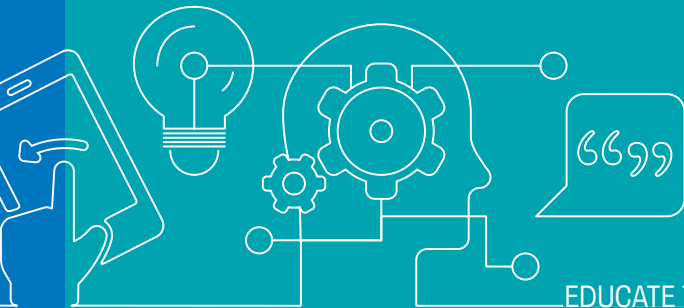


EDUCATION STRATEGY 2017–22



EDUCATE TO INSPIRE AND IMPROVE



**KING'S
STRATEGIC
VISION
2029**

King's graduates are distinguished not just by their knowledge but by their wisdom, character, service ethic and global mindset.

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INTRODUCTION

Education at King's is undergoing an exciting transformation. For almost two hundred years King's has been at the cutting edge of research-enhanced teaching, educating our students to become critical thinkers and to lead and change the world.

The global landscape our graduates enter is one of opportunity and uncertainty. Our new Education Strategy 2017-2022 is built upon the first priority of Vision 2029, 'educate to inspire and improve' and has been developed by our staff and students to provide energy and focus to our future focussed goals informed by our long tradition of academic excellence and service.

Students and the student experience are at the very heart of the strategy, which takes a holistic approach to education. When we speak of our educational provision, we speak of pre-university, undergraduate, postgraduate taught, postgraduate research, continuing professional development and executive education.

We teach and learn in classrooms, lecture theatres, music halls, laboratories, museums, hospitals and the living classroom that is London. The education we provide is not just discipline-specific, but prepares our students to thrive in an ever-changing and global society.

The Education Strategy incorporates a vision for teaching and learning, as well as the student experience, at a time of rapid change and complexity.

An education at King's is collective. We hold firm to the foundations of societal responsibility whilst also providing an innovative and enabling experience. Students who undertake an education at King's do not just engage in a transaction, but a commitment to serve society and to be active and responsible citizens, as this document captures so clearly.

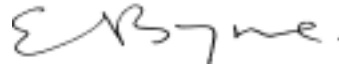
This Strategy sets the foundations for the growth of the whole student in uncertain times. It sets a course that is modern in its innovation, but has ancient roots in King's core values. Its holistic focus will equip students with the knowledge and skills they need to thrive at every stage of life. It will enable students to engage with their present and equip them to be the change-makers of the future.

BEN HUNT

*President of King's College London Students' Union
2016-17*

At the heart of the strategy is a culture of lifelong learning based around collaboration and curiosity, where a diversity of perspectives about the world is encouraged, where the views and beliefs of others are respected and where the personal wellbeing of each student is at the heart of everything we do.

King's Education Strategy sets out our ambition for the next five years to produce highly employable, strong and capable graduates informed by a curriculum, delivered in the heart of London, enhanced by research, service and international perspectives. The enthusiasm and commitment shown by the King's community during the development of the strategy leaves me with no doubt that we can achieve our ambition.



PROFESSOR EDWARD BYRNE AC

President & Principal

Life at King's is a unique mix of learning and innovation. We strive to build a synergy between education and a culture of empowerment and personal development.

We inspire our students to be visionary thinkers and develop in them a desire to be the best in their fields. At the same time, we aim to provide our students with a strong foundation of values to live by. The academic rigour of a King's education prepares students to succeed in a global work place. We inspire in our students a desire to serve society.

King's new Education Strategy develops students' critical skills and fundamental principles to prepare them for the real-life ahead. King's is distinguished as a world-class organisation by its vibrant spirit that drives students to continue to push the boundaries of excellence. The Education Strategy will act as a catalyst to take this forward.

MOMIN SAQIB

*President of King's College London Students' Union
2017-18*

FOREWORD

I am delighted to launch King's Education Strategy, the development of which was a truly collaborative project bringing together staff and students from across the whole of King's.

