Academic Board	
Meeting date	19 April 2023
Paper reference	AB-23-04-19-02
Status	Final

Meeting of the Academic Board to be held on **Wednesday 19 April 2023** at 14.00, in The Great Hall, King's Building, Strand Campus

Agenda

1	**Welcome, apologies and notices**	Verbal	Chair
2	**Approval of agenda**	AB-23-04-19-02	Chair
3	**Unanimous Consent Agenda** including:	AB-23-04-19-03	Chair
3.1	Minutes of the Previous Meeting	AB-23-04-19-03.1	
3.2	Actions Log	AB-23-04-19-03.2	
3.3	Rolling Calendar of Academic Board Business	AB-23-04-19-03.3	
4	**Matters arising from the Minutes**	Verbal	Chair
STRATEGIC DISCUSSION			
5	**Climate & Sustainability Action Plan** (to discuss)	AB-23-04-19-05	SVP (Academic) / AP (KC&S)
6	**Generative AI** (to discuss)	AB-23-04-19-06	VP (E&SS) / Exec Dean Law
REGULAR BUSINESS ITEMS			
7	**Report of the President & Principal** (to note)	AB-23-04-19-07	Chair
8	**Report of the President of KCLSU** (to discuss)	AB-23-04-19-08	KCLSU President
9	**Reports of Committees**		
9.1	**Report of the Academic Board Operations Committee** (i) Student Elections to Academic Board (to approve) (ii) Membership Ruling for mid-term changes (to approve) *The remaining item is on the Unanimous Consent Agenda*	AB-23-04-19-09.1	Chair, ABOC
9.2	**Report of the College Education Committee** *All items are on the Unanimous Consent Agenda*	AB-23-04-19-09.2	Chair, CEC
10	**The Dean**		The Dean
10.1	**Report of The Dean** (to note)	AB-23-04-19-10.1	
10.2	**To elect Associates of King's College** (to approve – *on the Unanimous consent agenda*)	AB-23-04-19-10.2	
11	**Report from Council** (to note)	AB-23-04-19-11	Council Member Dr Natasha Awais-Dean
12	**Any Other Business**	Verbal	Chair

Irene Birrell
College Secretary
April 2023

Unanimous Consent Agenda

The consent agenda is used to deal expeditiously with routine matters and reports, leaving more time for more strategic discussions. The items included are expected to be non-controversial and unlikely to engender questions. These items, whether for approval or information, are dealt with by a single motion to accept/receive for information. Before taking the vote, 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.

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

Item		Title	Paper	Action
3.1		Minutes of March 2023 meeting	AB-23-04-19-03.1	Approve
3.2		Actions Log	AB-23-04-19-03.2	Note
3.3		Rolling Calendar of Academic Board Business	AB-23-04-19-03.3	Note
Report of the Academic Board Operations Committee (ABOC)			AB-23-04-19-09.1	
9.1	(i)	Spring Election Voting Data	Annex 2	Note
Report of the College Education Committee (CEC)			AB-23-04-19-09.2	
9.2	(i)	Changes to King's Foundation teaching weeks	Annex 1	Approve
	(ii)	Drugs and Alcohol Misuse Policy	Annex 2	Approve
	(iii)	Assessment and Feedback simplification		Note
	(iv)	A King's statement about the use of AI in assessment		Note
	(v)	Flexible Curriculum		Note
	(vi)	Personal Tutoring		Note
	(vii)	Consent training		Note
	(viii)	Periodic Programme Review 2022/23		Note
	(ix)	Oral Assessment Student Support Guidance		Note
	(x)	Closing attainment gaps at King's		Note
	(xi)	Inclusive Education Strategic Action Plan		Note
	(xii)	Blended learning and OfS regulation		Note
	(xiii)	Professional Statutory and Regulatory Body activity		Note
	(xiv)	College Teaching Fund: Mid-year report		Note
	(xv)	Exams & assessments P1 – January 2023		Note
Report of the Dean				
10.2		To elect Associates of King's College	AB-23-03-08-10.2	Approve

Irene Birrell, College Secretary
April 2023

Academic Board	
Meeting date	19 April 2023
Paper reference	AB-23-04-19-03.1
Status	Final

Minutes

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

Date	8 March 2023, 14.00
Location	Great Hall, Strand Campus and MS Teams

Composition			Members	Attendance 2022-23				
				22.11.22	14.12.22	08.03.23	19.04.23	28.06.23
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur	P	P	P		
	Senior Vice Presidents & Vice Principals	SVP Academic	Professor Rachel Mills	P	P	P		
		SVP Health & Life Sciences	Professor Richard Trembath	P	P	P		
		VP Education & Student Success	Professor Adam Fagan	P	P	P		
		VP Research & Innovation	Professor Reza Razavi (to 31.12.22)	P	P	-	-	-
			Professor Bashir Al-Hashimi (from 1.1.23)	-	-	P		
		VP International, Engagement & Service	Professor 'Funmi Olonisakin	P	P	P		
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	P	A	P		
	The President of the Students' Union		Yasir Khan	A	P	P		
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Sara Osman Saeed	P	P	P		
		Vice President for Education (Health)	Julia Kosowska	P	P	P		
		Vice President for Postgraduate	Shagun Bhandari	P	P	P		
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	P	P	P		
		Dentistry, Oral & Craniofacial Sciences	Professor Michael Escudier	P	P	P		
		Dickson Poon School of Law	Professor Dan Hunter	P	P	A		
		King's Business School	Professor Stephen Bach	P	P	P		
		Life Sciences & Medicine	Professor Ajay Shah	P	P	P		
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi (to 31.12.22) Professor Mark French (Interim)	P	P	-	-	-
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P	P	P		
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Sir Simon Wessely	P	P	P		
		Social Science and Public Policy	Professor Linda McKie	P	P	P		
	Dean for Doctoral Studies		Professor Rebecca Oakey	P	A	P		
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott (to 31.12.22)	P	A	-		
			Dr Ana de Medeiros (from 08.03.23)	-	-	P		
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Kriti Gupta (from 14.12.22)	V	P	P		
		Dentistry, Oral & Craniofacial Sciences	*Vacancy*	V	V	V		
		Dickson Poon School of Law	*Vacancy*	V	V	V		
		King's Business School	*Vacancy*	V	V	V		
		Life Sciences & Medicine	*Vacancy*	V	V	V		
		Natural, Mathematical and Engineering Sciences	*Vacancy*	V	V	V		
		Nursing, Midwifery & Palliative Care	Amelia Martin (from 14.12.22)	V	P	P		
		Institute of Psychiatry, Psychology & Neuroscience	Bella Zilan Demirci (from 14.12.22)	V	P	P		
		Social Science and Public Policy	Ting Meng (from 14.12.22)	V	P	P		
Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from	Arts & Humanities (5 members, including HOD equivalent)	Professor Anna Snaith	P	P	P		
			Professor Matthew Head	A	P	P		
			Dr Hannah Crawforth	A	P	P		
			Dr Zeena Feldman	P	P	P		
			Professor Nick Harrison	P	P	P		
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P	P	P		
			Dr Ana Angelova	A	P	P		
			Professor Jeremy Green	P	P	P		
			Professor Richard Cook	P	P	P		
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Ann Mumford	P	P	P		
			Dr Ewan McGaughey	P	P	P		
			Professor Satvinder Juss	P	P	P		

the staff of each faculty.	King's Business School (4 members, including HOD equivalent)	Dr Jonathan Gingerich	A	P	P		
		Professor Gulcin Ozkan	P	A	P		
		Dr Jack Fosten	P	P	P		
		Dr Juan Baeza	P	P	P		
		Dr Andrew McFaull	P	P	P		
	Life Sciences & Medicine (5 members, including HOD equivalent)	Professor Susan Brain	A	P	P		
		Dr Manasi Nandi	A	P	P		
		Professor Claire Wells	P	P	P		
		Dr Baljinder Mankoo	A	P	A		
		Dr Anna Battaglia	P	P	P		
	Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Luc Moreau	P	P	P		
		Professor Michael Kölling	P	P	P		
		Professor Sameer Murthy	A	P	P		
		Dr Andre Cobb	P	P	P		
	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	*Vacancy (HoD)*	V	V	V		
		Dr Jocelyn Cornish	P	P	P		
		Dr Wladzia Czuber-Dochan	P	P	P		
		Irene Zeller	P	P	A		
	Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Matthew Hotopf	P	A	P		
		Dr Eleanor Dommett	P	P	P		
		Dr Rina Dutta	P	A	P		
		Dr Yannis Paloyelis	P	P	P		
		Dr Eamonn Walsh	P	P	P		
	Social Science and Public Policy (5 members, including HOD equivalent)	Professor Jelke Boesten	P	P	P		
		Dr Tim Benbow	P	P	A		
		Dr Hillary Briffa	P	P	P		
		Dr Sunil Mitra Kumar	P	P	P		
		Dr Kiran Phull	P	P	P		
Three staff members on contracts which include teaching from Professional and Continuing Education elected by and from the staff members on contracts which include teaching in PACE. One of the three seats will be held by a Head of Department or equivalent.		Sarah Shirley	P	P	P		
		Suzie Coates	P	P	P		
		Dr Michael Elliott	P	P	P		
Three professional staff	Education Support	Syreeta Allen (to 31.12.22)	A	A	-	-	-
	Research Support	Dr Natasha Awais-Dean	P	P	P		
	Service Support	Akic Lwaldeng	P	A	P		
Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	A	P	P		
	Health Faculties	Dr Moritz Herle	P	P	P		

