King's College Council - 14 May

Microsoft Teams meeting - access meeting via calendar invite

14 May 2020 17:00 - 14 May 2020 19:30

AGENDA

#	Description	Owner	Time
1	Welcome, apologies and notices	Chair	
2	Approval of agenda KCC-20-05-14-02 Council Agenda 14 May 2020.pdf 6	Chair	
3	Unanimous Consent Agenda, including:	Chair	
3.1	Unanimous Consent Agenda KCC-20-05-14-03.1 UAC.pdf 8		
3.2	Minutes of the Previous Meeting (to approve) KCC-20-05-14-03.2 Draft Council minutes April 202... 9		
3.3	Actions Log (to note) KCC-20-05-14-03.3 Actions Log.pdf 16		
4	Matters arising from the minutes Verbal	Chair	
5	Report of the Chair Verbal	Chair	
6	Report of the President & Principal		
6.1	Summary Report on Key Issues (to note) KCC-20-05-14-06.1 Principals report May 2020.pdf 19	President & Principal	
6.2	RBH/KHP Strategic Framework (to approve) PRIVATE AND CONFIDENTIAL KCC-20-05-14-06.2 RBH-KHP Partnership Strategi... 55	SVP (Health)	
7	Covid-19 - Response and Impact Context KCC-20-05-14-07 Covid-19 - Response and Impact... 175		
7.1	General overview and communications Verbal update	Principal	

#	Description	Owner	Time
7.2	University Response Verbal update	SVP (QSI)	
7.3	Contribution locally, nationally, internationally Verbal update	SVP (Health), SVP (Arts & Sci)	
7.4	Education & Academic Strategy KCC-20-05-14-07.4 Education.pdf 176	VP (Education)	
7.5	International Strategy Verbal Update	VP (International)	
7.6	Research Verbal Update	VP (Research)	
7.7	Business Continuity & Business Recovery Verbal Update	SVP (Operations)	
7.8	Wellbeing & Mental Health KCC-20-05-14-07.8 wellbeing.pdf 196	COO (Health)	
7.9	Continuing to Serve KCC-20-05-14-07.9 continuing to Serve.pdf 214	VP (London), VP (Service)	
7.10	Return to Campus Working Group Item 7 - Guideline for resumption of limited researc... 226	Professor Mike Curtis	
8	Covid-19- Financial Proposals, Student Recruitment and Admissions (papers from joint meeting of the Finance Committee and Estates Strategy Committee)	Chairs, FC & ESC, Principal, CFO, SVP (Arts & Sciences)	
8.1	Covid-19 Financial Strategy Development and near- term plan 2020/2021 (to discuss) KCC-20-05-14-08.1 Financial plan.pdf 231		
8.2	Marketing, Recruitment, Admissions – Managing our recruitment risk (to discuss) KCC-20-05-14-08.2 Recruitment report to Council.p... 249		

#	Description	Owner	Time
9	Report of the Academic Board (to note) On the Unanimous Consent Agenda KCC-20-05-14-09 AB report to Council.pdf 259	Chair, Academic Board	
10	Report of the KCLSU President (to discuss) Including a report on the KCLSU Elections (to discuss) KCC-20-05-14-10 KCLSU President report.pdf 271	KCLSU President	
11	Any other business		
	Lord Geidt - May 2020		

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King's College Council	
Meeting date	14 May 2020
Paper reference	KCC-20-05-14-02
Status	Final
Access	Public/Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Meeting of the King's College Council to be held (remotely) on **14 May 2020** at 17:00 as a **Microsoft Teams meeting**

Please feel free to join the meeting 15 minutes early for a virtual coffee!

Agenda

INTRODUCTORY ITEMS

1	**Welcome, apologies and notices**		Chair
2	**Approval of agenda**	KCC-20-05-14-02	Chair
3	**Unanimous Consent Agenda**, including: 3.2 Minutes of the Previous Meeting; and 3.3 Actions Log	KCC-20-05-14-03.1 KCC-20-05-14-03.2 KCC-20-05-14-03.3	Chair
4	**Matters arising from the minutes**	*Verbal*	Chair
5	**Report of the Chair**	*Verbal*	Chair
6	**Report of the President & Principal** 6.1 Summary Report on Key Issues (to note) 6.2 RBH/KHP Strategic Framework (to approve)	 KCC-20-05-14-06.1 KCC-20-05-14-06.2	 Principal SVP (Health)
7	**Covid-19 – Response & Impact Context**		
	7.1 General overview and communications	*Verbal*	Principal
	7.2 University Response	*Verbal*	SVP (QSI)
	7.3 Contribution locally, nationally, internationally	*Verbal*	SVP (Health) SVP (Arts & Sci)
	7.4 Education and Academic Strategy	KCC-20-05-14-07.4	VP (Education)
	7.5 International Strategy	*Verbal*	VP (International)
	7.6 Research	*Verbal*	VP (Research)
	7.7 Business Continuity & Business Recovery	*Verbal*	SVP (Operations)
	7.8 Wellbeing & Mental Health	KCC-20-05-14-07.8	COO (Health)
	7.9 Continuing to Serve	KCC-20-05-14-07.9	VP (London) VP (Service)
8	**Covid-19- Financial Proposals, Student Recruitment and Admissions (papers from joint meeting of the Finance Committee and Estates Strategy Committee)**		Chairs, FC & ESC, Principal, CFO, SVP (Arts & Sciences)
	8.1 Covid-19 Financial Strategy Development and near- term plan 2020/2021 (to discuss)	KCC-20-05-14-08.1	
	8.2 Marketing, Recruitment, Admissions – Managing our recruitment risk (to discuss)	KCC-20-05-14-08.2	

9	**Report of the Academic Board**	KCC-20-05-14-09	Chair, Academic Board
10	**Report of the KCLSU** Summary Report of KCLSU President, including a report on the KCLSU elections (to discuss)	KCC-20-05-14-10	KCLSU President
11	**Any other business**	*Verbal*	

Irene Birrell
College Secretary
May 2020

King's College Council	
Meeting date	14 May 2020
Paper reference	KCC-20-05-14-03.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	Non, subject to redaction for commercial interests or personal data

Unanimous Consent Agenda

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

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

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

Item	Title	Paper	Action
3.2	Minutes of 2 April 2020	KCC-20-05-14-03.2	Approve
3.3	Actions Log	KCC-20-05-14-03.3	Note
Report of the Academic Board		KCC-20-04-02-07.3	All to Note
9	(i) Covid19 updates		
	(ii) Academic Board Operations Committee report		
	(iii) College Education Committee report		
	(iv) College Research Committee report		
	(v) College London Committee report		
	(vi) Election of Associates of King's College		

See published minutes from the previous meeting here

King's College Council	
Meeting date	14 May 2020
Paper reference	KCC-20-05-14-03.3
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction – not to be released without College Secretary Approval
FOI exemption	Redaction subject to s.43, commercial interests or s.40, personal information

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	Actions	Owner	Progress
April 2020 Council Meeting						
02.04.20	06.1	Principal's report – Royal Brompton Hospital	Removed from the main agenda in order to provide time for discussions around Covid-19	Time to allocated a t a future meeting for a focussed discussion	Provost (Health)	Complete – on May agenda
	6.2	Coronavirus	The SVP (Operations) undertook to email the student community regarding relaxing policies during this period of uncertainty	Email to the student community	SVP (Operations)	In progress
January 2020 Council Meeting						
30.01.20	06.1	Principal's Report – 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
	06.3	OfS Monitoring – Access & Participation	(i) A briefing on the nature of the requirements for reporting purposes to be scheduled for Council members; and (ii) King's Monitoring Return to the OfS on the 2018-2019 Access Agreement to be sent to Council electronically	(i) Schedule a briefing (ii) Email Members for info	College Secretary College Secretary	In progress On Agenda
	06.4	KPIs/Balanced Scorecard	Balanced scorecard targets to be presented to Council before sign-off (including narrative setting out how targets were set and benchmarks used)	Allocate to an appropriate Council meeting	College Secretary	In progress
	[redacted]	[redacted]	[redacted]		[redacted]	[redacted]
November 2019 Council Meeting						
26.11.19	7.1 (iii)	Productivity Improvement Plan	More detailed report to be prepared for the January meeting of Council	January agenda of Council	Chief Finance Officer	In progress – see Finance Committee report on Agenda

26.11.19	7.1 (iv)	Financing the Capital Plan	More detailed report to be prepared for the January meeting of Council	REport to be made to Council	Chief Finance Officer	In progress - see Finance Committee report on Agenda
[redacted]						
September 2019 Council Meeting						
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	In progress – waiting for advice from OfS
[redacted]						
[redacted]						
July 2019 Council Meeting						
[redacted]						
24.01.19	8.2 (iv)	Statutes Amendment – Ex-Officio Posts	Council approved the proposed amendment to paragraph 2 of the Statute.	Petition Privy Council	College Secretary	In progress – waiting for OfS advice on submission to Privy Council/
27.11.18	7(d)	Governance & Noms Committee	Change in Statutes re. the framework for the allocation of staff seats on Council	Petition Privy Council	Secretariat	
12.07.18	7b (i)	Governance Review	All Governance Committee recommendations to be implemented	Secretariat to bring forward amendment to processes as completed	College Secretary	In progress

Xan Kite
Director of Governance
April 2020

King's College Council	
Meeting date	14 May 2020
Paper reference	KCC-20-0-14-06.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for s.43, commercial interests; or s.40, personal data

Principal's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

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

Principal's Report

Executive summary

Coronavirus update

The university continues to manage the risks around coronavirus. We have Gold and Silver incident response teams in place as well as a Coronavirus Co-ordination Group and Network. We have a response framework in place in line with Public Health England and Government advice to ensure the ongoing safety of our staff and students. Things are moving fast and our planning remains agile. There will be further updates at the Council meeting.

Industrial Action

The current strike action ended on 20 March and action short of a strike continued until 28 April 2020 although the General Secretary of the UCU had acknowledged our gesture of not deducting pay from those who took part in the strike.

Citizens UK

Citizens UK has announced King's as the UK's first 'Refugees Welcome University' in recognition of its contribution to understanding and responding to the global issue of forced displacement in order to realise the educational potential of refugees. The Refugees Welcome accreditation scheme recognises universities that have made a commitment to welcome forced migrants into their institution and community, offer a comprehensive programme of education and research on migration, and develop an action plan to improve the lives of forced migrants in the UK. In addition to a migration research programme and inclusion into the curriculum of issues faced by migrants, King's offers a scholarship scheme for forced migrants in the UK, leads the development and delivery of PADILEIA (an online educational programme for forcibly displaced people in the Middle East), and is working to bring a family to the UK under the UK's Community Sponsorship Scheme.

League table rankings

a) QS (Quacquarelli Symonds) released the 2020 subject rankings on Wednesday 4 March.
   - Dentistry is ranked 1st globally; the first time a King's subject has been ranked best in the world in an international league table. Seventeen subjects have seen their ranking improve, 11 subjects' ranking remain unchanged and five subjects have seen their ranking worsen.
   - Out of the 33 academic disciplines King's are included in, three subjects are in the world top ten and 11 subjects are in the world top 20.

b) THE Impact Rankings

   King's has been ranked ninth in the world, and third in Europe, by *Times Higher Education* (*THE*) for our social, environmental and economic impact. This prestigious recognition comes from the 2020 *THE* University Impact Rankings, which assessed submissions from over 800 universities from around the world. The pioneering *THE* University Impact Rankings use the UN's Sustainable Development Goals (SDGs) as a framework for reporting on the social impact of universities. The SDGs are a set of 17 goals approved by the 193 member states of the United Nations (UN) which aim to transform the world by 2030. These metrics encourage universities to reconsider their broader social impact and make more meaningful contributions to their communities. We were particularly recognised for our work with local, national and international partners, ranking fourth in the world for 'Partnerships for the Goals' (SDG 17). King's

successfully delivers against this goal through cross-sectoral dialogue with government bodies and NGOs, international collaboration and research, local and global student volunteering programmes, and our commitment to service learning and civic engagement. Our three other top contributing SDGs were Good Health and Wellbeing (SDG3), Sustainable Cities and Communities (SDG 11), and Peace, Justice and Strong Institutions (SDG 16).

Climate Change

At King's we are committed to taking responsibility to address the climate emergency. In 2017, we set the ambitious target to reach net zero carbon emissions by 2025. While this is a challenging task, we are making progress towards this target and are reducing our impact on the environment by:

Reducing Carbon Emissions:

- Reach net zero carbon emissions by 2025. We are on target to achieve this, having already reduced our carbon emissions by 41% between 2005-06 and 2018-19. We are confident we will achieve our interim target of 43% reduction by 2020.
- Since October 2017, all electricity directly purchased by the university has been 100% UK wind power, and last year we signed a power purchasing agreement with a wind farm to purchase renewable electricity directly from wind farms across Scotland and Wales.
- Investments in fossil fuels have reduced from 7.3% in 2017 to 1.3% 2020. We are on track to fully divest by the end of this year.
- We will invest 40% of our funds in investments with socially responsible benefits by 2025.

Waste management & living sustainably:

- Nearly 500 members of staff from across King's are committed Sustainability Champions.
- Recycling has increased from 39% to 64% in just two years.
- Students living in our halls of residences now have the option to join one of the country's first university Sustainable Living Community, following vegan or zero-waste lifestyles.
- Creating a dedicated sustainability fund of £50,000 for projects suggested by staff and students using proceeds from charging a 20p levy on disposable coffee cups.

Other updates (Annexes)

I. Estates update
II. HE environment
III. King's Health Partners
IV. Health & Safety update
V. Fundraising & Supporter Development
VI. Diversity and Inclusion

[redacted]

Ed Byrne, President & Principal, April 2020

This item has been redacted

HE Environment Update

Universities UK table their requested package of support for the sector with the Government
On 10 April, Universities UK (UUK) published a proposal to Government urging a package of enhanced measures to support the sector through the COVID-19 pandemic and likely subsequent economic turbulence in the aftermath.

In their paper, UUK recognise both the short- and long-term financial ramifications for the sector, ranging from loss of accommodation income to reduced international recruitment.

Key takeaway points below to Government include:

Scale of the financial challenge and key risks

- Immediate financial impacts in academic year 2019-20 – resulting from factors such as the loss of income from accommodation, catering and conference in the final term and Easter and summer vacations. This is estimated to amount to around c£790 million.
- Significant financial exposure to non-UK student recruitment shortfalls. A 100% fall in income from EU and non-EU students would cost the sector £6.9bn in income in AY 2020-21.
- Another risk is a rise in UK student deferrals due to societal public health fears.
- UUK warns that more aggressive competition for the domestic student market could put some providers at significant financial risk. They argue that this could worsen regional skills gaps and regional economic disparities over time.
- They argue that without mitigating measures, some research activities and high-cost STEM provision will have to stop as income from international students is used to cross-subsidise these areas. This would result in a loss in research capacity and impact and a research 'brain drain' as talent is attracted overseas.

Notable proposed solutions in the package of measures

- They call for **Quality-related** (QR) research funding for universities to be increased by **100**%.
- They call for **UKRI and NIHR research grants to be provided with full economic costing** (100% as opposed to the low 70s-80% at present).
- They call for additional **innovation spending** to be provided to help rebalance the economy and aid re-skilling.
- Instead of a resumption of an outright student number controls regime, they recommend a **'one year stability measure' for admissions** whereby HE providers in England and Wales may recruit students up to the sum of the existing 2020-21 forecast already submitted to the OfS and Welsh HE regulator for total UK and EU domiciled students, plus 5% of the intake. They argue this protects student choices and avoids sector volatility with providers embarking on large, unplanned student expansion drives. As part of the stability measure, HE providers would agree to accept any applicant who held a place as a conditional firm and meets the grades, but the **clearing and adjustment process** would also take place as normal.

- They propose that HE providers that exceed their total forecast provided to the Office for Students would be required to explain the reasons to the regulator, who could then take appropriate

sanctioning action in line **with clear guidance** that would be co-developed by OfS and the sector in advance. This would be buttressed by a **new sector agreement on fair admissions practices**, aimed at discouraging providers from putting students under undue pressure to accept a place.

- UUK advocates that the Government **delay** the introduction of a **new visa system for EU students** during the 2020-2021 academic year. They also call for flexibilities in the recruitment of international students in terms of English language requirements where testing centres were closed.
- They advocate an unspecified amount of additional financial support for universities delivering **high-cost STEM provision**, with particular priority over the next two academic year cycles to **growing** medicine, nursing and allied healthcare recruitment.
- A taxpayer funded **transformation fund** to help provide resource the sector adjust through **federations, partnerships and mergers** over the next few years so capacity is not lost.
- They argue planned **teaching grant cuts** should not take place in 2020-21, they propose that the government **provide bridging loans** to HE providers in some circumstances, and they also call for the Government to take action to clarify that UK universities are **fully eligible** for the Coronavirus Job Retention Scheme, Coronavirus Business Interruption Loan Scheme and the COVID-19 Corporate Financing Facility.
- UUK's submission states that in return for any financial support package, the sector "reduce costs, increase efficiency and moderate certain behaviours to increase stability and sustainability".

[redacted]

[redacted]

[redacted]

The UK Government has continued to insist, in the face of growing media interest that the UK Government's policy position on exiting on 31 December 2020 from the transition period, agreed as part of the Withdrawal Agreement, stands even in the event that a comprehensive free trade agreement cannot be negotiated in time.

In addition to repeated statements from spokespeople in Number 10 that the position stands, Mr Frost has decided to robustly spell out the position on Twitter, saying an extension of the transition period would not be in the UK national interest:

Mr Frost and Mr Barnier discussed progress via video conference on Wednesday. The new timetable was confirmed in a joint statement, which described Wednesday's talks as "constructive" and reaffirmed both parties' commitment to being able to announce substantial progress in the negotiations by the end of June.

The dates have been set for three full weeks of talks commencing on weeks beginning 20 April, 11 May and 1 June.

Macro-economic context

On 14 April, the International Monetary Fund released a further blog commentary "The Great Lockdown: Worst Economic Downturn since the Great Depression) to follow on from recent publication of its latest edition of the flagship World Economic Outlook forecast. The IMF's bleak warning correlates with other multilateral institutions like the World Bank but goes a step further in saying that Asia could likely see zero growth this year, for the first time in 60 years, with China's projected growth across 2020 revised down from a 6% forecast in January to just 1.2%, with further caveats that this depends on China avoiding a second major outbreak and relapse to lockdown in the coming months.

It forecasts a 3% fall in the size of the world economy across 2020, and sees potential for a sharp contraction across advanced economies, with the UK expected to see a 6.5% decline against a 6.1% average decline in real GDP across advanced economies in 2020. Germany, France, Italy and Spain are all forecast to see even bigger hits to real GDP.

The IMF's explanatory blog accompanying its analysis, explains that if the pandemic fades in the second half of 2020 and current and expected policy actions taken around the world are effective in preventing widespread firm bankruptcies, extended job losses, and system-wide financial strains, the IMF project global growth in 2021 to rebound to 5.8%. However, this would still be lower than the pre COVID-19 expectations for global growth, and the impact on unemployment and productivity could last for some years to come.

The COVID-19 pandemic will severely impact growth across all regions.

(real GDP, annual percent change)	2019	PROJECTIONS 2020	2021
World Output	**2.9**	**-3.0**	**5.8**
Advanced Economies	**1.7**	**-6.1**	**4.5**
United States	2.3	-5.9	4.7
Euro Area	1.2	-7.5	4.7
Germany	0.6	-7.0	5.2
France	1.3	-7.2	4.5
Italy	0.3	-9.1	4.8
Spain	2.0	-8.0	4.3
Japan	0.7	-5.2	3.0
United Kingdom	1.4	-6.5	4.0
Canada	1.6	-6.2	4.2
Other Advanced Economies	1.7	-4.6	4.5
Emerging Markets and Developing Economies	**3.7**	**-1.0**	**6.6**
Emerging and Developing Asia	5.5	1.0	8.5
China	6.1	1.2	9.2
India	4.2	1.9	7.4
ASEAN-5	4.8	-0.6	7.8
Emerging and Developing Europe	2.1	-5.2	4.2
Russia	1.3	-5.5	3.5
Latin America and the Caribbean	0.1	-5.2	3.4

Source: IMF, World *Economic Outlook*, April 2020.

- EU finance ministers agreed a $500bn rescue package for member states hit hardest by the pandemic. However the proposal for more significant long-term 'Corona Bonds' as ECB financial instruments presently remain off the table given Chancellor Merkel's opposition to Germany potentially having to foot the bill for economic recovery across the EMU19 and EU27. Politico Europe has an excellent and in-depth

account of the behind the scenes developments in the macro-economic policymaking battle to prevent a global depression in the EU and the United States.

The Office for Students puts the TEF on pause as critics in the sector speculate over its future

An Office for Students letter, circulated to providers on 14 April, has confirmed that the next planned Teaching Excellence and Student Outcomes Framework (TEF) exercise is currently without a date due to a backlog of outstanding tasks relating to the framework.

The letter states that the pandemic means that the Government is not in a position to offer a response the Independent Review of the TEF by Dame Shirley Pearce (also still to be published), and this subsequently has left the OfS unable to follow through with a planned consultation with providers on the future composition of the framework. TEF is effectively on pause for now.

It has also been confirmed that publication of the subject-level REF pilot evaluation reports is also delayed. Some have speculated whether the TEF exercise as a whole will even emerge from the pandemic, with Wonkhe highlighting issues with its administration costs and doubts over its utility to prospective students.

[redacted]

While the value for money and utility of the TEF will no doubt be keenly debated across the sector and considered carefully within government, it is unlikely that any decision will be made in haste during the COVID-19 crisis over its long-term future.

Rishi Sunak says major investment in research and innovation remain an essential priority

The Chancellor Rishi Sunak has reiterated the Government's commitment to investment in R&D as part its 'levelling up' agenda even in the event of tackling an expected pandemic-induced global recession in the comings months.

Speaking at the Government's daily briefing on 14 April, the Chancellor said that spreading opportunity, investing in infrastructure and ensuring the UK remains a globally competitive hub for both education and research would remain central to Government ambitions over the coming months and 'will only become more important as we exit from this crisis'. Sunak added that the Government will be looking to ensure the UK "[is] the best place to go and study and research the next generation of vaccines… or indeed anything else that our country is so good at doing to create the next companies of the future".

Research England postpones KEF submissions until mid-October

On 14 April, UKRI's Research England Council circulated a letter to universities stating that the submission of the institutional and thematic perspective narratives for the first full-scale Knowledge Exchange Framework (KEF) exercise has been postponed from 15 May to 16 October 2020.

Additional support for PhD students announced

The Science, Research and Innovation minister, Amanda Solloway, has announced a 'costed extension' for all PhD students whose research has been impacted by the COVID-19 pandemic. This extension entails the provision of extra time for research and additional grants for up to six months. This announcement is intended to build on existing advice to research councils on the use of existing grants to support students.

