.

At present, data on trans identity, religion and belief and sexual orientation are excluded from reports due to small numbers.

Data Dashboards

The [EDI data dashboards](#) provide all the latest available data on King's staff and student populations and can be used as an evidence base for equality analysis. This data includes demographic profiles by age and the ability to access detail at Tier 2 and Tier 3 level.

Key Performance Indicators

Key Performance Indicators

| Metric Name | Current Value | Target | Comparison to Target |
|--|---------------|------------------------|----------------------|
| BME Academic Staff | 20.6 | 19.8 | ▲ 0.8 |
| BME Professional Services Staff | 21.7 | 21 | ▲ 0.7 |
| BME Female Academic Staff | 10.1 | New KPI- Baseline year | |
| BME Female Professional Services Staff | 13.1 | New KPI- Baseline year | |
| Female Academic Staff | 36.8 | 37.1 | ▼ -0.3 |
| Female Professional Services Staff | 49.7 | 48.7 | ▲ 1.0 |

King’s College London challenges itself to continually improve and has created a series of Key Performance Indicators (KPIs) to manage and monitor progress towards key goals. These EDI KPIs are set annually with progress monitored by [College Council](#).

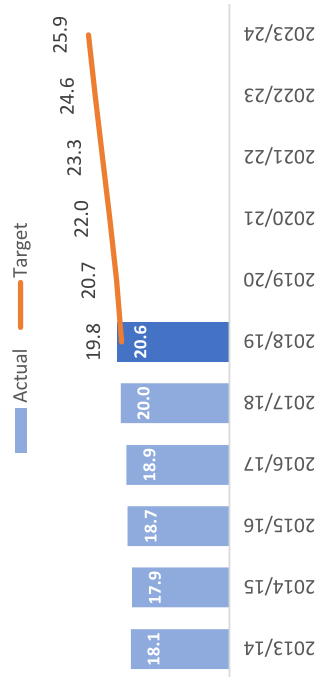
Our EDI KPIs reflect the institutional priorities on sex and ethnicity. Our three measures are:

- Gender representation in senior levels, for Academic and Professional Services staff.
- Black Minority Ethnic (BME) Female representation at all levels, for Academic and Professional Services staff
- Black and Minority Ethnic (BME) representation at all levels, for Academic and Professional Services staff.

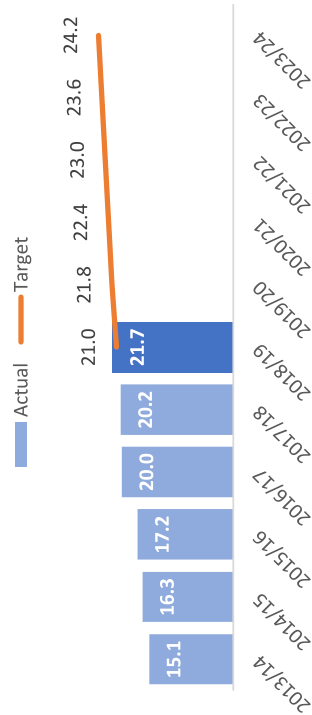
The metrics for Professional Services are established at the University-level, while academic targets are set in tandem with faculties.

Black and Ethnic Minority Staff KPI

BME Academic Staff KPI



BME Professional Services Staff



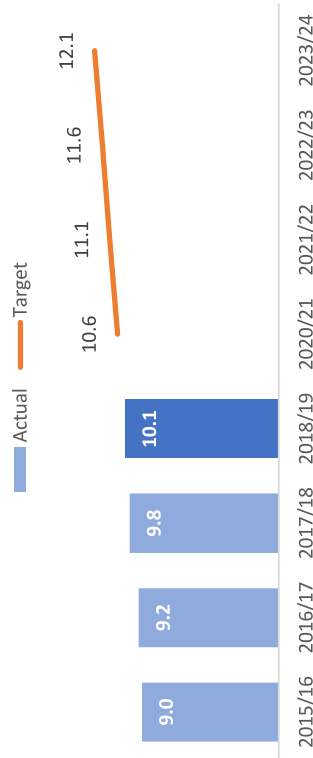
Our KPIs for BME representation are targets based on a benchmark from London Higher Education Institutions.

- Our BME representation in academic roles is 1.2% above the sector average and our future targets will move us closer to the upper quartile.
- Our data on BME representation in Professional Services show a similar story, as we are 0.7% above the London Higher Education (HE) mean benchmark and moving towards the upper quartile target for BME representation. This shows a positive trend.

However, we need to be mindful that HE has overall low representation and, while it presents a contextual and relevant benchmark, it is not the most stretching comparator, as HE is not seen as a leader in sex and ethnicity inclusion.

Female Black Minority Ethnic Staff KPI

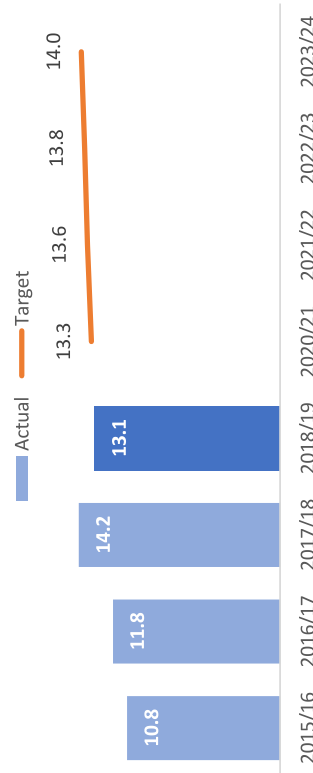
BME Female Academic Staff KPI



In 2019 we developed a KPI which looks at the representation of Black, Minority Ethnic women in our workforce.

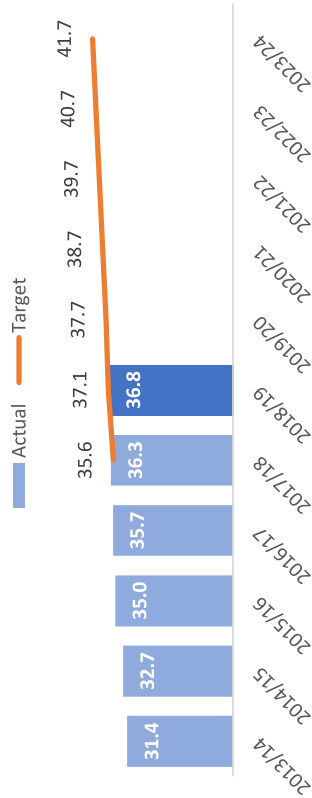
- The proportion of female BME Academic staff at King's for 2018/2019 stood at 10.1% of the staff population, which is the same as the London University benchmark.
- From this baseline, we have introduced a target of a 0.5% annual increase which will be continually monitored.
- The proportion of female BME Professional Services staff at King's for 2018/2019 was 13.1% of the staff population, which is 0.4% below the London University benchmark.
- From this baseline, we have introduced a target of a 0.2% annual increase which will be continually monitored.

BME Female Professional Services Staff KPI



Senior Female Staff KPI

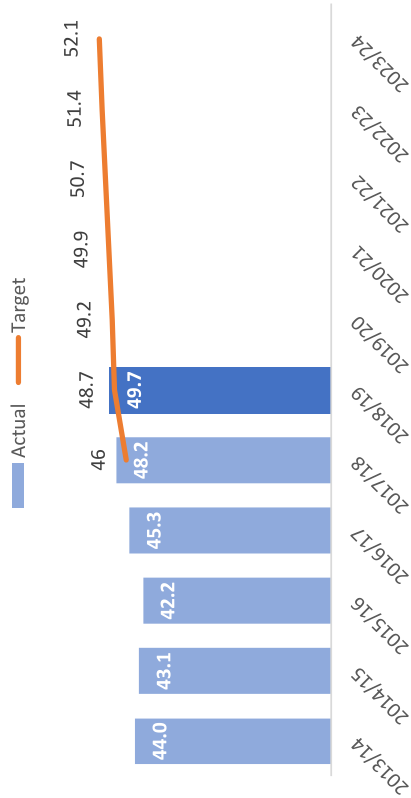
Senior Female Academic KPI



Our data shows we continue to be above the Russell Group benchmark average for Professional Services staff and have been increasing the representation of all senior female staff each year.

- Senior academic female staff are below target by 0.3%
- Professional Services staff are above target by 1%
- In Grades 1-7, Professional Services staff are 63% female. This reduces in senior grades to 49.7%

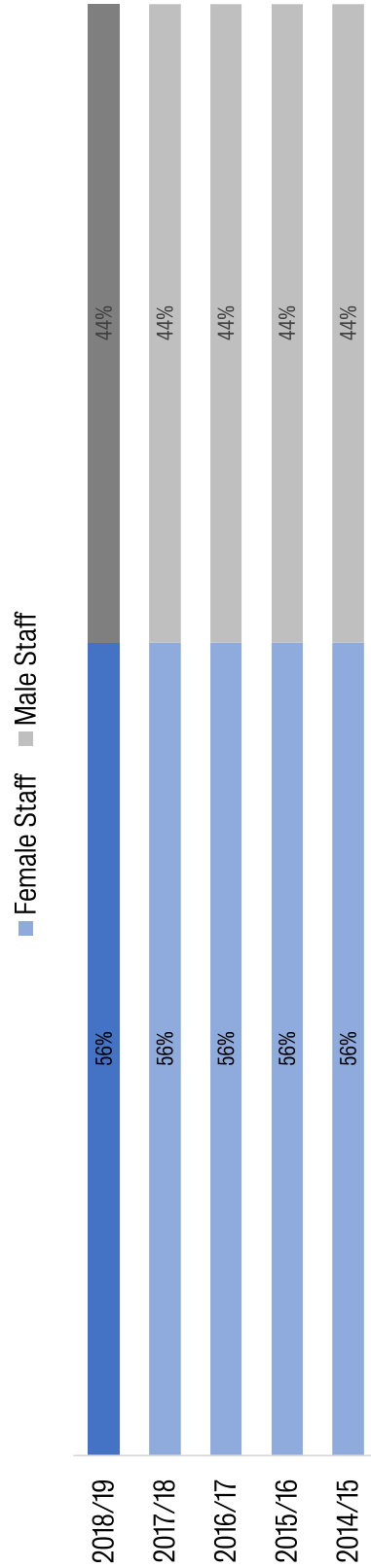
Senior Female Professional Services KPI



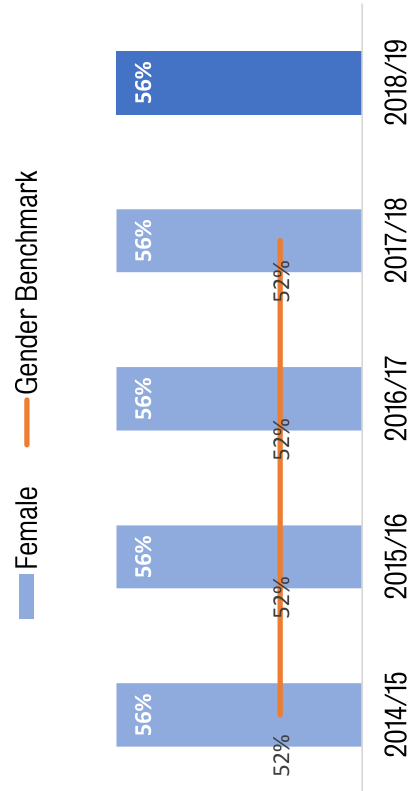
Gender

Workforce Gender Profile

All Staff Gender Over Time



All Female Staff Benchmark: Russell Group HEIs



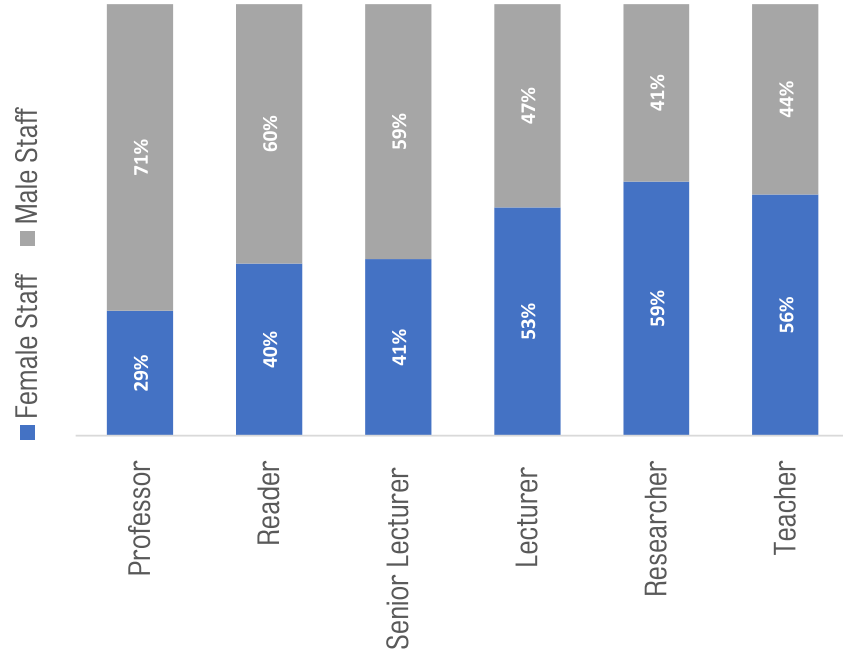
- The gender profile of the King's workforce has remained very stable since 2014 at around 56% female and 44% male.
- This consistent trend comparable to Russell Group universities nationally, the group against which King's benchmarks itself on for gender.
- King's is marginally higher than the benchmark in terms of the proportion of women in the workforce.
- The workforce gender profile does not capture staff outside of the female/male gender binary, as the number of staff disclosing another gender identity is currently too small to present reliably.