v= vacant post

In attendance:
Professor Clare Carlisle Tresch, Professor of Philosophy and AKC Director (for Item 6.2)
Steve Large, SVP Operations
Thomas Foulkes, Director of Research Strategy & Development (for item 5)
Darren Wallis, Executive Director, SED
Lynne Barker, Associate Director (Academic Regulations, Quality and Standards)
Annabel Chalker, Director of Communications

Secretariat:
Irene Birrell (College Secretary)
Xan Kite (Director of Governance Services)
Sheronlyn Balfour (Governance Manager)

1   **Welcome, apologies and notices**

The Chair welcomed members, in particular new members, and guests in attendance to the meeting.

2   **Approval of agenda**

It was proposed that item 9.1, the Report of the Dean be moved to the Unanimous Consent Agenda. The agenda was approved with that amendment.

3   **Unanimous Consent Agenda (including Minutes of the Previous Meeting)** [AB-23-03-08-03]
     <u>**Decision**</u>
     That the reports on the Unanimous Consent Agenda be taken as read and noted or approved.

4   **Matters Arising from the Minutes**
     None.

4.1   **Academic Workforce Report** [AB-23-03-08-04.1]

      Academic Board considered a verbal report from the Senior Vice President Operations made in response to requests for amendments to be made to the report on academic workforce data provided at the previous meeting. The request for amendments had been provided in the agenda pack.

      Points raised in discussion included the following:

      • King's does not use "Non-Disclosure Agreements (NDAs)" to prevent individuals from speaking out at the conclusion of a contract. King's had stated this as a matter of principle and had signed up to the "Can't Buy My Silence" campaign on this matter. Confidentiality clauses were included for some individuals at the conclusion of their contract, but these were never to stop an individual from speaking about their experience. These were sometimes included at the request of the individual who did not wish their financial or other personal information to be made available or to avoid disclosure of commercially sensitive information – a very common practice in large organisations.

      • King's complied with employment rights with compliant contracts. A member disputed this and was asked to provide details to the Senior Vice-President of any cases in which this was alleged so that they could be legally reviewed. All decisions made on staffing matters were made in good faith with best intentions for the employee and employer.

      • There were currently 14 active Employment Tribunal matters, most of which are still in progress because of a backlog of cases at the Tribunal. There have been only three new applications since 1 September 2022. The Principal remarked that 14 cases out of 10,000 staff was not indicative of a systemic problem.

      • King's did have staff on fixed term contracts which ended routinely for a variety of reasons. A member stated his belief that King's should recognise all contract ends as dismissals.

      • The Chair noted that the discussion could be continued through other channels but was no longer productive within the remit of the Academic Board. The SVP Operations would circulate a written note of his report to all members.

4.2   **Any Other Matters Arising** [AB-23-03-08-04.2]
      None.

5   **Research Strategy** [AB-23-03-08-05]
      Academic Board considered an overview of King's current standing in research, its strategy and progress made since the last substantive discussion on research strategy held in October 2021. More regular discussion of specific research issues faced in an ever-changing context would follow.

      In discussion the following matters were raised:
      • King's was performing well with an upward trend in research income and the 2022 REF results showing it in the top group of UK universities, but could not afford to be complacent.
      • Key external developments were noted, in particular the 'plan B' scheme that had been prepared to address the UK's ongoing inability to complete association with Horizon Europe and

the UK Government providing EU awardees with alternative UKRI awards which had been extended for a further three months.

- King's was consolidating areas of strength in its research strategy and remained committed to inclusive research strategy and support.
- The King's Climate and Sustainability initiative had been launched at the end of 2022 and the first call for seed funding is in progress.
- The Board noted support and funding available for research, including for early career researchers.
- The Board noted that the Strategy should address education pedagogic research to remain sector-leading in the field and to minimise the separation of education and research in strategic planning. Education research was submitted to the REF from the Faculty of Social Sciences and Public Policy and from IoPPN, but structures did not currently facilitate showcasing and integrating education research being undertaken across the university.
- It was difficult for the significant number of staff employed on the education pathway to access resources for education pedagogy work as they were not employed on research contracts, but consideration should be given to a mechanism to recognise and reward those who are doing more than teaching.
- Members were pleased to note that the restriction to one travel operator had been lifted, a matter that researchers had found particularly difficult.
- Complex visa issues currently prevented King's from using grant money for research staff entry and the results of further investigation into this issue would be reported on at the next meeting.
- Members were pleased to see reference to research culture and noted that additional resources were being sought to address faculty-specific issues concerning supervisors and postgraduate research students. Progress in this area would be reported back to a future meeting of the Academic Board.
- The Strategy would continue to enshrine the principal of inclusion. King's would establish a fund for three years to continue the parents and carers funding from the Wellcome Trust that was coming to an end. Conversations were being held with Executive Deans around funding and support and a communications plan.
- A significant obstacle to the implementation of the strategy in Arts & Humanities was staff workload and specifically tutoring workload. The Executive Dean of A&H noted that 20 new posts had been approved for the Faculty would make a step change improvement in the coming year, and staff were encouraged to report workload concerns to their Head of Department. However, it was agreed that, despite reduced student/staff ratios, workload issues remained. A range of factors explained this, including post-Covid hybrid teaching, increased student numbers, students who had missed study catchup up, increased support needs of students (the College had seen aa tenfold increase in student requests for mitigating circumstance considerations), and increased regulatory processes from the external environment.
- There were examples of quality improvement in processes for the transition of students into university which did not fit within the research strategy and colleagues were encouraged to report these to the faculty Vice-Deans for Research to bring forward for discussion at College Research Committee.
- The research system in the UK was growing with a national commitment to a 50% increase in funding to £21b in the next three years and tremendous opportunities for industry programmes and King's would need to be agile to take advantage of these, moving to cross-disciplinary collaboration. King's unique advantage was its intersection between the STREM subjects

prioritised by Government and the arts, humanities and social sciences that enable maximum effectiveness of STEM.

Decisions:

(i) That the SVP Academic and VPs for Research & Innovation and Education & Student Success would establish a working group to review ways to support and showcase education pedagogic research and to find pathways for AEPs to contribute, be recognised and rewarded for this research. The Working Group would report to the June 2023 meeting of the Academic Board.

(ii) That VP Research and SVP Operations would report back on the use of research grant money for research staff entry visas.

(iii) That the VP Research would report on progress made in connection with research culture at the next meeting.

Some specific questions raised by a member in advance of the meeting were addressed by the Vice-President (Research) following the meeting. Please see Annex 1.

---

6   Report of the President & Principal

6.1   Summary Report on Key Issues [AB-23-03-08-06.1]

The Principal presented his report. The following questions and issues were highlighted in discussion:

- Support for staff and students affected by the earthquake in Turkey and Syria.

- A racially motivated attack on two King's students and a member of the public who defended them as they returned home after a cultural event at Law School. Thanks were given to all colleagues that had provided quick and effective support, but this served as a reminder that despite progress made in equality and diversity, not all areas of the external environment had yet been reached and there remained lessons to be learned. The KCLSU President asked if KCLSU could receive the students' contact details to offer support to them.

- THIS POINT IS REDACTED
  .

- It was noted that the Government had set a UK undergraduate tuition fee cap at £9250 until 2026 and that this would mean that a loss was made on all UK undergraduates in all universities by that time, alongside the loss made on the other core activity of research. International student fees are a significant part of the reconciliation, but in the long run that cannot be the only answer.

- King's had renewed its annual membership of Stonewall for 2023. The University Executive had underlined that King's support for our LGBTQ+ community was unwavering and was not limited to its relationship with Stonewall. It was consulting to garner a broader view on this matter and would publish a LGBTQ+ plan to ensure that together we build an inclusive environment that we can all be proud of.