UUK responds to NUS calls for clear 'no detriment' approaches to student outcomes

Earlier in April the National Union of Students wrote to providers calling for a national response to exams, assessments and other 'no detriment' policies in the face of the COVID-19 pandemic's impact on students. The NUS notes positive responses from many institutions on these matters, and the development of welcomed institutional policies, but also acknowledges that more could still be done to ensure all students receive adequate support.

A response from UUK President Professor Julia Buckingham was sent in an open letter published on 14 April, detailing the collaborative work that has already taken place between providers and regulatory bodies to mitigate the impact of the pandemic on students. Professor Buckingham wrote that central to the approaches being taken by universities both for teaching and assessments is a principle of fairness.

The UUK response adds that the work of universities is also being strongly guided by regulatory notices from the Office for Students and guidance published by the QAA. These stress that while 'no detriment' and 'safety net' approaches may be appropriate in some instances, the operationalisation of these cannot be at the expense of academic standards.

King's Health Partners Update

Covid-19 response

- **Support for our NHS trusts - King's Health Partners Institute teams** are providing **tactical support** to the trusts. Electronic dashboards and databases are being built by King's Health Partners teams and project management support is being provided. Significant support is being given to trust **workforce and occupational health** teams in the management of staff sickness and absence – helping people back to work is a major priority - and this support will continue throughout this period.

- **Staff health and wellbeing – King's Health Partners Mind & Body** is supporting the launch of staff wellbeing hubs at King's College Hospital NHS Foundation Trust. The team has also,
  - developed a hub of resources to support staff mental health and wellbeing, and
  - worked with Health Innovation Network, to provide advice and guidance to staff and students on how to look after their mental health and wellbeing.

- **Physical health advice for patients with mental health conditions –** building on the strong progress of the Physical Healthcare in Severe Mental Illness programme (IMPHS), King's Health Partners are working closely with the acute trusts and with the Mind & Body team to develop a model of medical registrar led advice and virtual health clinics during this period. King's Health Partners will use this learning to develop a long-term model of care to support mental health practitioners and patients.

- **King's Health Partners Education & Training –** The King's Health Partners Learning Hub has launched a series of new COVID-19 recourses, including "Quick look" procedure resources for non-critical care staff which includes 19 new posters for staff to refer to while working with patients on wards that are different from their usual places of work. The guidance covers a number of topics, including how and when to perform procedures, what to do in response to blood pressure alarms, fluid balance and fluid management, and an Introduction to critical care nursing course.

- **Working with health system partners - King's Health Partners is convening discussions between our Institutes, health system partners, including south east London GPs,** to develop and launch Covid -19 specific guidelines for the treatment and management of Breathlessness and Palliative care in the community. Discussions are ongoing to finalise the resources and launch a consensus statement on oxygen.

- **Launch of Life Lines** – King's Health Partners is working closely with the King's College London Fundraising & Supporter Development team and ICU clinicians at St Thomas' Hospital to **launch a programme for gifting iPad style devices loaded with the A Touch Away App to ICUs across south east London and the UK** to ensure patients are able to connect with their families. Major donors are involved, (£1m +) through the Gatsby and True Colours Foundations, and gifted SIM cards and national logistics through BT. More than 50 devices have already been distributed to ICUs across King's Health Partners.

- **Communications - King's Health Partners News has been** reformatted to amplify national and partner messaging on Covid-19. On 26 March, the newsletter, that goes out to staff and students across the partnership included a message from Prof Sir Robert Lechler and Jill Lockett. The newsletter was opened by more than 19,000 people.

- **King's Health Partners Global Health -** teams are working with the government of Sierra Leone and the leadership of Connaught Hospital to prepare for Covid-19. Over the past few weeks they have developed facility preparedness checklists, scrubbed and organised the Infectious Disease Unit, trained nursing staff, assessed the state of the oxygen factory, advised the Ministry of Health and the international donor and NGO community, and prepared standard operating procedures and guidelines for health professionals.

King’s Health Partners has been designated as an Academic Health Sciences Centre

On 1 April, King’s Health Partners was re-designated as a National Institute for Health Research – NHS England/Improvement (NIHR-NHSE/I) Academic Health Sciences Centre (AHSC) for a further five years. In Autumn 2019, NIHR-NHSE/I announced a new competition for AHSCs. With applications to be submitted in December 2019, and interviews taking place in February 2020. The AHSC team plans to launch its new five-year plan in the early summer.

Health & Safety Update

SAFETY MANAGEMENT SYSTEM

- Annual Health & Safety Review
  No change since January report. Reports are posted on our SharePoint site.
- Accident Management System (AMS)
  Following formal procurement of an extension to the WorkRite system to include accident & incident reporting and investigation, H&SS is outlining requirements for its content and function. IT is providing support via their project process. The plan is to develop and test over the next six months so that it is ready to replace the current system in Autumn 2020.
- Auditing
  No change since the last report.
- Compliance E-Learning (Workrite)
  A new agile working e-learning course is due for publication before the end of April 2020, to replace the existing Display Screen Equipment course, the DSE self-assessment will be simplified as there are two additional environments to office based learning, home-working and 'on the go' (working away from a typical office environment). With more home/remote working due to COVID-19 emergency restrictions, the release of this new course is a priority. A Basic Laser Safety course has recently been published and courses that are in the final stages of development are Student Induction, Health Surveillance for Sensitisers and Principal Investigator & Academic Supervisor Responsibilities.
- Occupational health
  Due to H&SS resource limitations existing OH contracts will be extended to March 2021.
  Health Surveillance appointments for work with respiratory sensitisers has been replaced temporarily with a signs and symptoms questionnaire following advice from Health & Safety Executive. Anyone who identified as displaying symptoms of allergy through the questionnaire process will be contacted by OH for further investigation.
- System Development
  The following system developments are under way by H&SS:
  - Review of the Health & Safety Policy and Arrangements document, beginning with the Statement of Intent.
  - Contributing to the College Secretary's review of travel policies and arrangements. H&SS hosts detailed guidance for staff and students travelling abroad on its webpages and plans to develop an e-learning course on travel safety to be hosted on the Compliance E-learning (WorkRite) system.
  - Development of university arrangements for the prevention and management of laboratory animal allergy in response to the HSE Improvement Notice issued against the university in December 2019.
  - Development of tracking processes, for health surveillance and incident reporting to monitor long term actions is in progress.

SERIOUS INCIDENTS / INVESTIGATIONS

- Health Surveillance

  There are currently ten individuals under annual health surveillance who have been assessed as "fit with restrictions" and one assessed as "unfit" until seen by an OH physician[1]. Of these, four have been referred to Brompton for further assessment and expert opinion as to whether the symptoms are work-related. Two of these referrals has been reported by Brompton as LAA related rhinitis and conjunctivitis but not Occupational Asthma. The above cases should be considered alongside the current HSE Improvement Notice (IN) actions, in particular with regard to room air handling and local exhaust ventilation. H&SS, E&F and BSUs are undertaking a project of re-validation of room air handling in all BSUs as part of the IN action plan.
- RIDDORs (reportable to Health & Safety Executive (HSE))

  None since last report
- Other Significant Incidents/Investigations

AIRSWeb Reference	Date Reported	Brief Event Description	RIDDOR/ Significant Incident	Event Outcome	Investigation Status
9088	06/02/2020	Lab-related manual handling incident. Moving stacked empty clinical waste containers leading to sprained wrist and 7 days off work	Significant Incident	Injury below >7 day reporting threshold. Lack of safe system of work.	OPEN
9117	16/02/2020	Fall on stairs in auditorium following performance rehearsal leading to knee ligament damage. No obvious cause, IP stated simple miss-step.	Significant Incident	Injury not work-related	OPEN
9131	18/02/2020	Lab-related manual handling incident. Injury to back and hip when attempting to pull liquid nitrogen dewar from lift. Not aware of safe system of work. Attended GP.	Significant Incident	Injury. No time off. Supervision and training issue.	OPEN

[1] Unfit requires the manager to ensure that the user does not use the BSU until advised otherwise. Fit with Restrictions requires the manager and the individual to implement additional precautions as advised by OH

9138	21/02/2020	Musculoskeletal pain from microsurgery.	Potential RIDDOR awaiting outcome of OH referral	Illness. Referral to OH and requirement to risk assess before restarting microsurgery.	OPEN
9148	21/02/2020	Vehicle collision with pedestrian (agency staff) on SLAM road managed by KCL. Police and ambulance attended. IP initially went home then chose to attend hospital. Bruising.	Significant Incident	Injury. Review required of safe system for vehicle/pedestrian management.	OPEN
9173/9174	25/02/2020	Coughing and sore eyes experienced following testing and fumigation of safety cabinets.	Significant incident	Injury Revision of safe system of work for testing and fumigation	OPEN

Regulatory Visits and Enforcement

- King's
  - HSE investigation into the RIDDOR report of occupationally acquired asthma, commenced November 2019.
  - Outcome - breaches of legislation were identified resulting in the issue of an Improvement Notice in December 2019. Fees for Intervention will be incurred once HSE has completed its investigation. A formal response detailing the remedial actions was required by 31 March 2020. Due to COVID-19 the HSE has agreed to an extension to 8 May 2020 with formal response by 30 April.
  - Occupational Asthma is one of the HSE's priority enforcement areas and as such all reports of occupational asthma automatically trigger an investigation. H&SS is leading on the implementation of this plan with the key stakeholders (namely BSUs, E&F and Health Faculties).
- National HE

  Following a large fire at a University of Bolton student residences in mid-November the Secretary of State for Education sought assurances that *all buildings* used by students (university owned and third party) were safe with respect to fire safety, with particular reference to the Fire Safety Order, Building Regulations and recent Government information on external cladding (following the Grenfell fire). This assurance is expected to be in the form of a review of management arrangements and legal compliance.

  Outcome - King's submitted a written response providing assurances that a review would be undertaken by May 2020.

  Further work – The review is being led by E&F Assurance & Risk with advice and support from H&SS. Information on fire safety and other regulatory compliance aspects of King's buildings and 3rd party residences is being collated.

Communication and Consultation

- Safety Notices

  Three Safety Notices are due to be issued as part of the action plan arising from the HSE Improvement Notice that:
  - addressing the importance of reporting and investigating suspected and confirmed work-related allergy symptoms arising from the health surveillance process.
  - addressing monitoring the effectiveness of Local Exhaust Ventilation, user checks and inspection and testing regimes in between statutory 3rd party competent person visits and maintenance and Respiratory Protection Equipment (RPE) requirements for face fit testing
  - reminding managers and staff of the general requirement for risk assessment and implementation and monitoring of resultant control measures.
- Infographics

  H&SS is publishing regularly updated PowerBI reports on self-isolation numbers.

  A wallet card has been published on signs and symptoms of laboratory animal allergy (LAA) in response to the HSE Improvement Notice. No other Safety Essentials and wallet cards have been published since the last report.

- Microsoft Teams & SharePoint

  H&SS has a number of Teams sites it is using for regular meetings and to progress particular workstreams. For example: Trade Union Consultation and the current HSE Improvement Notice.

Risk Management & Assessment

- **Novel coronavirus (COVID-19)**

  Chairmanship of Silver Team (Health) was passed from Acting Director H&SS to Jessica Cotton (Chief of Staff/Deputy COO (Arts & Sciences) as a full-time role in mid-March.

  H&SS team continues to provide support and advice on health and safety aspects of COVID-19 through membership of Silver Team (Health), COVID-19 Research Steering Group and optional attendance at Silver Team (BCP). H&SS is also providing advice on H&S aspects of various COVID-19 research and diagnostics proposals.

  Notable health and safety matters H&SS are advising on include:

  - COVID-19 research proposals,
  - handover of labs for diagnostics and training purposes,
  - manufacture of hand sanitizer gel,
  - work from home advice with HR,
  - management of buildings during “lock-down” ,
  - subsequent gradual re-opening when restrictions begin to be lifted.

  H&SS manages the Microsoft Form and Flow for collection of information relating to self-isolation reporting and publishes regularly updated anonymised data in a PowerBI report shared with identified members of SMT and PSE.

  H&SS has produced a checklist to enable the university to seek assurance on the health, safety and fire safety aspects of handover of Champion Hill residences to KCH for nurse accommodation. The checklist requires provision of written and/or photographic evidence for review before the buildings were handed over to KCH. To obtain this evidence H&SS is liaising with E&F Director of Operations, Paloma Lisboa.

- Physical ergonomic risks

  Musculoskeletal injuries due to highly repetitive or moving and handling activities continue to be an issue at King’s, particularly in laboratory areas. Risk assessments need to suitable and sufficient and control measures must be effectively communicated and enforced. H&SS provides information and advice regarding management of musculoskeletal risks in laboratories on its webpages. A supplementary risk assessment form for manual handling activities can be found under Risk Assessment.

- 3D printers

  With the number of benchtop 3D printers at King’s it is important to note that HSE published research (RR1146) states that the heated filaments emit large numbers of very small particles and volatile organic chemicals which can be breathed in. It is therefore vital that the use of all 3D printers is risk assessed and appropriate engineering control measures are put in place before these printers are brought into use.

CLEAPPSS (in consultation with HSE) have published guidance on managing risks and appropriate control measures. Risk assessments should be reviewed in accordance with this information and departments should ensure control measures are in place and effective.

- Health & Safety Services Staff Resource

  The Deputy Director continues as Acting Director supported by the Head of Infrastructure Safety (currently Acting Deputy Director). Limited staff resource is affecting H&SS capability to anticipate and meet the university's needs. This remains a significant challenge, particularly whilst the university is subject to enforcement action and responding to the current national COVID-19 emergency.

Fundraising & Supporter Development Update

The Fundraising and Supporter Development (F&SD) team raises money for its three partners: King's College London (KCL), King's Health Partners (KHP) and Guy's & St Thomas' Trust (GSTT). Income secured for our partners for the current College financial year (latest figures for August 2019 to March 2020) is £20.7m. By partner, this is £4.4m for KCL, £9.8m for KHP and £6.5m for GST.

Response to Coronavirus

F&SD are responding to the current situation and approximately **£2m has been raised since 23 March, mostly through the COVID-19 related initiatives detailed below**:

1. Appeal to Support King's College London's Response to coronavirus

On 2 April, F&SD launched the **King's COVID-19 Response Fund Appeal**, with an email sent to over 60,000 of our alumni community (split roughly two-thirds UK and one-third international). Alumni and other supporters are directed to a dedicated giving page (https://covid19-appeal.kcl.ac.uk/), which includes a short video introduction from Robert Lechler.

All funds will go will go towards the **KCL COVID-19 Response Fund** and will be allocated to where the need is greatest across the COVID-19 projects as detailed on the appeal site. The site highlights four key areas of work:

i. King's Research into Covid-19 (clinical trials, antibody research, understanding immune response, ventilator development)
ii. Mental Health (the impact on our NHS colleagues and our 5th year medical students - who are very much on the front line)
iii. Global Health (looking at how Covid-19 could be brought under control in developing countries)
iv. Student Support and the additional impact on student hardship, with many more students likely to struggle financially at this time.

In addition to the alumni email, there will be further communications shared over the next few weeks (in collaboration with the university's External Relations directorate), to continue to encourage support of the appeal. These include a press release, social media posts and a range of follow-up emails and communications with alumni.

Launching an appeal of this scale would typically take two months of careful planning but was achieved in a week, with collaboration across the university to develop content and areas of focus. **Over £150k had been raised as of 29 April**.

2. Campaign to Support Guy's and St Thomas' staff

Working with senior leadership across Guy's & St. Thomas' Trust and Charity, F&SD has developed a campaign to support the response by the hospitals to Coronavirus and to help to address the extreme pressures being placed on staff. We are now in the fifth week of our appeal with the response from the public really gathering momentum thanks to our new digital engagement phase.

The fundraising focus has primarily been on Trusts & Foundations, who are carving out funds to support the NHS and related initiatives. There is also a focus on working with existing Corporate partnerships and developing new ones, to secure a range of vitally important in-kind contributions, such as food deliveries, transport and accommodation.

The appeal is also generating engagement from the wider public through messages of support to all those working in the hospitals. This is intended to also build longer-term engagement with a large community of individuals and organisations. A new landing page has been developed, which will display some of the messages of support coming in from across our community.

Fundraising at 24 April totalled over £700k in both pledges and gifts-in-kind from public donations, corporates, major donors and trusts and foundations. We also expect that additional funding will be channeled via NHS Charities Together.

3. Other Support for Hospital Partners

F&SD has also been central to an initiative, which is being co-ordinated via KHP, to secure and distribute tablet devices to Intensive Care Units across a range of NHS Trusts, which will enable patients and their doctors to connect with families, at a time when visits are not permitted.

The project has involved considerable engagement with major corporate partners, such as BT and Google. **As of 27 April, 1000 tablets** have been configured and delivered to around 120 hospital sites. **The aim is for every ICU in the country to have at least two devices.** GST is now contacting 300 families a week via the devices.

Gift agreements totalling £1m have so far been signed with True Colours Foundation and the Gatsby Foundation. A further significant cash gift from a major corporate is expected and a Just Giving page for the general public has also been set up. We are looking to calculate the value of **gifts-in-kind but estimate this will be in the region of £500k.**

4. Engagement with Alumni, Donors and Prospects

Our alumni team has re-purposed planned events, now being delivered online, and has also developed/identified new content in response to current events. These are being promoted to our alumni community through a range of channels (including webinars, email, social media and our *In Touch* magazine). This allows for timely engagement and promotion of the university's key role in the Covid-19 response.

We are also developing plans for some bespoke and tailored virtual fora for individual prospects/donors or small groups, with the Principal, Professor Sir Robert Lechler and other senior staff to discuss various components of the current crisis and the implications. This is an important opportunity to connect with some of our highest- level prospects.

These programmes are being co-ordinated with the Communications team in order to maximise opportunities and avoid duplication of effort.

5. F&SD Support for Wider University Priorities

F&SD staff are supporting international student recruitment work by engaging with final year undergraduate students and current foundation year students, in conjunction with colleagues in External Relations. We have identified several staff members who have relevant skills and languages and have asked them to support this initiative alongside their substantive roles. Our alumni communities will also continue to play an important role in promoting KCL to overseas students.

Other Highlights of Recent Fundraising Events and Activities

During the current first (non-public) phase of Campaign III, the F&SD team's focus has been on building the prospect pipeline and bringing in transformative gifts through tailored and appropriate cultivation and fundraising activities, and through engagement with Alumni and prospects in key markets. Many events and meetings planned for coming months have been re-scheduled or moved online. Examples of events and activities undertaken prior to the current phase of social distancing are listed below, by partner:

KCL & KHP

- On the 5 February, F&SD hosted a reception for Donors and Scholars, providing an opportunity for donors to meet beneficiaries of student scholarships across a variety of disciplines. A recipient of a Sanctuary Scholarship spoke about his experience at King's and what student support has enabled him to do. A number of scholars attended and were able to personally thank their donors for their generosity, and guests enjoyed the opportunity to meet a range of students and senior leadership from across the college.
- The Pears Foundation have confirmed a £5m capital funding gift to name the 'Pears Maudsley Centre for Children and Young People', with an additional pledge of £500,000 to support revenue/research. On the 4 February, a press release was published announcing the plans for this new centre, marking an important milestone in this children and young people's mental health project and the significant progress being made. A new website has also been launched which will generate greater awareness of our leadership position in this area: https://kingsmaudsleychildren.org.uk/

- The Garfield Weston Foundation have pledged £1m towards the capital costs of the Pears Maudsley Centre for Children and Young People. This pledge is conditional on confirmation of planning permission and full funding for the building. Discussions will take place regarding appropriate naming opportunities to recognise and celebrate this major grant.
- The Trusts and Foundation team were invited to submit a stage 2 application to the Wolfson Foundation's Science and Medicine funding stream which was sent on the 1 March. An outcome is due to be announced in June and the team are hoping for a £1m-3m grant in support of the capital costs of the Pears Maudsley Centre for Children and Young People.
- In January, the first Kingsmaker Guild stewardship report was sent to 120 alumni who engage with this scheme and support students at King's with a gift of over £1,000 per year. This report highlighted the impact they have had over the last year and has so far brought in an additional £6,000. The first anniversary of the Kingsmaker Guild is in March, when alumni will be asked to renew their membership.
- The KCL Direct Marketing Autumn Hardship campaigns have now raised over £65,000 from 572 gifts to provide student support.
- The Alumni Team hosted a stand at the graduation ceremonies in January, with 3,200 graduates registering for a free e-video clip. The video received up to 45,000 page views, and importantly 76% of graduates opted in to hear from the alumni team. Across Facebook, Twitter and Instagram, the alumni team posts reached 83,073 views.
- An email was sent to all alumni to inform them that the President and Principal has announced that he will complete his term of office by the end of the academic year 2020-21. The email had over 42,000 opens, with an open rate of 34.8% (vs 28% on average). There were over 1000 total clicks and a comment via Twitter:

Guy's and St. Thomas' Trust

F&SD provides fundraising support to GSTT's agreed strategic priorities, principally Evelina London Children's Hospital and Guy's Cancer. These priorities will have some overlap with KCL/KHP in a number of areas including, for example, mental health and child health.

Key recent activities for GSTT include the successful re-engagement of the Rothschild family, Sir Evelyn de Rothschild and the Eranda Rothschild Foundation have confirmed a £1.6m gift to support a Nursing Scholarship Programme at Evelina London Children's Hospital over 10 years. In addition, a £700k pledge has been secured to support the purchase of an Intuitive DaVinci Xi dual console robotic surgery system for the urology team at Guy's Hospital.

Diversity & Inclusion Update

This EDI paper was originally prepared and submitted in March. Much of the substance of the paper holds true, however the detail around the Athena SWAN Institutional submission has been affected by the pandemic. Please note that our ambitions for gender equality have not changed, however the nationwide Athena SWAN deadline has been extended to November, and EDI are taking steps to plan for this longer timeframe. This section has been amended to reflect the current status.

Equality, Diversity & Inclusion underpins Vision 2029, a guiding principle of which is to 'create an inclusive environment where all individuals are valued and able to succeed. King's is striving to embed inclusion to provide an outstanding educational experience and to be an employer of choice. ED&I plays a key role in attracting and retaining talented staff and students and enables all staff and students to succeed. The broad reach of our work continues at pace.

We work across six themes:

- Legal compliance and supporting the HR transformation
- Governance, executive management and leadership, including data driven insight and functional alignment
- Inclusive culture – promoting benefits of inclusive behaviour and tackling bullying harassment and discrimination
- Disability inclusion
- Education, awareness and development
- Recognition, through Athena SWAN, Race Equality Charter Mark and Stonewall.