Academic Workforce Gender Profile

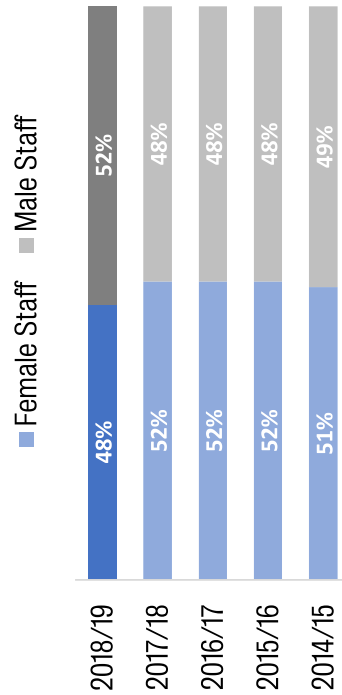
The academic workforce is defined as all staff in academic, teaching and research roles. The academic staff profile by gender has remained stable and overall relatively balanced.

- Gender representation through the academic pipeline has a clear trend showing that women are gradually more underrepresented in senior grades.
- Men are proportionally overrepresented at the most senior levels (Senior Lecturer- Professor)
- Women are most underrepresented at Professor level and overrepresented at Researcher level

Academic Staff by Gender and Role 2018/19



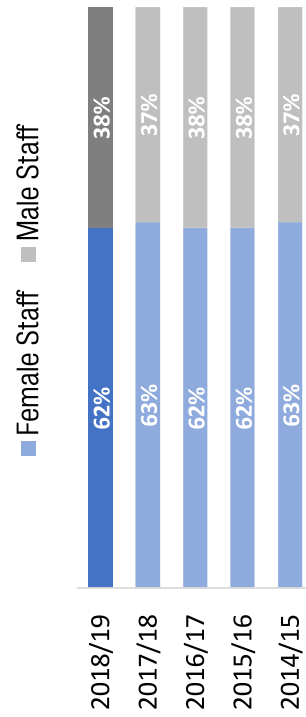
Academic Staff Gender Over Time



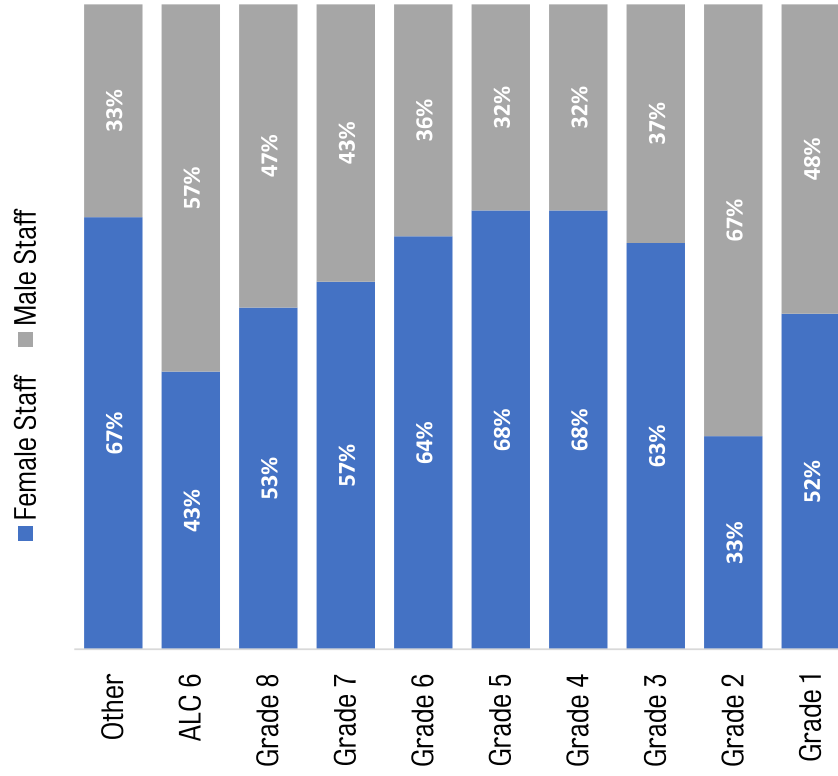
Professional Services Workforce Gender Profile

- The majority of the Professional Services workforce are women. The proportion of women in Professional Services roles has been consistent since 2014/15.
- The gender split across Grades 3-5 are close to gender split total professional services staff population.
- The proportion of women gradually reduces in the most senior roles (Grades 7-ALC6).
- Women are proportionally underrepresented in the most senior roles (ALC6)
- Men are proportionally overrepresented in the least senior roles (Grades 1-2)

Professional Service Staff Gender Over Time

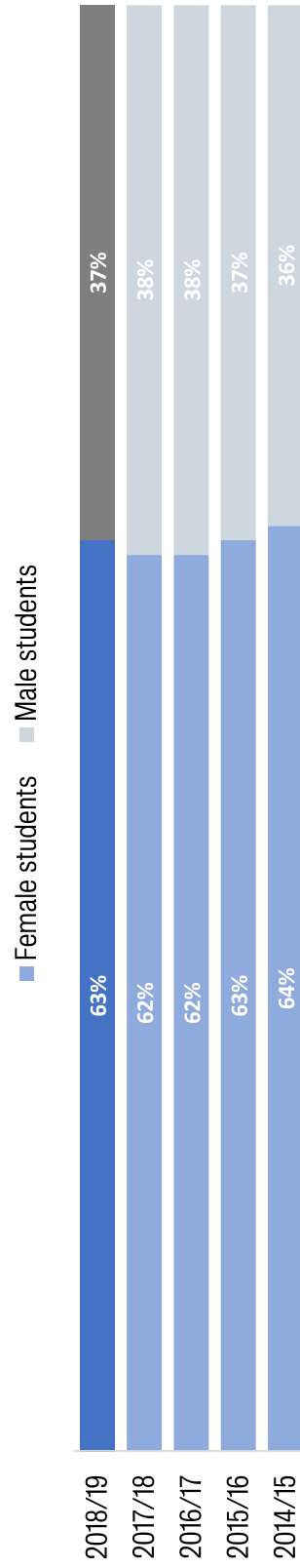


Professional Services Staff by Gender and Grade 2018/19

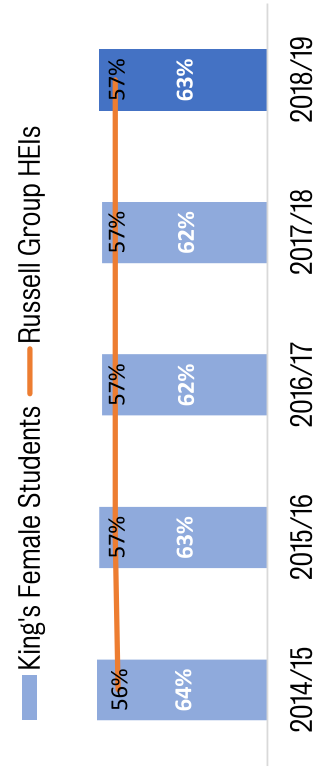


All Student Gender Profile

All Students by Gender Over Time



All Female Students by Gender Over Time:
Russell Group Benchmark

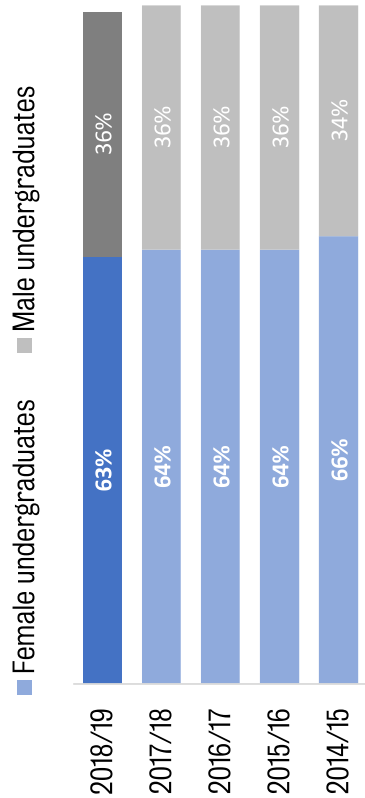


- The gender profile for King's students as a whole has remained remarkably consistent since 2014/15.
- This consistent trend comparable to Russell Group universities nationally, the group against which King's benchmarks itself on for gender.
- Apart from where stated, all data for students includes those from the UK and the European Economic Area

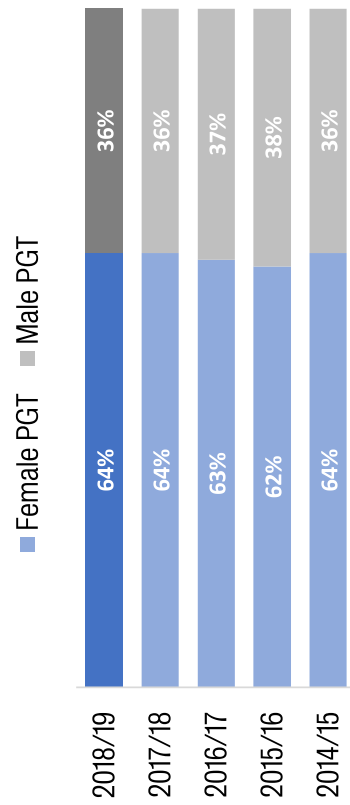
Student Gender Profile

- The undergraduate student profile shows year-on-year consistency when looking exclusively at undergraduate level.
- King’s postgraduate teaching student body maintains a similar profile to that of undergraduates.
- King’s postgraduate research gender profile has remained steady.
- There is a higher proportion of men who are in postgraduate research study in comparison to postgraduate taught study.
- The transition from masters level education to doctorate is a key transition point into the academic pipeline, however the gender profile does not detail level of study between PGT and PGR.

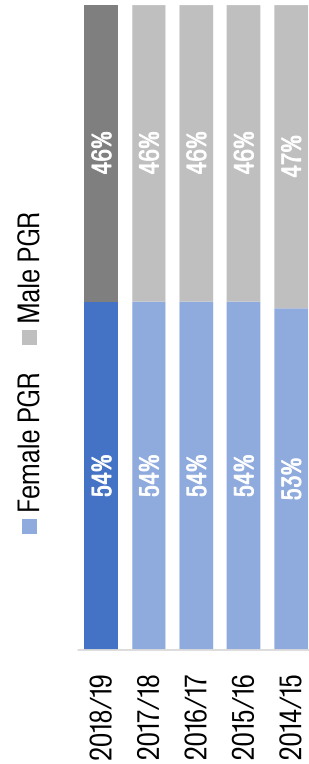
Undergraduate Students by Gender Over Time



Postgraduate Taught Students by Gender Over Time



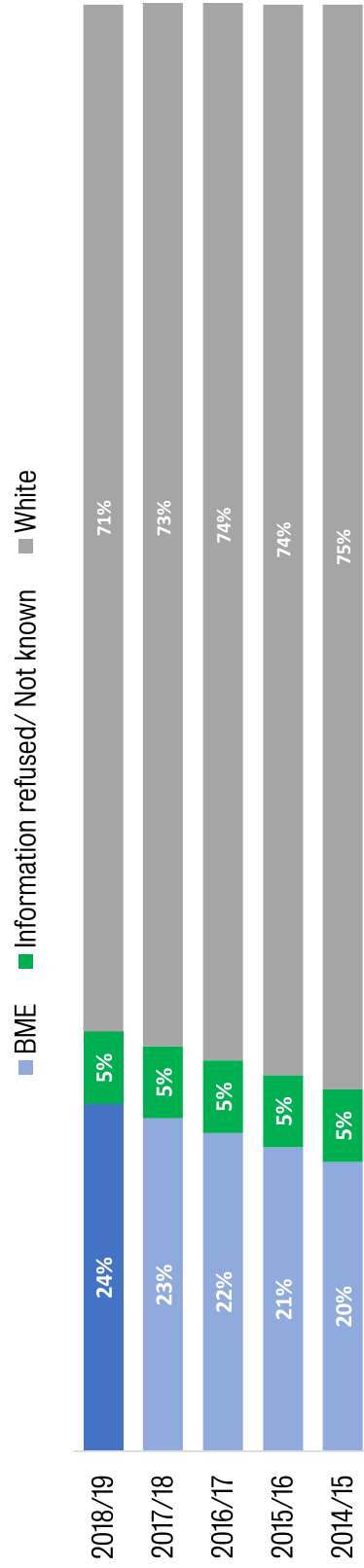
Postgraduate Research Students by Gender Over Time



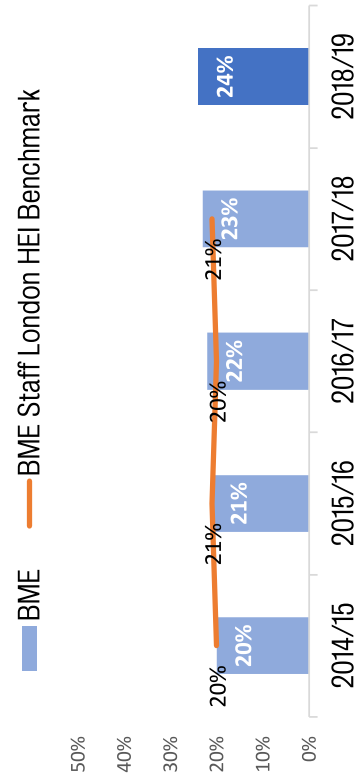
Ethnicity

Workforce Ethnicity Profile

All Staff Ethnicity Over Time



BME Staff Over Time: London University Benchmark



- The ethnicity profile of the King's workforce has remained moderately consistent since 2014/15.
- The BME staff population has seen a marginal year-on-year increase since 2014/15.
- The workforce gender profile does not capture staff outside of the female/male gender binary, as the number of staff disclosing another gender identity is currently too small to present reliably.