During the development of the Education Strategy the project team was privileged to engage deeply with the King's community to discuss what education means to them and we have drawn on their pride in what it means to be students and educators at King's to define our goals for the next five years. I am grateful to everyone who contributed so generously to the project. I would like to thank Rebecca Browett, our project manager, Simon Lancaster, Laura Gordon and Jess Lumsdaine from Inkling Consultancy and especially the outgoing Interim Vice-Principal (Education) Professor Ian McFadzean.



TESSA HARRISON
Director of Students and Education

This strategy sets out an exciting direction of travel to take us to 2022 and towards delivering King's Vision 2029.

I am looking forward to overseeing its implementation and making a positive impact on the educational experience at King's. I encourage everyone to engage with the strategy. Our academic, professional services staff and students working together in partnership will make our ambitions for education and the King's student experience a reality.



PROFESSOR NICOLA PHILLIPS
Vice-Principal (Education)



EDUCATION IS CHANGING AND SO IS KING'S

AN EVOLVING CONTEXT

The future opportunities for King's graduates are exciting. Rapid developments in knowledge and in the workplace mean the world our graduates enter will present new challenges but also many new choices. King's graduates will need to be well prepared to cope with change and to be able to make informed life and career decisions, as lifelong learners. We want our graduates to have strong disciplinary foundations from which to make sense of the world; we also want them to be socially responsible citizens who enjoy life.

This ambition sits in the context of a turbulent public discourse in the UK: about the increasing costs of higher education; the impact of seismic shifts in the political landscape; how we widen access; and how we articulate the distinctive role of research intensive universities in an increasingly diverse and growing sector. At the same time there is accelerating demand for high-quality education from emerging countries and a rapid expansion in online learning across the world.

There is growing demand for increased flexibility – from our students who need to manage their time differently, from partners who need us to break away from traditional ways of packaging education, and from our King's educators delivering world-class education and world-class research. Technology can provide the opportunity to both personalise and connect everything we do.

These fast-changing external demands reinforce the need for cultural evolution. Our students, employers and partners demand to be squarely at the centre of the education we provide; our environment and culture must support and encourage innovation. Students want a more interactive and engaging learning experience and to be co-producers of the curriculum, involved in the decision making process and active influencers of their King's experience.

MEETING THE NEEDS OF PRESENT AND FUTURE STUDENTS

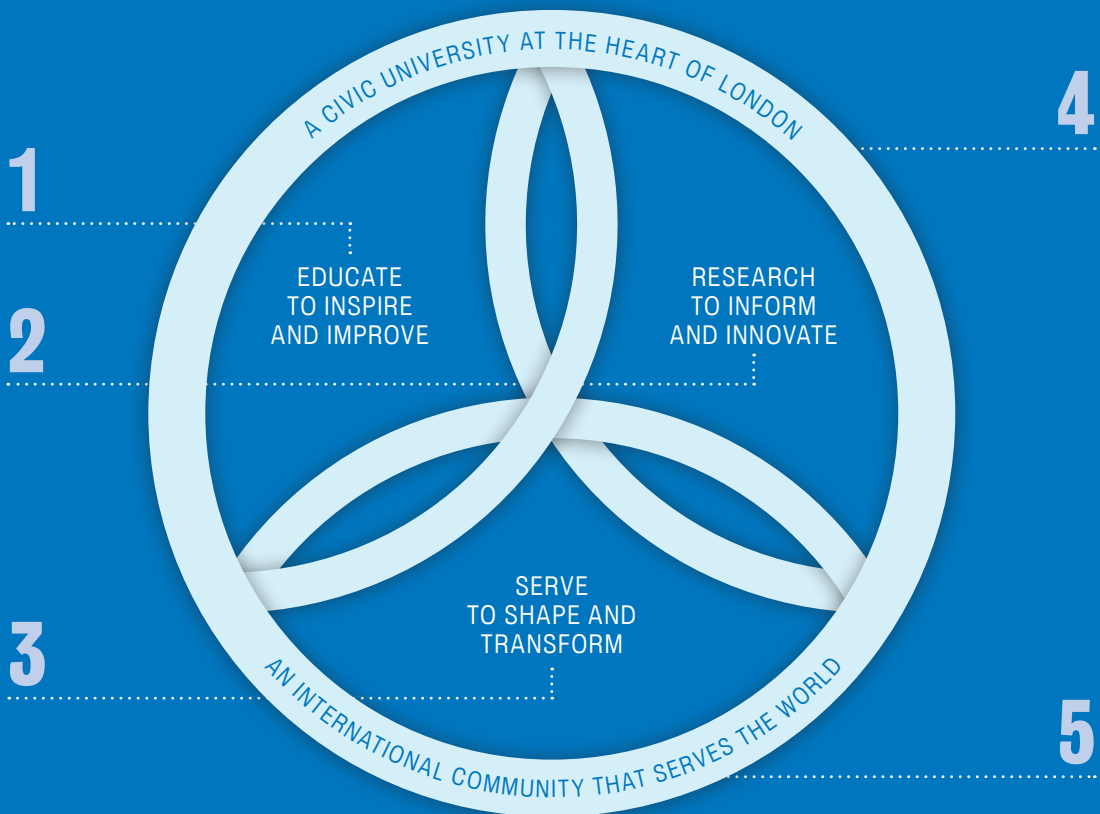
King's has the most diverse student population in the Russell Group with more than 9,300 international students from some 150 countries. The Education Strategy 2017-2022 speaks to our students, current and future, who will study and live in a post-Brexit world.