Strategic Objectives

- To be intersectional by default
- To develop a more inclusive culture via more capable, inclusive leadership and management so all parts of the community feel valued and able to succeed
- To diversify Senior Leadership
    - Increase proportion of women in senior and leadership positions
    - Increase proportion of BME colleagues in senior and leadership positions
- To ensure representation of protected groups of staff is proportionate throughout all Professional Services and Academic grades, especially for BME staff
- To address the Ethnicity Pay Gap
- To address the Gender Pay Gap
- To promote benefits of inclusive behaviour and to ensure there are mechanisms and processes which will hold people accountable for unacceptable behaviour

Governance, executive management and leadership

The Equality, Diversity & Inclusion Committee is now well established, and reports to SMT. The accompanying ED&I Forum co-chaired with KCLSU is in development to be launched ahead of September as a parallel, democratic sounding board and communication path for EDIC.

This means the highest level of ED&I governance has direct oversight by SMT.

EDI delivery and resourcing – the New Operating Model

ED&I are evaluating the implementation of the new operating model. This will involve gathering data from stakeholders in faculties (and EDI practitioners) in February. Over March and April, analysis and reflections on the data will form conclusions and recommendations which will shape delivery of future transformation activity.

Inclusive Culture – Dignity at King's

The *Dignity at King's - Acceptable Behaviour Policy Covering Bullying, Harassment, Discrimination and Victimisation* is in development alongside a suite of policy and regulation reform. This is a vital step in a university wide approach to tackling inappropriate behaviour.

Disability Inclusion

There is a programme of activity to achieve compliance with the disability accessibility regulations. Compliance requires cross university working and the design and development of ongoing maintenance and governance processes. The Accessibility working group has identified priority/higher risk areas for focused attention. The overall approach and progress was reported to the Audit, Risk & Compliance committee earlier in the year and a follow up report will be made in due course.

Communities and Networks

King's Staff Networks have been active hosting or planning events. Proudly King's has marked LGBT+ History Month with several blogs and events, including an intersectional LGBT+ and religion event, and LGBT+ age events. The Race Equality Network held two events for Holocaust Memorial Day inviting Auschwitz survivors as keynote speakers. Elevate (alongside GIWL and other areas of the university) will be celebrating International Women's Day through interactive sessions.

Recognition

King's Athena SWAN self assessment was planned to be submitted in April 2020. Our ambitions for gender equality have not changed, however the nationwide Athena SWAN deadline has been extended to November. EDI have taken steps to plan for this longer timeframe, and King's will be using the offered extension to submit in November 2020. We also note that one of the drivers for Athena SWAN Silver, the nationwide REF exercise, has been affected by the pandemic.

The Race Equality Charter Mark is due in July 2020. AdvanceHE has offered a similar extension. The Race Equality Charter Mark is due in July 2020. AdvanceHE has offered an extension to February 2021, and this has been actively considered by the university Race Equality Leadership and Action team. The application will continue to aim for a July 2020 submission.

Our joint approach between gender and race equality recognises the intersectionality of ED&I work. This means we understand that we all hold many overlapping characteristics, and activity to reduce barriers for any group needs to appreciate the multiple dimensions. That is, if we are to increase women's participation in senior roles, we will need to consider all women, women of colour, disabled women, trans women etc so that any intervention creates a more level playing for all.

King's holds an institutional Bronze award for Athena SWAN. Maintaining our Institutional Bronze award is essential. We are required to hold an award at University level to maintain the faculty silvers held by all Health Faculties, upon which NIHR funding is contingent (c. 120M over five years). However, in 2020 we are aiming to achieve a Silver award at university level. Silver accreditation has to be our goal, partly to

maintain our credibility amongst our key competitors, such as UCL, Imperial and QMUL but more importantly because it is a business and moral imperative to achieve gender equality.

We need to optimise our talent pipeline to achieve our academic ambitions. Unlocking the talents of women and BME staff will increase productivity and innovation. Athena SWAN Silver provides us with significantly more powerful evidence for the REF environment statement in contrast to Bronze status which will have a much less persuasive impact in terms of the perception of our environment and codes of practice.

To achieve Athena SWAN Silver, we need to demonstrate:

- progress
- continued commitment in relation to resource
- intention to tackle the barriers and issues identified by our self-assessment to gender inclusion at King's.

Council are asked to note:

- There are significant identified barriers to gender and race equality and inclusion at King's
- The self-assessment has identified wide ranging recommendations and best practice to tackle the barriers
- This comprehensive set of recommendations and the associated costs will be discussed with SMT for their agreement and financial support.

Our data sources confirm there are gendered experiences within King's, and identify barriers to the full participation of women. More detailed information on the inputs into the Athena SWAN self assessment is available on request. Inequalities frequently connected to these themes:

- Transparency
- Fairness
- Consistent practices across King's
- Supporting parents and carers
- Flexibility by default
- Leading by example
- Recognising differences and accommodating differences – in connection with gender, race, and also connected to roles, location, local culture, etc.

There were key areas where change is needed:

- 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
- Student Facing Actions

This item has been redacted

This item has been redacted

King's College Council	
Meeting date	14 May 2020
Paper reference	KCC-20-05-14-07
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Covid-19 – Response and Impact Context

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Verbal updates will be provided to the meeting, and the reports attached are those as submitted to the Academic Board meeting of 29 April 2020. The following reports are attached with Item 7:

7.1	General overview and communications	Principal	*Verbal*
7.2	University Response	SVP (QSI)	*Verbal*
7.3	Contribution locally, nationally, internationally	SVP (Health)	*Verbal*
7.4	Education and Academic Strategy	SVP (Arts & Sciences)	**KCC-20-05-14-07.4** (as submitted to Academic Board)
7.5	International Strategy	VP (Education)	*Verbal*
7.6	Research	VP (International)	*Verbal*
7.7	Business Continuity & Business Recovery	VP (Research)	*Verbal*
7.8	Wellbeing & Mental Health	SVP (Operations)	**KCC-20-05-14-07.8** (as submitted to Academic Board)
7.9	Continuing to Serve	COO (Health)	**KCC-20-05-14-07.9** (as submitted to Academic Board)

Education: Assessment, Academic Strategy 20-21, Student Support

This paper provides an overview of the education response to COVID-19. It covers updates on the following issues:

- the move to online teaching and assessment for the remainder of the 19/20 academic year
- measures put in place to manage the impact on assessments and outcomes
- arrangements for the ongoing provision of student welfare, advisory and support services, including mental health support
- draft academic strategy to underpin education in AY 20/21

Professor Nicola Phillips and Darren Wallis
Vice-Principal (Education) and Executive Director Education & Students
22 April 2020

Education: Assessment, Academic Strategy 20-21, Student Support

BACKGROUND

1.1 The Education & Students COVID-19 Management Group, chaired by the Vice-Principal (Education) and the Executive Director of Education and Students, has been in operation since mid-March. A number of workstreams were initially established to cover the move to online teaching and learning for the remainder of 19/20, the move to online assessments, and welfare and support services.

1.2 Since Easter our attention has also turned to planning for the academic year ahead, through the 20/21 Academic Strategy Group chaired by the VP (Education) and with representation from the Health Faculties, Arts & Sciences faculties, KCLSU, and other key individuals. A separate paper provides the draft framework for our 20/21 academic strategy.

1.3 The Academic Strategy Group works closely with the Marketing, Recruitment and Admissions Silver Group co-chaired by the SVP/Provost Arts & Sciences and the Executive Director of Education and Students.

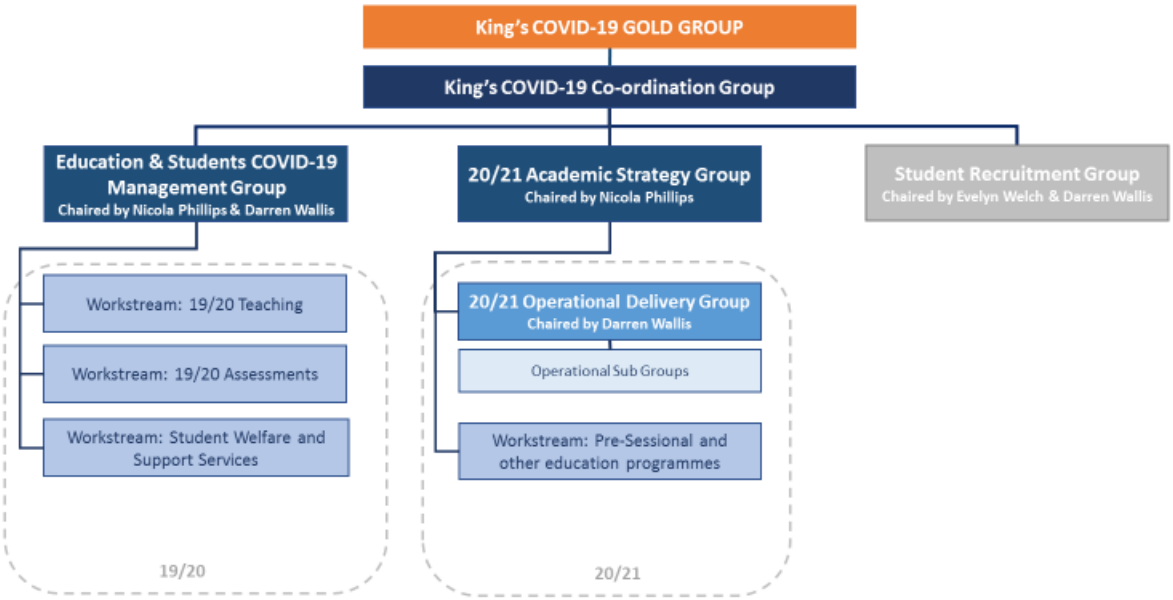

Figure 1Education & Students COVID-19 Governance Arrangements at 20 April 2020

2. 19/20 TEACHING

2.1 The immediate priority in March was to support the immediate adoption of online teaching and learning for the remainder of 2019/20 academic year. For most faculties, this was needed for the last two weeks of term running up to the Easter break. A more limited amount of teaching is ongoing following the break. The speed and sense of purpose with which colleagues across the university made this transition – literally overnight – was astonishing, as was the pace at which students adapted to this sudden change in teaching, in both cases in the midst of considerable personal upheaval.

2.2 While the effort was deeply impressive, it was not possible to move all aspects of teaching online for the last couple of weeks of term, for instance where teaching was heavily clinical or laboratory-based. Many students have also had heavily to revise plans for dissertations and projects, where their planned work required access to facilities like archives, laboratories, or performance studios, or the possibility to conduct field research. Departments and faculties have been looking at possibilities – where feasible – for some of our students to be able to make up for some of those lost opportunities in the future.

2.3 In terms of support, a webpage with dedicated resources to support online teaching was launched: www.kcl.ac.uk/teachlearntech, which has been used amply by staff and students.

2.4 Working with KCLSU and faculties, student feedback has been gathered on a range of issues, such as the impact of timetabling on online learning and assessments, and equity of access to laptops and Wi-Fi. A process has been put in place to ensure students who need them have access to laptops and Wi-Fi dongles. A student section of the TeachLearnTech website has been developed to support students with online learning.

2.5 A KEATS usage dashboard indicated that February and March 2020 usage of KEATS generally stayed consistent and Faculty usage patterns have remained similar, indicating an apparently good level of engagement with the new online provision.

3. 19/20 ASSESSMENTS

3.1 Considerable time and energy have been devoted across the university to the urgent task of developing our approach to assessment. The principles that inform our approach to assessment in spring/summer 2020 are as follows:

- Our priority is the well-being of both students and staff during this period, and an approach which offers fairness and equity across the university.
- We are committed to the maintenance of academic standards and the quality of our students' education, as well as the quality of the degrees and professional training they will take from King's.
- It is important to provide opportunities for students to continue their studies and complete the academic year, and we seek to support all students to progress or graduate as planned.
- There is merit in providing as much academic continuity as possible in the interests of students.
- At the same time, to cater for the difficult circumstances which many of our students will experience, the emphasis is on making all assessments inclusive and fair for all students, and introducing the right kinds of flexibility, progression arrangements, and enhanced mitigation to ensure that their outcomes are not adversely affected by this period of crisis.
- We need to be realistic and pragmatic about what can be achieved under these adverse circumstances, recognising the challenges for both students and staff.

3.2 The key components of the resulting assessment policy are as follows:

Extension to the assessment period

In order to allow for greater flexibility, the provision of extensions where needed, and accommodation of the circumstances of both students and staff during this time, the standard assessment period 2 has been extended to run for nine weeks, from 27 April 2020 to 26 June 2020.

Most assessment boards will convene between 20-24 July 2020, and the standard assessment period 3 will run from 24 August to 4 September.

Alterations to assessments

Across faculties, assessment formats have been altered so as to allow students to complete them remotely. This has included, where appropriate and justified, replacing some unseen, timed exams with open-book exams, or alternative forms of coursework.

Departments have also worked to consolidate assessments to ensure that the load is proportionate, and, for many students, the overall volume of assessments has been reduced, where the learning outcomes for the year or programme can be demonstrated to have been met.

All assessment plans have been tailored to avoid any disadvantage to students arising from their geographical location and time zone. Arrangements for students with personalised assessment arrangements (PAA) have been preserved.

Deferral and interruption of studies

We strongly encourage students wherever possible to take assessments in period 2, but understand that there may be a range of good reasons as to why they are unable to do so. Where this is the case, they have the option to defer some or all of their assessments to period 3, or the next assessment opportunity where this may vary in specific faculties. A deferral request could be made by submitting a special mitigating circumstances form, **no later** no later than 26 April 2020 (the day before the start of the assessment period), or the date advised by their faculty where assessment period timings are different.

Students are asked on the form to provide details on the reason for the deferral request, but, where the reasons are COVID-19-related, no evidence is required to be produced.

Our aim is to explore all possible ways to enable students to sit their assessments this academic year, and thereby progress or graduate on time. If a student is still unable to complete their assessments in period 3, they have the option to interrupt their studies and take their assessments in the next academic year. However, this would be a big decision affecting a student's progression and graduation, which may also have implications for career progression or for professional recognition where the programme is regulated by a Professional, Statutory or Regulatory Body (PSRB), as well as visa implications. It should therefore only be taken after seeking advice and considering the implications carefully.

If a student is considering doing this, they will be advised to speak to their programme director, personal tutor and/or other advice services to discuss whether ways can be found to enable them to take their assessments in periods 2 or 3.

Mitigating circumstances

We have introduced a streamlined process for considering mitigating circumstances, where students are required to provide details of the reason for the request, but are not required to supply evidence.

Students should use the MCF procedure where they did not know in advance that they would be unable to take an assessment, and the deadline for deferral has already passed. They should also use this process where they experience unexpected difficulty in undertaking or completing their assessments due to COVID-19-related issues.

Support with domestic circumstances and access to facilities/technology

It is unfortunately not in our power to relieve students of all of the difficulties they may experience in creating appropriate working conditions to focus on assessments, or in accessing the technology and other facilities they may need to undertake their assessments.

However, our priority is to understand individual students' circumstances and find ways to help wherever possible. Students will be asked to let us know at the earliest opportunity, via the same MCF form, of any specific needs they have which they know or fear will prevent them from being able to undertake their assessments properly.

Where we can, we will try to help, including by exploring making a laptop or dongle available where feasible, or by suggesting alternative means for submitting an assessment. These may include writing coursework by hand, or using a smartphone to download an exam paper, and scan or photograph a hard copy of answers and submit to the department in that way.

Where a student's circumstances prevent them from taking their assessments in period 2, and it is not in our power to help, they have the option to defer some or all of their assessments and take them instead in period 3 (or the next assessment opportunity depending on faculty).

We have identified instances where students' domestic circumstances may mean that they are unable or ill-equipped to take their assessments in either period 2 or period 3, and are liaising with KCLSU on possible avenues for those students.

Undergraduate first year

The first year has been removed from the degree algorithm for this cohort of first year students. This measure is a part of the new degree algorithm that we are rolling out from 2021, and so this is an acceleration of something we had already decided to do for subsequent years. It aims to take some of the pressure off our first-year students without compromising on standards.

It will work as follows (replicating the model we will move to with the new algorithm from 2021):

- First year marks will not be included in the final degree classification
- Progression to the second year will be on a pass/fail basis
- All work will still be marked, and a grade awarded for all assessments
- These grades will be reflected on students' transcripts, enabling them to demonstrate strong performance
- We undertake to ensure that no student is disadvantaged by having their first year performance excluded from the final classification, through careful management of borderline cases in final year assessment boards (see below).

'Safety net' policy

We have put in place a 'safety net' policy to seek to ensure that students' overall outcomes are not negatively affected by the impact of our current circumstances. Given significant differences in assessment systems between faculties, the details of how this will be operationalised in each case will be specified at faculty level. [At the time of finalising this document for Academic Board (22/4/20), these decisions have all now been taken and are in the process of being approved by ASSC, and will be communicated to students shortly.]

Current first years, Undergraduate

For current first years, to reflect our undertaking that no student's final outcome would be disadvantaged by the removal of the first year grades from the degree algorithm, we will put in place a check at the point of considering current first year students for the award of their final degree classification, where a student's overall c-score places them within one percentage point of the borderline zone (47, 57 or 67). In this event, they will also be run through the existing algorithm which includes marks obtained at level 4 (weighted one). The second c-score, determined by using the existing algorithm, will be used if it improves a student's outcome. If the inclusion of first year marks means that the c-score moves up into the borderline zone, the existing 'two percent' rule for managing borderline cases will be followed in order to determine whether the higher classification should be awarded. If the inclusion of first year marks moves the c-score over the boundary for the higher classification, this is the outcome that will be awarded.

All other years, Undergraduate

The aim is to make sure that a student's overall performance for the year is not negatively affected by circumstances associated with the COVID-19 period. In determining a student's performance, we will calculate an average based on all completed modules and summative grades available for work completed with submission deadlines up to 15 March 2020, where these can be considered sufficient to give a reasonable indication of prior performance. Where sufficient information is not available from this year, we will seek instead to use alternative appropriate data, which may include the previous year's performance or formative work this year.

This 'safety net' average will then be compared with the student's average for the full year, to ensure that we are picking up any instances in which a student's outcome for the year may have been negatively affected by poorer-than-average performance in the COVID-19 period. For those modules completed after 15 March 2020, marks may be adjusted to ensure that the average for the year is at least at the level

of the 'safety net' average. Marks for any failed modules will not be so adjusted and resit marks will continue to be capped.

Students must take all assessments set for them in order for the 'safety net' provisions specified above to be applied.

Current Finalists, Undergraduate

At the point of calculating the final degree classification, we will put in place an additional check. The existing two percent rule will be applied in two ways:

A c score within two percent of a higher classification boundary will be automatically upgraded to the higher classification where at least 60 credits at level 6 or above are in the higher range

or

A c score within two percent of a higher classification boundary will be automatically upgraded to the higher classification where at least 60 credits at level 5 or above, in a single given year, are in the higher range.

Postgraduate Taught

We wish to apply the same sort of 'safety net' commitment at PGT level, although obviously this is more difficult than at UG level. Discussions have been underway with faculties about how this could work, and are in the process of being finalised.

All students

For all current students, we will carry out additional checks at the point at which their final degree classification is being determined at the end of their programme, to make sure that we are satisfied that no disadvantage to their final outcome has been caused by the disruptions experienced in spring/summer 2020 as a result of COVID-19.

Progression requirements

Standard rules will apply with the following exception for current first year students:

At level 4, if a student does not meet the minimum progression requirements but has up to 30 credits in the condonable range, the regulation that prohibits condoned fails from being included in the progression minimum will be suspended to enable the student to progress carrying up to 30 deferred credits.

3.3 We have put in place some changes to **marking requirements** in recognition of the significantly increased pressures on staff (both academic and PS) during this period, and the probability that some will be off work ill, or caring responsibilities and domestic circumstances will mean they struggle to meet the usual turn-around times.

Under emergency regulation G4.9, the Chair of the Academic Standards Sub-Committee approved the following approach:

- Double marking for all dissertations;
- Single marking with retrospective sampling of at least 10% for all other work

Students have also been advised that despite colleagues' and departments' best efforts, it may not always be possible to meet the four-week turnaround rule for feedback.

3.4 A suspension of regulations for MBBS to enable students to graduate early and take positions in hospitals was approved. Likewise, emergency regulations have been enacted to enable nurses and midwifes to move into practice, and to mitigate the impact this may have on students graduating / classifying their overall degree outcome.

3.5 In operational terms, a training plan has been developed for the IT Service Desk to support assessment queries. Mitigation for an increased load on IT systems (KEATS, Turnitin etc) has been a focus collaboratively with the Assessment Workstream, who are now taking this forward, and discussions with FEMs are ongoing.

4. STUDENT WELFARE & SUPPORT SERVICES

4.1 Student Support & Wellbeing Services are all offering virtual support for all of the main aspects of their services. This includes Counselling & Mental Health Support; Disability Support & Inclusion; Advice & Guidance Services (Housing, Money and Immigration advice); and the Student Services Frontline Team, who act as the first point of contact for student enquiries and signpost students onwards. Library & Collections and Curriculum Quality & Employability Services have also moved their offer online.

4.2 A full process and criteria for hardship applications has been approved by Finance. Work with Credit Control has been undertaken to set up an online form for students experiencing financial hardship, including supportive evidence required.

4.3 There is ongoing coordination with King's Residences around support for students still living in halls of residence, or who need accommodation.

4.4 There are some changes to the current provision of Counselling & Mental Health Support. A team of Counsellors, Counselling and Clinical Psychologists, Mental Health Advisors and a Consultant Psychiatrist continue to provide the following services using Microsoft Teams:

- free and confidential individual support;
- long and short term groups;
- CBT-informed groups;
- psycho-educational workshops;
- guided self-help (MHAs);
- psychiatric assessment and consultation;
- SOC support and management (Head of Mental Health Support and MHAs)

Therapeutic sessions have been reduced to 30-minute check-ins. This arrangement will be reviewed in the short to medium term.

4.5 Consideration is being given to how two external platforms/providers can complement and enhance existing resources: Big White Wall and Care First. The university's BCP Personal Health Silver Group is involved in discussions about Care First.

4.6 The Take Time In initiative was launched as a collaborative project between King's and KCLSU, which adapts the successful Take Time Out initiative to promote self-care during this exceptional period.

Wellbeing and Mental Health

As part of the KCL management response to COVID-19, the Wellbeing & Mental Health Workstream was created. The pandemic has resulted in significant changes to ways of working for our staff and students, presenting challenges such as limited interaction with colleagues.

The paper outlines the approach taken to supporting the wellbeing and mental health of our community with examples of activities, training and specialist support services. It also provides a new framework for meetings which has been endorsed by King's Senior Management Team. The paper also highlights the new wellbeing portal on King's website which brings wellbeing resources together in one place for staff and students to find the support they need.

Wellbeing & Mental Health Workstream Update

COVID-19 Response

Academic Board 29 April 2020

Prepared by Rachel Parr, Niamh Godley, Lorraine Kelly, Sue Li and Natalie Galley

Why do we need a Wellbeing & Mental Health Workstream

During this challenging time, members of King's leadership team have repeatedly reemphasised the importance of looking after our own and each other's wellbeing.