- A member asked what position King's would take in the employers' negotiations on pay and it was noted that this question should be raised in another forum as it was not within the remit of the Academic Board to discuss union negotiation matters.

6.2 Associateship of King's College [AB-23-03-08-06.2]

The Academic Board received a report on the Associateship of King's College (AKC), its history and how it was changing to best serve the King's Community. The AKC had been taught continuously since the College's foundation in 1829. It was an optional programme in ethics, philosophy, religion and culture open to all King's students and staff. It was run by The Dean's Office, with each series curated by a King's academic on a topic agreed by the AKC Steering Committee.

Participation in the AKC had increased overall although not all Faculties were equally represented. The curriculum had evolved to track the College's strategic priorities and themes were approached in a multi-disciplinary way. The following questions and issues were addressed in discussion:

- Students did not pay anything extra for the AKC, it was available to all and was analogous to all other opportunities offered to all students.

- AKC recipients were seen to be noticeably proud of the award at graduation ceremonies.

- The AKC had evolved in a very sensitive way to the ever-evolving King's, addressing multi-faith and no-faith aspects. It was one of the distinctive features of King's.

7 Report of the KCLSU President [AB-23-03-08-07]

The KCLSU President presented his report. The following issues were addressed in discussion:

- The KCLSU had submitted the student submission to the TEF which had been circulated to Academic Board Members. It outlined areas of success and those that needed more attention and resource from the student perspective. KCLSU aimed to be involved in the next steps of delivering the improvements with King's. Key areas noted were: assessment and feedback; increased pastoral and academic support; student voice; and targeted careers, employability and developmental opportunities.

- A review of the Mitigating Circumstances Framework was underway with the involvement of KCLSU and a paper addressing a range of assessment and feedback issues was due to be considered by the College Education Committee shortly.

- It was noted that significant additional resources had been allocated to careers support.

- The King's Edge programme would bring together all extra-curricular opportunities for students.

- Members noted concerns about staff workload in providing sufficient personal tutor support and this was being reviewed with an understanding that more resource was required together with changes in workload beyond the staff student ratio.

- The VP Education & Student Success was keen to work with KCLSU and to understand what could be done to stimulate increased participation in student elections. The KCLSU had extended the nomination period in the hope that this would result in increased numbers of candidates and that increased engagement in voting would follow.

- A member reported that mental health first aider training previously made available to personal tutors was no longer offered and a refresher course would also be helpful. The Principal noted that this was very important, and its availability would be assured as quickly as possible.

8 Reports of Committees

8.1 Report of the Academic Board Operations Committee [AB-23-03-08-08.1]

*All Items **approved** or noted on the Consent Agenda:*

(i)   Academic Board Election Voting Details (noted)
(ii)   Academic Board Meeting Space Options (noted)
(iii)   Academic Board – Options for Student Elections (noted)
(iv)   Staff and Culture Strategy Committee (noted)

8.2   Report of the College Education Committee (CEC) [AB-23-03-08-08.2]

*All Items **approved** or noted on the Consent Agenda:*

(i)   Interruption of Study Framework **(approved)**
(ii)   Proposal for Foundation Certificate Award **(approved)**
(iii)   TEF Final Provider Submission (noted)
(iv)   Proposal for Assessment & Feedback Priority Projects (noted)
(v)   QAA Quality Enhancement of Transnational Education Scheme (noted)
(vi)   Overview of Strategic Programmes Office Projects (noted)
(vii)   Mitigating Circumstances: Update (noted)
(viii) Student Mind's University Mental Health Charter Award (noted)
(ix)   Exams and Assessments Annual Report 2021/22 (noted)
(x)   Professional Statutory & Regulatory Body activity (noted)
(xi)   Periodic Programme Review: KBS – Finance online (noted)
(xii)   Periodic Programme Review: KBS – MSc in HRM & Organisational Analysis (noted)
(xiii) Annual Report on Student Conduct & Appeals 2021/22 (noted)
(xiv)   Scheduling of Periodic Programme Reviews 2022/23 for the Faculty of Social Science & Public Policy (noted)
(xv)   Update on the start of Semester 2: 2022/23 (noted)

8.2   Report of the College Research Committee (CEC) [AB-23-03-08-08.2]

(iii)   Research Culture

A Member asked for the findings of the feasibility study on the transition of research staff on fixed-term contracts onto open contracts and for information on the extent to which this would impact future plans. It was reported the College was committed to this work and cognisant of the magnitude of the issue. The feasibility study was ongoing, and the report would not be available for some months.

All remaining Items noted on the Consent Agenda:
(i)   Environment and Sustainability (noted)
(ii)   KBS Institute for Sustainable Business (noted)
(iv)   Enabling Research Strategy Initiatives (noted)
(v)   Public and Community Engagement with Research (noted)
(vi)   Departure of Committee Chair (noted)

9   Report of The Dean

9.1   Report of The Dean [AB-23-03-08-9.1]
The report of The Dean had been dealt with in the Unanimous Consent Agenda

9.2   Election of Associates of King's College (AKC) [AB-23-03-08-9.2]
*Item **approved** on Consent.*
Decision*:*
That those students and staff listed in the report be elected as Associates of King's College.

10   Report from Council [AB-23-03-08-10]

The report from Council was presented by staff Council Member Kim Piper. Issues considered at the most recent meeting had included the TEF submission.

Two new Council appointments had been made, Tom Berry and Stephan Weiner (as Honorary Treasurer), and one of the staff members of Council and Academic Board, Natasha Awais-Dean, and the President of KCLSU had been members of the selection panel. Their inclusion had been well received by candidates and they reported that they had been impressed by the work of the panel and the candidates interviewed.

11   Any Other Business

11.1   International Woman's Day

Academic Board marked International Women's Day and celebrated the recent milestone in promoting more female than male professors in 2022/23.

11.2   Philanthropy

A Member asked what the institution's plans and actions were in this area. The Principal reported that a report on target figures was still in preparation for Council, but that Council had considered a report on the programme of work being undertaken to identify those figures and actions. The pillars of the philanthropy strategy would be known by June. Current levels of achievement were £25-30m per annum raised for King's, plus additional funds raised for its hospital partners. King's ranked after Oxford and Cambridge (which each raised around £2.5Bn pa) in the UK and in same range as UCL.

The meeting adjourned at 16:26.

Irene Birrell
College Secretary
March 2023

Responses to Questions on the Research Strategy paper provided after the meeting:

p.21 **Innovation@King's** section notes that 'During 2023, we will also strengthen the governance framework for all aspects of innovation and impact'.
o   Q: Can details be provided on who will have input into this process and framework?

Response: Detailed proposals are going through formal channels including the College Impact Committee, CAPSULE (Exec Deans and Directors of Operations), and University Executive. We have also secured input from professional services staff through RMID leadership.

p.22 **King's Prize Fellowships** section notes that this scheme is designed to support promising internal and external post-doctoral researchers. But to date, all 23 fellowships have support gone to external candidates.
o   Q: Do we have a sense of why internal candidates have failed to secure these fellowships, and are there plans to redress this - for example, by recalibrating the recruitment process?

Response: Approximately 50% of the Prize Fellowships are awarded to internal candidates. Of the Prize Fellowship awardees, many go on to secure externally-funded fellowships (e.g. from UKRI, Wellcome…) in line with the objectives of the scheme.

p.22 **Research culture** section notes that 'In 2023 we will test a new way of working, with additional resource to work with faculties to explore a selected set of possible improvements with greater depth and focus'.
o   Q: While this document makes clear it is a 'high-level overview paper', specifics would be welcomed on what new way(s) of working and resourcing are under consideration.

Response: As discussed during the meeting, there are two linked activities underway – an internally-funded programme and a major application to Wellcome regarding research culture. The internally-funded plan (which is supported by our specific Research England annual allocation for supporting research culture) is currently going through approvals – but consists of the creation of a (very) small central team to coordinate best practice, and a Faculty-facing fund, aiming to support the best ideas from each Faculty, and recognising that the research culture challenges may differ across parts of the university. The Wellcome application team are currently running a consultation seeking input: Have your say on the Wellcome Trust Research Culture bid (kcl.ac.uk)

p.22 **Research management and support services** section considers 'research award productivity' to ensure 'researchers can make full and timely use of awards, avoiding delays to getting research underway, or underspends, or unnecessary work'.
o   Q: A colleague noted that such delays are often beyond the control of award holder - e.g. recruitment delays, workload negotiations at local level

Response: RMID is leading a project to look at (and fix) delays arising from a wide variety of factors – including those that are beyond the control of the academic lead, and those that are outside RMID areas of responsibility (e.g. HR, procurement etc.). We fully recognise that in the vast majority of cases, the academic team are keen to start work as quickly as possible, but that they can often face delays and frustrations from a variety of "process" factors.