King's is a world-class university with a long and strong tradition of providing excellence in education and research. We offer students the opportunity to develop in-depth knowledge and sophisticated methodologies in their chosen discipline(s) as well as broader skills and attributes through examination of a wide range of issues from multiple disciplinary perspectives. Our research strengths are inextricably linked with our educational offering, which is why research-enhanced education is positioned at the heart of our approach.

Education at King's is also infused by our location in London, as well as our connections to the rest of the world through our King's Online initiative, our international student population and our numerous global partnerships. The formal and informal learning opportunities that our London and international partnerships provide enable our students to develop skills and networks that will support them in their future careers. We are therefore building on strong foundations and our experience of making a real contribution to the UK and the world.

Yet King's is not immune to the trends and challenges facing higher education. While King's remains a highly desirable destination for the brightest students regardless of background, standing still is not an option. King's must change to be able to respond and adapt to known demands, and be capable of anticipating as yet unknown demands.

In 2016, King's developed its **Vision 2029**, which sets out the type of university King's aspires to be by its 200th anniversary. It both inspires decision making today and informs King's future plans and direction. To drive and shape the journey to 2029, King's is now developing a medium-term strategy for each of the five priorities of **Vision 2029: education, research, service, international** and **London**.



This document, the **King's Education Strategy 2017-22**, is part of articulating the path towards Vision 2029.

REALISING OUR SHARED AND INDIVIDUAL AMBITIONS

The Education Strategy sets out a roadmap for King's to follow over the next five years and serves as a guide, catalyst and motivator which will provide us with an unambiguous challenge to be the King's we aspire to be. The strategy is deliberately high level, but projects some strong and clear directions for King's, signalling where emphasis and resources will be directed to inform decision making in education up to 2022.

The Education Strategy articulates the attributes of our future graduates. These are shaped by Vision 2029, and by our understanding of the skills, knowledge, attributes, experiences and behaviours required of our students by employers in an increasingly competitive and global workforce. King's will continue and extend the range of global, local and cultural backgrounds from which it draws its high performing and high potential students.

The strategy also links closely with parallel Vision 2029 strategies relating to service, London, international and research. While the strategy focuses on improving the educational experience it is also cognisant of the need to support our academic staff as they balance their various demands.

If the Education Strategy is to have the transformative effect that we are describing, it will require commitment across the university community. Change is essential, but so is the need to build upon and disseminate more widely the numerous examples of high-quality teaching and ground-breaking pedagogical innovation occurring across King's. We will also continue our tradition of connecting ideas to beliefs and values, as is evidenced by the Associateship of King's College (AKC) and other inter-disciplinary programmes. A high degree of trust between the institution and our staff and students is critical to success. There must be the freedom to support and drive new practices and encourage innovation, while working within frameworks that protect King's academic standards and quality. Commitment by King's staff and students to the principles in the Education Strategy will be the key to ensuring success.