The COVID-19 pandemic presents unique and difficult circumstances as many people are working and studying from home, many for the first time. Social isolation is not good for our mental health, so we need to stay connected. Research shows that during uncertainty we tend to look to our managers and peers for guidance and for emotional support, rather than those in high-profile positions.

We all have a personal responsibility to ourselves and our teams to support each other during this time. This pack outlines the approach that we have taken to support Wellbeing & Mental Health.

"In addition to the remarkable work you are doing for the university, I know that you are all experiencing significant disruption to your home lives and caring responsibilities. Please be assured of our commitment in supporting you to have the flexibility you need to look after yourself, your children and family.

I encourage you to take advantage of the variety of resources that have been developed across the university to support our wellbeing and health."

Professor Edward Byrne, Principal & President

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How to use this document

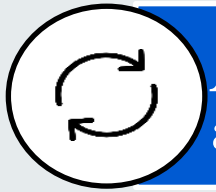
The purpose of this document is to:

1. *Highlight existing Wellbeing & Mental Health support for staff and students at King's*
2. *Share the information as widely as possible*
3. *Enable people to adapt and use these resources*

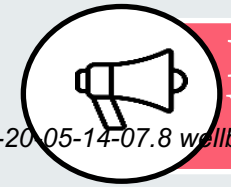
Below is guidance on using this document:

Read it – use the contents page to dip in and out of the most relevant section at the time

Share it – use the resources to support conversations. We hope they will provide some examples of good practice and facilitate collaboration



Adapt it – we hope you identify the most appropriate activities in your context and adapt them, particularly the meetings and breaks guidance



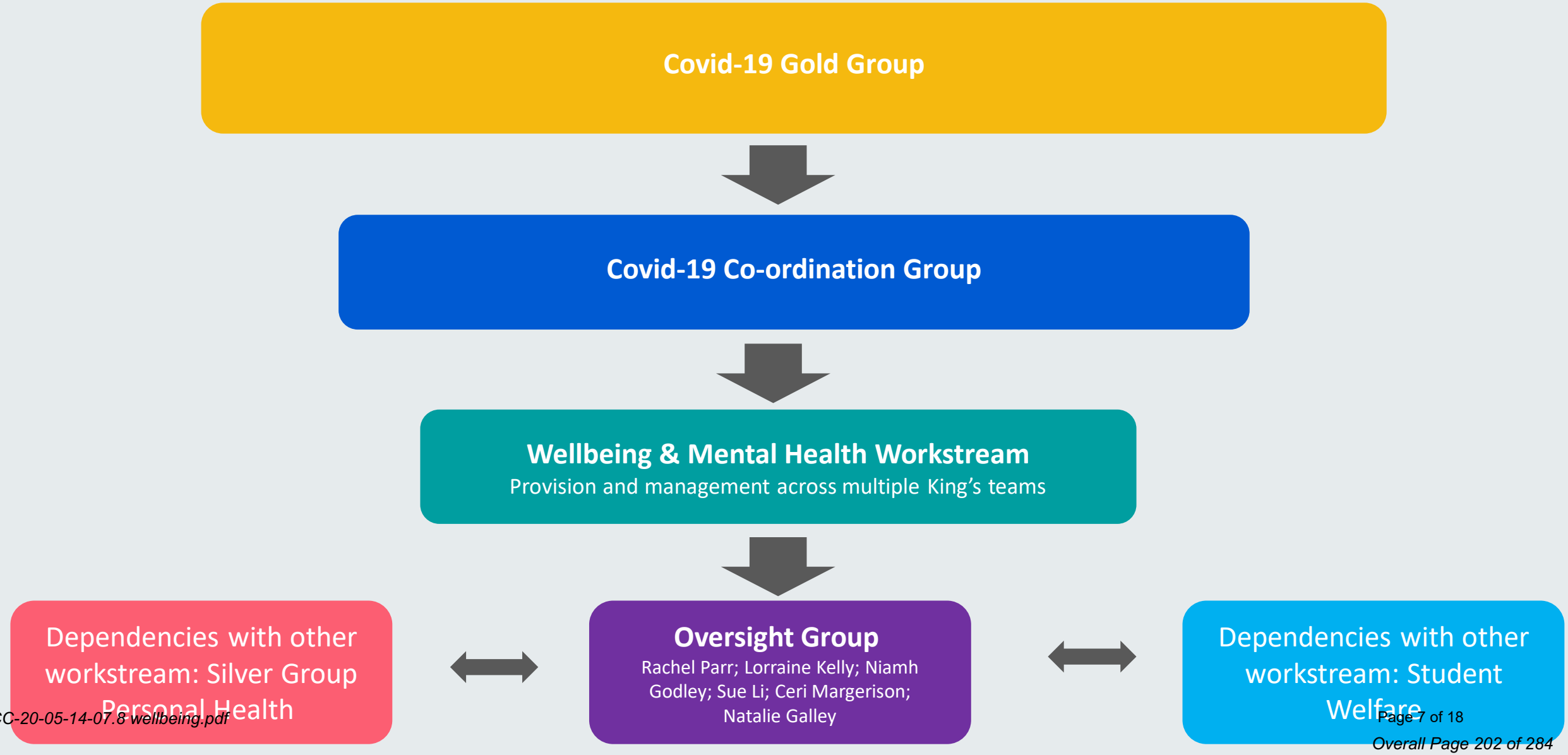
Feedback – tell us what you are doing, what's working well and what else would be helpful

About the Wellbeing & Mental Health Workstream

King's Wellbeing & Mental Health Workstream was created in March 2020 in response to the Covid-19 pandemic. The objectives of the workstream are to:

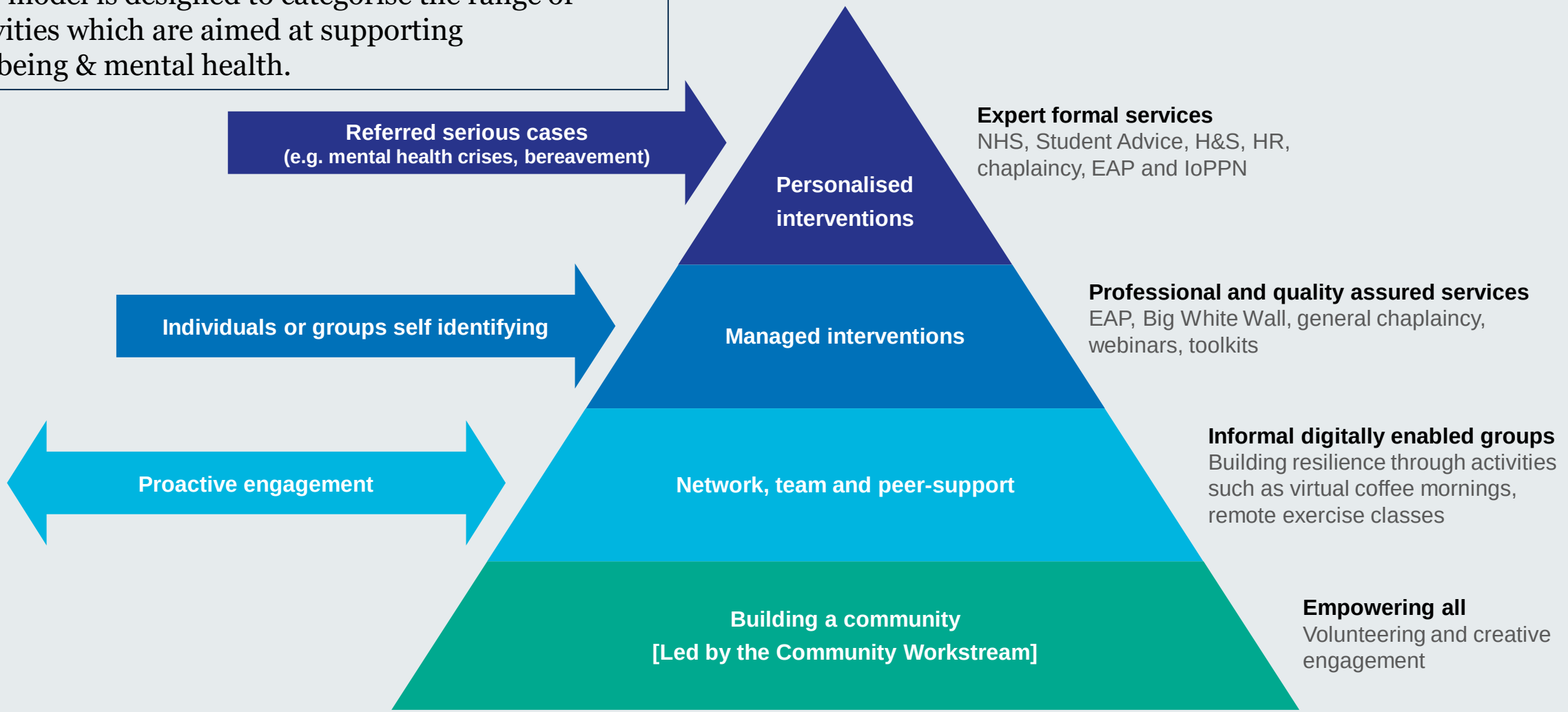
1. Coordinate mental health and wellbeing activity to give the greatest impact across the different levels of provision
2. Lead associated new ways of working by communicating and reinforcing good practice
3. Collaborate with internal and external communities to drive best practice across King's
4. Identify and address gaps in provision

Governance Structure

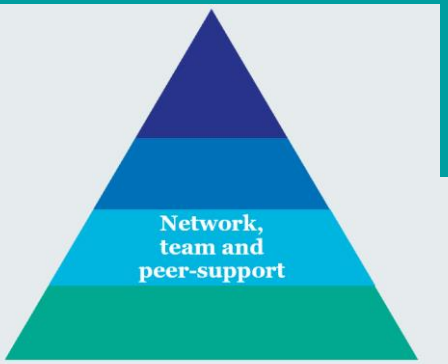


Our model for Wellbeing & Mental Health Support

This model is designed to categorise the range of activities which are aimed at supporting wellbeing & mental health.



Informal digitally-enabled groups and engagement examples

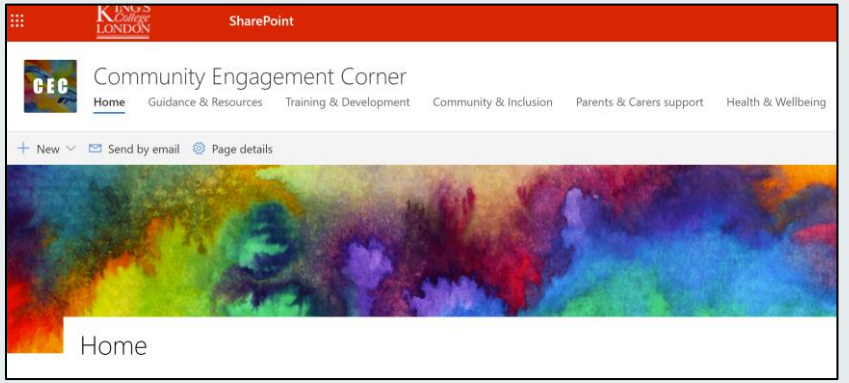


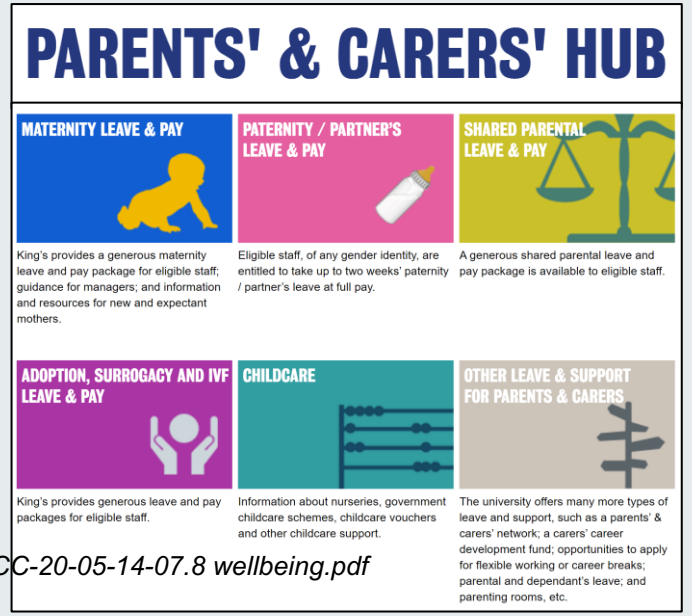
"Ask the Dean *Virtually* Anything" and similar Faculty and Directorate-led all-staff meetings

New online community events

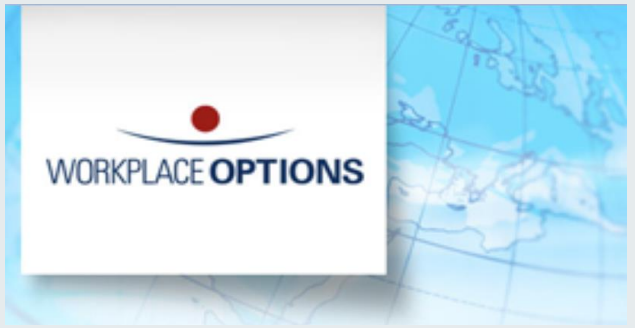
Get together with colleagues for coffee mornings, mindfulness, knitting and more.

Technical Staff Network University-WideMeetings

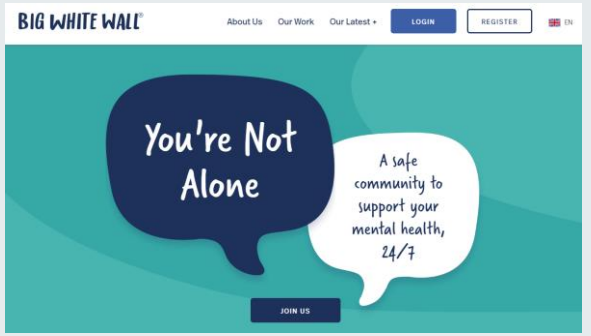




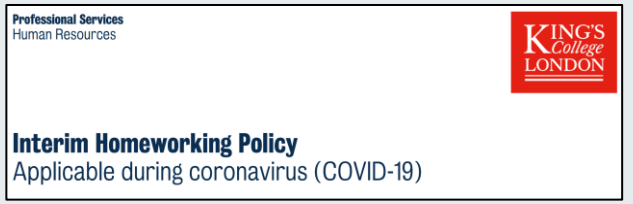
Professional and quality assured services examples

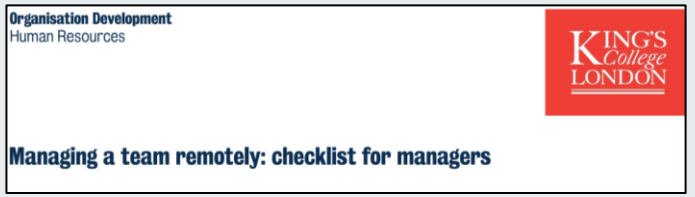


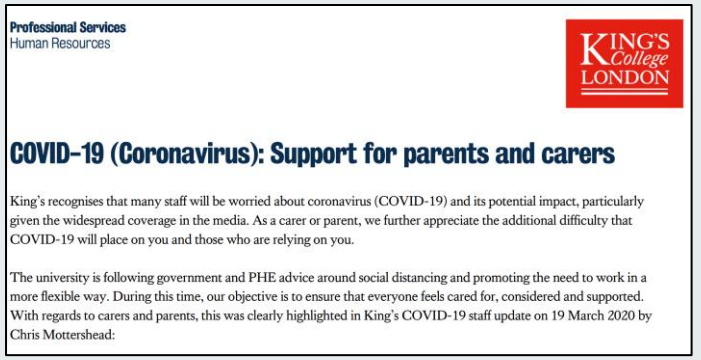
Employee Assistance Programme

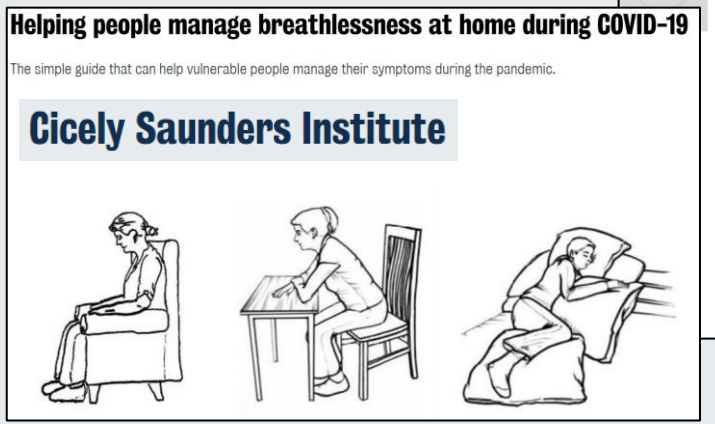


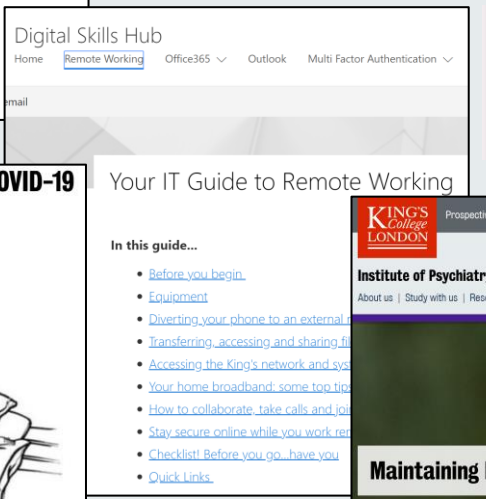
Big White Wall

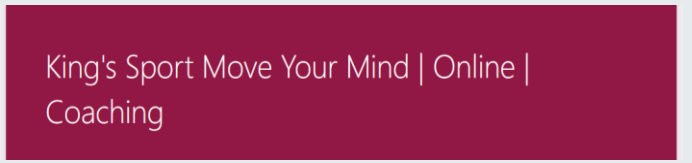


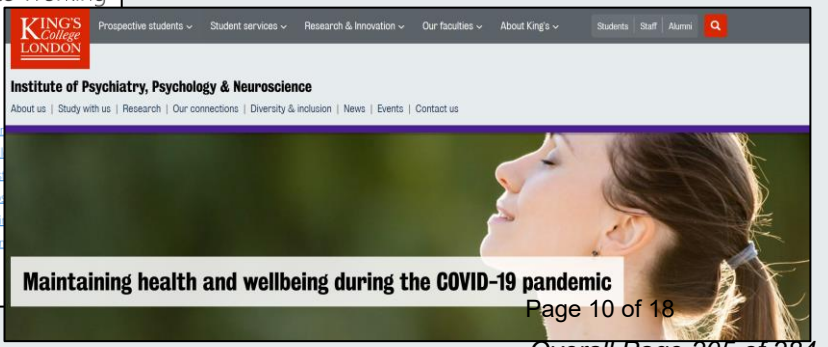




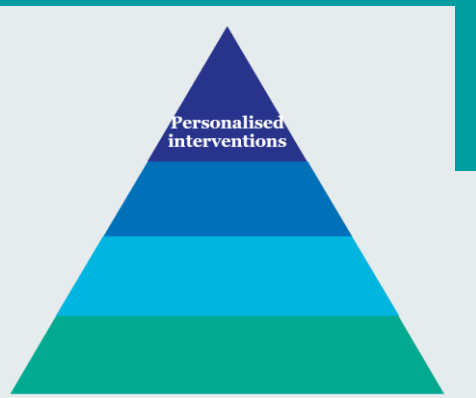








Expert formal services examples



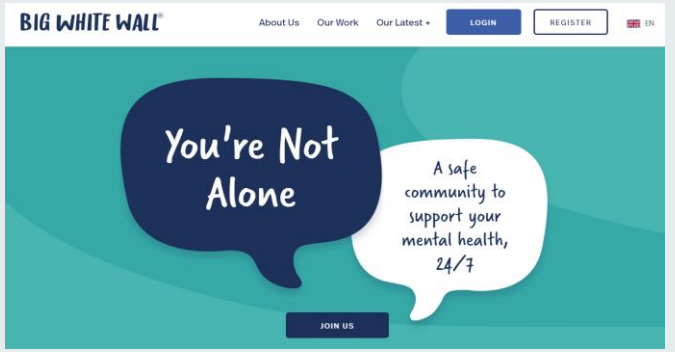
Physical Health Silver Group
Bereavement Support