Academic Board	
Meeting date	19 April 2023
Paper reference	AB-23-04-19-03.2
Status	Final

Actions Log

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

Meeting	Minute	Topic	Action	Owner	Deadline (*and any Revisions*)	Notes	Progress
8 March 2023	4.1	Academic Workforce Report	The SVP Operations would circulate a written note of his report to all members.	SVP Operations	2023		Completed
8 March 2023	5	Research Strategy	Working group to be established to review ways to support and showcase education pedagogic research and to find pathways for AEPs to contribute, be recognised and rewarded for this research. The Working Group would report to the June 2023 meeting of the Academic Board.	SVP Academic VP Research & Innovation VP Education & Student Success	June 2023		Pending
8 March 2023	5	Research Strategy	Report back on the use of research grant money for research staff entry visas	VP Research SVP Operations	2023		Pending
8 March 2023	5	Research Strategy	Report on progress made in connection with research culture.	VP Research & Innovation	2023		Pending
2 November 2022	5.1	The Future of Online Education at King's	That Academic Board would discuss the mix of online and campus provision.	VP (Education)	2023		Pending
29 June 2022	8.1	Academic Board Operations Committee – membership numbers	That a mechanism to address the differential between the FTEs of faculties and the capacity for these to change over time and the consequence for membership numbers on the Academic Board be considered in the next governance review in 2023-24	College Secretary	July 2024		Pending

Irene Birrell, College Secretary

Xan Kite, Director of Governance Services

March 2023

Academic Board Business Plan

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Academic Board is asked to note the updated Academic Board Business Plan.

Academic Board Business Plan

Strategic discussion

A strategic discussion on Education will be held at the first strategic discussion meeting (December) and on Research at the second strategic discussion meeting (March) each year.

Strategies

The Board will continue to monitor the implementation of the following strategies:

- King's Education Strategy 2017-2022 (through reports from CEC)
- International Strategy (through reports from CIC)
- Widening Participation Strategy
- Student Mental Health & Wellbeing Strategy & Action Plan (through reports from CEC)

And receive reports as appropriate from its standing committees including on:

- Curriculum 2029
- Flexible curriculum
- Portfolio simplification
- Online professional education
- Enabling Student Success
- Professional Statutory and Regulatory Body (PSRB) Updates
- Community Charter
- Teaching Excellence Framework (TEF) submission
- Research Excellence Framework (REF)

The Board will receive reports on the following business during the year, with a view to enabling the Board to reassure itself and the Council that the King's mission and strategies are being implemented:

- Ongoing Conditions for OfS
- National Student Survey Results
- Postgraduate Taught Experience Results
- Admissions
- Student number planning
- King's degree awards

Updates from the Equality, Diversity & Inclusion Team to be received three times a year.
The Board will continue to receive its regular reports from the President & Principal, KCLSU, Council and the College Dean, and the regular reports from its committees.

_____

[1] CEC and ASSC keep track of policies for review and will update the Academic Board throughout the year

Academic Board Annual Agenda Plan

Italicised items are those that are expected to return every year.

Date	Item	Action	Responsible	Next Steps
2 Nov 2022	King's Global	Strategic discussion	VP(IES)	
	Strategy Refresh	Strategic discussion	Principal	
	EDI	*discuss*	*EDI*	*EDI report 1*
	OfS Conditions of Registration	*Approve recommendation*	*CEC*	*Council approval*
	Degree Outcomes Statement 2021-22	*Approve*	*CEC - ASSC*	
	Interruption of Study Policy and Guidance	*Approve*	*CEC - ASSC*	
	External Examiners report	*Approve*	*CEC - ASSC*	*Update as necessary*
14 Dec 2022 (Strategic focus)	Education: TOPIC TBC	Strategic discussion	ED (SED)	
	Marking Framework	Note	CEC	-
	OfS TEF Return	*Approve recommendation*	*CEC*	*Council approval*
	Assessment Board Annual Report	*Note*	*CEC*	
	Annual Report on Student Misconduct, Appeals & Complaints	*Note*	*CEC*	
	Annual report on Examinations & Assessment	*Note*	*CEC*	
	Assessment Boards UG Awards Data	*Note*	*CEC*	
	King's Education Awards	*Note*	*CEC*	
8 March 2023	Research Strategy Update	Strategic discussion	VP (R&I)	
19 April 2023 (Strategic Focus)	Climate & Sustainability Action Plan	Strategic discussion	SVP (Academic) & AP (KC&S)	
	ChatGPT	Strategic discussion	VP (Educ) & Exec Dean, Law	
28 June 2023	TBC	Strategic discussion	TBC	
	Student Terms & Conditions 2024-25	*Approve*	*ED (S&E)*	*Publish*
	Academic Regulations 2023-24	*Approve*	*CEC - ASSC*	*Link on web*
	External King's validation regs: RADA and ICCA	*Approve*	*CEC*	
	King's First Year: Credit Framework & Gateway	*Approve*	*CEC*	
	External Examiners Report (PGT)	*Approve*	*CEC - ASSC*	*Update as necessary*
	Support for Study	*Approve*	*CEC*	*Publish*
	Assessment Boards PGT Awards Data	*Approve*	*CEC*	*Publish*
	EDI update	*Discuss*	*EDI*	*EDI report 2*

Climate and Sustainability

Action required

☐ For approval
☐ To recommend for approval
☒ For discussion
☐ To note

Paper Explanation for Members

Why is this paper being presented?	The new Climate & Sustainability Action Plan sets out how the university will work to achieve its ambitious goals on climate action and sustainability. The recent launch of the King's Climate & Sustainability initiative, as a key aspect of Strategy 2026, envisages climate and sustainability being embedded into everything we do, including our research, education and impacts missions. A series of questions were raised prior to the March meeting (attached) with respect to the Action Plan and it was agreed that a comprehensive discussion would take place in the strategic discussion session of the April meeting.
What are the key points/issues?	The focus of the Action Plan is on King's becoming a net-zero organization, contributing to a more circular economy while sustaining the natural world. This requires a major change in the way we do things, including transformations in curricula and a growth of research and impact.
What is required from members?	Members should take note of the Action Plan, challenge the targets and implementation and begin to bring climate and sustainability into their everyday work at King's, enabling a collective process of transformation.

Paper History

Action Taken	By	Date of Meeting
Developed	Sustainability Team in consultation with multiple stakeholders across academic and professional staff	
Approved	University Executive	7 July 2022

Paper Submitted by:

Professor Frans Berkhout
Assistant Principal (King's Climate & Sustainability)

Professor Rachel Mills
SVP (Academic)

April 2023

CLIMATE & SUSTAINABILITY
Action Plan

King's College London

Contents

Front page:

The graphics on the front of this document and represented on each page are 'warming stripes' for the globe from 1850-2021. These are visual representations of the change in temperature, as measured in each country over the past 100+ years, and each stripe represents the temperature in that region averaged over a year. For virtually every country or region, the stripes turn from mainly blue to mainly red in more recent years, illustrating the rise in average temperatures in that country.

The graphics are used under Creative Commons Attribution 4.0 License. The Licensor and creator of the graphic is Professor Ed Hawkins (University of Reading). See #ShowYourStripes website for more information.

1. Introduction

The climate crisis is one of the greatest challenges facing society today. The Sixth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) not only highlighted the profound impacts already being felt around the globe due to human activity but also how we can and must take action now. Global carbon emissions have to peak by 2025 at the latest and reduce by 43% by 2030 to limit global warming to 1.5˚C by the end of the century. Linked issues, including biodiversity loss, air pollution, persistent inequality and deteriorating mental health, make the case for holistic sustainable development.

As a world-class university, King's is in a unique position to contribute to solutions to these challenges through the nature of our core work in education and research, and through our ability to bring people together. We can actively contribute to finding sustainable solutions to the climate crisis while working towards our vision of making the world a better place. We have been taking action on sustainability and climate change for many years: our researchers study climate and sustainability issues across disciplines, we educate students on climate and sustainability through a variety of degree programmes, and we have significantly reduced our carbon emissions.

Addressing these issues brings challenges but also immense opportunities. It forces us to look at and think about the way we work – how we power our offices, teaching spaces and labs, how our staff and students travel for their work and studies, how and where we source the items we need to do our core business – and some decisions may be difficult.

It also makes us consider how we channel the academic endeavour across all our disciplines to respond to the defining challenges of the 21st century, how we educate the leaders of the future to make a better world, and how we work with partners locally, nationally and globally to make our actions as grounded and impactful as they can be.