Academic, Teaching and Research Workforce Ethnicity Profile

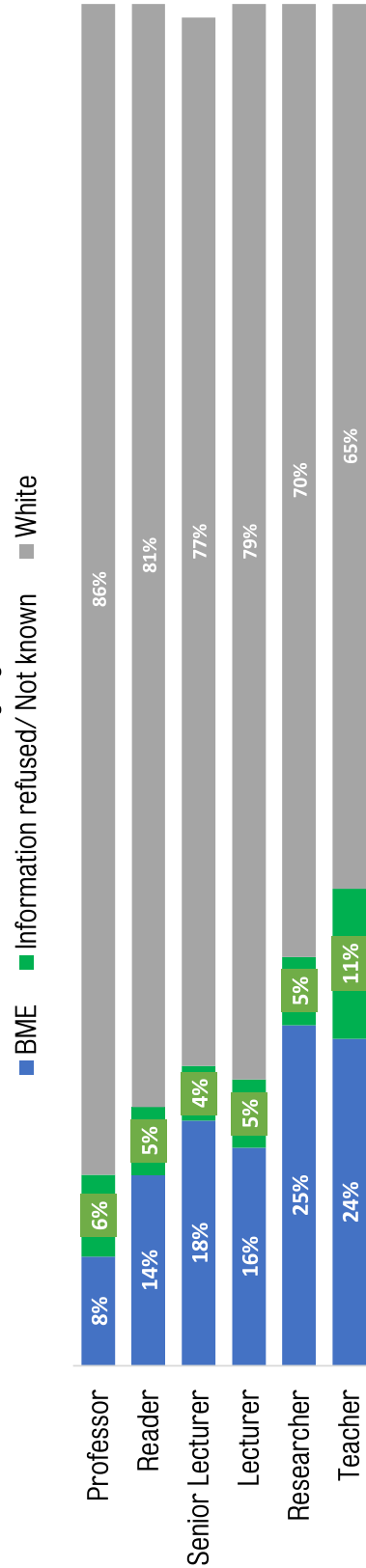
Academic Staff Ethnicity Over Time



The academic workforce is defined as all staff in academic, teaching and research roles. The academic staff profile by ethnicity has remained relatively stable.

- Ethnicity representation through the academic pipeline has a clear trend showing that BME are gradually more underrepresented in senior grades.
- The levels of BME staff reduces significantly from Researcher to Lecturer level, where BME staff are overrepresented.
- White staff are overrepresented from Lecturer-Professor level

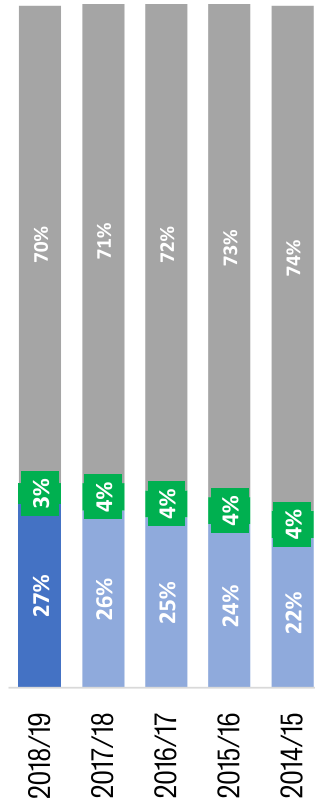
Academic Staff Ethnicity by Role: 2018/19



Professional Services Workforce Ethnicity Profile

Professional Services Staff Ethnicity Over Time

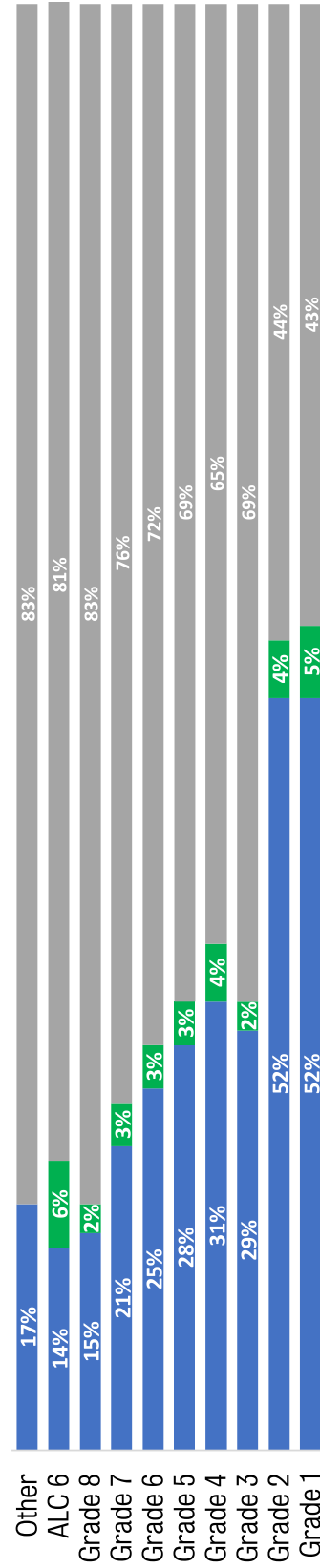
■ BME ■ Information refused/ Not known ■ White



- The majority of the Professional Services workforce are white. The proportion of BME staff in Professional Services roles has seen a year-on-year small increase since 2014/15.
- The ethnicity profile across Grades 3-6 are close to proportional representation of BME and white populations.
- The proportion of BME staff significantly reduces in the most senior roles (Grades 7-ALC6).
- BME staff are proportionally underrepresented in the most senior roles (ALC6)
- BME staff are proportionally overrepresented in the least senior roles (Grades 1-2)

Professional Services Ethnicity by Grade: 2018/19

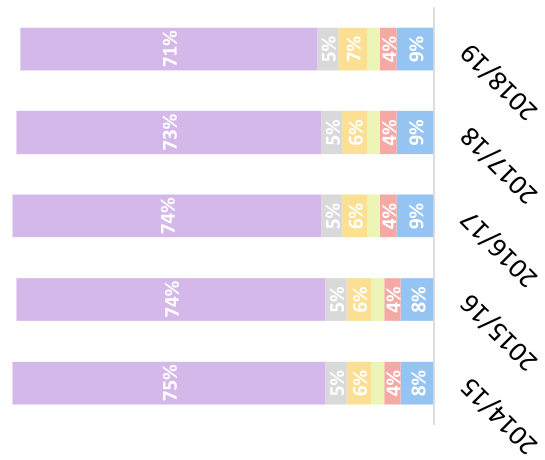
■ BME ■ Information refused/ Not known ■ White



Professional Services Workforce Ethnicity Profile

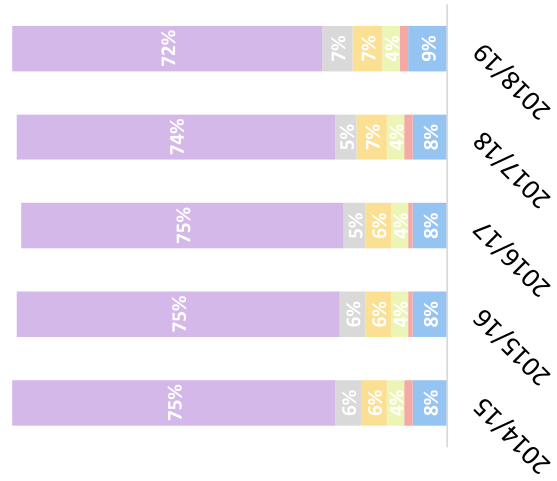
All Staff Ethnicity Over Time: 6 Way Detail

■ White
■ Prefer not to say/Unknown
■ Other & mixed
■ Chinese
■ Black
■ Asian



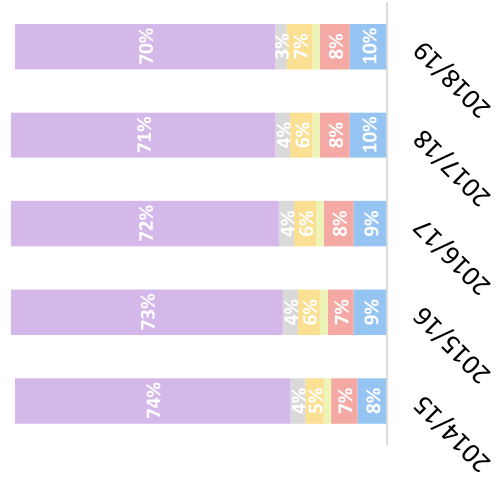
Academic Staff Ethnicity Over Time: 6 Way Detail

■ White
■ Prefer not to say/Unknown
■ Other & mixed
■ Chinese
■ Black
■ Asian



Professional Services Staff Ethnicity Over Time: 6 Way Detail

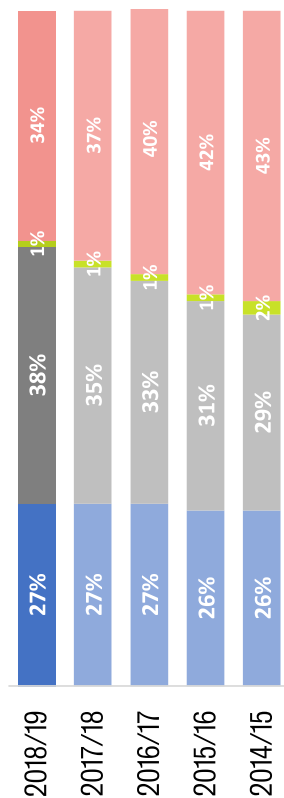
■ White
■ Prefer not to say/Unknown
■ Other & mixed
■ Chinese
■ Black
■ Asian



Student Ethnicity Profile

All Student Ethnicity Over Time

■ BME ■ Non-UK domicile ■ Prefer not to say/ unknown ■ White



- The proportion of BME students has remained consistent since 2016/17 at 27%

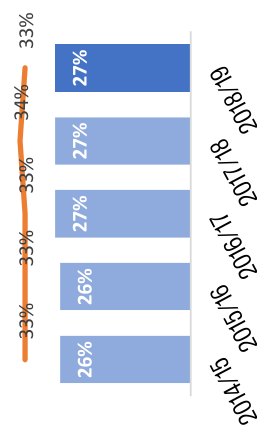
- There has been a year-on-year increase in non-UK domicile students since 2014/17 with a 3% increase in the last year.

- The proportion of white students has decreased year-on-year, with a 3% decrease in the last year.

- King's continues to be below the London University benchmark for BME students

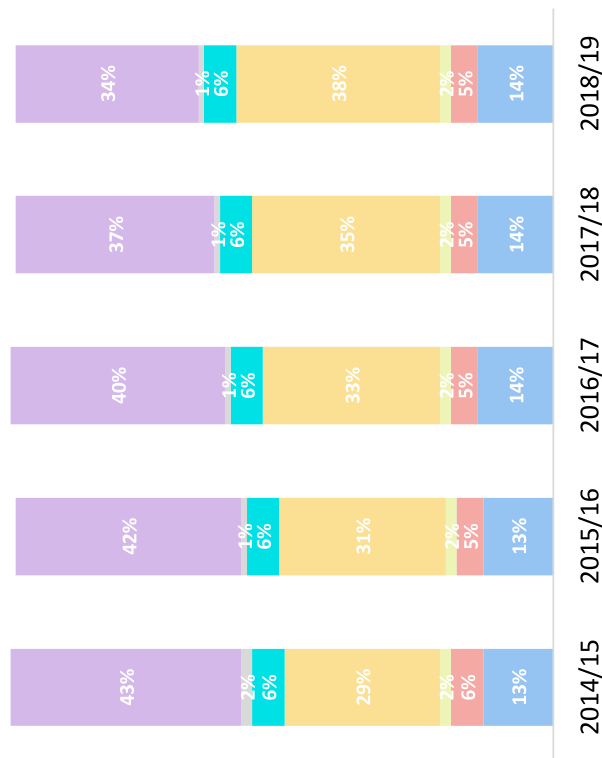
BME Students Benchmarked Over Time: London University Benchmark

■ BME — London HEIs



All Students Ethnicity: 5 Way Detail

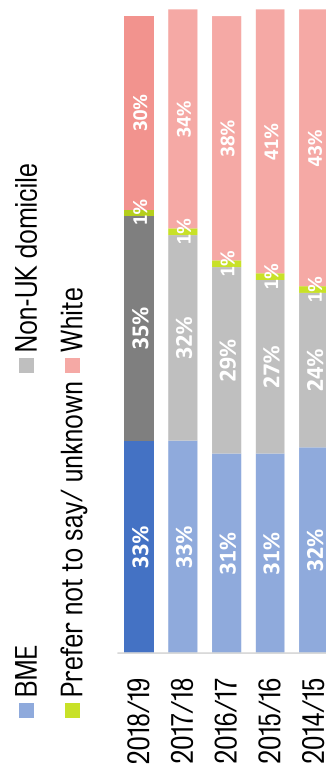
■ Asian ■ Black
■ Chinese ■ Non-UK Domicile
■ Other & mixed ■ Prefer not to say/Unknown
■ White