NHS 111 online

GOV.UK

Home

Coronavirus (COVID-19): what you need to do



Big White Wall

Employee Assistance Programme

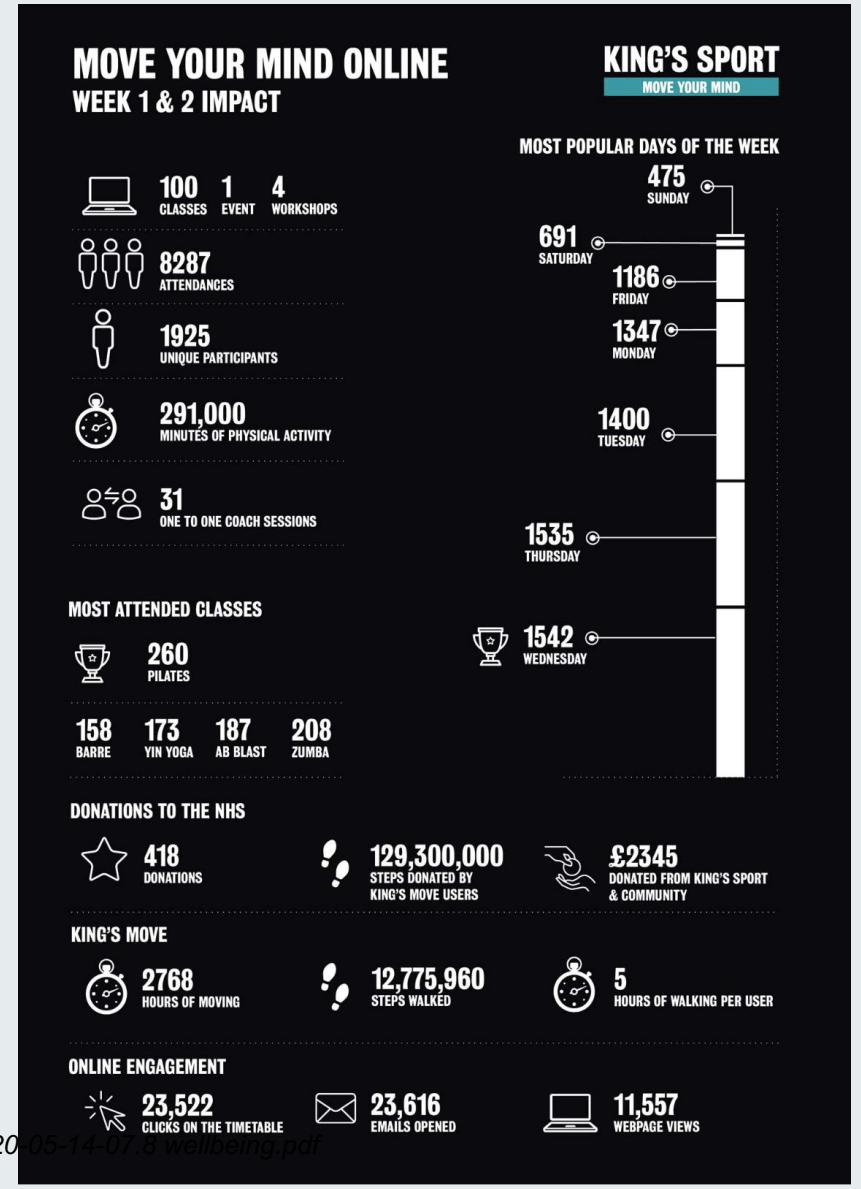
Cruse Bereavement Care

AnxietyUK 1970-2020

mind for better mental health

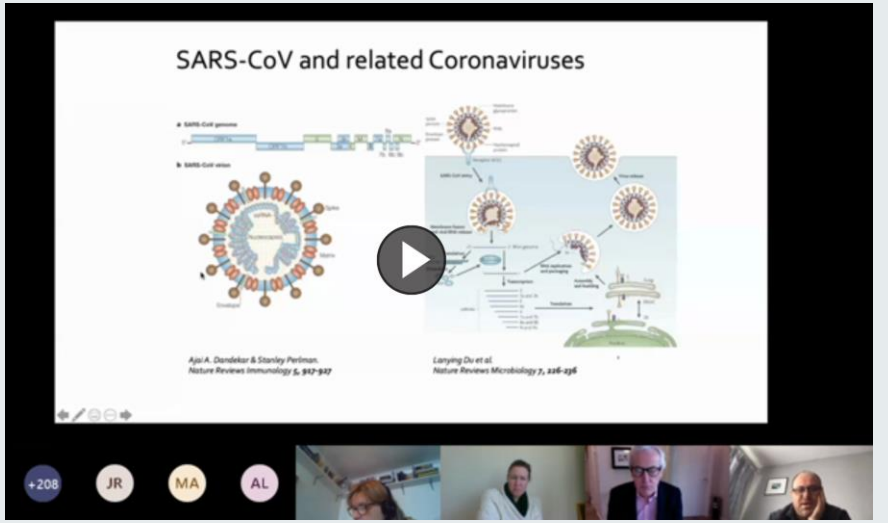
SAMARITANS

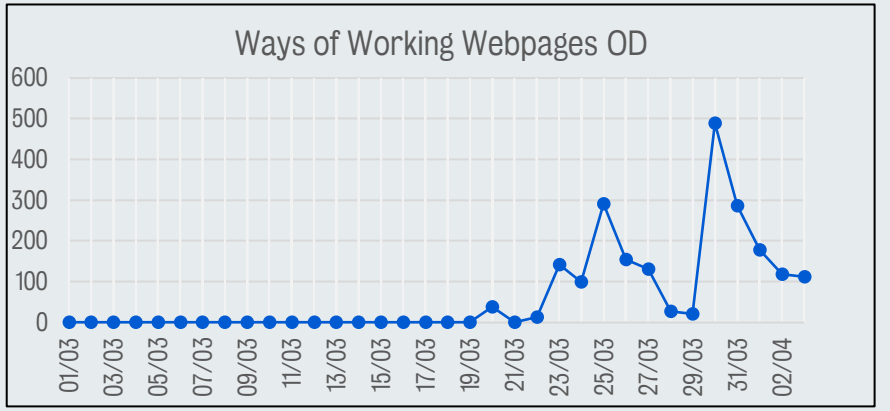
Response and feedback on selected activities to date



LEARNING & DEVELOPMENT

200+ staff supported with online training courses as at 26 March





Thanks to Dunlop, Zoe and Norman, Ian. Another very welcome session this morning. This is a really helpful way to keep us all connected and informed as a Faculty.

Thanks all really nice to here about the amazing response from the technical community

Next steps and calls to action

Meetings – a new framework for implementation

Staff have raised concerns about the number of meetings being scheduled throughout each working day. This not only reduces the time available to complete work but is also, in some cases, having a negative impact on wellbeing. This Meetings Framework has been created to address some of these concerns.

By creating consistency on the timing of meetings, we hope that colleagues will benefit from some structure to their days that includes a one-hour meeting-free break for lunch. By moving committee and large meetings to mornings, it is hoped that staff will more easily be able to dedicate their afternoons to completing their education, research and administrative work.

These guidelines – which have been endorsed by King's Senior Management Team – provide an overarching framework, but local flexibility and discretion will need to be applied to accommodate staff members, including parents and carers, with non-standard working patterns.

King's Meetings Framework	
09.00-13.00	All cross-university and faculty-level committees; all BCP groups; all staff engagement events; one-to-ones; local project and team meetings
13.00-14.00	No meetings in any capacity
14.00 – 17.00	One-to-ones, local project and small team meetings only

- Meetings to start on the hour or half hour, to facilitate scheduling across King's.
- Meetings to end at least five minutes before the half hour or hour (e.g. 10.00 to 10.25 or 10.30 to 11.25), to allow those with consecutive meetings to take a short break between sessions and prepare for the next one.

Tips for chairing virtual meetings

Anyone who has attended a virtual meeting will know that they can be challenging. Aside from connectivity issues and teething problems associated with new software and apps, it can also be difficult to ensure that conversations are inclusive, productive and engaging. Here are some simple tips to help lay the foundations for a successful virtual meeting:

- Start and finish meetings on time
- Let everyone know if the meeting is being recorded
- Begin with introductions if needed, check in with attendees and run through the agenda, highlighting any specifics that need to be agreed during the meeting
- When noting apologies, ask for volunteers to brief absent colleagues at the next available opportunity
- Stop periodically to check for comments in the chat box
- Try not to let participants become distracted by tangents, by asking if unrelated points can be addressed at another time
- Summarise agreed actions at the end of the meeting
- Periodically review your meeting frequency, timings, membership and objectives
- For larger meetings, consider appointing a facilitator to ensure that questions and comments in the chat box are not missed

Meeting etiquette: have you adopted guidelines for your meetings?

Some faculties and directorates will already be familiar with our meeting etiquette guidelines that are shown to the right.

These guidelines still apply, but colleagues are also asked to consider the following ways of working during virtual meetings:

- Be mindful not to multi-task: close email accounts and turn off pop-up notifications
- Try to minimise background noise
- Remember to mute your mic when you're not speaking. You can also 'mute all' if you can hear others while you are speaking
- Turn your camera on when speaking
- Ask questions and make comments using the chat box, rather than interrupting the speaker

Actions for managers: how can you support your team's wellbeing?

Encourage your staff to join at least one informal virtual network or group

Lead by example by taking regular breaks and annual leave encouraging your staff to do the same

Complete the 'checklist for managers on managing remote teams'

Write a personal note of thanks to individual staff members for their work

Keep wellbeing on the agenda at your team meetings

Host a virtual 'ask me anything' session or social event

Take part in a King's Sport or other wellbeing activity and tell others about your experience

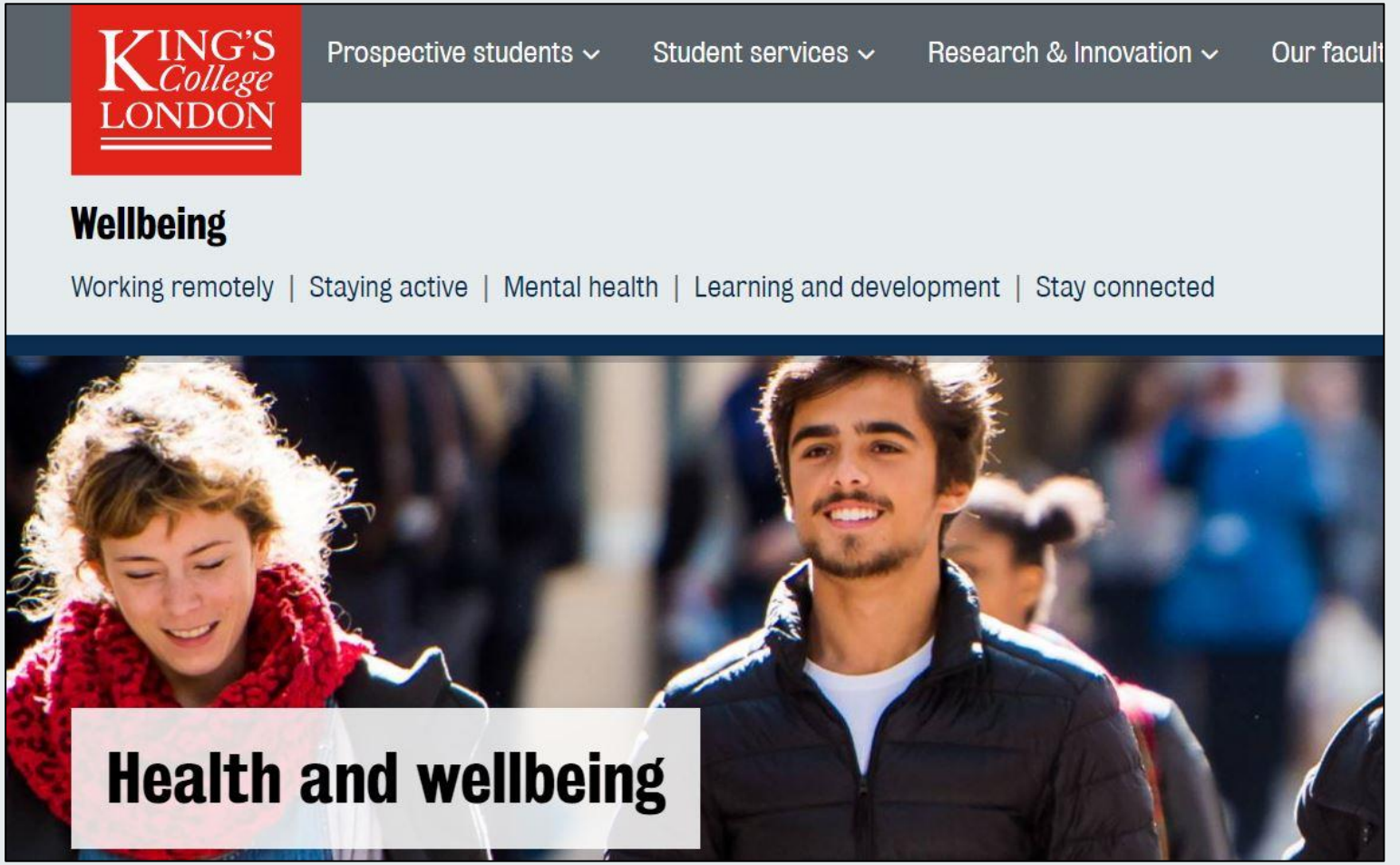
Check in informally and regularly with each member of your team

Find out more about and help us to promote wellbeing activities at King's

The new **wellbeing portal** on King's website:

- Brings wellbeing resources together in one place
- Visibly demonstrates King's commitment to supporting the health and wellbeing of our community
- Makes it as simple as possible for staff and students to find the support they need

- **King's Essentials** weekly will continue promoting to staff our wellbeing-focused events, resources and guidance



www.kcl.ac.uk/wellbeing

#ContinuingtoServe

King's was built on an ambition to serve society and this commitment is stronger than ever. During this period of uncertainty and change, King's is stepping up efforts to deliver on its promise to make the world a better place by continuing to serve our local, national and international communities.

The paper provides an overview of #ContinuingToServe, our university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference, wherever they may be, fulfilling our purpose as a civic university that serves the world.

KING'S STRATEGIC VISION 2029

#ContinuingToServe

Deborah Bull, Vice Principal (London) and
Jonathan Grant, Vice Principal (Service)

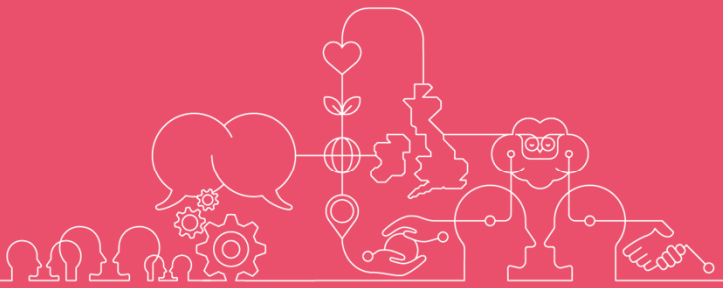
Academic Board
29 April 2020

#ContinuingToServe

Fulfilling our purpose as a civic university that serves the world

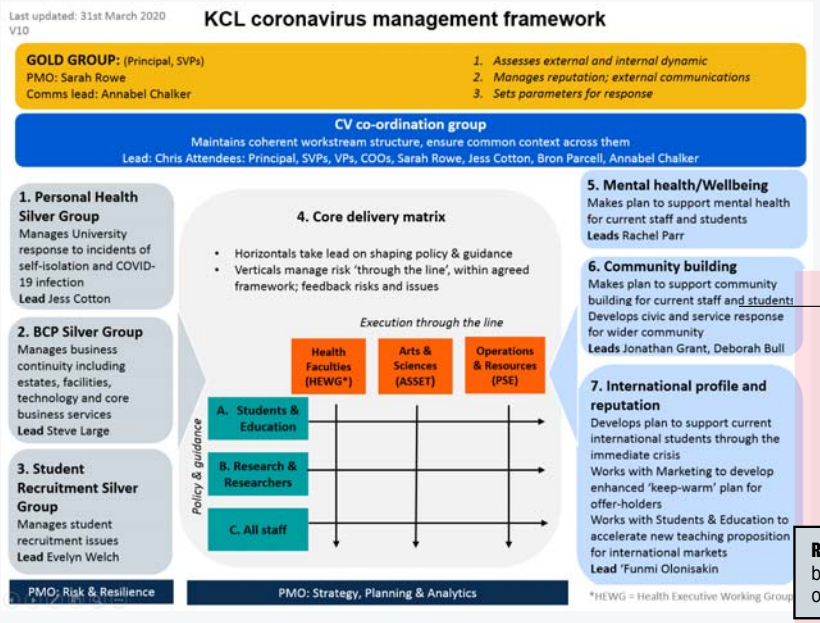
During this period of uncertainty and change, King's is stepping up efforts to deliver on its promise to make the world a better place by continuing to serve our local, national and international communities.

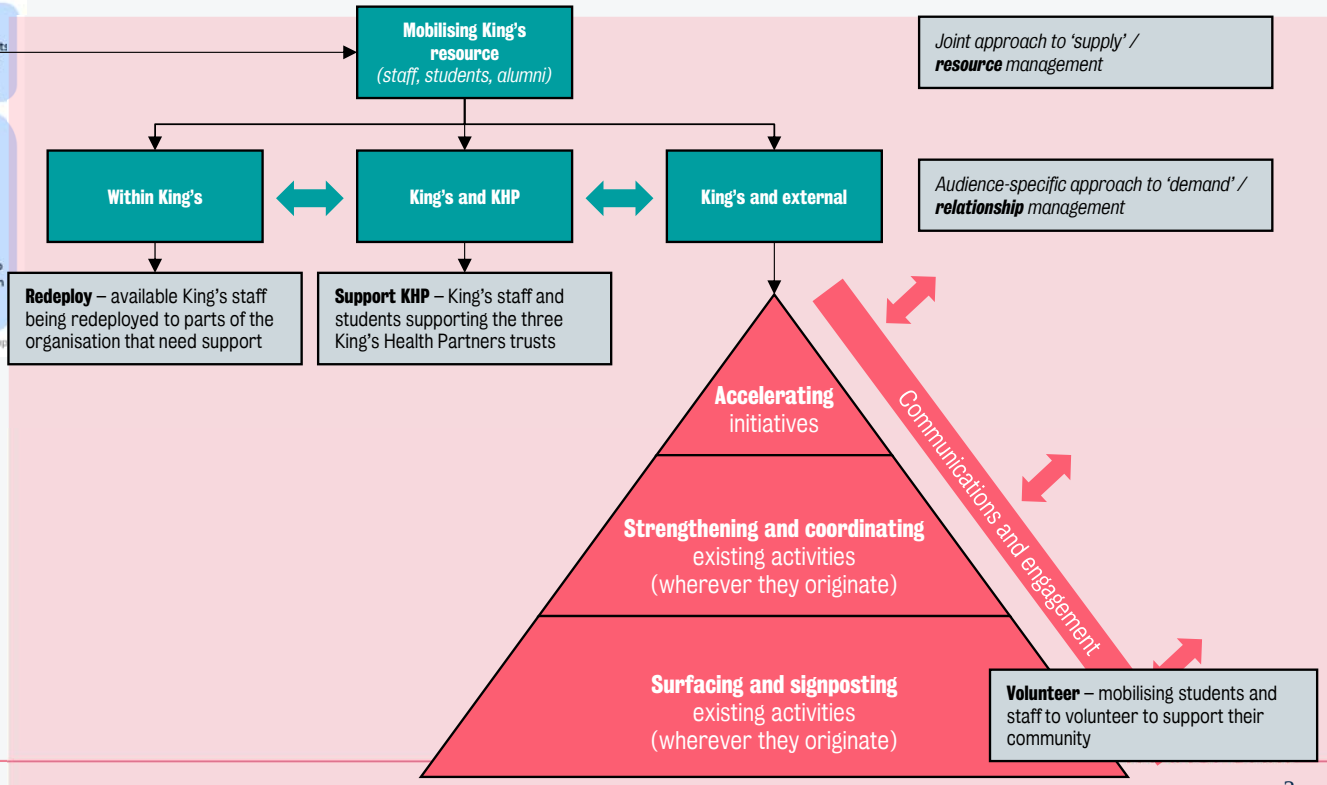
#ContinuingToServe is our university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference, wherever they may be.



SERVE TO SHAPE AND TRANSFORM

#ContinuingtoServe within King's response to coronavirus

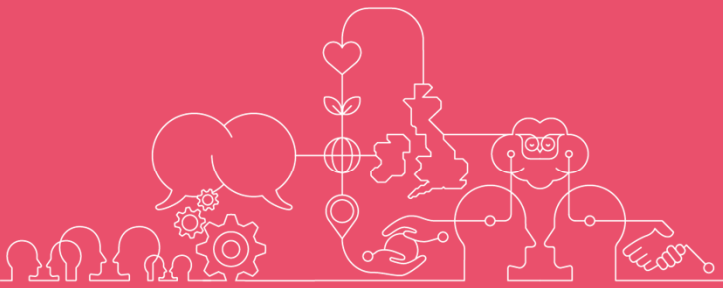




#ContinuingToServe

Overview

- Surfacing and signposting
- Strengthening and coordinating
- Accelerating



SERVE TO SHAPE AND TRANSFORM

#ContinuingtoServe – Overview

Activity and projects that

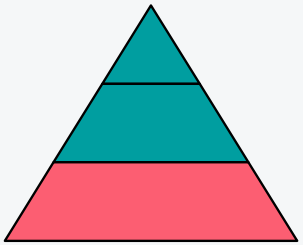
- apply King's assets, eg
  - time, expertise, talent or skills from staff, students or alumni
  - resources in the form of equipment, estates or funding
- have impact beyond King's – locally, nationally or internationally – including within King's Health Partners
- are driven by an identified need

Operating principles

- mutually beneficial
- cost-effective
- timely
- properly evaluated

Criteria for investment (time, networks, money)

1. Surfacing and signposting



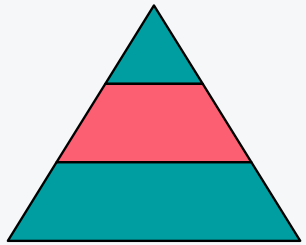
University objectives

- To centralise calls for support from our communities (internal and external) and share appropriately to maximise impact
- To minimise duplication and wasted effort from both those delivering activity and those looking to help
- To surface activity that could benefit from strengthening, or development into a flagship project
- To surface activity that can be communicated as part of a coherent narrative

Tasks for central team

- Collating information about requests and offers through light-touch triage, proactively and reactively
- Creating and maintaining a central King's listing of calls for support from our communities
- Joining up requests and offers
- Coordinating with civil society organisations, including local authorities and charities
- Communicating listing to both promote opportunities and gather new activity
- Escalating activity with potential for growth to higher layers of pyramid

2. Strengthening and coordinating



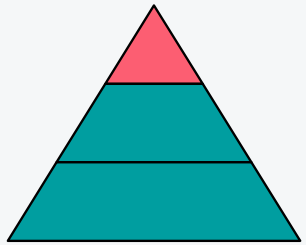
University objectives

- To add value to existing initiatives (within and external to King's) in order to increase their impact

Tasks for central team

- Pulling together an asset list of projects and activities that already exist within King's with the potential to deliver more impact in our communities, including current operating status
- Maintaining the asset list as enquiries come in
- Determining with the lead for each project or activity whether and how it could be extended appropriately
- Brokering connections and collaborations between existing activities, communities and partners
- Building capacity by allocating resource (time or funding)
- Communicating this function/opportunity with calls to action

3. Accelerating



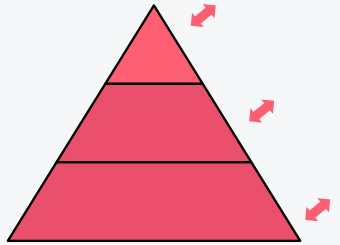
University objectives

- To identify and accelerate new ideas that will contribute positively to our external communities at scale

Tasks for central team

- Working with local, national and international partners to identify gaps in the response (horizon-scanning)
- Working collaboratively across King's and our communities to broker connections, develop project plans, secure buy-in and initiate projects
- Communicating flagship initiatives from across King's as part of this #ContinuingtoServe framework
- Evaluating initiatives where possible