Strategy 2026, which sets out the next stage of our journey towards Vision 2029, recognises the contributions King's can make and sets out our aim to be a leader in education and research for a just transition to net zero, building sustainability into all of our actions. This document sets out our ambition to address sustainability and the climate emergency. While we do not have all the answers, we recognise the need for urgent action. This journey is an ongoing search for the best approach to taking action, so we will regularly update and review this plan.
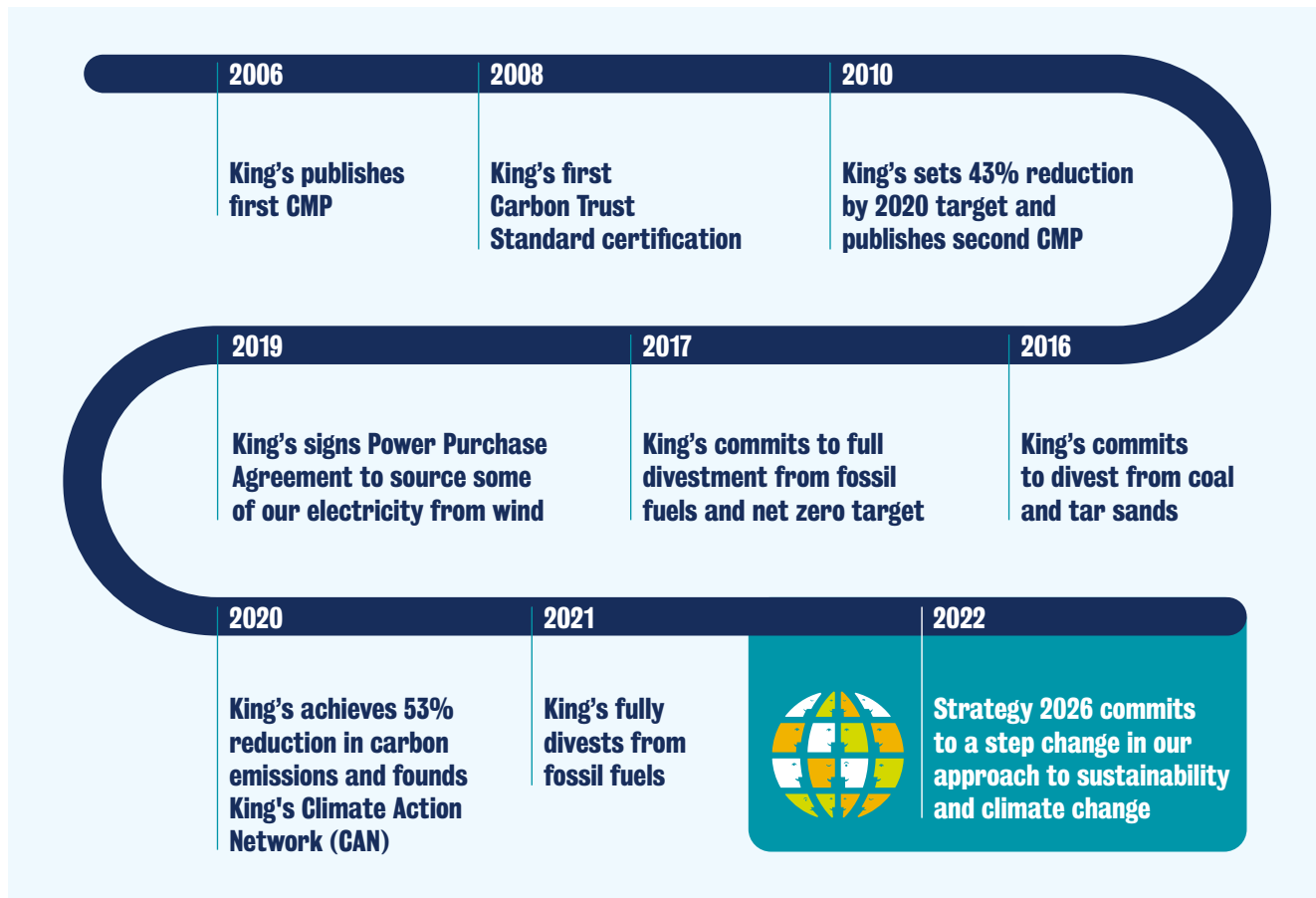
Minimising our emissions	Direct control	Energy consumption
		Property and construction
		Carbon sinks
	Indirect control	Purchasing and procurement
		Waste management
		Food
		Travel (business trips, commuting and homeworking, student end-of-term travel)
Maximising our positive impact	Through our core work	Students and education
		Research
	Through advocacy and influence	Responsible investment
		Community and engagement
Cross-cutting themes	Communication and transparency, social justice, collaboration and partnership, systemic change	

2. Background

King's has been taking action on climate and sustainability for a number of years, developing our first Carbon Management Plan (CMP) in 2006 and setting the target to reduce scope 1 and 2 carbon emissions by 43% between 2005-06 and 2020 in 2010.

2006
King's publishes first CMP

2008
King's first Carbon Trust Standard certification

2010
King's sets 43% reduction by 2020 target and publishes second CMP

2019
King's signs Power Purchase Agreement to source some of our electricity from wind

2017
King's commits to full divestment from fossil fuels and net zero target

2016
King's commits to divest from coal and tar sands

2020
King's achieves 53% reduction in carbon emissions and founds King's Climate Action Network (CAN)

2021
King's fully divests from fossil fuels

2022
Strategy 2026 commits to a step change in our approach to sustainability and climate change

Since then, the university has grown in the number of students and staff, income and estate size, but our carbon emissions have more than halved. Continuous investment in energy efficiency measures ensured that while the university grew, our energy consumption remained stable. We have made progress on decarbonising our electricity supply, investing in on-site renewables and signing a Power Purchase Agreement with wind farms to supply nearly one-fifth of our annual electricity baseload.

Our students and staff played an important role in this, from taking part in our Sustainability Champions scheme in offices and laboratories to joining and setting up their own sustainability initiatives.

In 2020, we joined the global initiative Race To Zero for Universities and Colleges, and are now one of over 1,100 institutions that have committed to and are taking immediate action to achieve (net) zero emissions.

Our baseline for targets throughout this report is 2018-19, our last full year of data prior to the COVID-19 pandemic.

Carbon emissions (tonnes CO₂e)

$$\text{Carbon emissions (tonnes } CO_2e)$$

2018–19
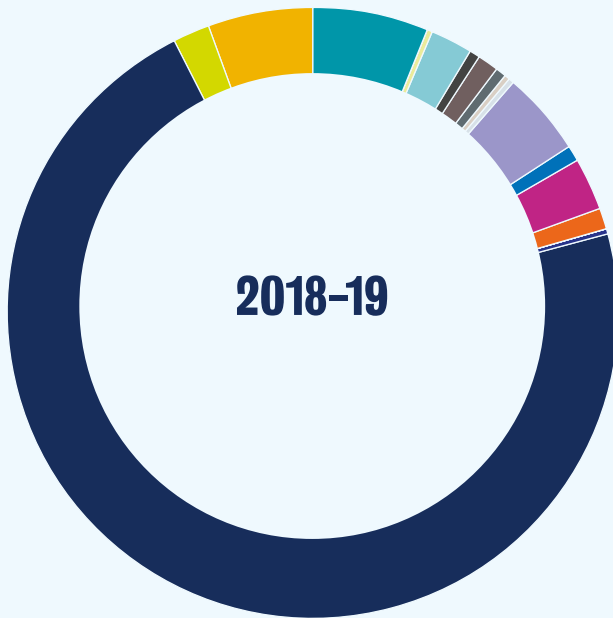
Value	Category
9,442	Natural gas
30	Fuel for generators
28	Fuel for vehicles
235	Refrigerant gases
3,516	Purchased electricity
755	Purchased heat
1,406	Well to tank (fuels)
972	Well to tank (electricity)
592	Electricity transmission and distribution (T&D)
83	Well to tank (electricity T&D)
6,905	Business travel
1,263	Leased assets – natural gas
3,892	Leased assets – purchased electricity
1,686	Leased assets – purchased heat
49	Waste disposal
121	Water supply
249	Water treatment
106,808	Supply chain
2,972	Third-party residences
8,219	Commuting

Our climate action is not limited to reducing emissions from our buildings. In 2021, we fully divested from fossil fuels almost two years ahead of target, demonstrating our commitment to taking wider action. Solutions-oriented research and education delivered in service to society also has a long history at King's. We are proud to support world-leading climate researchers and multiple IPCC lead authors who are based at King's. We have been developing future climate and sustainability leaders for more than a decade through our modules and degrees, including the Climate Change: Environment, Science and Policy MSc, and will continue to develop our programmes.