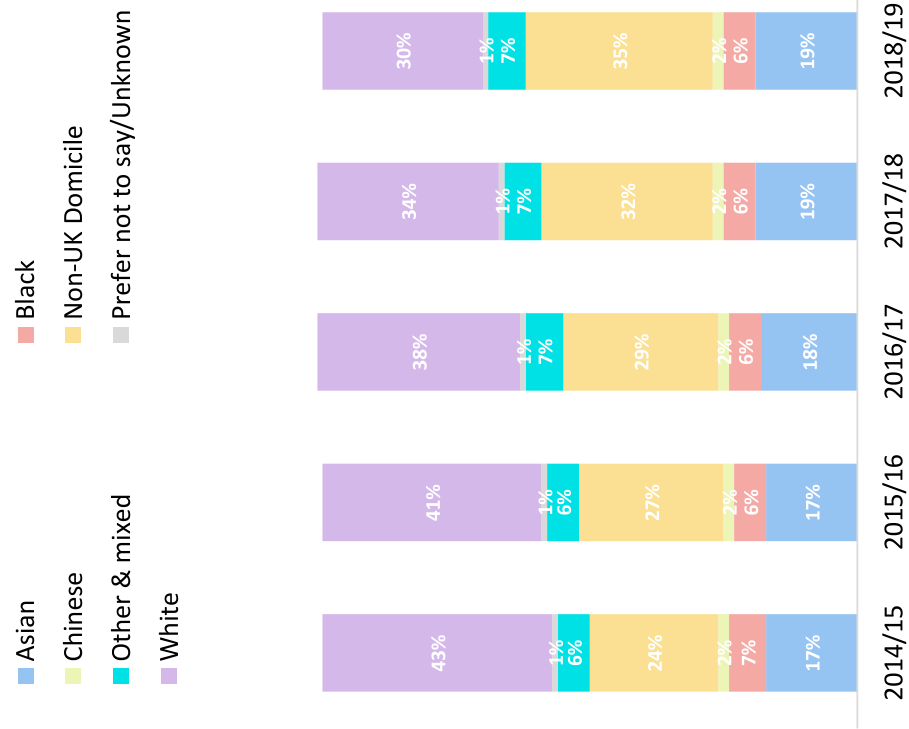
Undergraduate Student Ethnicity Profile

- The proportion of BME undergraduate students has been at 33% in the last two years.
- There has been a year-on-year increase in undergraduate non-UK domicile students since 2014/15 with a 3% increase in the last year.
- The proportion of undergraduate white students has decreased year-on-year, with a 4% decrease in the last year.
- The proportion of undergraduate Asian (19%), Black (6%), Chinese (2%), Other & Mixed (6%) students and those who prefer not to say or are unknown (1%) has remained the same for the last two years.

Undergraduate Student Ethnicity Over Time



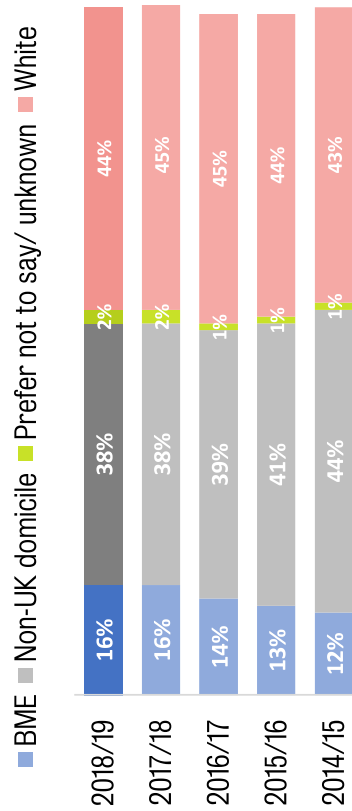
Undergraduate Student Ethnicity: 5 Way Detail



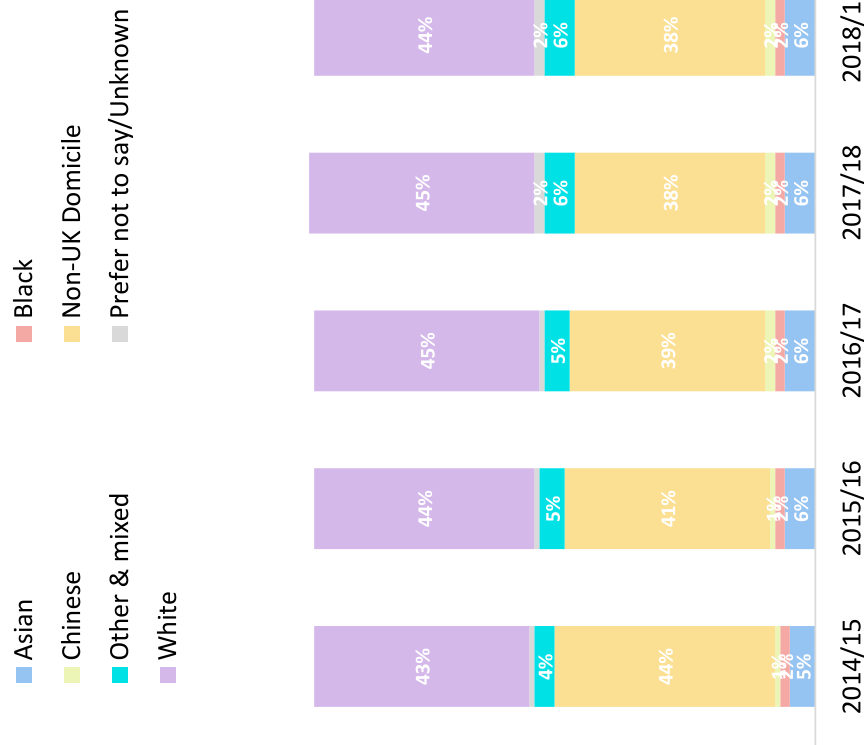
Postgraduate Research Student Ethnicity Profile

- The proportion of BME Postgraduate Research students has been at 16% in the last two years.
- The proportion of Postgraduate Research non-UK domicile students has remained consistent since 2017/18 at 38%
- The proportion of Postgraduate Research white students has seen a 1% decrease in the last year.
- The proportion of Postgraduate Research Asian (6%), Black (2%), Chinese (1%), Other & Mixed (6%) students and those who prefer not to say or are unknown (2%) has remained the same for the last two years.

Postgraduate Research Students Ethnicity Over Time



Postgraduate Research Student Ethnicity: 5 Way Detail



Postgraduate Taught Student Ethnicity Profile

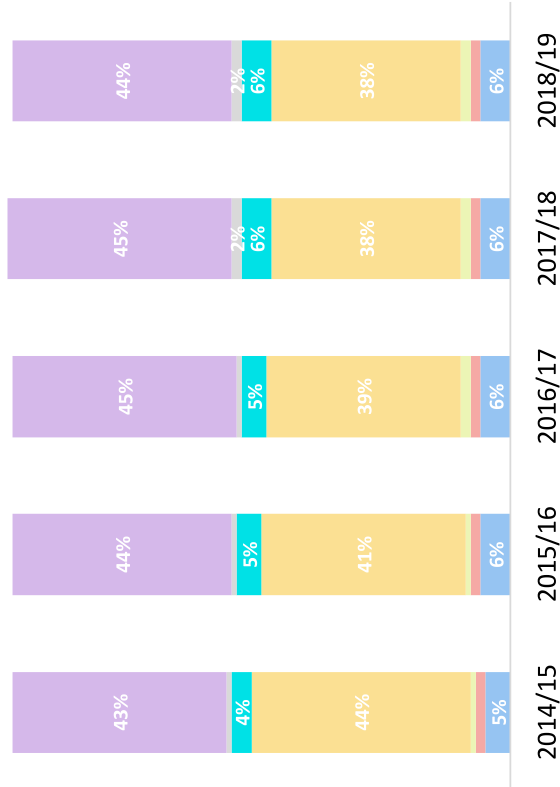
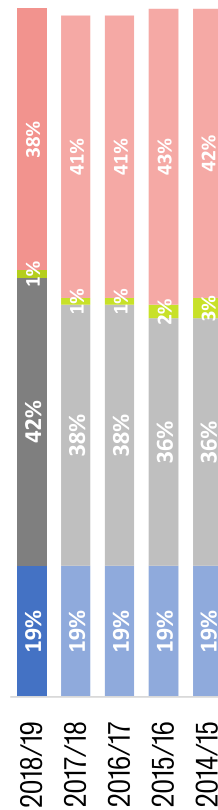
- The proportion of BME Postgraduate Taught students has remains at 19% since 2014/15,
- The proportion of Postgraduate Taught non-UK domicile students has increased by 4% in the last year.
- The proportion of Postgraduate Taught white students has seen a 3% decrease in the last year.
- The proportion of Postgraduate Research Asian (6%), Black (2%), Chinese (2%), Other & Mixed (6%) students and those who prefer not to say or are unknown (2%) has remained the same for the last two years.

Postgraduate Research Student Ethnicity: 5 Way Detail

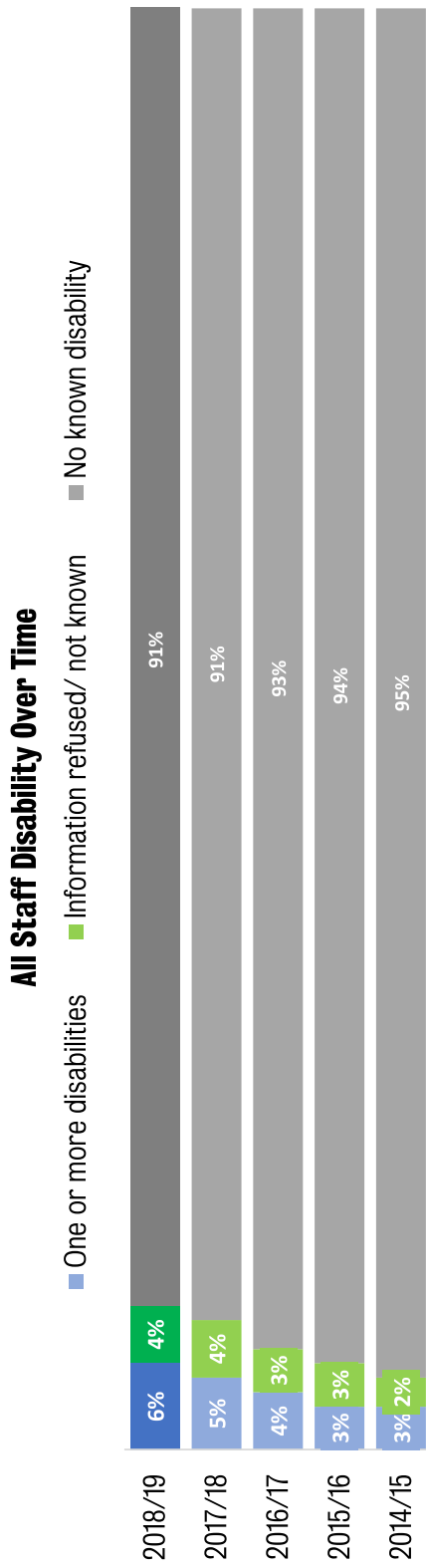


Postgraduate Taught Students Ethnicity Over Time

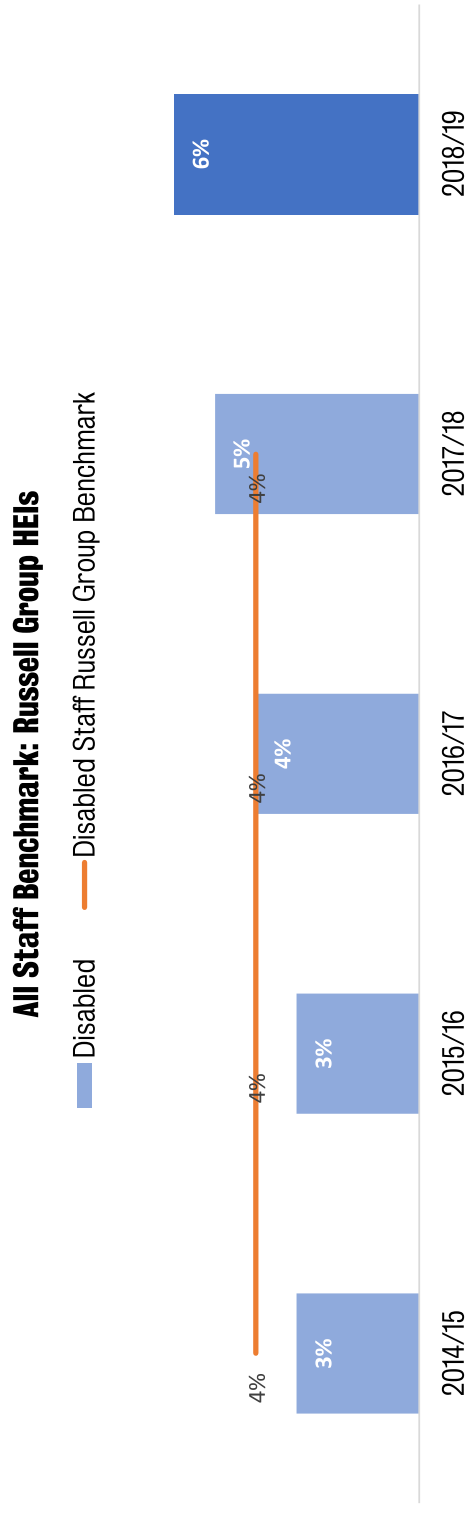
■ BME ■ Non-UK domicile ■ Prefer not to say/ unknown ■ White



Workforce Disability Profile

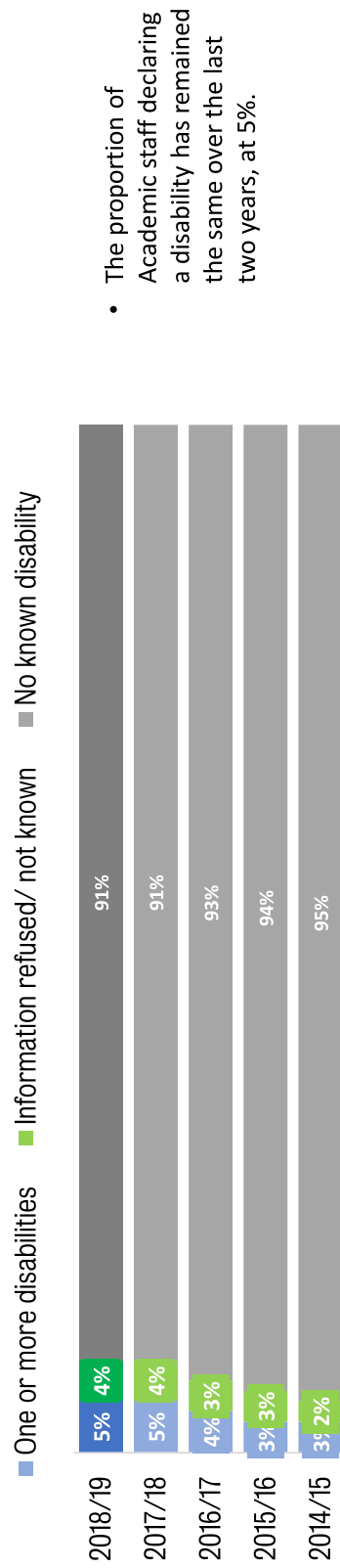


There has been a year-on-year increase in the proportion of staff disclosing a disability.