Communications



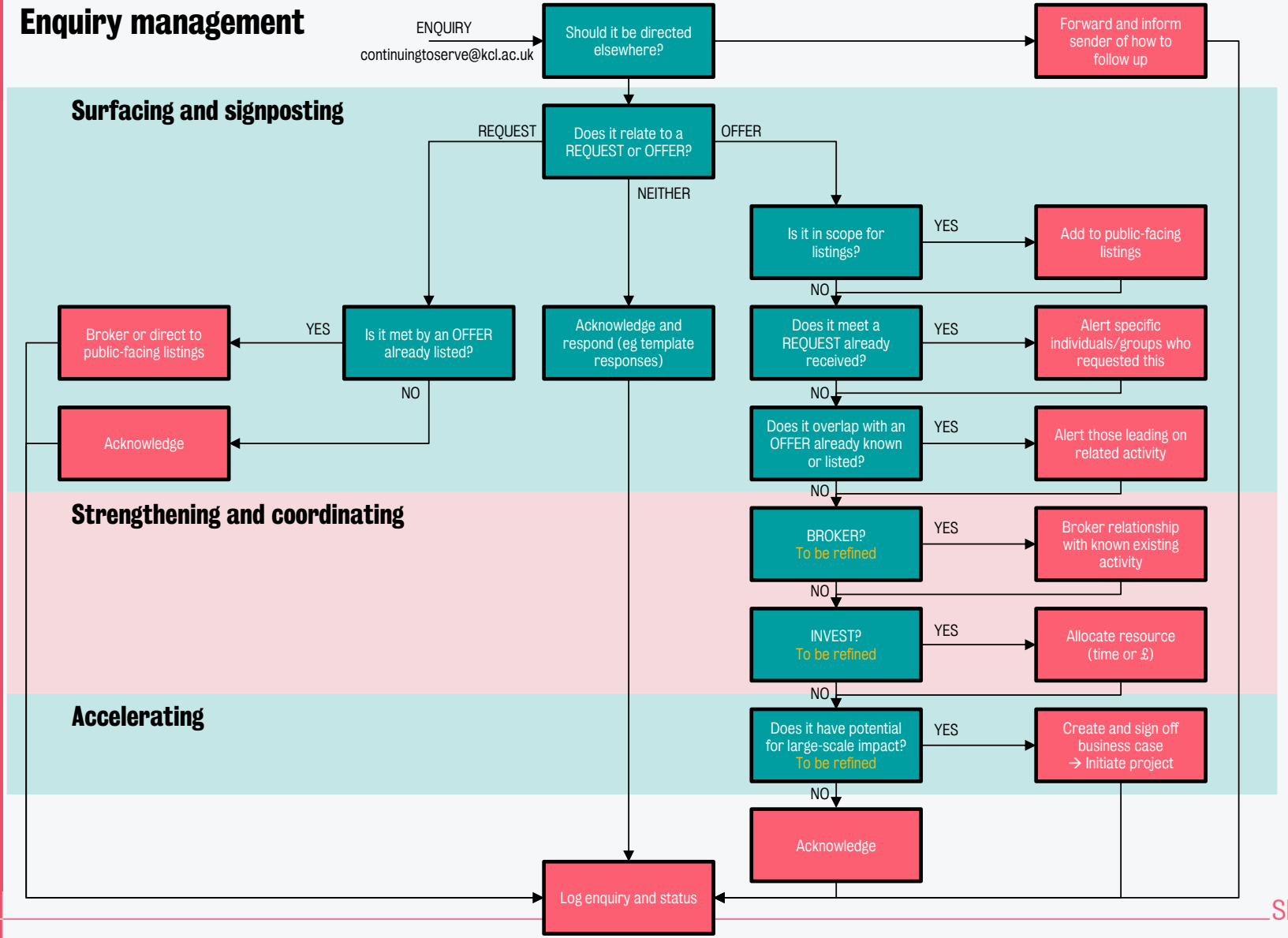
Communications objectives

- To deliver against objectives re surfacing, strengthening and accelerating layers
- To communicate the framework and approach effectively
- To celebrate the continuum of projects and activities within the Continuing to Serve framework
- To share good news stories in order to boost morale and incentivise others
- To reinforce King's reputation as a civic university in service of society

Planning update

- Communications strategy in development, followed by comms plan – aligning with Corporate Comms
- Identifying target audiences
- Identifying and securing channels – internal and external
- Key message: *King's is continuing to serve our communities*
- Will encourage audiences to follow @ServiceAtKings and tag #ContinuingToServe #WeAreKings #KingsLocal #UniSupport (as appropriate)

Enquiry management



NEXT STEPS TO OPERATIONALISE

Corporate alignment
- Policy framework
- Agreed mechanism for considering requests from King's/KHP/external

Inbox management
- Access to continuingtoserve@kcl.ac.uk mailbox and Remedyforce
- Rota and guidance
- Template responses and automatic reply
- Full view of other enquiry management processes and when to direct to which (and the inverse)

Recognition
- Consider formal/informal, public/private routes to recognition and celebration

Public-facing listings
- Initial simple tool potentially followed by version with more functionality (live at www.kcl.ac.uk/service/service-in-action
- Process and guidance for updating, eg avoid duplicating third-party content while not dissuading users with too many links

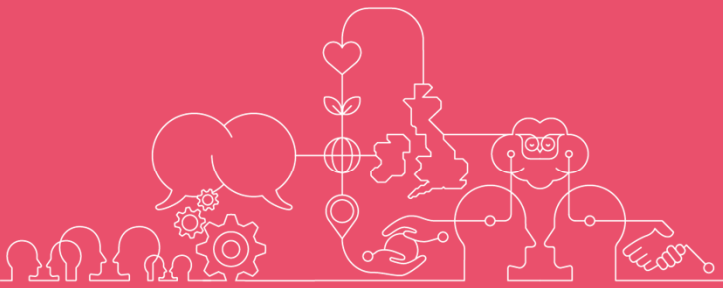
Internal request and offer log
- Microsoft Form live, which auto-updates spreadsheet log
- Process and guidance for updating

Strengthening and Accelerating process
- Definition of the offer(s)
- Eligibility and prioritisation criteria
- Asset list – identifying existing activity and exploring potential growth

Communications
- Communications plan drafted

#ContinuingToServe
Fulfilling our purpose as a civic university that serves the world

Visit the #ContinuingToServe webpage to find out more, let us know how you can help or discover existing projects that need support.



SERVE TO SHAPE AND TRANSFORM

Paper 3c

Resumption of limited Research Activities

Return to Campus Working Group (RTCGW)

12th May 2020.

In response to the GOLD request on Monday 10th May, the Return to Campus Working Group has produced this draft schedule outlining the processes relating to returning limited research activity to campus in line with the partial lifting of government restrictions.

As you will see from the framework at the end of this document, there is a four-step process enabling increased research activity on campus. Significant work has been undertaken in each of these steps, with outputs to be presented in subsequent reports to GOLD. It is anticipated that this model will be expanded to encompass all other activities as the university moves through the four levels of return, as outlined in the previous paper presented on Friday 7th May.

The key steps to the process and leadership of each step are shown in the attached template and have been agreed by the group:

Step 1 Prioritising the buildings in which resumed research activity will take place. Understanding the safe capacities in these buildings including shared/communal spaces and the individual laboratories using a risk-based approach, informed by safe distancing and personal health measures, which are being finalised.

Step 2 Agreeing the numbers of staff permitted in each building at each level of the overall framework.

Step 3 Finalising staff who will return, local arrangements for research activity, timescales for implementation of any training, mitigation requirements and proposed 'Go Live' date.

Step 4 Agreeing monitoring arrangements, escalation trees and appropriate actions where safe practices have not been met.

This process will need to be applied retrospectively to the activities currently taking place on campus and this work is in train.

The RTCWG are supporting the creation and collation of new and existing documents to provide guidance for faculties and directorates on planning for staff and activities returning to campus, which would include HR guidance to support managers with staff wellbeing and health.

The group is considering a range of options on which buildings and laboratories can be opened at this time, in discussion with the Research and Researchers group. Using the process outlined below, RTCWG will monitor and review the efficacy and appropriateness of its plans, make adjustment where necessary and finalise a scalable proposal for the commencement of research activity.

It is anticipated that it will take between 2 – 3 weeks to complete all the necessary steps to fully open currently partially open buildings and the group will work to bring those buildings back as soon as is reasonably possible. Further consideration is required to determine when those buildings incorporating research facilities, which are currently closed should be brought back into use; for example, Macadam building.

Indicative Framework

	Level One – Lockdown Assumed timescale: NOW	Level Two - Limited Assumed timescale: June – Aug	Level Three - Partial Assumed timescale: Sept – Jan 2021	Level Four – fully open Assumed timescale: Feb 2021
Govt Definition Suggested	Restricted movement of people. The public may only leave their house for essential shopping, one hour of exercise a day and to go to work if you cannot work from home. Schools closed.	A limited lifting of movement restrictions with some businesses open possibly on a geographic basis, that can demonstrate adequate social distancing provision. Working from home continues to be encouraged. Phased return for Schools for some students	Further lifting of movement restrictions, continued business opening, social distancing remains in place for medium sized events (up to 50 people) No gatherings over 50 people.	Movement restrictions lifted. Public health guidance remains in place, testing and contact tracing in place to manage on-going infections. Mass gatherings allowed
Education Priorities	• No students on campus • Essential staff on-campus only • Continue to maintain teaching delivery & assessment online only. • Teaching resources online only • Remote service provision for libraries (all buildings closed)	• Library staff working in library spaces • Essential Academic & Registry Services staff back on site • Lab-based and clinical teaching including Faculty and PS staff • Faculties to consider prioritisation of student groups • Utilisation of external partners where possible for in-person teaching	• Teaching delivered flexibly to a mixed cohort of in-person and online • On-campus teaching for some students (10 – 30% of space capacity to be used on a mixed economy within cohorts) • Libraries open as fully as possible • Academic & Registry Services on-site • Some SED on-campus for scheduled activity • Careers & Employability Services, Counselling Wellbeing Services , and small Widening Participation events in person	• January: mixed provision of exams (online and in-person) • January: enrolment for new and returning students • All teaching, with exception of fully online programmes • Libraries fully open but measures in place for flexible service provision • All SED back in office
Research Priorities	• Only approved research take place. • Agreed research approved by Provosts. • All other research suspended • BSU - animal husbandry and supporting COVID/Critical research • Analytical Platforms/lab equipment - essential maintenance and supporting COVID/Critical research	• Increase research capacity to include some (but not all) lab-based or clinical research • Resumption of some PGR research • Resumption of some off-site research which can be done under government guidelines (eg face-to-face interviews, research involving national travel)	• Increase research capacity to accommodate all lab-based and clinical research • Resumption of all PGR research • Resumption of some off-site research which can be done under government guidelines (eg international travel etc)	• Resumption of research on-site which can be done remotely (ie bringing all academic staff back into the office)
People Priorities	• Only essential workers allowed on to campus. • Access permitted only via the pre-approved approval processes. • Work from home policies fully implemented		Shift working patterns agreed for labs, offices etc leading to longer working days and week?	
Safety provisions	• Workers on campus to maintain full safety measures including safe distancing, PPE. • Illness reporting in place with self-isolation followed closely	• Risk-based approach • Safe distancing remains in place. • High level cleaning undertaken • Advised to wear a face covering?	Relaxation of safe distancing protocols – food areas/canteens? Medium level cleaning provisions If needed, wear a face covering	No safe distancing required No PPE required, but face masks can be worn as a personal preference?? Normal cleaning levels operating
Buildings available	• Only Level One buildings open to support agreed research activities. • All other buildings remain closed.	• Opening of agreed level two buildings which require AT LEAST three weeks preparation • No access to level three buildings • Building flows in place to manage safe distancing in and around premises	• Opening of agreed level three buildings which require AT LEAST three weeks preparation • No access to level four buildings • Building flows in place to manage safe distancing in and around premises	All buildings accessible Building flows remain in place

Level Two - Research

Steps	Leads	Level Two - Limited Research based activities only on campus Timescale to access - minimum 2 weeks (buildings currently open)
Step One (confirming safe levels for operation)	Health and Safety Estates and Facilities Faculty leads/PI's Lab Managers	• Building prioritisation, in discussion with GOLD • Estates and Facilities to calculate safe building capacities floor by floor (based on up to 25% occupancy rates.) • Lab Managers/ H&S Managers/ PI's to ensure all risk assessments for lab-based activities are revised and mitigations in place. • Lab Managers to review create safe distancing plans for individual labs and post information on entry points. • Review of available staffing levels to confirm which Core Services are available to support research and which staff are able/willing to come to campus
Step Two (reviewing proposed occupation levels & agree final numbers)	Return to Campus Group Faculties, Research and Researchers Group/Research Leads	• Research and Researchers group agree operating arrangements (cohorting, shift patterns, local monitoring etc) informed by E&F • Faculties/ PI's agree numbers/identities permitted in each lab following safe distancing measures and based on faculty agreed priorities • Faculties/ PI's confirm arrangements for monitoring safety guidance and operating arrangements under COVID 19 restrictions (who is monitoring, escalation routes, reporting mechanisms, training as required) and submit to RTCWG • Faculties/PI's to confirm close down plans in the event of a change in Govt position with Research and Researchers group • RTCWG review occupancy requests from Faculties for lab usage to ensure in line with total capacity available • RTCWG confirm numbers permitted into buildings and timeline for opening (triggering step three) • Comms prepared to inform plans for return to campus for specific groups
Step Three (preparing individuals for return to campus)	Research and Researchers Faculties and PI's HR	• E&F and H&SS to confirm sufficient fire marshals and first aiders available in the occupied buildings for each day of activity • E&F mapping of building flows and signage for safe entrance and egress from buildings in place, cleaning complete and on-going cleaning is agreed. This would include use of shared spaces such as printers, toilets etc. • HR to support Managers in terms of staff return to work policies and requirements • Training in place and completed for building users in line with any additional requirements to meet safety requirements
Step Four (monitoring and Review)	Return to Campus Group FOO's and Exec Deans	• Monitor reports of behaviours via Airsweb reporting • Faculties to manage any exclusions from labs due to persistent poor behaviours • RTCWG to review if arrangements in place are working as expected and scalable. To provide any further revised guidance as necessary.
Related advice and guidance	• Health and Safety Services - Risk analysis guidance • Safe distancing guidance, including use of face coverings • Government guidance for Research laboratories • HR guidance on returning to work (To be finalised) inc travel to work guidance • Guidance for monitoring and reporting safe working COVID – 19 lab spaces • Online fire marshal training	

Buildings Currently Open

- Twenty nine King's College London buildings/facilities have remained operational since the Government lockdown on the 23rd March 2020.
- Access to these buildings has been restricted to facilitate critical research (including COVID-19 research) and access to other critical facilities, such as BSU's.
- These buildings remain accessible to KCL 'essential workers'.
- A period of two weeks would be required to 'prepare' buildings to be reopened to the wider KCL community to allow for implementation of social distancing measures/ implement process for management occupant density.

Campus	Building
Strand Campus	King's Building
Strand Campus	Bush House - South East Wing
Strand Campus	Strand Building
Denmark Hill Campus	Centre for Neuroimaging Sciences (101 Denmark Hill)
Denmark Hill Campus	Cicely Saunders Institute
Denmark Hill Campus	Dental Inst. Denmk Hill
Denmark Hill Campus	IoPPN Main Building
Denmark Hill Campus	James Black Centre
Denmark Hill Campus	Rayne Institute
Denmark Hill Campus	Respiratory Medicine & Allergy Building
Denmark Hill Campus	Wellcome Foundation Building
Denmark Hill Campus	Wellcome Trust Clinical Research Facility
Denmark Hill Campus	Weston Education Centre
Denmark Hill Campus	Maurice Wohl Clinical Neuroscience Institute
Guy's Campus	Britannia House
Guy's Campus	Doyles House
Guy's Campus	Henriette Raphael House
Guy's Campus	Hodgkin Building
Guy's Campus	Addison House
Guy's Campus	Shepherd's House
Guy's Campus	Wolfson Wing/CARD
Embedded Space	Borough Wing
Embedded Space	North Wing - St Thomas'
Embedded Space	South Wing - St Thomas' (inc.Block 5)
Embedded Space	Southwark & Bermondsey Wings
Embedded Space	Tower Wing
Embedded Space	Lambeth Wing
Guy's Campus	New Hunt's House
Waterloo Campus	Franklin Wilkins Building

Buildings Currently Closed

- Thirty seven KCL buildings were closed following the Government lockdown on the 23rd March 2020.
- These buildings are not accessible to KCL staff, but still accessible to Estates and Facilities staff for security and emergencies.
- Each building will require a programme of recommissioning to before reopening.
- A draft Technical Consultation Document has been produced by Health and Safety Services (GN054) as guidance for reoccupying closed/mothballed buildings.
- It is anticipated that a period of 3 weeks will be required to recommission a building. Buildings could be recommissioned concurrently, i.e. Bush House NE, NW and Somerset House Wing could be recommissioned together.

Campus	Building
Denmark Hill Campus	103 Denmark Hill
Denmark Hill Campus	Academic Neuroscience Centre
Denmark Hill Campus	Addiction Sciences (4 Windsor Walk)
Denmark Hill Campus	David Goldberg Building
Denmark Hill Campus	Henry Wellcome Building
Denmark Hill Campus	Neurology IOP (1 Windsor Walk)
Denmark Hill Campus	On Call Building
Denmark Hill Campus	Portacabin on the Green
Denmark Hill Campus	SGDPRC Building
Guy's Campus	London Bridge Premier & Gym
Guy's Campus	Lavington Street
Guy's Campus	Boland House
Guy's Campus	Chapel, Guy's
Guy's Campus	Conybeare House
Guy's Campus	Greenwood Theatre
Guy's Campus	Old Guy's House
Guy's Campus	Tabard House
Embedded Space	St Thomas' House
Embedded Space	Prideaux Building
Waterloo Campus	James Clerk Maxwell Building
Waterloo Campus	Waterloo Bridge Wing
Strand Campus	169-171 Strand (North Wing)
Strand Campus	39-41 Surrey Street
Strand Campus	Bush House 30 Aldwych
Strand Campus	Chesham Building
Strand Campus	East Wing, Surrey St
Strand Campus	Laws Building
Strand Campus	Macadam Building
Strand Campus	Maughan Library
Strand Campus	Melbourne House
Strand Campus	Norfolk Building
Strand Campus	Bush House - North East Wing
Strand Campus	Bush House - North West Wing
Strand Campus	Old Watch House
Strand Campus	Philosophy Building
Strand Campus	Somerset House East Wing
Strand Campus	Virginia Woolf Building

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King's College Council	
Meeting date	14 May 2020
Paper reference	KCC-20-05-14-09
Status	Final
Access	Members and senior executives
FOI release	Subject to Redaction
FOI exemption	None, subject to redaction for commercial interests or personal data

Report of the Academic Board

Contents		Meeting at which considered	Consent agenda	Council action
1.	Covid-19 updates	29 April 2020	Yes	Note
2.	Academic Board Operations Committee report	29 April 2020	Yes	Note
3.	College Education Committee report	29 April 2020	Yes	Note
4.	College Research Committee report	29 April 2020	Yes	Note
5.	College London Committee report	29 April 2020	Yes	Note
6.	Election of Associates of King's College	29 April 2020	Yes	Note

For Note

1. Covid-19 Updates *(Academic Board papers have been attached to the Council agenda at Item 7 – Covid-19 Response and Impact Context)*

The meeting agenda had been designed to give as much time as possible for discussions relating to the coronavirus and its impact on the university. Academic Board received updates from the Principal; the Senior Vice President (Quality, Strategy & Innovation); the Vice Presidents and Vice-Principals for Service, London, International and Education; and the Executive Director, Students & Education Directorate, on:

- General update (from the President & Principal and the Senior Vice President (Q,S&I)
- #ContinuingToServe ***(attached to the Council agenda at Item 7.9)***
- Wellbeing and Mental Health ***(attached to the Council agenda at Item 7.8)***
- English Testing ***(Annex 1)***
- Education: Assessment, Academic Strategy 20-21, student support ***(attached to the Council agenda at Item 7.4)***

Council is receiving a verbal update to these issues at its 14 May meeting.

The discussion at Academic Board included:

- Reduction in senior staff salary, promotion round, and pay freeze.
- Differential impacts on research output.
- Academic year 2021 to be seen as a challenging year ahead and not the new norm. Work being done to keep King's prime asset intact – it's staff and community.
- Change to marking requirements, and extended deadlines and keeping marking loads realistic to staff.

- Postponement of TEF (Teaching Excellence Framework) and cancellation of PTES for this year.
- Students with mitigating circumstances and online assessment and the need to monitor.
- Student support: technology, intellectual property, consent from students about being recorded
- Student recruitment, marketing and providing assurances to offer holders without yet having the detail of delivery.
- Questions that needed to be addressed around safe distancing, for example teaching timetables and room capacity.
- Staff wellbeing and a query raised about the Wellbeing Team being more connected to the Academic Strategy Team, as there are staff concerns about an increased workload next year. It was established that the two teams were working together.

2. Academic Board Operations Committee report *(Academic Board papers available on request)*

(i) Election process for membership of Academic Board

Academic Board approved amendments to the process for the election of members of the Board, and delegated authority to the Academic Board Operations Committee to determine whether any categories of individual who hold affiliate King's email accounts should be declared eligible to stand and vote in the Academic Board elections. The approved amendments are:

- That Faculties should define the Head of Department cohort to suit their internal structure and provide the lists of staff to be included in the Heads of Department category for each election.
- That the Head of Department category of Academic Board membership should be filled by Heads of Department (identified by the Faculty as outlined above) only.
- That the postdoctoral researchers election category should be replaced with "academic staff on research-only contracts".
- That the final electoral register include staff on the HR system on the date two weeks before the date of the election.
- That periods greater than six months of absence from the College for members of Academic Board be filled on a temporary basis until either the member returns or their term of office expires. In the case of an elected position, the runner up candidates should be invited to fill the temporary position and should be invited in order of votes received in the election, starting with the highest, with a by-election to be held in the event there is no runner-up.
- That an alumni category should not be added to the composition of the Academic Board.
- That hustings are not required, but that candidates are welcome to canvass for support.
- That the Academic Board terms of reference be amended as follows:

	Existing Terms of Reference	Proposed New Terms of Reference
3.4	Four academic staff members from each faculty (and five in the case of larger faculties) will be elected by and from the staff of each faculty. At least one of the	3.5 ~~Four~~ Three academic staff members on contracts which include teaching from each faculty (and ~~five~~ four in the case of larger faculties) will be elected by and from the

members from each faculty will be a Head of Department or equivalent. In faculties where there is no Head of Department/equivalent, the seat will be filled by a member of academic staff.	academic staff members on contracts which include teaching -in that faculty. 3.4 ~~At least one~~ One ~~of the members from each faculty will be a~~ Head of Department or equivalent will be elected from each faculty by the whole staff of the faculty. ~~In faculties where there is no Head of Department/equivalent, he~~ Each faculty will determine its own head of department equivalent list of eligible nominees and the seat ~~will~~ may only be filled by ~~a member of academic staff~~ an eligible candidate from that list.
3.5 Three members of professional staff, one each from education support, research support and service support will be elected by and from the professional staff.	3.7 Three members of professional staff, one each from education support, research support and service support will be elected by and from the professional staff.
3.6 One post doctorate will be elected by and from the post doctorates of the health faculties and one post doctorate will be elected by and from the post doctorates of the arts & sciences faculties.	3.6 One ~~post doctorate~~ member of the academic staff on research-only contracts will be elected by and from the ~~post doctorates~~ academic staff on research-only contracts of the health faculties and one ~~post doctorate~~ academic staff on research-only contracts will be elected by and from the ~~post doctorates~~ academic staff on research-only contracts of the arts & sciences faculties.”