We are rapidly scaling our response to the climate emergency through transformative multidisciplinary research, by embedding sustainability into our teaching, partnerships and impact, and by 'walking the talk' in our operations and activities.

3. Developing our Climate & Sustainability Action Plan

Addressing climate change and advancing sustainability touch on every part of our work as a university. To ensure we are considering the full breadth of necessary action, we have organised our response around 13 key impact areas, including energy, business travel and investment. The sections within this action plan detail our proposals around each key impact area.

The objectives and actions have been co-created with King's Climate Action Network, an interdisciplinary network consisting of over 350 students, alumni and members of staff. The inclusion of this wide range of perspectives is what gives our present approach its richness and ensures our stakeholders' views are considered and acted upon. This network will continue to be at the heart of the delivery of the plan, the monitoring of progress and the identification of further opportunities.

While this action plan was co-created with our community, it will be led and governed by senior leaders across King's, ensuring its principles are embedded in activities throughout the university.

Our approach is informed by the United Nations (UN) Sustainable Development Goals (SDGs), which set goals for holistic and sustainable global development by 2030. This action plan will contribute to several SDGs, including SDG 13 on climate action, and co-benefits include improved public health and wellbeing, increased resiliency of our campuses and greater energy security.

Students attend the London Student Sustainability Conference

4. Taking action on climate

We recognise the need to take urgent action on climate and to cut emissions drastically to limit global warming to 1.5°C. We also acknowledge and are taking responsibility for all emission sources linked to our university – both direct (scope 1 and 2) and indirect (scope 3).

Our approach to climate action prioritises absolute reduction of carbon emissions over offsetting and carbon removals. We have set ambitious targets to reduce emissions from our buildings, in line with the emission reduction of 40-50% required by 2030 to limit warming to 1.5°C as outlined in the IPCC special report 'Global Warming of 1.5°C'. We are confident we can achieve this for emissions under our direct control but acknowledge we must push further. Therefore, we also set targets to reduce emissions from business travel, our supply chain, commuting and waste.

	2025 target reduction	2030 target reduction
Scope 1 and 2	25% ▼	50% ▼
Scope 3		
Business travel	30% ▼	50% ▼
Supply chain	25% ▼	50% ▼
Commuting	20% ▼	50% ▼
Waste*	30% ▼	50% ▼

*Waste targets from 2017-18 baseline

We recognise that even with deep and immediate emission cuts, we cannot achieve absolute zero emissions by 2030. Retrofitting our estate to decarbonise our heating will take many years and significant investment. Therefore, achieving net zero by 2030 will require offsetting some of our carbon emissions. We will work across King's to decide whether and how remaining emissions will be offset in 2030, or whether the equivalent of our offsetting cost should be invested in further decarbonisation projects on campus. Our approach will continue to be led by climate science, as well

as by the ambition of our King's community, and we will continue to do that which has the most significant impact on climate action.

As well as reducing our negative impacts, we aim to maximise our positive impact through our Climate & Sustainability Action Plan. The following sections are based on this approach and outline how King's will achieve this ambition. Each section is supported by a detailed action plan (see Appendix A) containing objectives, targets and KPIs.
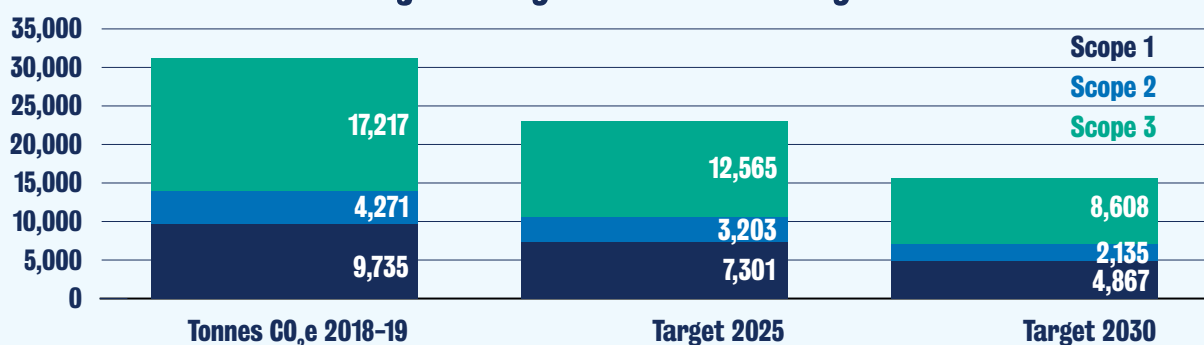
4.1. Actions to minimise our negative impact

4.1.1. Towards a sustainable, zero carbon estate

If we are serious about addressing the climate crisis, we must reduce our own direct emissions. Our significant emission reduction between 2005 and 2020 was achieved while the university was growing, demonstrating that we have decoupled this expansion from increasing carbon emissions. This was accomplished through a range of measures, including improving energy efficiency, maximising utilisation of our existing estate and the purchasing of renewable electricity.

There are three key areas to consider when making our estate more sustainable: energy consumption; our property portfolio including new construction and rebuilds; and carbon sinks.

Our journey to net zero by 2030

	Tonnes CO₂e 2018-19	Target 2025	Target 2030
Scope 3	17,217	12,565	8,608
Scope 2	4,271	3,203	2,135
Scope 1	9,735	7,301	4,867

4.1.1.1 Energy consumption

To ensure we meet the carbon reduction targets outlined in section 4, we need to ensure that we operate and maintain our estate efficiently, embedding carbon reduction into our processes. We have already made significant progress in this area by, for example, investing in measures such as on-campus renewable energy, combined heat and power plants, and retrofitting energy efficiency measures such as insulation and LED lighting.

While we source some renewable electricity, much of the energy used is natural gas used for heating. Therefore, a key objective for King's is to decarbonise the heating of our buildings through the development of a long-term Heat Decarbonisation Plan, and to integrate the findings of this plan into decision-making and university plans. We will also continue to improve energy efficiency, identify opportunities to increase on-site renewable energy generation, and increase the amount of electricity supply covered by Power Purchase Agreements. As well as reducing energy consumption, we will reduce water consumption and develop the infrastructure to switch our current university vehicles to fully electric vehicles.

4.1.1.2. Property and construction

How we design, build and refurbish our estate has a significant impact on carbon emissions for many years and is therefore an essential part of the solution. We have already made significant steps to ensure that sustainability and climate resilience are built into construction and refurbishment projects. We do this by carrying out BREEAM and SKA assessments and developing sustainability guidance for capital projects.

To work towards a sustainable, net zero estate, we will embed a whole life carbon approach into our decision-making on capital projects, updating our processes to ensure all capital decisions have a carbon assessment and by embedding sustainability into the project lifecycle

at all stages. To achieve this, we will explore internal carbon pricing to ensure climate impacts are given appropriate considerations in financial decisions.

Recognising that our estate is likely to see impacts of climate change and increasing temperatures over the next decades, we will assess the climate risk of our buildings and develop climate adaptation plans to address this.
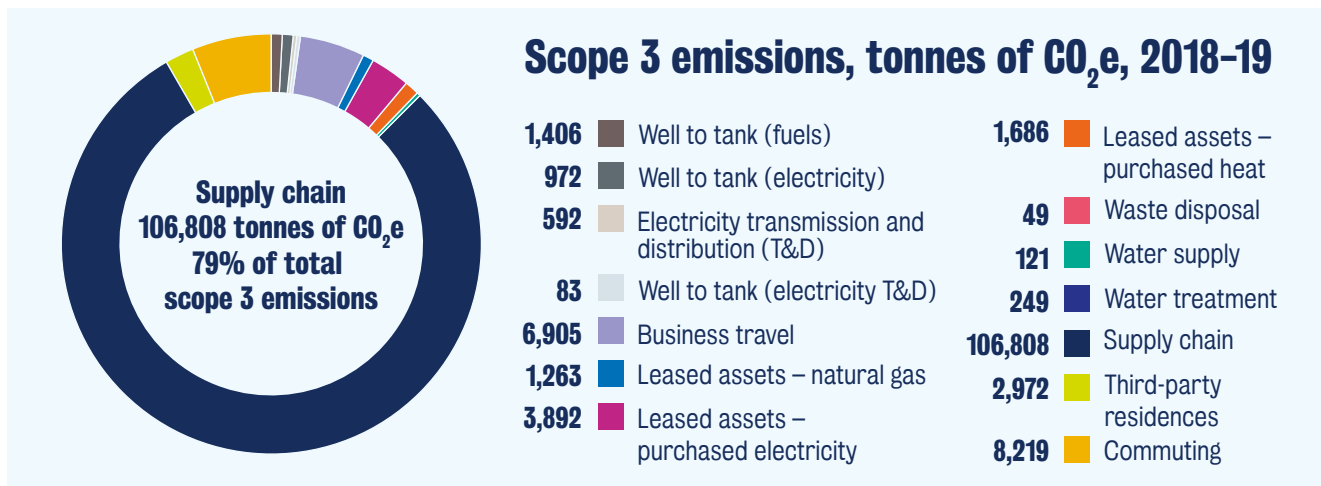
4.1.1.3. Carbon sinks and biodiversity

While most of our estate is urban, there are opportunities to foster biodiversity and improve green spaces that can act as natural carbon sinks while improving our community's wellbeing. Our Biodiversity Action Plan was developed in 2018 to identify and act on these opportunities. The plan focuses on building exteriors, new capital developments, grounds and open space and sports grounds. As we implement our Climate & Sustainability Action Plan, we will ensure the Biodiversity Action Plan is delivered and updated regularly. We will also carefully explore and evaluate opportunities for carbon capture, utilisation and storage to remove existing carbon from the atmosphere.