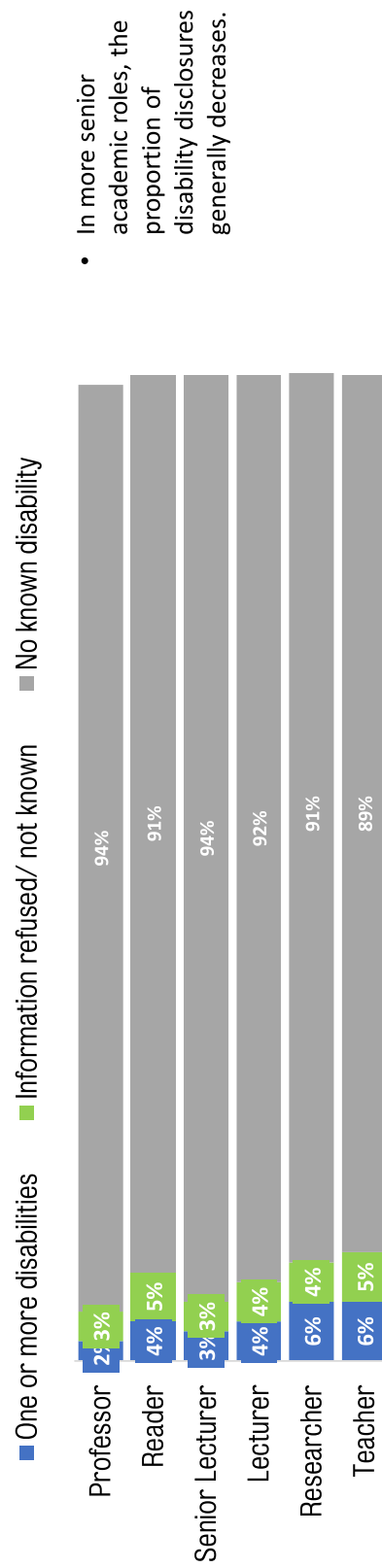


Academic Workforce Disability Profile

Academic Staff Disability Over Time

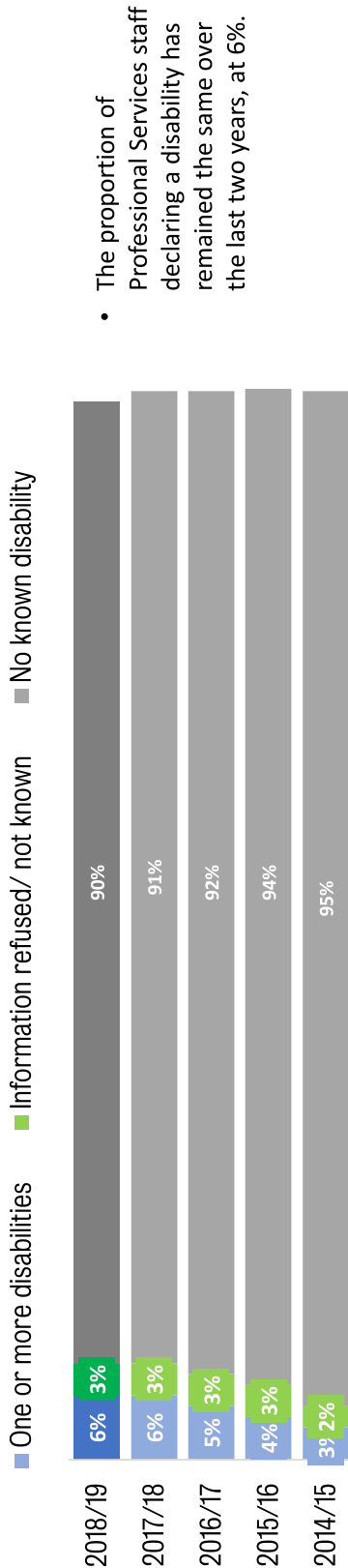


Academic, Teaching and Research Disability Profile by Role 2018/19



Professional Services Workforce Disability Profile

Professional Services Staff Disability Over Time



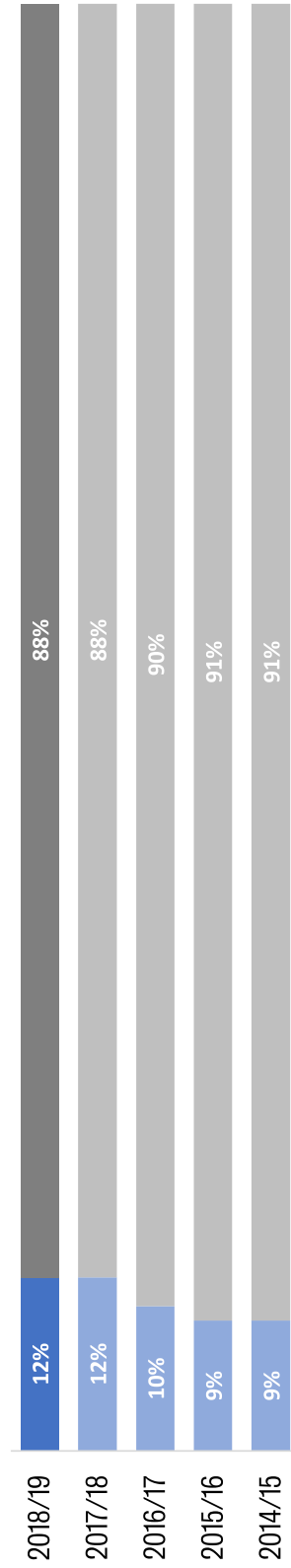
Professional Services Disability Profile by Grade 2018/19



Student Disability Profile

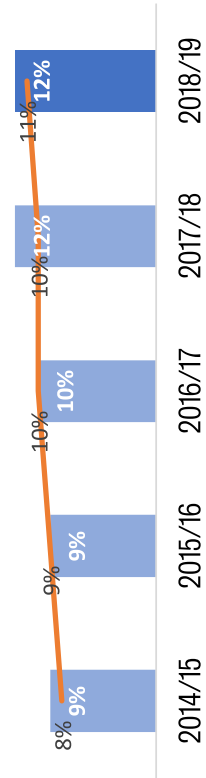
All Student Disability Over Time

■ Disability declared ■ No known disability



**Disabled Students Benchmarked Over Time:
Russell Group HEIs**

■ Disability declared — Russell Group HEI Benchmark

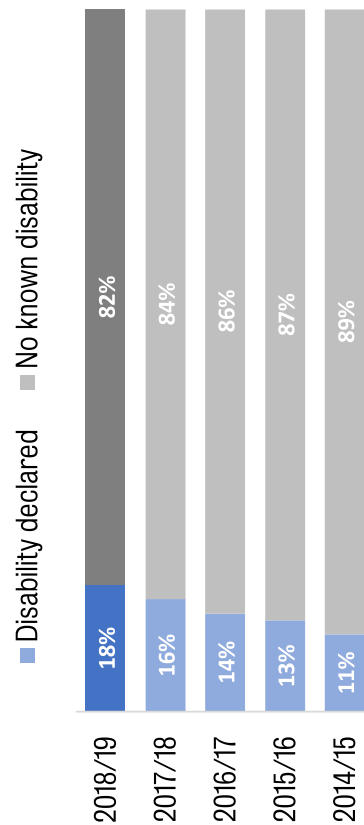


- The proportion of disabled students has remained consistent since 2017/18 at 12%
- King's continues to be above the Russell Group benchmark for disabled students, by 1% in 2018/19.

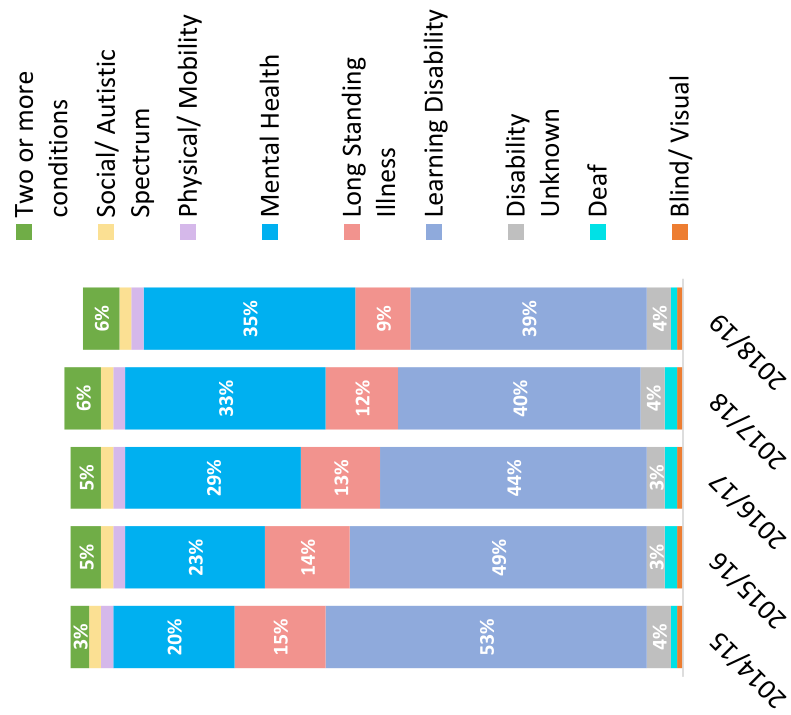
Undergraduate Student Disability Profile

- The proportion of disabled undergraduate students has slightly increased by 2% in 2018/19.
- The proportion of undergraduate students declaring they are blind or visually impaired (1%), have a physical impairment or mobility issues (2), have a social/communication impairment (such as autism) (2%), and those whose disability is unknown (4%) has remained the same for the last two years.
- There has been a 1% decrease in the proportion of undergraduate students with learning difficulty, or are deaf or hearing impaired.
- There has been a 3% decrease in the proportion of undergraduate students declaring a long standing illness.
- There has been a 2% increase in the proportion of undergraduate students declaring a mental health condition.