In that sense, this Education Strategy represents not only a clear statement on King's aspirations in education but also an important marker in King's ongoing organisational development.



KING'S STRATEGIC VISION

*Our vision is to
make the world
a better place.*

By 2029 King's will be a world-leading community of learners in which students and staff across disciplines collaborate and connect to change the world for the better.

We will be a world leader in promoting the wellbeing of our students, drawing upon our clinical and research strengths in mental health.

We will provide equal access and a supportive environment for students with the highest potential, from across the UK and the rest of the world, to study at King's.

King's graduates will be recognised for their ability to think laterally across disciplines and their analysis of knowledge and evidence. They will embrace creativity, take risks and become adaptive, agile and resilient.



VISION 2029: EDUCATE TO INSPIRE AND IMPROVE – DELIVER TOWARDS THE FIVE STEPS TO TRANSFORMATION EDUCATION



OUR GUIDING PRINCIPLES



King's Strategic Vision 2029 is bold but achievable. In describing how King's will make the world a better place, the Vision sets out, as one of its five key priorities, its ambition to 'educate to inspire and improve'. It describes how the university will provide a transformative education for its students.

King's will build on and enhance its core foundations of disciplinary strength and academic excellence, but the Vision will also continually challenge us to innovate and improve as we respond to the changing nature of employer and wider societal requirements.

Vision 2029 sets out five steps to transformative education. It also outlines eight guiding principles for implementation that underpin the values and behaviours that will challenge decision making at King's:

The King's Education Strategy 2017-22 will move King's substantially towards our transformative ambition, and bring the five steps to life. Delivering on the Education Strategy will create real impact for the university, our staff and external stakeholders, but most significantly, for our students.

OUR AMBITION IS THAT

King's graduates are distinguished not just by the content of the curriculum but by their wisdom, character, service ethic and global mindset

EDUCATION STRATEGY

*Educate to inspire
and improve.*

VISION 2029: EDUCATE TO INSPIRE AND IMPROVE – DELIVER TOWARDS THE FIVE STEPS TO TRANSFORMATION EDUCATION

BUILD A COMMUNITY OF LEARNERS

BECOME THE LEADING UK RUSSELL GROUP UNIVERSITY FOR RESEARCH-ENHANCED LEARNING

EMPOWER OUR LEARNERS TO TAKE RESPONSIBILITY FOR MAKING THEIR OWN CHOICES ABOUT WHAT, WHERE AND HOW THEY LEARN

PROVIDE A LEARNING ENVIRONMENT THAT STIMULATES CURIOSITY, SUPPORTS INTELLECTUAL ENDEAVOUR AND ENCOURAGES INDEPENDENCE OVER TIME

CARE ABOUT OUR LEARNERS ON AN INDIVIDUAL BASIS AND DESIGN MAINSTREAM INTERVENTIONS THAT REMOVE ALL FORMS OF INEQUALITY IN LEARNER ENGAGEMENT, RETENTION AND SUCCESS

KING'S EDUCATION STRATEGY 2017–22

KING'S STUDENTS

THROUGH EXCELLENT TEACHING AND TRANSFORMATIVE EDUCATIONAL OPPORTUNITIES OUR GRADUATES WILL BE:

KNOWLEDGEABLE IN THEIR CHOSEN FIELD, WITH AN INTER-DISCIPLINARY MIND SET

HIGHLY EMPLOYABLE, AMBITIOUS AND ENTREPRENEURIAL PROBLEM SOLVERS

INTERNATIONALLY-ORIENTED AND INDEPENDENT CRITICAL THINKERS

CIVICALLY AND SOCIALLY MINDED WORLD CITIZENS

CONFIDENT, ENGAGED AND CONNECTED WITH THE BROADER KING'S COMMUNITY

INSPIRED PARTICIPANTS IN LIFELONG LEARNING

OUR STRATEGIC GOALS

1

Drive world class learning and knowledge creation through research-enhanced education

Page 10

Foster student inquiry and involvement in research to benefit and enrich the educational experience and outcomes of our students. Create a learning environment that is accessible to our students and which supports inquiry led learning.