4.1.2. Towards a sustainable and low-carbon value chain

Our value chain represents the university's largest group of carbon emissions. Even though these emissions are indirect, we must take responsibility for them and are proposing decisive action in our purchasing of products and services, waste management, food, business travel, commuting and student travel.

4.1.2.1. Purchasing and procurement

Our supply chain represents the university's largest single source of emissions. We purchase products and services that range from everyday items such as office stationery and IT equipment to special laboratory equipment and large construction projects.


Scope 3 emissions, tonnes of CO_2e, 2018–19

Supply chain 106,808 tonnes of CO_2e 79% of total scope 3 emissions

- 1,406 Well to tank (fuels)
- 972 Well to tank (electricity)
- 592 Electricity transmission and distribution (T&D)
- 83 Well to tank (electricity T&D)
- 6,905 Business travel
- 1,263 Leased assets – natural gas
- 3,892 Leased assets – purchased electricity
- 1,686 Leased assets – purchased heat
- 49 Waste disposal
- 121 Water supply
- 249 Water treatment
- 106,808 Supply chain
- 2,972 Third-party residences
- 8,219 Commuting

Active management of our procurement emissions doesn't just have has a significant carbon impact; engaging with our thousands of suppliers can also support wider aims such as providing social value, sourcing from small and social enterprises, eradicating modern slavery in our supply chain and reducing waste by adopting circular economy principles.

Our Socially Responsible Procurement Policy already embeds many environmental and social sustainability principles into our procurement practices, but to achieve our sustainability ambitions we must accelerate our actions towards a fully sustainable, ethical and low-carbon supply chain.

Recognising our influence, we will aim for the top suppliers, covering 75% of our spend, to have science-based carbon reduction targets by 2025. We will also work with suppliers, staff and students to identify and replace carbon-intensive products, support those looking for sustainable alternatives, reduce the frequency of deliveries and identify opportunities for students to take part in sustainable procurement projects. Alongside this, we will continue to improve our methodology for estimating emissions. We will also continue to review and update our procurement policies to ensure social sustainability factors are taken into account, and that principles on fair and ethical procurement are embedded.

4.1.2.2. Waste management

We produce a significant amount of waste through our campus operations, including our offices, restaurants, residences and laboratories. The environmental impacts of waste go beyond carbon emissions and extend to depletion of natural resources if recyclable materials are not recovered, or damage to ecosystems if waste is disposed of incorrectly or illegally.
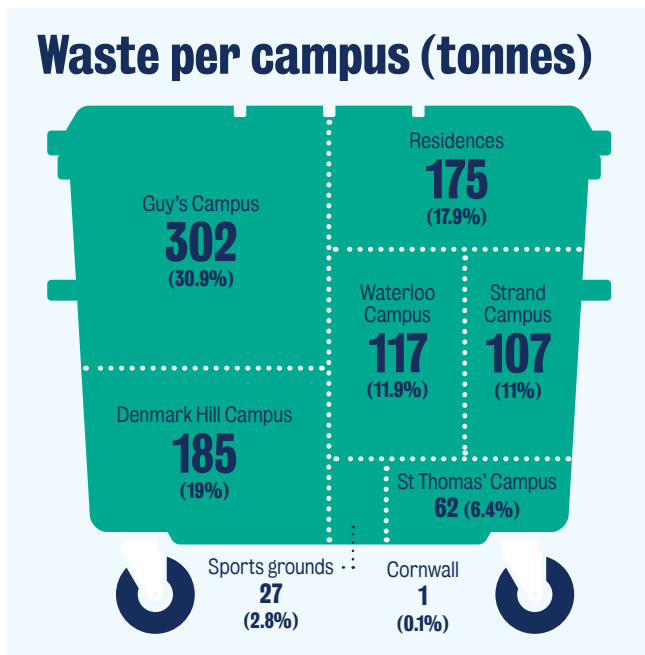
King's has acknowledged this and has improved its waste management, including reducing operational waste and recycling nearly 65% of operational waste each year. As we move towards a more sustainable, low-carbon value chain, we recognise that reducing waste needs to be a priority. We have developed our 2021-24 Waste and Resource Strategy and Action Plan to address this, ensuring we follow the hierarchy of reducing, reusing and recycling our waste. To meet our waste and related emission reduction targets, we will ensure this action plan is resourced and carried out, which includes a continued reduction in waste creation, ensuring waste is considered as part of procurement decisions and increasing recycling to 75% by 2024.

4.1.2.3. Food

Food production accounts for a significant portion of global greenhouse gas emissions. We therefore have a responsibility to offer and encourage sustainable, low-carbon diets through our university restaurants and catering operations. Our Sustainable Food Policy and Fairtrade Policy commit us to providing sustainable, healthy and fairly traded food to the university community. We offer a variety of vegan options across all restaurants, are a Fairtrade University and take part in the Sustainable Restaurant Association's 'Food Made Good' rating.

To support our supply chain targets, we will continue this work, ensuring our Sustainable Food Policy and Fairtrade Policy are implemented and prioritising plant-based, local, seasonal, organic and ethically sourced food. We will encourage sustainable food choices, develop climate food labelling and reduce food waste across our catering operations.
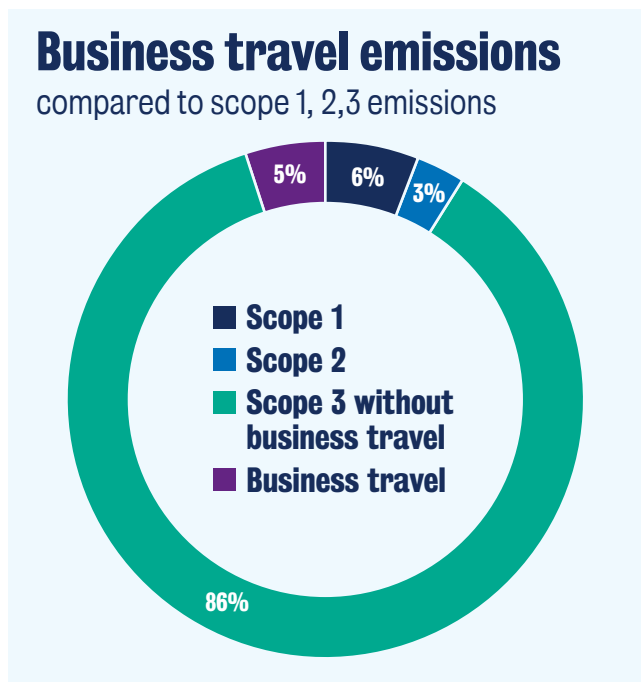
4.1.2.4. Business travel

King's is proud to be an international community that serves the world. Our academics address global challenges through their research, and our many international networks and partnerships enable us to have a global impact and enrich the student experience. However, this international ambition has a significant impact on the climate when it comes to travel emissions. In 2018-19, business air travel alone represented our fourth-largest source of emissions.

Since then, the impact of the global COVID-19 pandemic has meant that our staff have adapted to new ways of working, delivering presentations, attending conferences and maintaining university partnerships through online platforms.

To achieve our target to reduce business travel emissions, we will continue to support staff in using digital alternatives and reduce business travel that is not essential. We will also work towards ceasing air travel within mainland UK and raise awareness of policies that allow for rail travel even where it is more expensive. To encourage staff to use land-based travel, we will also engage with our travel provider to make these easier to book and provide information on how to do so. We will publicly report on our business travel emissions annually.