(ii) Election process for Academic Board members of Council

Academic Board approved the following amendments to the process for elections from the Board for the membership of King’s College Council:

Existing guidance	Proposed new guidance
Senior Academic Staff definition: Professor, Reader and Senior Lecturer (and their clinical equivalents); Professorial Research Fellow, Principal Research Fellow and Senior Research Fellow.	Senior Academic Staff definition: Professor; Reader; ~~and~~ Senior Lecturer; Professorial, Principal and Senior Research Fellow - and ~~their clinical~~ equivalent~~s~~. ~~Professorial Research Fellow, Principal Research Fellow and Senior Research Fellow.~~
Junior Academic Staff definition: Lecturer, Research Fellow, Teacher, Teaching Assistant, Senior Demonstrator, Demonstrator/Prosecutor and equivalent	Junior Academic Staff definition: Lecturer, Research Fellow, ~~Teacher~~, Teaching ~~Assistant~~ Fellow, ~~Senior Demonstrator, Demonstrator/Prosecutor~~ and equivalent.

(iii) Mechanisms for Decision-Making Out of Session

Academic Board noted the processes available to it for decision-making outside of the regular meeting schedule (Special meeting, delegated authority and email approval by simple majority).

3. Report of the College Education Committee *(Academic Board papers available on request)*

Academic Board received the following four policies for approval:

- Fitness to Study Policy – approval deferred to June meeting of Academic Board.
- Complaints Policy - approved
- Mitigating Circumstances Policy – approval deferred to June meeting of Academic Board
- Sunset Clause Policy - approved

Approval for the Fitness to Study Policy was deferred until the next meeting of the Academic Board, following a query about some of the wording within the policy.

Approval for the Mitigating Circumstances Policy was also deferred following a query in relation to outcomes. Due to time constraints within the meeting, the VP (Education) undertook to clarify this outside of the meeting.

4. College Research Committee report *(Academic Board papers available on request)*

Academic Board received and noted an update on the REF (Research Excellence Framework) and on Covid-19 and research. In response to the current situation related to the Covid-19 outbreak, Research England has revised plans for the REF2021 exercise, which include putting the exercise on hold in order to allow institutions to prioritise activities related to Covid-19. The planned submission deadline of 27 November 2020 therefore no longer applies, and a new deadline will be announced by Research England no later than eight months prior to the deadline.

In response to the Covid-19 outbreak, a number of fast-track initiatives have been put in place to support King's response to the situation, including funding for new research grants and a joint initiative Arizona State University and UNSW Sydney, through the PLuS Alliance, to support collaborative research initiatives focusing on *Systems resilience* and *Diagnostic and treatment* applied to the Covid-19 outbreak. Also, a range of measures have been put in place to support staff involved in research, including an extension of fixed-term contracts for researchers and professional services staff involved in research (whose contracts would have been renewed in normal circumstances); an extension of the submission deadlines of all PhD students by three months initially; and extensions will also be granted to staff on fellowships who have paused their research and moved across at this time to support the NHS. For clinical researchers, the NHS have in principal committed to make good the resource implications for extension to the fellowships or grants to make up the lost time. For non-clinical researchers, the university will provide this support if the funder is unable to. King's is coordinating with the other members of the Russell Group to engage with Government, UKRI and Research England on more long-term plans to support the Covid-19 research endeavour.

5. College London Committee report *(Academic Board papers available on request)*

Academic Board received and noted reports from the CLC, including the Faculty annual London report, Kings London highlights and King's in Cornwall.

6. Election of Associates of King's College

The Council has delegated to the Academic Board the election of Associates of King's College London. The AKC is the original award of the College and was first used in 1833. The course is unique to King's College London, and is the only course open to students from every department, and to all staff. Academic Board is requested to elect students and staff as Associates of King's College London at each of its meetings.

7. Other item to note – Bush House Opening final report *(Paper available on request.)*

The Provost (Arts & Sciences) and the KCLSU President presented the final report to Academic Board on the implementation programme for the recommendations from the external report on the security arrangements for the opening of Bush House.

Covid-19: Impact on English Language Requirements

Introduction

This short paper brings together a summary of updates around how students can meet their English language requirements for degree entry for 2020 entry given the current suspension of major English language testing centres. This paper is informed by conversations held with the major testing bodies. Tests need to be not only secure (which is the prevailing requirement for UKVI compliance) but also reliable, valid and timely i.e. useful indicators of a student's ability to use English appropriately in the target context, ideally with results delivered in an acceptable time frame. Some tests in the market meet some of these criteria but not others.

For **degree entry** at King's, we can use a wide range of tests and these are listed on the prospectus. We are also able to assess English language ability in a way we see fit (institutional assessment) as long as we can demonstrate how we have done this, have clear records of our process and these follow UKVI guidelines. This is why most universities simply use the tests on the approved UKVI list.

For **Pre-sessional programmes,** which run in summer and feed through to September start degrees, under normal UKVI rules we can use the same range of tests as long as we a) issue an integrated CAS or b) teach online so a tier 4 visa is not a primary concern. Pre-sessional programmes are now running online and the range of acceptable English language tests for degrees is being applied to all Pre-sessional programmes.

UKVI Updates

UKVI issued updated guidance on 20/04 allowing all compliant HEIs to self-assess English language competency for Pre-sessional programmes as long as clear records are kept as to how assessment took place. King's had already solved this challenge, but this is now supported further by the shifting UKVI stance. The broader decision-making process is given in the appendix. For **Foundation** programmes, a SELT is still currently required. The King's Visa Compliance Team are asking for a similar approach to be taken for Foundation programmes around assessing English language levels (updates to follow) as this will unlock this group for September entry.

Admissions Stats

The data below captures the numbers, accurate 21/04, of students with active offers dependent on English language requirements (i.e. a student has not yet met the degree language conditions) and those currently holding offers for the Pre-sessional. In 2019, around 1 in 3 of those holding PGT offers dependent on English language converted into degree students.

Faculty	Number of active offers with ELR	Number of those seeking to attend PSE	%
King's Business School	1701	268	15.8%
Faculty of Social Science & Public Policy	1805	244	13.5%
Faculty of Arts & Humanities	980	169	17.2%
Faculty of Natural & Mathematical Sciences	1036	119	11.5%
Dickson Poon School of Law	746	84	11.3%
Faculty of Life Sciences and Medicine	428	43	10.0%
Institute of Psychiatry, Psychology and Neuroscience	197	10	5.1%
Faculty of Dentistry, Oral & Craniofacial Sciences	49	7	14.3%
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	35	5	14.3%
Grand Total	6977	949	13.6%

Test Updates

IELTS (SELT[1])

- Testing is currently suspended in most locations and vastly reduced in the remaining ones. IELTS hope to start re-opening test centres in China (Wuhan excepted) in early May. They put the probability of this restart around 80%+.
- They are developing a computer delivered online SELT for the rest of the world with online proctoring (launch date was not given). Secure online tests are hard to deliver in China given firewall issues.
- The recently launched IELTS indicator is **not** a SELT and does not look like a suitable alternative to the full IELTS.

TOEFL (non SELT)

- Home testing started late March, 2020 and is currently offered in all countries where the computer-based tests are normally delivered, except mainland China and Iran. Questions around whether this would work in China given the firewall and proctoring challenges.
- To note that we should exercise caution around any Chinese students presenting with a TOEFL Home qualification as we have heard anecdotally that students can work around the non- mainland China limitation (test security therefore becomes an issue).

Pearson PTE

- Testing suspended in most key markets or vastly reduced in terms of availability.
- The test was due to be added to an updated SELT list in early May and Pearson are working with the Home Office to still make this happen (tbc).
- They are aiming to open their test centres in early May in China and, again, see an 80-90%+ likelihood this will happen (except Wuhan). Extra capacity added to deal with demand.

Duolingo (not currently accepted by King's)

- Speaking and writing are not assessed explicitly in this test and it does not currently break down scores into 4 skills, which other tests do. The test is secure but lacks a detailed assessment of the use of English in an academic environment. Whilst we are aware some other universities are accepting this, we do not recommend that King's takes this as a proof of English competency on its own as it is a limited test from a content perspective and accurate level placement.

Pearson Versant (not currently accepted by King's)

- Fully online, *general* English test i.e. has no academic focus which IELTS/ Pearson/ TOEFL/ Password do. The test is well-constructed, with inbuilt test security and remote proctoring available (additional cost), but not in mainland China.
- Results come through only to the institution (they are not portable) and price is around £15 per test (additional for proctored version).
- The test could work **only** as part of a hybrid approach as it is not focused on academic English and lacks complete test security.

[1] SELT means a secure English language test as recognised by UKVI

Password (not currently accepted by King's)

- The 'solo' test version can be taken fully online. Password tests academic English and reports back on all four skills. We would require remote proctoring to ensure test security and minimal input from King's (NB there is some input required from Admissions around matching students to test codes and receiving the results). Password have confirmed that the remote proctoring works in China.
- This test works in a different way to others, where students take the test and then use those results for any university for which they hold an offer. In Password, the target university owns the results and they are not portable. Admissions would identify the students who were unable to take any other English language test, issue a code and pass them over to the proctoring service, who would carry out the test.
- Password partner with many other universities and can supply paperwork outlining how the approach is UKVI compliant.
- King's Foundations are satisfied that the test is robust and should produce an outcome broadly in line with IELTS. The test can be used for both direct and Pre-sessional entry.
- There are 2 broad limitations to this test being a neat solution:
    - The speaking component does not currently work reliably in China (it does work in all other countries). This issue emerged over the weekend so a date for a resolution is not yet known. King's would need to conduct speaking interviews with all Chinese students coming via this route. In mitigation, if IELTS, TOEFL and Pearson test centres open in China in May as planned, this would reduce some of the demand for alternative English language assessment from Chinese students.
    - Given the way the test works, there is a cost to King's: a one-off flat fee for the remote proctoring, which is $2,000, and then the purchase of test codes, broadly £85 per student (around £40 per test and £40 for proctoring). This price reduces the more test codes are purchased.
    - This is a significant cost (£500K+) if we are looking at the 7,000 students currently needing to take a language test.
- If we wish to add in a further layer of security/focus on language in the academic discipline, we could also require students to submit a piece of writing (see section below).

Developing a King's own Test

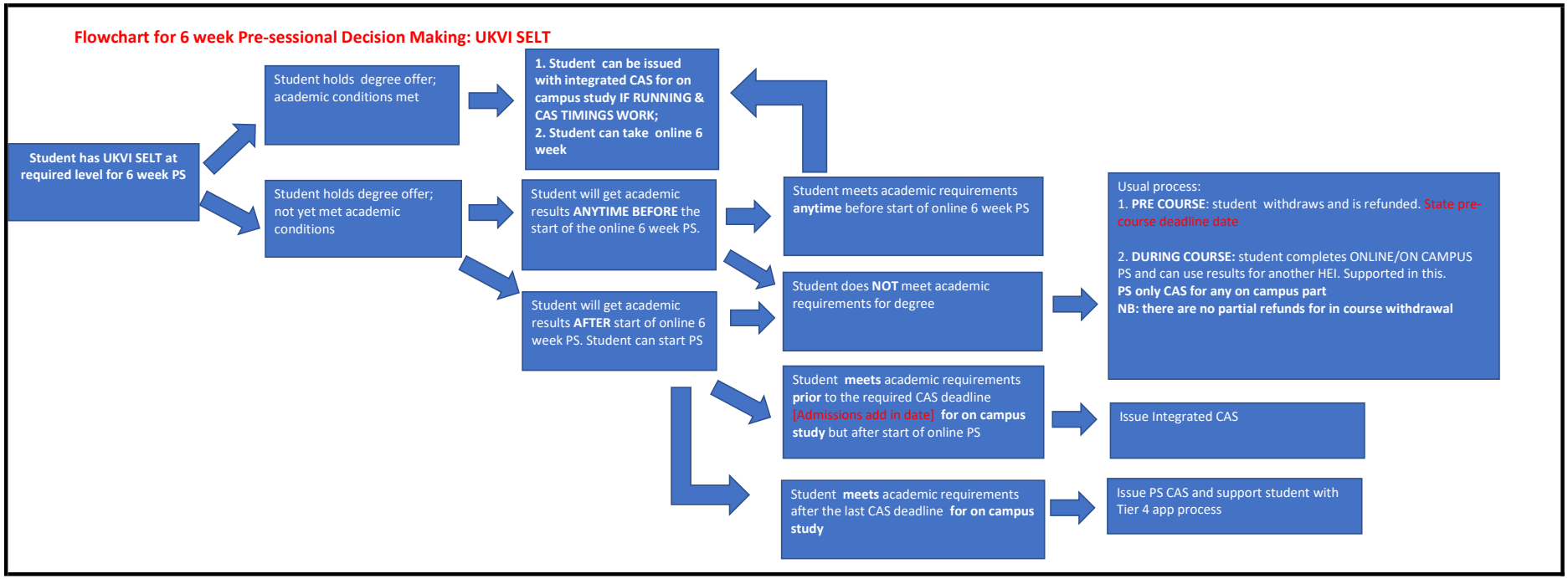
- Most universities do not now offer their own language test given UKVI compliance regulations so there is no ready-made test we could use from a respected institution.
- Fully developing our own tests is highly labour-intensive (each test can only be used once for security reasons) and open to questions around security, which is a key UKVI concern. Given what is available in market, we do not recommend this approach for these reasons.
- Any King's specific test should therefore take a hybrid approach to testing to mitigate risk, reduce workload and build in security checks which should satisfy any UKVI audit. This would be using a currently available test, such as **Pearson Versant**/ **Password Solo** as a first step, followed by a short piece of discipline focused reading into writing, and interview on that piece of writing, if a student scored above a particular level. Students scoring below a set level would not progress to the next stage of the test.
- King's Foundations could support Faculties around the approach to discipline specific writing/speaking through benchmarking and training academics/GTAs around what an e.g. IELTS 6.5-7.0 in writing/speaking looks like.
    - Faculties would need to develop a reading into writing set of questions and commit to a turnaround time in marking. We recommend basing this on current degree reading lists with the writing as a short summary/ report etc. Faculties would need to have a suite of resources assuming testing takes place on more than one day.

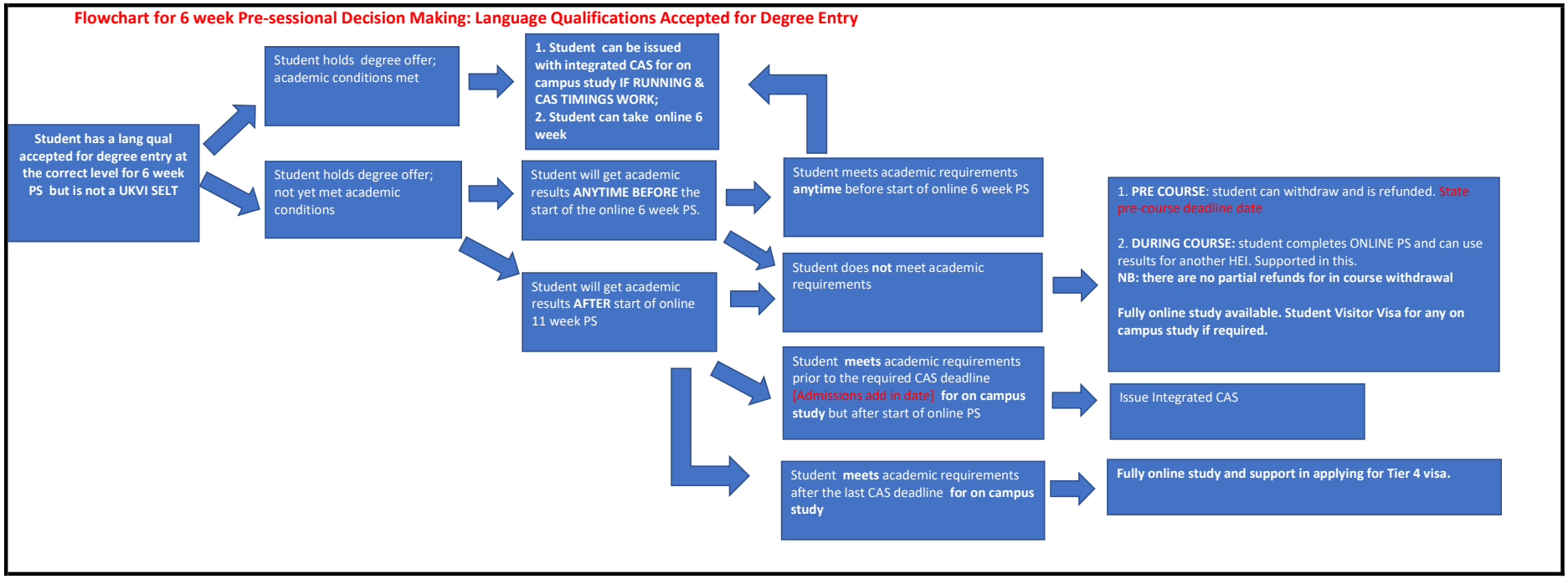
- Turnitin could be used to detect plagiarism.
- King's Foundations could support with moderating if required.
- Speaking interviews would provide an opportunity to validate identity and check that the student understood the reading and writing. King's does bear the risk around checking the student taking the test is the student who takes the degree, but several checks are built in with the above approach which should address this.

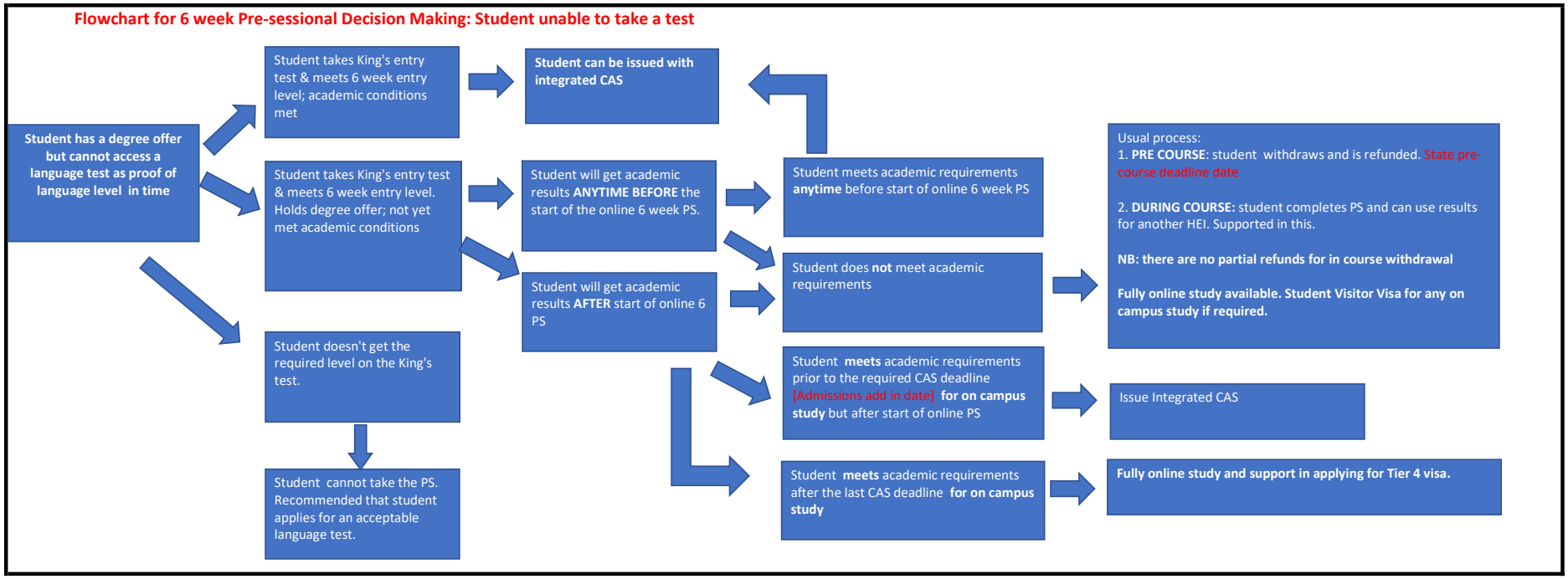
Recommendations

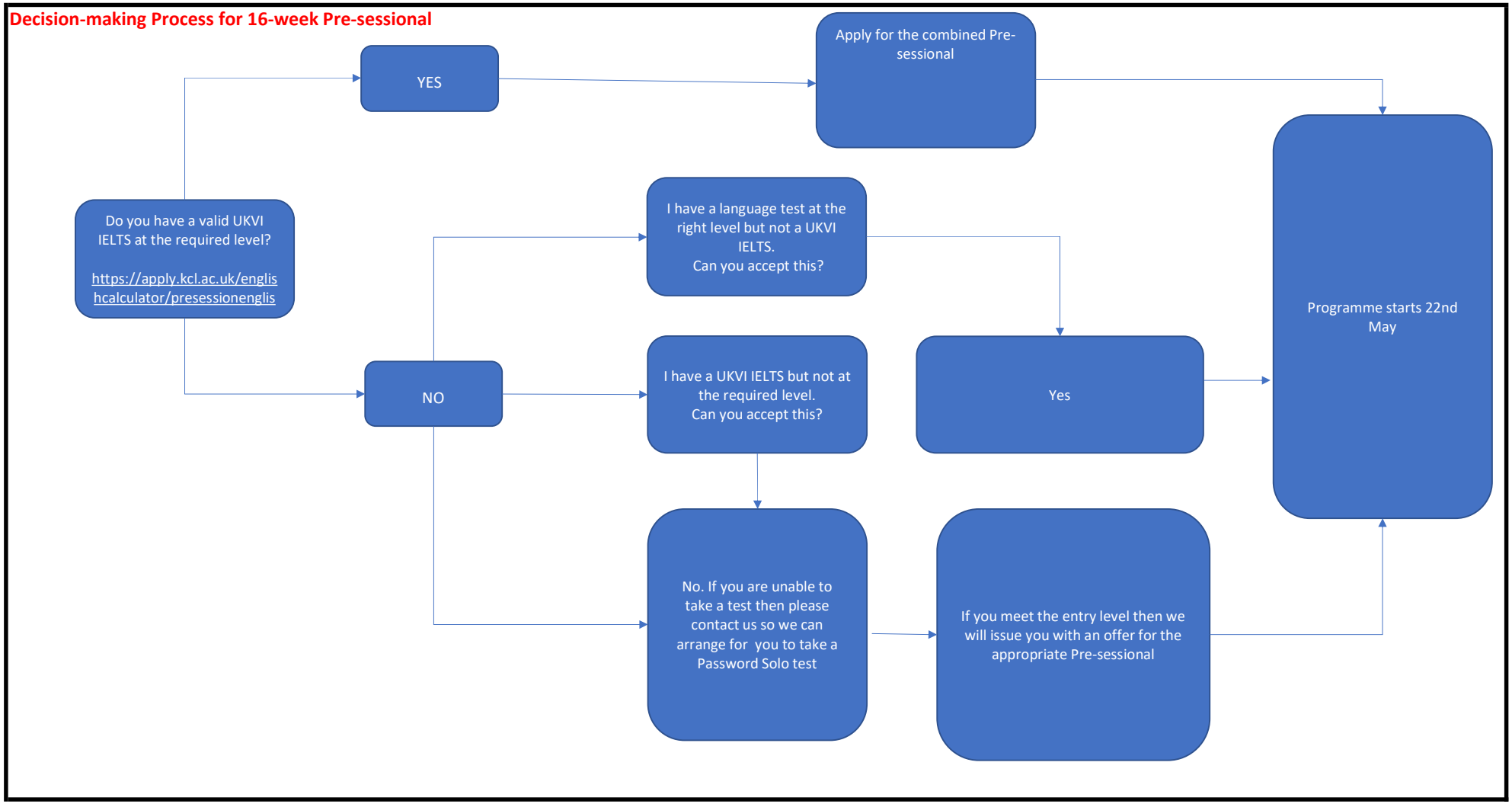
1. We recommend that King's looks to accept Password Solo as an acceptable language test. Whilst not perfect, it is an acceptable academic alternative to IELTS and limits the additional work required by King's staff.
2. Given the potential number of students who may wish to take this test, we recommend that students are charged for the test (with Admissions working out a payment system). If a student subsequently confirms acceptance on the Pre-sessional/degree, we recommend the test amount is deducted from their fees balance. Testing therefore becomes free if students enrol.
3. We recommend that we communicate this option to students holding offers conditional on English language.
4. The addition of a discipline specific piece of writing/speaking may be one Faculties wish to take forward, particularly in competitive entry programmes. This could be piloted for the next PGT intake with 1-2 Faculties this year. Faculties to indicate their interest in this approach.