Undergraduate Student Disability Over Time



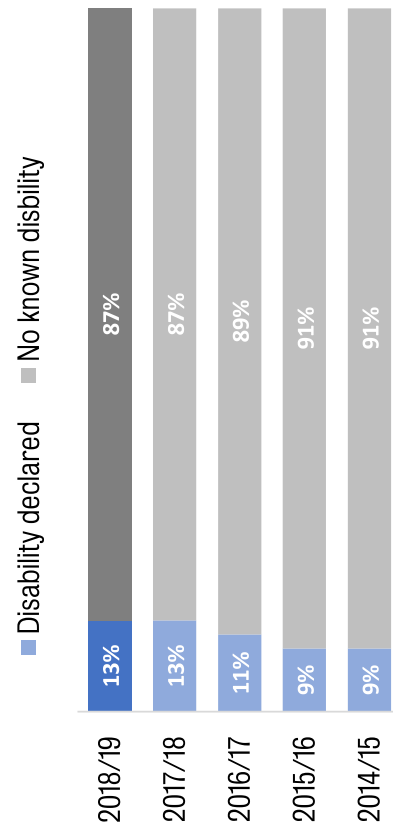
Undergraduate Student Disability Over Time: 8 Way Detail



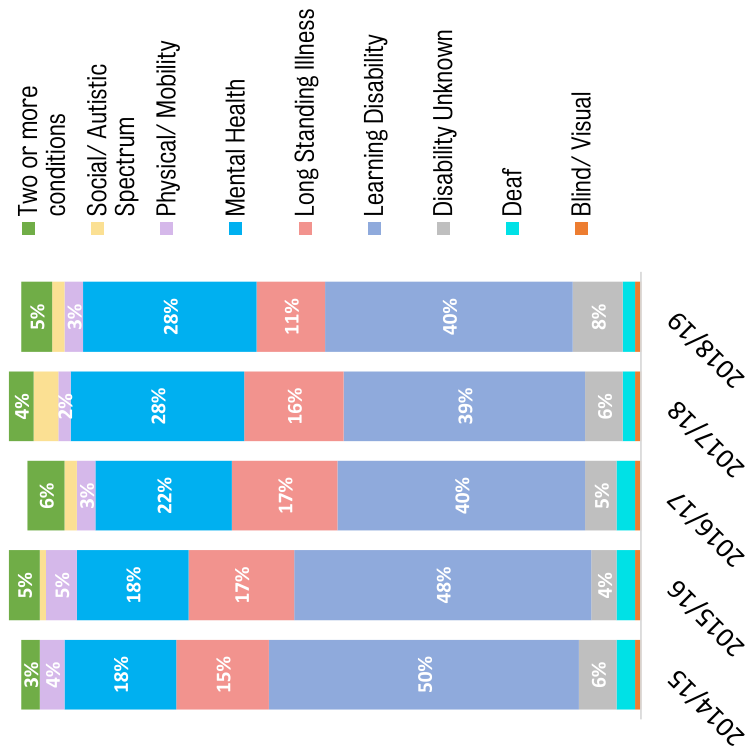
Postgraduate Taught Student Disability Profile

- The proportion of disabled Postgraduate Taught students has remained the same (13%) in the last two years.
- The proportion of PGT students who declared themselves as blind or visually impaired (1%), deaf or hearing impaired (1%) or having a mental health condition(28%) has remained the same for the last two years.
- There has been a 1% decrease in the proportion of PGT students with a learning disability and a 2% decrease in the proportion of PGT students who declared themselves as having a social/communication impairment
- There has been a 5% decrease in the proportion of undergraduate students declaring a long standing illness and a 1% increase in the proportion of students declaring a physical impairment or mobility issues

Postgraduate Taught Student Disability Over Time



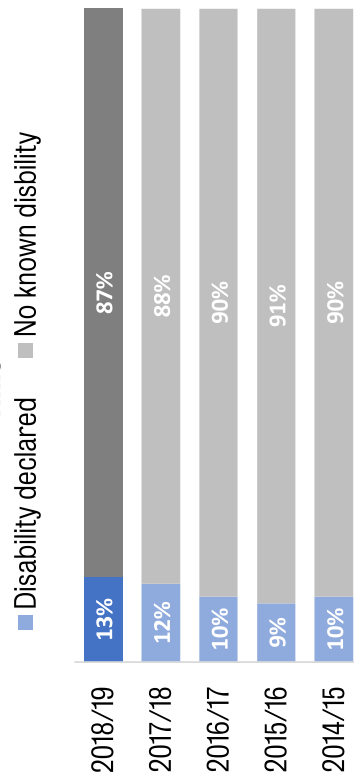
Postgraduate Taught Student Disability Over Time: 8 Way Detail



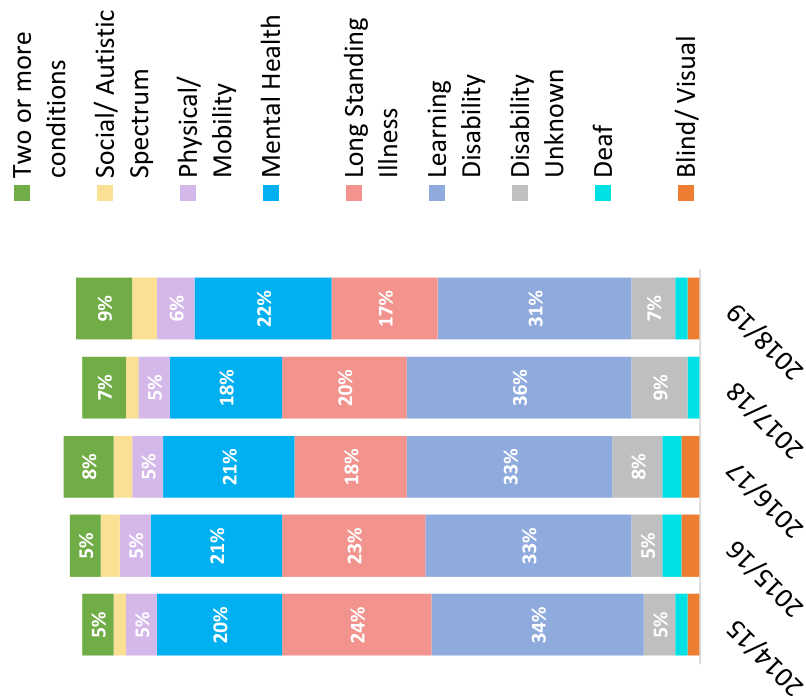
Postgraduate Research Student Disability Profile

- The proportion of disabled Postgraduate Research students has increased by 1% in the last year.
- The proportion of PGR students who declared themselves as deaf or hearing impaired has remained the same for the last two years.
- In the last year there has been a:
 - 2% increase in the proportion of PGR students declaring as blind or visually impaired
 - 4% increase in the proportion of students who declared a mental health condition
 - 1% increase in PGR students declaring a physical impairment or mobility issues
 - 2% increase of PGR students declaring a physical impairment or mobility issues
 - 5% decrease in PGR students declaring a long standing illness.

Postgraduate Research Student Disability Over Time



Postgraduate Research Student Disability Over Time: 8 Way Detail



Equality, Diversity & Inclusion

King's College London

Human Resources

Room 6.13

James Clerk Maxwell Building

diversity@kcl.ac.uk

kcl.ac.uk/hr/diversity

blogs.kcl.ac.uk/diversity

[@KCLDiversity](https://twitter.com/KCLDiversity)

Report of the Academic Board

| Contents | Meeting at which considered | Consent agenda | Council action |
|---|-----------------------------|----------------|----------------|
| 1. Matters Arising Updates | 3 February 2021 | Yes | Note |
| 2. COVID-19 (Education) update | 3 February 2021 | Yes | Note |
| 3. [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| 4. King's Education Institute | 3 February 2021 | Yes | Note |
| 5. Fair Assessment Policy | 3 February 2021 | Yes | Note |
| 6. Academic Strategy for Research | 3 February 2021 | Yes | Note |
| 7. Equality, Diversity & Inclusion Committee report | 3 February 2021 | Yes | Note |
| 8. Other items noted | 3 February 2021 | Yes | Note |

For Note

1. Matters Arising Updates

Board members received updates on: the Thomas Guy Statue community consultation (a number of recommendations had been taken forward to the Hospital Board for consideration); The Royal Brompton & Harefield Foundation Trusts Merger with GSTT; and the UG External Examiner Report.

2. COVID-19 Update (Education)

The Board heard that while guidance from the Department of Education was still awaited, the decision had been made that most teaching would remain online for the remainder of the academic year. It was anticipated that some programmes would return from 8 March where practical demands needed to be considered, especially for laboratory-based courses, students in their final year or those on a one-year postgraduate programme. Those decisions would be made in consultation with the faculties. Programmes with a January intake this year would also be prioritised for in-person teaching after Easter.

The Vice President and Vice-Principal (London) presented a new university-wide enrichment activities portal to be launched after Easter, and to run through the summer. This single programme enhancement portal would run alongside and pull together the extracurricular opportunities faculties were already offering. The Vice President (Education) invited feedback.

3. [REDACTED]

[REDACTED]

4. King's Education Institute

The Academic Board received a report which updated on progress made in the formation of a new cross-cutting entity at King's that would bring together specific areas of educational activity which currently sit outside of a Faculty/Directorate structure. The strategic purpose of the new institute was to widen access to education at King's and to deliver King's ambitions to expand learning opportunities, reaching a broader audience beyond the current PG/UG focus and primarily on-campus experience. There had been many collaborative discussions across the university and important issues had been raised. There was generally a high level of support for the initiative but discussions with the Arts & Humanities departments were ongoing, specifically in relation to the Modern Languages Centre and relationships with the modern languages departments. The Executive Dean (A&H) reported on the challenges and main concerns from that Faculty.

The name of the new entity was still to be decided, but it would not bear the name 'institute' because of the potential for confusion with other, very different units at King's which bear that name.

Academic Board is expecting to receive a final proposal at its April meeting, and the Chair requested that a full risk register be prepared for the Academic Board.

5. Fair Assessment Policy

The Fair Assessment Policy sets out King's arrangements for assessment in 2020/21 in the context of the pandemic. It applies to undergraduate and taught postgraduate students currently registered on programmes of study, including those who interrupted or deferred from 2019/20, and those who are re-sitting the year. The policy is a comprehensive, supportive and proportionate set of measures which, when deployed in combination, provided all the tools needed in order to deal with students negatively affected by COVID-19, either individually or as part of a programme cohort. It had already been communicated to students and Faculties were working hard to explain the policy at local level and to respond to all questions.

KCLSU colleagues had raised a number of questions and reservations about the policy during its progress through the Academic Board subcommittees. The KCLSU had launched a no-detriment campaign, prior to their knowledge of the Fair Assessment Policy, through which they had consulted with students about what types of mitigations they thought necessary. The need to manage students' expectations was therefore emphasized.

The Vice President (Education) stated that there had been a need to develop and confirm the policy very quickly following the announcement of the latest lockdown in early January, especially in view of a subsequent increase in student anxiety about how assessment would be conducted. This was an integrated package of measures - no one measure was intended to pick up all the disadvantages a student might experience - and it should be viewed in that context. It was acknowledged that a Working Group had already been formed to specify the technical detail of how programme-level cohort mitigation would work in practice.

6. Academic Strategy for Research

The Vice President & Vice-Principal (Research) announced the imminent launch of the Academic Strategy for Research. It had had extensive engagement with Faculties and had been reviewed at the College Research Committee. This version addressed some of the major challenges of the pandemic and a more comprehensive refresh of the Strategy would be due once the current pandemic situation was over.

7. Equality, Diversity & Inclusion Committee Report

The Academic Board received reports from the Equality, Diversity & Inclusion Committee (EDIC) covering Athena Swan, LGBTQ+ Equality and Race Equality. There were now six Academic Board members on the EDIC including two members of KCLSU. The main focus of the presentation was on Lesbian, Gay, Bi and Trans Equality (LGBT), and highlighted the power that administration and standard protocol hold, even when intentions are to be inclusive. The EDI Team would be forming a Working Group to address the issues identified in the Stonewall grading.

8. Other items noted and approved included:

- (i) Principal's report
- (ii) Portfolio Simplification update
- (iii) Report from Council

College Education Committee reports:

- (iv) UG Progression & Award Policy

College Research Committee reports:

- (v) Research Performance
- (vi) Research Culture
- (vii) Research Misconduct
- (viii) Security Sensitive Research
- (ix) Homeless London

KCLSU President's report

The Dean's report (noted) and Election of Associates of King's College (approved)

College Secretary
March 2021

These pages have been redacted

King's College Council

| | |
|------------------------|-------------------------------|
| Meeting date | 31 March 2021 |
| Paper reference | KCC-21-03-31-07.5 |
| Status | Final |
| Access | Members and senior executives |
| FOI exemption | None |

Report of the Governance and Nominations Committee

| Contents | Meeting at which considered | Consent agenda | Council action |
|--|-----------------------------|----------------|----------------|
| 1. Member Reappointments | 24 March 2021 | Yes | Approve |
| 2. Staff Member Appointment | 24 March 2021 | Yes | Approve |
| 3. Meeting cycle | 24 March 2021 | Yes | Approve |
| 4. Ordinance Amendment to Standing Orders | 24 March 2021 | No | Approve |
| 5. Update on the University of London Act | 24 March 2021 | Yes | Note |
| 6. Search for New Members | 24 March 2021 | Yes | Note |
| 7. Process for selecting second student member | 24 March 2021 | Yes | Note |
| 8. Petition re Council membership | 24 March 2021 | No | Note |
| 9. Annual Council Review Process | 24 March 2021 | Yes | Note |
| 10. September Away Day – Preliminary Planning | 24 March 2021 | Yes | Note |

For Approval

1. Member Reappointments

- Motion: (a) That Paul Goswell be appointed to a third, three-year term to 31 July 2024.
(b) That Bishop Sarah Mullally be appointed to a partial third term to 31 July 2022.

Background:

The following members of Council reach the end of their current terms on 31 July 2021:

- Angela Dean
- Paul Goswell
- Ros King
- Bishop Sarah Mullally

Angela Dean and Ros King will each have served nine years at the end of this term and therefore are not eligible for reappointment. Paul Goswell and Bishop Sarah Mullally will have served six years each and are eligible for reappointment. Both have indicated a willingness to continue, although Bishop Sarah Mullally would prefer to be limited to one more year rather than three.

2. Staff Member Appointment

- Motion: That Professor Richard Trembath, Provost & Senior Vice President (Health) be appointed to the vacant staff seat on Council effective 1 April 2021.

Background:

It has been the case for many years that in addition to the Principal, four Senior Vice-Presidents have served on Council as staff members appointed through the nominations process. One of the membership structure changes awaiting approval of Statute amendments is the decision arising out of the governance review to formally designate the seven staff seats so that one would be held by the Principal and the remaining six would be split between three ex officio seats for senior executives and three elected staff. It was agreed that the three ex officio seats would be assigned in the first instance to the two Provosts and the Senior Vice-President (Operations).

While we have not been able to formally designate the ex officio/elected split, we have been able to move forward to implement it in practice. We now have three staff elected by the Academic Board from among the elected members of the Academic Board to represent staff-at-large. One of our Provosts, Professor Evelyn Welch, is currently in her eighth year of membership as an appointed member of staff. Steve Large, SVP (Operations) was appointed as a staff member last year and is now in his second year of appointment. It is proposed that we appoint Professor Richard Trembath, SVP (Health) in the same way so that he can serve as a member of Council pending the approval of the Statute amendments and the reversion of these seats to ex officio seats. It is worth noting that the changes to the Statute give Council the flexibility to determine from time to time which senior executives might serve ex officio.