2

Expand learning opportunities through flexing the curriculum and increasing access to co-curricular activities

Page 12

Deliver a curriculum which is high quality, responds to changing demand and supports flexible learning to enable King's students all over the world to meet their personal, scholarly and career objectives and are equipped as lifelong learners.

3

Embed civic engagement and service learning across King's

Page 14

Promote and enhance civic engagement and service learning across King's, for educational and community benefit. This will manifest differently in different parts of the university, but is fundamental to our ambition to deliver on our shared ethos to make the world a better place.

4

Ensure all King's students are equipped for success

Page 16

Develop students' skills, attributes and motivation to set them up for success – both at the university and after they graduate. This includes supporting students to define and achieve their personal and professional goals by embedding employability in the curriculum.

5

Support positive wellbeing as a fundamental ethos of the university

Page 18

Support and enhance the mental and physical wellbeing of students and staff through all aspects of the university experience.

6

Embrace students as co-creators of the educational experience

Page 20

Enable our empowered students to be involved in shaping their experience and take advantage of all that King's as a global London university has to offer them.

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1

Drive world class learning and knowledge creation through research-enhanced education.

Foster student enquiry and involvement in research to benefit and enrich the educational experience and outcomes of our students. Create a learning environment that is accessible to our students and which supports inquiry led learning.

OVERVIEW

At the core of all universities are learning and learners. Stimulated by shared curiosity, a true learning community supports and inspires the co-creation of knowledge by staff and students.

King's will draw on its long tradition of research excellence, combined with best educational practice at all levels of study, to be the leading Russell Group University for research-enhanced education. We will achieve this in two ways. First, our teachers are also researchers, bringing new knowledge into the curriculum. Secondly, our students encounter our research ethos throughout their studies in multiple ways. Fostering student enquiry and creating multiple opportunities to encounter and engage with research (independently and as research teams) are a core component of research-enhanced pedagogy.

This goal is closely linked with the King's Research Strategy, which caters to and supports our postgraduate research community. By aligning and integrating our strategic ambitions in research and education, our students will enjoy a challenging, innovative and enriching university experience, enhanced by our research breadth and inter-disciplinary expertise that prepares them for a life and careers that will demand flexibility, resilience and self-awareness.



PRIORITY INITIATIVES 2017–22

1

Engage students in innovative and active learning that fosters their curiosity and independent thinking.

2

Promote a culture of knowledge sharing by showcasing current initiatives and research projects, recognising these can be student-led and staff-led.

3

Extend opportunities to involve students in discipline specific research and research-enhanced pedagogy.

4

Enrich the learning experience through exposure to a broader community of thought-leaders beyond King's.

2

Expand learning opportunities through flexing the curriculum and increasing access to co-curricular activities.

Deliver a curriculum which is high quality, responds to changing demand and supports flexible learning to enable King's students all over the world to meet their personal, scholarly and career objectives and are equipped as lifelong learners.

OVERVIEW

King's programmes need to reflect our strong commitment to student success and high-quality teaching. We have a large and diverse student base, with varied interests, aspirations, personal circumstances and learning styles.

To ensure the success of all students throughout their lives, while at King's and throughout their careers, our graduates and their employers require us to design and deliver diverse and internationalised curricula within flexible programme structures. This includes innovative delivery and assessment methods, creative learning spaces and the ability to embed a placement or internship as part of the curriculum. Increased inter- and cross-disciplinary learning will also help generate well-rounded graduates equipped to face complex local and global challenges and take personal responsibility for their life and career choices.

We recognise that flexibility requires some alterations in how we operate. Before we can change our curriculum, we need to review opportunities for creating space within our current taught provision for new options, for embedding employability throughout the curriculum and different ways of undertaking education. Our staff will need us to support them with more agile systems and processes and a willingness to experiment and evolve. We will address these needs as we develop a curriculum which broadens learning opportunities for our community and responds to the varied needs of our students.

PRIORITY INITIATIVES 2017–22

1

Promote flexible programme structures and modes of delivery for pre-university, undergraduate, postgraduate, CPD and executive education modules.