Authors: Nina McDermott/Maeve Huttly 21/04/20


Flowchart for 6 week Pre-sessional Decision Making: UKVI SELT
Student has UKVI SELT at required level for 6 week PS
Student holds degree offer; academic conditions met
Student holds degree offer; not yet met academic conditions
1. Student can be issued with integrated CAS for on campus study IF RUNNING & CAS TIMINGS WORK;
2. Student can take online 6 week
Student will get academic results ANYTIME BEFORE the start of the online 6 week PS.
Student will get academic results AFTER start of online 6 week PS. Student can start PS
Student meets academic requirements anytime before start of online 6 week PS
Student does NOT meet academic requirements for degree
Student meets academic requirements prior to the required CAS deadline [Admissions add in date] for on campus study but after start of online PS
Student meets academic requirements after the last CAS deadline for on campus study
Usual process:
1. PRE COURSE: student withdraws and is refunded. State pre-course deadline date
2. DURING COURSE: student completes ONLINE/ON CAMPUS PS and can use results for another HEI. Supported in this.
PS only CAS for any on campus part
NB: there are no partial refunds for in course withdrawal
Issue Integrated CAS
Issue PS CAS and support student with Tier 4 app process


Flowchart for 6 week Pre-sessional Decision Making: Language Qualifications Accepted for Degree Entry
Student has a lang qual accepted for degree entry at the correct level for 6 week PS but is not a UKVI SELT
Student holds degree offer; academic conditions met
Student holds degree offer; not yet met academic conditions
1. Student can be issued with integrated CAS for on campus study IF RUNNING & CAS TIMINGS WORK;
2. Student can take online 6 week
Student will get academic results ANYTIME BEFORE the start of the online 6 week PS.
Student will get academic results AFTER start of online 11 week PS
Student meets academic requirements anytime before start of online 6 week PS
Student does not meet academic requirements
Student meets academic requirements prior to the required CAS deadline [Admissions add in date] for on campus study but after start of online PS
Student meets academic requirements after the last CAS deadline for on campus study
1. PRE COURSE: student can withdraw and is refunded. State pre-course deadline date
2. DURING COURSE: student completes ONLINE PS and can use results for another HEI. Supported in this.
NB: there are no partial refunds for in course withdrawal
Fully online study available. Student Visitor Visa for any on campus study if required.
Issue Integrated CAS
Fully online study and support in applying for Tier 4 visa.


Flowchart for 6 week Pre-sessional Decision Making: Student unable to take a test
Student has a degree offer but cannot access a language test as proof of language level in time
Student takes King's entry test & meets 6 week entry level; academic conditions met
Student can be issued with integrated CAS
Student takes King's entry test & meets 6 week entry level. Holds degree offer; not yet met academic conditions
Student will get academic results ANYTIME BEFORE the start of the online 6 week PS.
Student will get academic results AFTER start of online 6 PS
Student doesn't get the required level on the King's test.
Student cannot take the PS. Recommended that student applies for an acceptable language test.
Student meets academic requirements anytime before start of online 6 week PS
Student does not meet academic requirements
Student meets academic requirements prior to the required CAS deadline [Admissions add in date] for on campus study but after start of online PS
Student meets academic requirements after the last CAS deadline for on campus study
Usual process:
1. PRE COURSE: student withdraws and is refunded. State pre-course deadline date
2. DURING COURSE: student completes PS and can use results for another HEI. Supported in this.
NB: there are no partial refunds for in course withdrawal
Fully online study available. Student Visitor Visa for any on campus study if required.
Issue Integrated CAS
Fully online study and support in applying for Tier 4 visa.


Decision-making Process for 16-week Pre-sessional
YES
Apply for the combined Pre-sessional
Do you have a valid UKVI IELTS at the required level?
https://apply.kcl.ac.uk/englishcalculator/presessionenglis
I have a language test at the right level but not a UKVI IELTS.
Can you accept this?
Programme starts 22nd May
NO
I have a UKVI IELTS but not at the required level.
Can you accept this?
Yes
No. If you are unable to take a test then please contact us so we can arrange for you to take a Password Solo test
If you meet the entry level then we will issue you with an offer for the appropriate Pre-sessional

Academic Board	
Meeting date	14 May 2020
Paper reference	KCC-20-05-14-10
Status	Final
Access	Public/Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

KCLSU President report

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

The College Council receives a report from the KCLSU President at each meeting.

KCLSU President and Officers Update for KCL College Council

Written by:

Shaswat Jain - SJ	President
Nafiza Mamun - NM	Vice President Postgraduate
Gurbaaz Gill - GG	Vice President - Education (Arts & Science)
Nakul Patwa - NP	Vice President Activities and Development

Supported by: Amy Lambert (KCLSU Campaigns Coordinator)
Benjo Taylor (KCLSU Head of Community Development and Campaigns)
Denis Shukur (KCLSU CEO)
Tony Logan (KCLSU Director of Services)

Date: **27 April 2020**

Executive Summary

At the 25 of September 2019 KCL College Council meeting, the KCLSU Sabbatical Officers presented their priorities to the members of the Council. This document provides an update on these priorities.

This paper articulates the development of these projects via two sections:

1. **Section 1 Relationship Agreement:** objectives undertaken by KCLSU and KCL and agreed by both the KCLSU Board of Trustees and KCL Senior Management Team (SMT). These objectives either stem from the officer's original objectives or were submitted by KCL SMT.
2. **Section 2 Officer Objectives:** objectives related to individual or groups of Sabbatical Officers. These objectives steam from officer manifestos are created via a facilitated session led on by both the Campaigns Coordinator and Head of Community Development and Campaigns.

The progress of the projects in this update will be provided in two sections, as to demonstrate the state of the project and actions currently being taken, these sections are (i) Relationship Agreement and (ii) Officer Objectives.

Keys for understanding progress updates

The update on the projects will be made via a RAG rating system broken down via termly vs overall progress columns that can be interpreted using the below keys. Termly updates highlight the periodic progress, whereas the overall progress indicates the likelihood of the project being completed to scope.

Tracking Key – termly progress		
Red	Amber	Green
0 – 25% complete	26 – 75% complete	76 – 100% complete

Tracking Key – overall progress		
Red	Amber	Green
Progress not likely – complication	Some progress, some areas need clarification	On track, no foreseeable problem

Section 1: Relationship Agreement Objectives

Please note that KCL and KCLSU have signed a relationship agreement on the 28 November 2019, which will include the below priorities Table 1.

Table 1: Relationship Agreement Objectives

Number	Change achieved as…	Theme	Officer	Objective	Updates	Termly Progress (Red/Amber/Green)	Overall Progress (Red/Amber /Green)
RA 1	KCL partnership	Increased mental health support	All	Increase awareness amongst the Kings community, cultural competency, scope and availability of mental health services and increase in community support for health students on placement as well as postgraduate students through implementation of the recent review of Counselling & Mental Health Services	The below outcomes where agreed • Increased provision and accessibility of a defined range of wellbeing services; inclusive of pastoral support services, informal and student-led support and student self-knowledge, self-care and self-regulation. • To hold each other to account for the implementation of the West Review of Counselling & Mental Health Services and to implement the Student Mental Health Strategy within agreed timeline. • To ensure that appropriate services are available to all students as per the aforementioned strategies and reviews, and that all persons working in wellbeing and mental health receive comprehensive communication to ensure an awareness of all services available to refer students to.	RED	AMBER

RA 2	KCL partnership	Improve support for students from KCL careers	All	Work with KCL Careers & Employability Service to improve visibility, broaden and increase services.	The below outcomes where agreed • Create more student opportunities for part-time, short-term jobs within the University and maximise King's talent bank as the mechanism for students to find more job opportunities. • Host a part-term jobs fair which will provide the opportunity to connect students with more term time, part time jobs outside of the University • Work with KCL Careers & Employability to support student staff at KCLSU to reflect on the key skills they develop whilst working at KCLSU • Seek to find ways to improve connectivity between KCLSU student groups and KCL careers. • Explore how KCLSU and KCL can support students with their career aspirations throughout their student life cycle/journey.	AMBER			AMBER
RA 3	KCL partnership	Campaign to liberate curriculum	All	Work with the Liberate Our Education team to decolonise the curriculum.	The below outcomes where agreed • Commitment to develop the inclusive education strand of the education strategy in partnership with KCLSU. • Develop resources and share best practice of work going on across the University which works towards decolonizing the curriculum.	RED			AMBER

RA 4	KCL partnership	Student Voice and Representation	All	Work with the Education & Student Function to oversee the implementation of the recommendations as listed in the audit finding report.	The below outcomes where agreed • Work together to implement the recommendations from the Rep Review • Consistent expectations of student representatives at every level within Kings. • Consistent and transparent (election) of student representatives. • Consistent training and support for student representatives. • Engaged student representatives. Clear vision developed for KCL and KCLSU with appropriate leadership and resources to support changes • Clear implementation plan and strategic oversight group for recommendations from the Student Representation Review, ensuring implementations are appropriate for postgraduate students.	RED			AMBER

Section 2: Officer Objectives

The below objectives in table 2 are the objectives that the current sabbatical officers were elected upon and created via a facilitated session.

Table 2: Officer Objectives 2019/20

Number	Change achieved as…	Theme	Officer	Objective	Updates	Termly Progress (Red/Amber/Green)			Overall Progress (Red/Amber/Green)
1	Campaigner	Increase in KCL and KCLSU wellbeing initiatives	Nakul, Nafiza	Work with KCLSU staff and KCL staff to identify wellbeing initiatives such as nap pods and develop a campaign around the importance of rest and sleep and looking after yourself.	Sleep campaign was decent during wellbeing week and a lot of resources are still left over. Currently planning on having another event related to raising awareness on the importance of sleep across other campuses (esp DH due to the complaints of lack of engagement) Meeting a colleague from King's to help us translate GSU's wellbeing check into our services and then get training from GSU wellbeing checkers so we can tailor the training relevant to King's and train some mentors and officers so do a trial. On 11th Dec, currently there is a translation of wellbeing check into King's services and decided to carry out the trial during January enrolment. Upon the planning, there has been communication that these resources won't be delivered by the time we need, which leads to a drastic failure of the project as they are strictly supposed to be done for enrolments. 16/01 - well-being checks has been done this week, positive feedback has	G			G

					been done. Will be helpful for UG students. Plus bath bomb making session at Strand on 16th Jan.				
2	Campaigner	Improve lecture capture	Furqan, Shaswat, Gurbaaz	Improve consistency, quality, accessibility and use of lecture capture.	Campaign page has been set up and due to start the process of mobilising support. Publicity of the campaign has been generated via attendance of rep meetings as well email communication with reps to understand breadth and depth of issues.	A			G
3	KCLSU staff member/student engagement	Develop the volunteering opportunities available for KCLSU members	Shaswat	Increase awareness and number of volunteering opportunities available through KCLSU	Working with KCL volunteering via a workshop with the intention to streamline a method for collaboration where a single digital platform could be created to advertise opportunities of volunteering to all students.	A			G
5	Campaigner	Campaign against attendance monitoring	Furqan	Develop the stop watching us campaign against attendance monitoring and prevent agenda	Waiting for project to commence.	R			A
6	KCLSU staff member/student engagement	E-Sports varsity	Nakul	Introduce an E-Sports version of varsity	Meeting with E-Sport society has taken place, wider consultation is planned to deliver the project.	A	A		A
7	Student engagement	Increase in PG engagement	Nafiza	Working with societies and KCLSU staff to create more activities and events for postgraduates	Various events have taken place across our different campuses. However, there is a need to understand the barriers to PG student engagement in KCLSU activities, with a view to	A	G		G

					increase their participation. One issue highlighted is the lack of awareness about KCLSU activities. Currently planning on how to engage well with the PG students individually and as an organisation as students still keep feeding back to me with disappointment that there is a lack of engagement and events for PG students				
8	Campaigner	Campaign for Postgrad funding	Nafiza	Developing and continuing the fairer funding campaign for reduced fees and more flexibility in fee payments	Waiting to launch the survey as part of the KCL Go Fund Yourself Campaign.	A	A		A
9	Representative/Campaigner	Improve assessment and feedback	Gurbaaz	Working with Kings to provide better feedback, better resources and clearer guidance on marking	Campaign artwork is ready, rep meeting underway in January, hoping to co-present with Kathryn Connnor at ASSC next month	A	A		A
10	Campaigner	Campaign to scrap marking cap	Gurbaaz	Work with existing campaigners to scrap the cap and have a fairer marking system	Paper has been presented to ASSC. Working group has been formed with membership among professional services staff, academic staff and students. Group convenes later this month.	G	G		G
11	Campaigner/ KCL Partnership	Develop It stops here	Rhiannon	Tackle sexual harassment by reviewing reporting, making the consent matters course compulsory for students and create a sex and wellbeing module	The campaign will be changed over to 'KNOW' and will focus on domestic Violence. This will be jointly run with Queen Mary Students' Union (QMSU). Events are due to take place 26th and 28th Nov 2019.	A			A
12	Campaigner	Improving financial situation for health students	Rhiannon	Understanding the impact of loss of bursaries for NHS students and the particular	Waiting to launch the survey as part of the KCL Go Fund Yourself Campaign	A			A

				financial hardship these students face					
13	Student engagement	Increase intersociety events	Nakul	Work with KCLSU societies to create a calendar and plan of internationalise intersociety events to mark cultural events throughout the year	Work with One World project delivered by KCLSU as well as working with KCL's Internationalisation project.	G	G		G
14	Campaign	Campaign for increase in prayer rooms	Nakul	Work with KCL to create a prayer room for Hindu staff and students at Kings on at least one campus	A space has been identified and waiting to confirm opening date.	G	G		G
15	Campaign	Campaign for Slice the Price	Shaswat	Work on the slice the price campaign bringing in a third instalment for self-funded students	This will now fall under the fairer funding network called KCL Go Fund Yourself.	A	A		A
16	Campaign/Trustee	Sustainability	Gurbaaz	To review and explore KCL and KCLSU commitments to sustainability and divestment	Presented to academic board alongside Jonathan grant and others (Not physically present owing to being in recruitment activity), Campaign underway, hoping to launch in January, brought together all KCL sustainability stakeholders and discussed the strategy, waiting for signoff. Planning for sustainability week, which is due in the end of February. Also working with Tom to put in guidance for societies and also working to empower the sustainability committee on their agenda by putting them in touch with various King's stakeholders.	G	A		G

Section 3: Latest updates

Strike action	1. Meeting with academic reps to provide detail and clarity on every action 2. Discussing with Darren Wallis and Nicola Phillips on the next course of action 3. Assisting the university in preparing an appropriate remedial action 4. Providing feedback on effective use of Salary Savings
Co-vid-19	1. Denis and Shaswat are a part of the Co-vid-19 steering group chaired by Chris Mottershead aimed at understanding the impact and next steps 2. Developing business continuity planning for KCLSU 3. Guiding instructions and remedies to student societies 4. Alongside all officers are a part of the following Co-vid 19 university groups 5. Shaswat Jain (President): Silver BCP, Silver Recruitment/Admission 6. Nakul Patwa (VPAD): Int. Student profile & reputation, Campus re-entry 7. Nafiza Mamun (VPPG): 20/21 Academic Strategy, Student mental health & wellbeing 8. Gurbaaz Gill (VPEAS): Bronze Estates and Facilities, Pre-sessional, SED

KCLSU Spring Elections 2020 – Deputy Returning Officer Report

Background

KCLSU Spring Elections took place between January and March 2020, with the election of **85** places across **69** positions.

Elections being run:

Student Officers	• President • VP Education Arts & Sciences • VP Education Health • VP Postgraduate • VP Welfare • VP Activities & Development
Network Officers	• Women's Officer • Disabled Students' Officer • People of Colour Officer • First Generation Officer • International Students' Officer • Mature Students' Officer • LGBT+ Officer (Trans Place) • Student Parents & Carers Officer
Academic Associations	• Medical Students' Association Committee • Biomedical Students' Association Committee • Denmark Hill PGR Association Committee • Dental Student Council • Law Council
NUS National Conference Delegates	• 4x open places • 4x reserved women places

Election Timeline

Nominations open	Monday 27th January, 10am
Nominations close	Friday 14th February, 12pm
Candidate briefings	Friday 14th February 4:30pm Or Monday 17th February 12pm Or Tuesday 18th February 5pm
Campaigning begins	Tuesday 18th February 7pm
Manifesto deadlines	Friday 21st February 2pm
Candidates Announced	Monday 24th February 10am
Voting open	Thursday 27th February, 6pm
Voting closed	Tuesday 3rd March, 5pm
Results announced	Friday 6th March, 5pm

Returning Officer and Project Support

The Returning Officer and Deputy Returning Officer was appointed by King's College London on recommendation from the KCLSU Trustee Board:

Returning Officer	Peter Robertson - NUS
Deputy Returning Officer	Tony Logan – Director of Services
Elections Disciplinary Support	Benjo Taylor- Head of Community Development & Campaigns
Elections Project Manager	Thaniyah Miah – Democracy Administration Coordinator
NUS Elections Contact	Khurrum Dar - NUS

Headline Election Statistics

Number of elections	69
Number of elected places	85
Total submitted nominations	204
Incomplete Nominations (didn't attend compulsory briefing)	49
Candidates withdrawn	53
Candidates disqualified	7
Candidates completing the election	95
Individual Voters	**3690**
Total votes cast across all elections	**19430**

Complaints and campaigning misconduct:

A total of 29 cases of alleged misconduct were received with 23 cases taken forward and investigated by the DRO. It's worth noting that of these 23 cases, 13 allegations were related to one candidate and 4 were related to one other. Following investigation of these 23 allegations, 7 were dismissed and 17 were brought to a Candidate Disciplinary involving 6 different candidates. All 6 candidate disciplinaries resulted in disqualification. Of these 6, 5 candidates appealed the DRO decision. The original decision of the DRO was upheld by the RO in each case.

Year by year comparison

	2020	2019	2018	2017	2016	2015
Allegations of Misconduct	**29**	**20**	**47**	**20**	**18**	**3**
Allegations investigated	**23**	**13**	**29**	-	-	-
Allegations not investigated*	**6**	**7**	**18**	-	-	-
Allegations brought to candidate disciplinary	**17**	**5**	**13**	**0**	**4**	**0**
Candidate Disciplinaries	**6**	**2**	**4**	**0**	**1**	**0**
Candidate Disqualifications	**6**	**0**	**1**	**0**	**0**	**0**

***Allegations weren't investigated because:**

- Complaints have no or insufficient detail both initially and when requested by the DRO
- Complaints made about an incident don't involve or haven't been witnessed by the complainant (hearsay)
- Complaints made about alleged conduct that isn't prohibited in KCLSU elections.

Complaints about KCLSU election administration:

There were 4 complaints from 4 students about the administration of the elections.

Of these complaints, 3 were dismissed by the Deputy Returning Officer. These complaints were:

1. The reduction in hours that students can vote online has prevented students from being able to vote
2. A student was unhappy to have received only one election email prompting them to vote, due to them having unsubscribed from the mailing list.
3. A candidate felt that staff shouldn't be engaging with students in social spaces and encouraging them to vote (using generic KCLSU vote flyers not specific to any candidates)

One other complaint was acted upon by the Deputy Returning Officer. The complaint was:

4. Students being able to vote online outside of the scheduled online voting time

This complaint highlighted a clear breach of the election principles and was investigated by the Deputy Returning Officer. Upon investigation, it was clarified that our election provider – MSL – had left the online election widget live on the kclsu website, resulting in 94 students being able to vote outside of the online voting time. This was explained to the DRO as human error.

To ensure there was no concern from our students that any candidate may have gained an advantage due to this error, the Deputy Returning Officer asked that if any of the 94 students wished to have their vote reset for whatever reason, they could do so and vote again. None of the 94 students took this opportunity.

Key Findings

Changes to election Bye-laws and disciplinary process:

The new election bye-laws, election principles and disciplinary process was an improvement on the previous process and particularly in regards to:

- Consistency of decision making in disciplinaries
- Agility of the process and the logistics of forming a disciplinary hearing
- The scope of and definition within the new election principles ensured there were no gaps or anomalies when assessing breaches.

Enhanced Candidate Briefing:

More focus was placed on the candidate briefings, with an increase in time given to providing a compulsory interactive workshop on the new election principles. This ensured that all candidates were:

- Trained and actively engaged in the new election principles through a facilitated workshop
- Given an in person opportunity to ask questions to the elections staff team about the principles and given explicit guidance to contact the DRO throughout the elections if they were unsure of any aspect of the principles.

Issues to address going forward:

- The volume and complexity of complaints are becoming increasingly more difficult to manage and require an enhanced complaints management system, increased administration support and pre-written template responses.
- Complainant expectations need to manage in regard to the timeframe that a complainant will hear the outcome of their complaint. Complainants at times became impatient and in some instances forceful towards staff, demanding to know outcomes before the process had been completed.

- Key staff members who may be needed as part of misconduct investigations (primarily IT in regard to CCTV access) need to allocate more time during the vote week of elections, providing dedicated support to DRO investigations.
- Reducing the number of complaints received isn't a useful measure of success and should be removed as a KPI for the elections.
- Campaigning free zones (outside polling stations, libraries and residences) were persistently breached throughout the elections and more staff support is needed observing these spaces.