3. Meeting cycle

Motion: That the proposed revised meeting schedule for 2021-2022 for Academic Board and Estates Strategy Committee meetings be approved, noting that an additional meeting of the ESC Estates is to be included following consultation with the Chair of ESC with respect to timing.

Background:

Some amendments to the meeting cycle for Council and its Committees are being proposed to improve the flow of work across the governance structure. Please see **Annex 1**.

The Chair of the Estates Strategy Committee (ESC) was of the view that a fourth meeting slot should be introduced in the autumn term for ESC, and that in terms of the joint Finance Committee and Estates Strategy Committee meeting slots, these should be maintained as holding slots with a view to removing them if not required.

4. Ordinance Amendment to Standing Orders

Motion: That Ordinance B9.7 be amended to provide for standing committee decisions to be taken by a Committee Chair's Action in the same way that decisions of Council can be taken by Chair's Action.

Background:

While it has been a long-standing practice for committee chairs to approve urgent matters between meetings of their committees by chair's action, the authority to do this is not referenced in the Ordinances.

For Note

5. Update on the University of London Act

While the revisions to the University of London Act received final approval some time ago, the Department of Education would not give final approval with respect to university title for the constituent colleges of U of L until it received and considered input from OfS. King's and the other colleges involved submitted all of the information required by OfS to make a decision in 2019. In early 2020, OfS said that in light of COVID, it wished to ensure the sustainability of the institutions concerned before making a final ruling. There was silence until just before Christmas when the University of London was told that the OfS had now decided that it would assess and make recommendations for each institution individually.

The legal counsel acting for the University of London was advised at the beginning of March by an HE policy advisor at DofE that:

- they had received advice from the OfS for a number of institutions, but she was not informed as to which institutions might be on the list
- the policy advisor thought he would be able to get his advice to the Secretary of State within a few weeks
- Timing of a final resolution would then depend on the Secretary of State making his determination

Notification has now been received that King's is on the list to be considered for designation as 'University' forwarded by OfS to the DofE, and so we may have a resolution from the DofE later this spring. Once the DofE's endorsement is received, the proposed changes to the Charter & Statutes must be sent to the Privy Council for recommendation to Her Majesty. The staff at the Privy Council have been very supportive throughout this (now) almost five-year process and have pre-vetted the proposed Statute wording changes. It will simply be a matter of being able to fit into one of their agendas to get final approval and move forward.

6. Search for New Members

An RFP will be issued for a search consultant to assist with the search for replacements for:

- Angela Dean and Ros King
- Independent members on the Finance Committee (1-2 members for 2021 and 2022)
- Other independent members on Council/Committees whose terms end in 2022 (potentially 3-4 depending on reappointments).

7. Process for selecting second student member

The 2018 governance review working group had expressed preference for the proposed second student member of Council not to be a second ex officio seat for the KCLSU and had stated that it would be most desirable to have the seat filled by a post graduate student who, especially if it were a PGR student, might be able to serve more than one year. It had been noted that this had worked effectively in the Audit, Risk & Compliance Committee. There was no final determination at the time as to whether the second seat would be filled through appointment or election. It had been agreed that the Governance & Nominations Committee should deal with the matter in future.

The present KCLSU President is of the view that the seat should be made ex officio for the KCLSU Vice President Postgraduate and the Governance and Nominations Committee had a lengthy discussion about this proposal and the range of mechanisms by which the seat might be filled once the Statute amendments are approved. It was decided that options for election and representation of students on Council would be reviewed further over the next few months for consideration and recommendation to Council in July.

8. Petition re Council membership

The Committee considered further correspondence from a member of faculty concerning the composition of Council. As reported at the November meeting of Council, the Committee did not agree with the proposition that all Council members should be elected. The Committee will provide a paper articulating its views more fully for the July meeting of Council.

9. Annual Council Review Process

The Committee considered the mechanism to be used for the 2021 annual review of Council effectiveness. The Committee agreed that the Committees of Council should also conduct an annual review of their effectiveness, using the Council questionnaire as a basis but adapted by each committee chair as appropriate for the particular committee. Committee annual review was currently only required for the Remuneration Committee.

The College Secretary would review the questionnaire used for last year's Council review and bring forward revisions for consideration at the next meeting of the Committee.

The next five-yearly full independent review of Council effectiveness was due to take place in 2023.

10. September Away Day – Preliminary Planning

Planning for the September 2021 Away Day would need to commence and Council Members should advise the College Secretary of any particular issues they would like to be included and, in particular, any speakers that they might like to have invited.

Meeting Cycle 2021/22

The following changes are proposed to address the following requirements:

- To align meetings of Estates Strategy Committee, Finance Committee and Council to facilitate timely progression of capital investment proposals.
- To provide a two-week paper reading period for Academic Board.
- To provide more time for Academic Board Committee meetings at the beginning and end of the year.

| BODY | CURRENT SCHEDULE | BODY | PROPOSED SCHEDULE |
|---------------------|--|---------------------|--|
| Joint ESC/Finance | Tues 9 September 2021 | ESC | Sept/Oct 2021 – date tbc |
| Council Away Day | Wed 22 September 2021 <i>(Strategic Focus – no cttee items)</i> | Council Away Day | Wed 22 September 2021 <i>(Strategic Focus – no cttee items)</i> |
| GNC | Thurs 30 September 2021 | GNC | Thurs 30 September 2021 |
| Academic Board | Wed 6 October 2021 | FHDC | Wed 13 October 2021 |
| ESC | Wed 13 October 2021 | Academic Board | Wed 3 Nov 21 |
| ARCC | Tues 9 November 2021 | ARCC | Tues 9 November 2021 |
| FHDC | Thurs 11 November 2021 | ESC | Thurs 11 November 2021 |
| Finance | Mon 15 November 2021 | Finance | Mon 15 November 2021 |
| Council | Tues 23 November 2021 | Council | Tues 23 November 2021 |
| Academic Board | Wed 8 December 2021 (Strategic Focus) | Academic Board | Wed 8 December 2021 <i>(Strategic Focus – no cttee items)</i> |
| Joint ESC/Finance | Tuesday 18 January 2022 | Joint ESC/Finance | Tuesday 18 January 2022 <i>(holding– cancel if no business)</i> |
| Council (Strategic) | Thurs 20 January 2022 <i>(Strategic focus – no cttee items)</i> | Council (Strategic) | Thurs 20 January 2022 <i>(Strategic focus – no cttee items)</i> |
| Academic Board | Wed 2 February 2022 | GNC | Thurs 3 February 2022 |
| GNC | Thurs 3 February 2022 | ARCC | Wed 9 February 2022 |
| ESC | Wed 9 February 2022 | ESC | Tues 1 March 2022 |
| ARCC | Tues 1 March 2022 | Academic Board | Wed 9 Mar 22 |
| Finance | Thurs 10 March 2022 | Finance | Thurs 10 March 2022 |
| Council | Thurs, 31 March 2022 | Council | Thurs 31 March 22 |
| Academic Board | Wed 27 April 2022 (Strategic Focus) | Academic Board | STRATEGIC – NO CTTEE ITEMS Wed 20 April 22 |
| Joint ESC/Finance | Thurs 5 May 2022 | Joint ESC/Finance | Thursday 5 May <i>(holding – cancel if no business)</i> |
| Council | Thurs, 12 May 2022 | Council | Thurs, 12 May 2022 |
| ESC | Wed 18 May 2022 | GNC | Wed 18 May 2022 |
| ARCC | Tues 7 June 2022 | ARCC | Tues 7 June 2022 |
| Academic Board | Wed 15 June 2022 | ESC | Thurs 16 June 2022 |
| GNC | Thurs 16 June 2022 | Finance | Wed 22 June 2022 |
| Finance | Wed 22 June 2022 | Academic Board | Wed 29 June 22 |
| Council | Wed, 13 July 2022 | Council | Wed 20 July 22 |

Proposed Amendment to Ordinance B9

Proposal

It is proposed that the following clause be added to Ordinance B9, the Standing Orders for Council and its Standing Committees, as follows:

- (v) In between Ordinary Meetings of the Committee, the Chair of a Standing Committee of Council (or a Vice-Chair in the Chair's absence) may take action on behalf of that Committee in matters which, in the Chair's opinion, are urgent or non-contentious, and shall report such actions to the next meeting of the Committee for confirmation.

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| | |
|-------------------------------|-------------------|
| King's College Council | |
| Meeting date | 31 March 2021 |
| Paper reference | KCC-21-03-31-08.1 |
| Status | Final |
| Access | Public |
| FOI exemptions | None |



KCLSU President's Update

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

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

In such a challenging year, KCLSU is committed to understanding the rapidly evolving student perspective on a number of issues. We have been investigating innovative ways to gather feedback ranging from surveys, to Town Halls and better defining our connection with academic representatives. I am thankful to have had meetings with some of the independent members of council so I can gain a better understanding of what would be helpful within my papers and I look forward to incorporating these suggestions in future paper packs.

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.

We conducted a Town Hall on the 18 February. I would like to once again thank the King's staff members who agreed to come and listen to the concerns of students including staff such as Evelyn Welch, Steve Large, Nicola Phillips as well as many others. The purpose of the Town Hall was to reaffirm the strength of feeling from students but also to understand what the current student sentiment is. **Annex 3** provides the full report of the Town Hall, with an executive summary and recommendations placed at the beginning,

The 2020-21 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



KCLSU President's Update

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

Date: 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 Report. This paper is a summary of the issues that students are currently facing and shared with us in a Teams meeting, where KCL staff are present.

Officer Objectives

Officers Reports

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Summary

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

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

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

President – Salma Hussain (SHH)

VP Activities and Development: Niall Berry (NB)

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

VP Education (Health) – Aless Gibson (AG)

VP Postgraduate – Heena Ramchandani (HR)

VP Community and Welfare – Tasnia Yasmin (TY)

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

Diagram 1: Keys

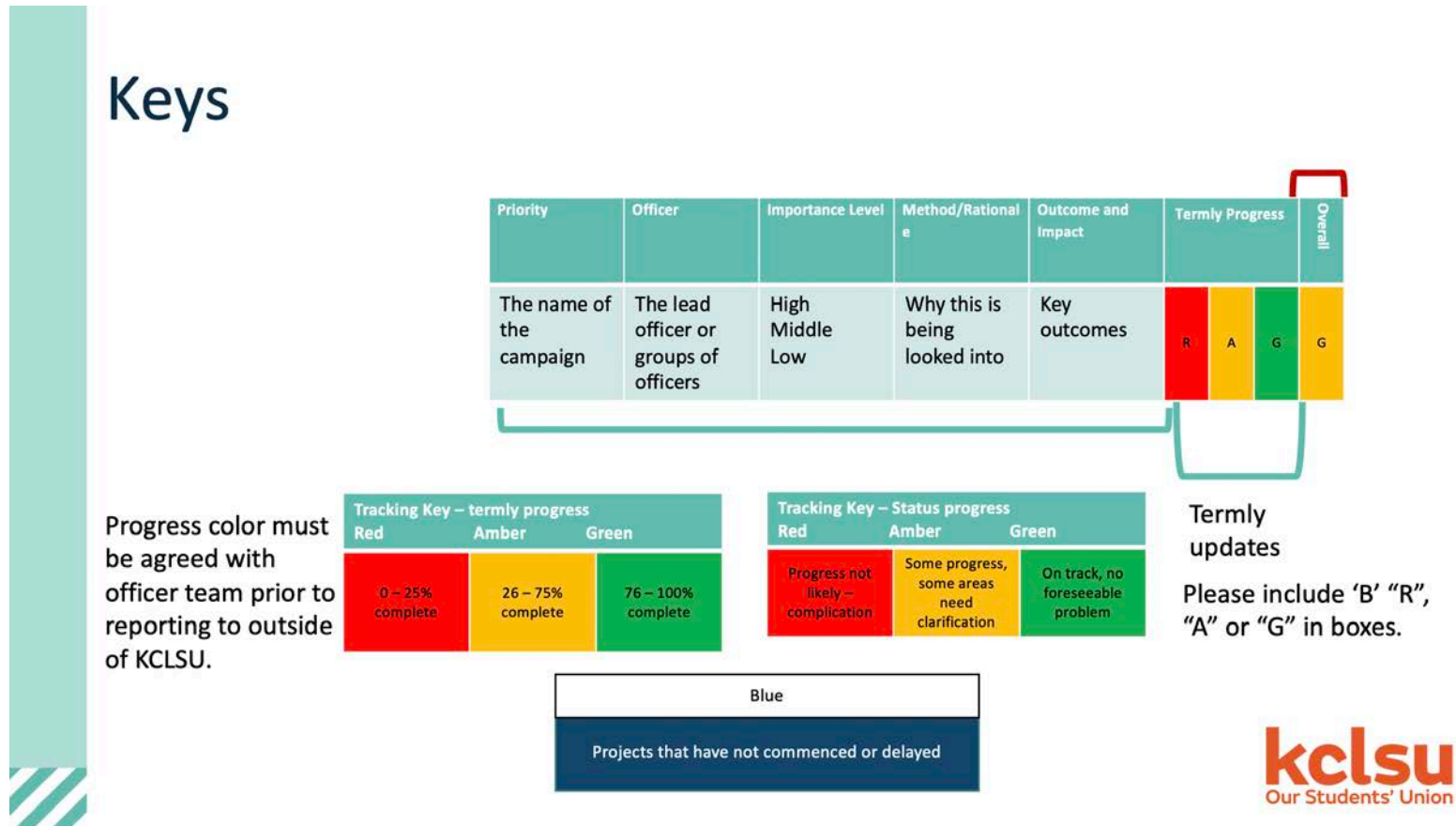


Figure 1: depicts the progress on each of the objective and clarifies the meaning of each colour and column