2

Introduce greater diversity in assessment methods aligned to improving learning and the development of skills and attributes required by graduates and employers.

3

Make learning from more than one discipline a feature of all programmes.

4

Provide diverse and evolving learning environments, leveraging our local and international partnerships, to suit the needs of all students.

5

Ensure appropriate facilities and support are available on every campus to enable students to participate in and lead co-curricular activity.



3

Embed civic engagement and service learning across King's.

Promote and enhance civic engagement and service learning across King's, for educational and community benefit. This will manifest differently in different parts of the university, but is fundamental to our ambition to deliver on our shared ethos to make the world a better place.

OVERVIEW

Service will be recognised and enhanced as a distinctive feature of education at King's, reflecting our strong commitment to student success and high quality teaching, as well as our long tradition of combining academic degree studies with opportunities to reflect upon beliefs and values, as evidenced in our original award, the AKC.



We will embed service into the King's culture, with the dual aims of supporting our community and enriching student learning. This will include building on and strengthening current initiatives, formalising volunteer and community work, and embedding 'learning through service' into new and existing programme content and structures, deepening our partnerships within London and with our NHS partners to provide new and distinct opportunities.

We recognise that many students balance university workloads with other commitments, and we will provide opportunities for service within existing university requirements. The idea of service will mean different things to different people across the institution – but our fundamental ethos to make a better world is shared by all.

PRIORITY INITIATIVES 2017–22

1

Recognise, accredit and extend the role of service across new and existing modules and programmes, including building contemporary issues and challenges into the curriculum.

2

Use service as a mechanism to foster a sense of community across the institution and enhance connections between King's and the wider community.

3

Leverage our partnerships in London and beyond to better serve a local, national and global community.

4

Ensure all King's students are equipped for success.

Develop students' skills, attributes and motivation to set them up for success – both at the university and after they graduate. This includes supporting students to define and achieve their personal and professional goals by embedding employability in the curriculum.

OVERVIEW

King's strives to enable our students to be successful. Shifting demands require changes to our educational provision, with increasing emphasis placed on skills and attributes as well as specific knowledge.

An increasing global inter-connectedness also means that our students must be able to understand diversity of ideas, languages, people and cultures to be successful. We need to empower our students – regardless of their background or aspirations or their level of study – to develop the expertise, behaviours and ambitions required to actively and critically engage with existing knowledge and to succeed in a global environment. We will continue to leverage our London, UK and global partnerships including employers to create internships, work placements, mobility and entrepreneurial opportunities for every student, ensuring King's graduates are adaptive and highly effective people.

The early development of the skills and attributes required to maximise the benefit of a King's education is critical for setting students up for success. Students need to be supported to build relationships, understand how they learn best, develop the skills to become confident independent learners, who can apply all that they learn about their subject and themselves in contexts beyond King's.

PRIORITY INITIATIVES 2017–22

1

Support student transitions in, through and out of King's.

2

Provide international perspectives in all programmes, which enable all students, no matter their socio-economic background, discipline or level of study, to experience some form of global mobility and to have the opportunity to study one or more language.

3

Embed employability throughout the curriculum to ensure that graduates have the knowledge, skills, attributes, experience and motivation that will make them highly valued by employers and equip them to make and achieve effective career decisions.

4

Shift our assessment focus to assessment for learning, away from assessment of learning.

5

Address institutional bias and close attainment gaps by ensuring our staff and student bodies are as diverse as the population(s) we serve, and make our environment one that enables everyone regardless of background to thrive and succeed.

6

Equip staff and students to make best use physical and digital learning resources and utilise London as a living classroom.



5

Support positive wellbeing as a fundamental ethos of the university.

Support and enhance the mental and physical wellbeing of students and staff through all aspects of the university experience.

OVERVIEW

The higher education environment can be challenging – both for students transitioning into university and through their programme, and for staff facing the various pressures associated with delivering high-quality education.

It is critical that we create a cohesive King's community and recognise that wellbeing is everyone's responsibility. Effective emotional and physical support requires not only specialised support services appropriate for a diverse student population, but a culture which embeds care and support throughout the curriculum and creates the right spaces for individuals to explore and understand their wellbeing.