Section 1: Collective Projects

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

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

Table 1: Collective Officer Projects

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

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

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| | | <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 | | A |

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| | | | <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 |

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| | | | <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> | | | | |
| F2F teaching, Timetabling and the student experience | 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 | | R |

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

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

Table 2: Officer Projects

| Priority | Officer | Importance Level | Method/Rationale | Outcome and Impact | T1 | T2 | T3 | Status |
|--------------------|---------|------------------|--|--|----|----|----|--------|
| Financial Literacy | SHH | High | 71% of students worry about making ends meet and 81% have money worries caused by the pandemic, according to the 2020 Student Money Survey, commissioned by "Save the Student". Furthermore, a 2016 conducted by Richardson et al found that, in a national cohort of students, greater financial difficulties is predictive of greater depression, anxiety, alcohol dependence and global decrease in mental health over time. Therefore, lack of financial education can affect all facets of the student, | By partnering with key stakeholders throughout the university, an increased financial education provision would improve the whole student experience. The following are just a limited selection of how the student experience would be improved as a result of financial education implementation 1. Improved mental health and wellbeing of students: Data shows that the inability of students to budget leads to a global mental health decrease, therefore providing students with these skills allows an increase in wellbeing. | A | G | | G |

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| | | | <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 | | A |

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

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| | | | 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 |
| 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 | | A |

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| 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 |
| 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 | | 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 |

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| | | | to work with the wellbeing team and the student wellbeing leads to develop this role and the wellbeing support provided by KCLSU activity groups. | | | | | |
| Assessment and Feedback | VS | High | <p>The College's existing approach to assessment design and delivery does not promptly communicate to students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability to understand the assessment design. In an 'Assessment for Learning' program the latter cannot adequately be justified as a learning outcome.</p> <p>Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions;</p> <ol style="list-style-type: none"> 1. Early access to Past Papers across all modules and where applicable access to past questions | <p>By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can do to improve their academic performance.</p> <p>Specific Outcomes and Impacts;</p> <ol style="list-style-type: none"> 1. Early access to Past Papers: This allows for students to map how their academic content ties in with the assessment structures and design for their modules. 2. Access to Past Question's answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision | A | A | | A |

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

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

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| | | | 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 |
| 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 | A |

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| | | | <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 | | 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 |
| 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 | | G |

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| | | | <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 |

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| 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 |
| 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 |

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| 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 | | 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 |

Evidence Mentioned:

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

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Richardson, T., Elliott, P., Roberts, R. and Jansen, M., 2016. A Longitudinal Study of Financial Difficulties and Mental Health in a National Sample of British Undergraduate Students. *Community Mental Health Journal*, 53(3), pp.344-352. doi:10.1007/s10597-016-0052-0

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Student Sentiment

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

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

Quality of Online Education

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

Tuition Fee Refunds

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

Isolation and Wellbeing

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

Resource Access

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

Safety Net

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

KCLSU Town Hall Student Feedback Report

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Executive Summary

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

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

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

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

Recommendations for King's College London:

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

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

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

Recommendations for KCLSU:

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

Recommendations for students:

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

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

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

Recommendations for all parties:

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

Finances & Fees

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The KCLSU International Students' Officer, Saffana, has begun a campaign focusing on achieving compensation for International Students at King's and beyond – [you can find out more and sign up here](#)
- The cross-Students'-Union collaborative campaign Students United Against Fees is aiming to "build a coalition between students, universities and unions to make sure that the Government takes responsibility for compensating students and supporting our sector." [Click this link to read more and sign up.](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"huge loans students are under huge mental stress."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We understand why we can't come on campus and why the university is struggling but why do we have to take on a higher debt than the university. We feel openly ostracised. Just coming out of it with a degree isn't enough could have

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

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

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

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

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

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

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

Recommendations:

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

Hardship funding

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

Accommodation

Another of the most frequently raised concerns was around accommodation.

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

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

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

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

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

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

A number of international students collectively submitted these points:

"We are still paying a considerable amount, despite studying remotely. We are also bearing the cost of exorbitant London living expenses when we could have done the course from our home country if the blended approach wasn't mentioned in the CAS.

"We understand that the university is trying to provide us with better learning outcomes in these testing times. Although the learning needs have been met through the online provision, the living expenses incurred by moving to London have not provided any sustained benefit...

"... we have signed 1-year contracts for private accommodation (which included contracts with utility agencies) for many of us, which puts us in a disadvantaged position that forces us to stay in London.

Although we are trying to keep our morale high, no amount of support from King's can address our financial concerns

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

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

Quality of online learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"My course doesn't offer transcripts with pre-recorded lectures. For neurodivergent students like myself this makes it very difficult. In live teaching there is at least the element of interaction. In pre-recorded videos(which often go way beyond 1.5 hours if added together), the format is really difficult to absorb. This has been brought up before to teaching staff, but we were told that 'due to intellectual property rights' they can't give transcripts. Other courses do, why can't mine?"

In a similar comment, another student added: "The transcripts being provided are often really poor, this is really problematic for students with additional learning needs (e.g. due to disability) but the onus is always on the student to pester the lecturers about it, and you end up feeling embarrassed."

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

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

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

Recommendations:

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

Approach to Academic Year 2020-21

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

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

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

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

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

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

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

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

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

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

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

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

And another questioned the security procedures in place:

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

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

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

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

Recommendations:

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

Comms & Professional Services (PS)

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

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

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

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

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

"careers does not answer my emails!"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

Accessibility of Services

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

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

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

"We understand that the university is trying to provide us with better learning outcomes in these testing times. Although the learning needs have been met through the online provision, the living expenses incurred by moving to London have not provided any sustained benefit, these includes

- Access to library services (very limited)
- Access to study spaces
- Access to computer labs

- Access to sports facilities
- Access to student networks through college events etc.”

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

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

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

“- Inadequate/ non-existent access to physical facilities such as the library, study rooms, etc., because of limited capacity and opening hours.

- Inadequate/ non-existent access to physical facilities that are not “quiet zones” and allow for oral participation in lectures/seminars etc.

- Poor online resources (ok for journal articles but majority of books are in libraries so we can't access them or have to purchase ourselves).”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

Students needing support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

Assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

Wider Approach to Lockdown

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

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

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

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

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

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

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

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

Action

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

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

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

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

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

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

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

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

Recommendations:

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

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

Aspects of Town Hall delivery

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

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

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

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

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

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

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

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

Recommendations:

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

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

Disclaimer

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

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

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

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

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

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

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

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

KCLSU Spring Elections 2021 Deputy Returning Officer Report

Action required [tick ONE box]

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

This paper reports on the completion of the KCLSU Spring Elections 2021, confirming the elections as free and fair. The Deputy Returning Officer outlines the positions that were elected, the elections statistics (including vote turn-out), a summary of the misconduct complaints and outcomes, and recommendations to further improve KCLSU elections going forward.

KCLSU Spring Elections 2021 – Deputy Returning Officer Report

Background

KCLSU Spring Elections took place between January and March 2021, with the election of 90 places across 78 positions.

Elections being run:

| | |
|-----------------------------------|---|
| Student Officers | <ul style="list-style-type: none">• President• VP Activities & Development• VP Education (Arts & Sciences)• VP Education (Health)• VP Postgraduate• VP Welfare & Community |
| Academic Associations | <ul style="list-style-type: none">• Biomedical Students' Association• Dental Council• Kings Business School Students' Association• Law Council• Medical Students' Association |
| NUS National Conference Delegates | <ul style="list-style-type: none">• 5x open places• 4x reserved women places |

Election Timeline

| | |
|---------------------|--|
| Nominations open | Monday 1 February, 10am |
| Nominations close | Monday 22 February, 10am |
| Candidate briefings | <p>Student Officer Candidates:</p> <ul style="list-style-type: none">• Monday 22 February, 12-1pm, via MS Teams• Monday 22 February 5-6pm, via MS Teams• Tuesday 23 February, 1-2pm, via MS Teams• Wednesday 24 February, 6-7pm, via MS Teams <p>NUS Delegates and Academic Association Committee Candidates:</p> <ul style="list-style-type: none">• Online from 10am on Monday 22 February – 5pm on Wednesday 24 February |
| Campaigning begins | Thursday 25 February, 2pm |
| Manifesto deadlines | Friday 26 February, 10am |

| | |
|----------------------|-------------------------|
| Candidates Announced | Friday 26 February, 2pm |
| Voting open | Monday 1 March, 10am |
| Voting closed | Thursday 4 March, 5pm |
| Results announced | Wednesday 10 March, 5pm |

Returning Officer and Project Support

The Returning Officer and Deputy Returning Officer were appointed by King's College London on recommendation from the KCLSU Trustee Board:

| | |
|--------------------------------|--|
| Returning Officer | Peter Robertson - NUS |
| Deputy Returning Officer | Kathryn Sullivan |
| Elections Disciplinary Support | Benjo Taylor- Head of Community Engagement |
| Elections Project Manager | Thaniyah Miah – Democracy Administration Coordinator |
| NUS Elections Contact | Khurum Dar - NUS |

Headline Election Statistics

| | |
|--|---------------|
| Number of elections | 78 |
| Number of elected places | 72 |
| Total submitted nominations | 261 |
| Incomplete Nominations (didn't attend compulsory briefing) | 40 |
| Candidates withdrawn | 78 |
| Candidates disqualified | 0 |
| Candidates completing the election | 150 |
| Individual Voters | 3,233 |
| Total votes cast across all elections | 19,981 |

Complaints and campaigning misconduct:

14 official complaints were received through the elections process, regarding 8 candidates. One of these complaints was partially upheld; a sanction was given and not appealed. This sanction was to remove particular campaigns materials from public view for the remainder of the voting period (two days).

Complaints commonly contained more than one allegation within them and were themed as follows:

- Campaigning before the official start of campaigning period
- Using paid social media to campaign
- Campaigning in person
- Exceeding candidate spending budget
- Using mobile phone numbers to campaign
- Asking for confirmation of voting
- Asking for confirmation of voting for a particular candidate(s)
- Sending direct messages on social media
- Society removal of candidate publicity within a group chat context
- Harassment of voters through messaging

The responses to the above themes are as follows:

Candidates are allowed to gather their campaign teams prior to campaigning starting

Candidates are free to purchase social media ads

No evidence was received of candidates campaigning in person

Additional clarification was issued on Wednesday morning of voting week to advise candidates not to use mobile numbers for any reason other than for the purpose they had been given – but no evidence of KCLSU breaching data regulations was received

Asking for confirmation of voting / voting for a particular candidate does not breach guidance

Candidates are free to contact individuals on social media

No evidence was received to indicate that candidates or campaigners were sending multiple messages to individuals over their phones and no evidence was received to indicate that candidates had utilised mobile phone messaging after the clarification was issued

Year by year comparison

| | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|---|------|------|------|------|------|------|------|
| Allegations of Misconduct | 14 | 29 | 20 | 47 | 20 | 18 | 3 |
| Allegations investigated | 9 | 23 | 13 | 29 | - | - | - |
| Allegations not investigated* | 5 | 6 | 7 | 18 | - | - | - |
| Allegations brought to candidate disciplinary | 1 | 17 | 5 | 13 | 0 | 4 | 0 |
| Candidate Disciplinary | 1 | 6 | 2 | 4 | 0 | 1 | 0 |
| Candidate Disqualifications | 0 | 6 | 0 | 1 | 0 | 0 | 0 |

*Allegations weren't investigated because:

- Complaints made about alleged conduct that isn't prohibited in KCLSU elections.
- Complaint was made about student group conduct which fell outside the elections guidance – complainant was advised that a review into this area would be conducted and that their input would be welcomed

Complaints about KCLSU election administration:

There was 1 complaint received after the close of the complaints process about the administration of the elections.

This complaint was:

1. That the DRO had not investigated complaints by students of harassment
2. That the DRO had not accurately adjudicated regarding the requests being made of students to confirm their votes

The Returning Officer investigated the concerns and dismissed the complaint for two reasons:

1. The complaint itself was outside of the complaints processing time and just repeated allegation already made
2. That the DRO had acted reasonably within their powers to declare a free and fair election

Key Findings

Online only campaigning

The move to online only campaigning was driven by the COVID-19 restrictions, and was successfully applied. This led to a significant drop in the number of complaints alleging harassing behaviour. Candidates did not spend significant amounts of money on their campaigns and there was an environmental benefit in the reduction of waste.



External DRO

The use of an external Deputy Returning Officer worked well in its first iteration during Spring elections. The organisational aspects delivered from the Project Manager were exemplary and give high levels of confidence in the continuous improvement of elections. The templates introduced last year were of value, although the significant improvement was regarding the reduction in the number of complaints.

Issues to address going forward:

- As online campaigning becomes more sophisticated, the elections guidance needs to follow suit; pre-empting challenges in ensuring a free and fair elections process.
- The breadth of understanding is the next developmental area for the union, such as the training of student groups to understand their role in the elections process, including the endorsement of candidates
- GDPR and copyright are areas of potential risk for the organisation, so professional advice should be sought in advance of the next elections cycle
- With complainants copying in media groups before the results have been announced indicates a reputation risk to the organisation which the trustee board needs to be mindful of