The links between arts and health are a growing area of academic exploration, with well-established evidence of the therapeutic benefits of cultural engagement to wellbeing.

King's is taking an imaginative approach to connecting arts and health, leveraging its extensive cultural partnerships to provide students with extra and co-curricular activities that contribute to health and wellbeing.

King's Institute of Psychiatry, Psychology & Neuroscience (IoPPN) has undertaken leading research into mental health and we will utilise that expertise in enhancing the delivery of support services, as well as our understanding of how to shape curricula and co-curricular activities that positively impact staff and student wellbeing. We are committed to building upon the world class reputation of the IoPPN to be recognised as a world leader in supporting student and staff mental health.

PRIORITY INITIATIVES 2017–22

1

Become a world-leading university in understanding and supporting student mental health.

2

Develop a cohesive community and mentoring environment for staff and students.

3

Establish the mechanisms and framework that enable our students to understand and meet their own support needs, equipping them with the resilience to succeed at university and after graduation.

4

Provide a range of co-curricular activities to support physical and mental health and wellbeing, building on King's extensive network of partnerships in London and beyond.



6

Embrace students as co-creators of the educational experience.

Enable our empowered students to be involved in shaping their experience and take advantage of all that King's as a global London university has to offer them.

OVERVIEW

Every student at King's should have the best possible experience and be a part of a thriving learning community, where education inside and outside of the classroom is a transformative experience.

The partnership between King's staff and its students should be at the heart of our decision making processes as a university to enable us to truly respond to students' needs. Student engagement across decision making structures will be facilitated through recognised student representative communities. We will continue to work closely with KCLSU to ensure high levels of student engagement and satisfaction, by developing curricula that are reflective of our diverse student body, and through supporting student attainment through co-curricular activities.

This will enable students to gain skills for future success in a community where everyone is treated with respect and dignity. We will learn from our actions and apply our learning to future actions. We will take personal and collective responsibility for creating a stretching and outstanding experience that harnesses the talent within our diverse community of students, staff and alumni and ensures our graduates fulfil their potential.



PRIORITY INITIATIVES 2017–22

1

Revise the student charter to focus on student expectations and outcomes.

2

Create improved structures for co-creation of the curriculum and undertake a review of student representation in institutional decision making.

3

Regularly review, update and build upon the Relationship Agreement between King's College London and KCLSU.

4

Create a lifelong community network that connects potential applicants, current students and alumni.

Articulating our goals and priorities is one thing, but we must also ensure that we can deliver these.

This Education Strategy proposes a bold change in how education is delivered and experienced at King's. This must be accompanied by a commitment to a culture of parity of education and research, innovation and creativity, and care for all members of our community.



PEOPLE

King's staff are fundamental to our success. The King's Education Strategy is ambitious and innovative, and King's is committed to creating the time and space for our staff to deliver the different initiatives. Our university community will collectively make the Education Strategy a reality and strong partnerships between students and all staff, both academic and professional services, will drive its success.

KING'S WILL:

- 1 Continue to strengthen our partnership with KCLSU.
- 2 Promote a culture that creates equity between teaching and research.
- 3 Provide targeted, faculty specific support and training in pedagogy and employability-led quality assurance to deliver education informed by evidence and best practice.
- 4 Embed ongoing personal development for staff, including training in digital literacy, and pastoral care.
- 5 Invest in educators and explore staff resourcing options to support a more flexible curriculum.
- 6 Capitalise on our partnerships in London, the UK and the world to facilitate exchange, mobility and other opportunities for students and staff.

PROCESSES

The ambition of the education strategy requires King's to establish standardised, streamlined and agile processes.

KING'S WILL:

- 1 Analyse student data to monitor student retention and progression and to create impactful intervention points.
- 2 Create flexible timetabling and administrative processes to support the development of common and inter-disciplinary modules.
- 3 Establish clear processes to facilitate knowledge and information sharing between staff, students, faculties and departments.
- 4 Strengthen the current education-led promotions framework and further recognise and reward excellent teaching.
- 5 Extend and improve communications between staff and students.
- 6 Implement an employability-led quality assurance framework underpinning the approval, monitoring and review of programmes and modules.





SYSTEMS

Change to the King's curriculum and education experience requires implementation of effective and simple systems, and investment in new technologies. To support implementation of the Education Strategy,

KING'S WILL:

- 1** Establish secure, reliable and agile IT systems.
- 2** Invest in digital capabilities to enable the delivery of online and blended courses.
- 3** Invest in systems to enable the collection and analysis of student data for learning gain.
- 4** Invest in a system to monitor and analyse the real time use of learning spaces.
- 5** Explore opportunities for greater use of artificial intelligence to support individualised student learning.

SPACE AND FACILITIES

Communities of learners are dependent on spaces where students and staff come together to interact and engage in discourse. Our learning environments, physical and digital spaces, and facilities will be accessible and support the engagement between our staff and students.

KING'S WILL:

- 1** Maintain, update and improve the range of learning and student spaces and resources that encourage innovative teaching and learning, and support positive mental health.
- 2** Invest in physical and digital infrastructures to support all forms of learning and building Communities.
- 3** Create a single gateway skills hub to support students' development of academic skills.
- 4** Take advantage of our location and the potential of London as a living classroom.
- 5** Explore off-campus/satellite learning hubs to support students to study off-campus and closer to where they live.



SUSTAINABILITY

The goals and initiatives in this strategy are the outcome of months of work, research, engagement and collaboration with the King's community. King's is committed to delivering these initiatives through effective management, phasing, and prioritisation of initiatives, resources, and finances.

KING'S WILL:

- 1** Prioritise initiatives that improve the student experience and enable financial sustainability.
- 2** Undertake an evaluation of the current academic portfolio, including the Foundation Year and Summer School, to identify the extent to which it meets our strategic goals and create space through improved understanding of the costs associated with complexity.
- 3** Review and reassess the effectiveness of the Education Strategy on a regular basis.
- 4** Work ethically and responsibly.
- 5** Establish a funding model which supports interdisciplinary learning and module sharing.



MAKING IT HAPPEN

The Education Strategy has been designed to signal our priorities for the next five years that will guide decision making. Yet for this strategy to have its intended impact and contribute towards achieving King's Vision 2029, it must be widely owned, and driven from a whole range of points within the organisation.

The strategy will be realised as a result of actions and commitments from each of the faculties, from professional services, from the university leadership, from students and from individual staff members. It will be a collective undertaking by the whole King's community and its partners and stakeholders.

Some change will be driven and supported consistently across King's; in other cases ideas will be interpreted and applied differently in individual faculties and departments to take account of local requirements. Essential will be the ongoing identification and celebration of world-class and innovative education practices already taking place in King's and the creation of a culture in which trying new ideas and learning from them is encouraged.

The Education Strategy sits alongside a companion Implementation and Guidance Plan. This document contains a Year 1 implementation plan, as well as illustrative detail of how King's might achieve the goals and initiatives set out in this strategy over the five years, and some of the enabling support capabilities which will be required. We anticipate that this companion document will be very flexible and be adapted differently in different parts of the university. How we as a community identify and measure success will be a key part of implementation process, with faculties having the opportunity to discuss and define the Measures of Success.

It is intended that the Implementation and Guidance Plan will evolve considerably over the course of the five year Education Strategy in order to meet the continuously shifting external and internal strategic environment. It will be published online and serve as a mechanism for communicating our progress and as a repository for sharing good practice.

Given the speed of change in the education landscape the Education Strategy itself and required investment will also be reviewed each year, or more frequently as required. This will help ensure our priorities remain responsive to the demands of our students, graduates and stakeholders, and that the strategy is contributing to King's progress towards Vision 2029.



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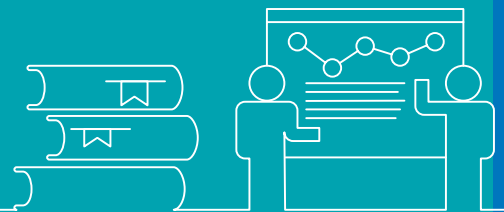
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*It's our deeds
that define us.*