Business travel emissions
compared to scope 1, 2,3 emissions

- 5%
- 6%
- 3%
- 86%

Legend:
- ■ Scope 1
- ■ Scope 2
- ■ Scope 3 without business travel
- ■ Business travel

4.1.2.5. Commuting

Due to our central London location, the majority of journeys to our campuses are made by public transport or active travel. While this means that travel by car is limited, we recognise the carbon impact of current public transport options.

King's has developed a range of initiatives to support active travel and will continue to work on this as we move towards our target to reduce emissions from commuting. We will maximise the environmental benefits from changes to our ways of working, while investigating how we can ensure emissions are not transferred from campus to the home. We will also encourage low-carbon transport by improving cycling and active travel facilities on our campuses and will engage with others to advocate for improved London-wide initiatives and facilities.

4.1.2.6. Student end-of-term travel

King's international community is at the core of our Vision. While internationalisation and our global outlook are a source of significant positive impacts, we recognise the need to acknowledge the carbon impacts associated with this.

Our students have expressed the importance of addressing this challenge in our consultation. To take action on the full range of emissions linked to our university activities, we will establish a methodology to estimate emissions from students travelling to and from London at the start and end of term. We will also engage with students to understand their footprint and enable them to take action on climate. We will work with students to identify how community-building activities and other initiatives could reduce travel and develop a pilot slow travel programme to connect students with those with similar journeys, providing funding to travel by rail where possible. To track our progress, we will set a target to keep student end-of-term travel emissions at 2018-19 levels despite increases in student numbers.

4.2. Actions to maximise our positive impact

4.2.1. Leveraging the core of our work: education and research

4.2.1.1. Students and education

King's can make a significant contribution to addressing climate change and advancing sustainability through education. As a university, we have the power to develop and support the next generation of society's leaders, problem solvers and activists by equipping them with the necessary knowledge and skills to contribute to the sustainability agenda and the just transition to a low-carbon future. The university already offers six postgraduate and two undergraduate degrees directly related to climate, as well as hundreds of modules that relate to the UN SDGs across disciplines. Outside the formal curriculum, many students already take part in sustainability and climate initiatives.

To maximise our positive impact through education, we aim to ensure all students have the opportunity to learn about climate change and sustainability as part of their formal education. We are embedding climate change and sustainability into university strategies and plans on education, with appropriate resources set aside to deliver on this commitment. To give students the skills to address climate change, we will develop training on carbon literacy, scale up living lab projects, work towards making the online Climate & Sustainability module a credited module, and explore a Climate & Sustainability Leadership Academy, which will support students in becoming sustainability leaders. To achieve this, we will work with educators to ensure they have the tools to embed climate and sustainability into their teaching. We will also develop volunteering, research and employability opportunities for students and explore opportunities to expand support for careers in climate and sustainability fields and roles.

4.2.1.2. Climate and sustainability research

The societal, economic, political and technological transformations needed to address climate change and sustainability are complex and it is important that they are supported by insights and solutions from world-class research. As a university committed to serving society and tackling its most pressing challenges, we will make a step change in our contribution to these areas.

King's has strengths in interdisciplinary climate and sustainability research, as well as extensive expertise in areas such as social change, political economy, global health and engineering that we can connect and build upon. We will expand our research for climate change responses and sustainability across all our faculties, with particular emphasis on multidisciplinary research to enable timely and equitable transformations and on working closely with users to help develop solutions. Our target is a four-fold increase in our research activity by 2029, and King's will invest in seed funding and new appointments over the first three to four years to achieve this.

We will also create leadership and structures to ensure coordination across research themes, in external partnerships for research and impact, and to foster an expansion of our education on climate, building on leading research.

Equally important are connections with our own climate and sustainability actions on campus and with our students. We will make the most of the opportunities for King's and our close local partners in London to become a 'living lab' for experiments that will explore change and inspire our community.

To address the impact of research itself, we aim to extend our Laboratory Efficiency Assessment Framework to 100% of laboratories at King's.

4.2.2. *Our chance to drive wider change: advocacy and influence*

Alongside our work within the university, we aim to maximise our impact beyond our university doors. We aspire not only to collaborate with our key partners but also to leverage our position as an anchor institution. In doing so, we will stimulate wider market transformation and systemic change by driving action from a range of actors.

4.2.2.1. Responsible investment

Through our investments we can choose not to invest in companies that are harmful to the environment and society and to actively invest in those that commit to exercising a positive impact. At King's, we believe that the successful management of environmental, social and governance (ESG)
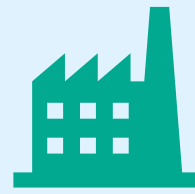
Fully divested
from all fossil fuels

issues is fundamental to creating value for investors. In 2021, we fully divested from fossil fuels almost two years ahead of our target, and we have already committed to increasing our investments with socially responsible benefits to 40% by 2025.

To accelerate action towards responsible investment, we will regularly review and update our Responsible Investment Policy and will continue work to go beyond our targets. We will encourage transparency and accountability by sharing responsible investment targets and progress and will publish a breakdown of our investments annually. Recognising the opportunity to have a sector-wide impact, we aim to build alliances with other institutions to engage with our main pension funds to encourage them towards divestment from fossil fuels and responsible investment.

4.2.2.2. Community and engagement

Our commitment to climate and sustainability action reaches beyond our university doors. Our Strategic Vision 2029 drives our commitment to positive social impact in London, across the UK, and internationally. Through our many partnerships, we can build relationships to take climate action and encourage and support others to address climate change.

To amplify our work to address climate change and support others in taking action, we will carry out listening campaigns on climate change and sustainability. This will ensure we are responding to the needs and challenges of our local communities as we support local climate and sustainability initiatives. We will engage with our local councils on their initiatives and identify opportunities for students to collaboratively work with local organisations on climate solutions. Recognising the importance of sharing information, we will collaborate with other universities, publish our Climate Action Network methodology, ensure easy access to climate and sustainability information, and make climate and sustainability events and resources accessible to the public. We will also advocate for climate justice and sustainability in our partnerships and explore our role in supporting transitions in the Global South.

4.3. Cross-cutting themes

Together with the actions covered by our 13 key impact areas, a focus on communication and transparency, social justice, collaboration and partnership, and systemic change is pivotal to achieving meaningful progress.

4.3.1. Communication and transparency

We aim for full transparency by publicly sharing our progress and outlining the challenges. We will measure and report this annually using the Greenhouse Gas Protocol and encourage the entire King's community to feedback on our plans, raise suggestions and create discussions to learn from each other and challenge us. We will also develop our climate and sustainability communications to share both our progress and our challenges with our community.

4.3.2. Social justice

Social justice is at the heart of our approach to climate and sustainability action because we cannot mitigate climate change without racial, social and intergenerational justice. Climate change and environmental impacts affect groups both between and within countries unequally. Groups with fewer financial means and choices are the least responsible for, but most negatively impacted by, climate change in particular. They are also the ones least able to afford its consequences.

Our work aligns with King's Equality, Diversity & Inclusion (EDI) Strategy, which includes being intersectional by default; attracting and retaining a diverse range of voices in our climate and sustainability work; and ensuring the breadth of this community is productive and feels valued and able to contribute. We will support historically marginalised groups to lead on climate and sustainability issues and ensure equity is considered in our wider impacts. This social justice lens will guide our work and help evaluate priority actions.

4.3.3. Collaboration and partnership

True progress requires collaboration. Collaboration was at the heart of the development of this plan and will continue to be for its delivery. We will actively involve the King's community as well as communities around us in our work, and they will be integral to the implementation of our Climate & Sustainability Action Plan.

4.3.4. Systemic change

We aim to take bold action to create systemic change, which is impactful, lasting and reaches beyond our university doors. Climate and sustainability must become a priority in any decision made on and off campus. We will use our influence as a university to encourage and empower people to take action that has a positive impact. Challenging goals drive change, so we will push the boundaries of what is feasible and try new ideas. By identifying barriers and unlocking opportunities, we will catalyse systemic change.


Students contribute to the 'Wall of Hope', part of King's Culture Climate Collective

5. Implementing our plans

To deliver on these commitments, we will work to develop a robust governance structure for climate and sustainability as a priority. Delivering the plan will require commitments across multiple areas, including capital investment on our estate, some targeted injections of dedicated resources, policy decisions and changes to our ways of working. The governance structure that will be set up will make these critical decisions over the coming years.

The actions within this plan will be regularly reassessed and updated to reflect changes in the world around us and the latest reporting requirements. We will report annually on the progress against our interim and long-term targets, as well as the actions being taken. The King's community, including King's CAN, will be empowered to hold the university accountable for our targets and progress. Together, we will continue to scope new opportunities and continue to work on making the world a better place, in which our people and planet are respected.
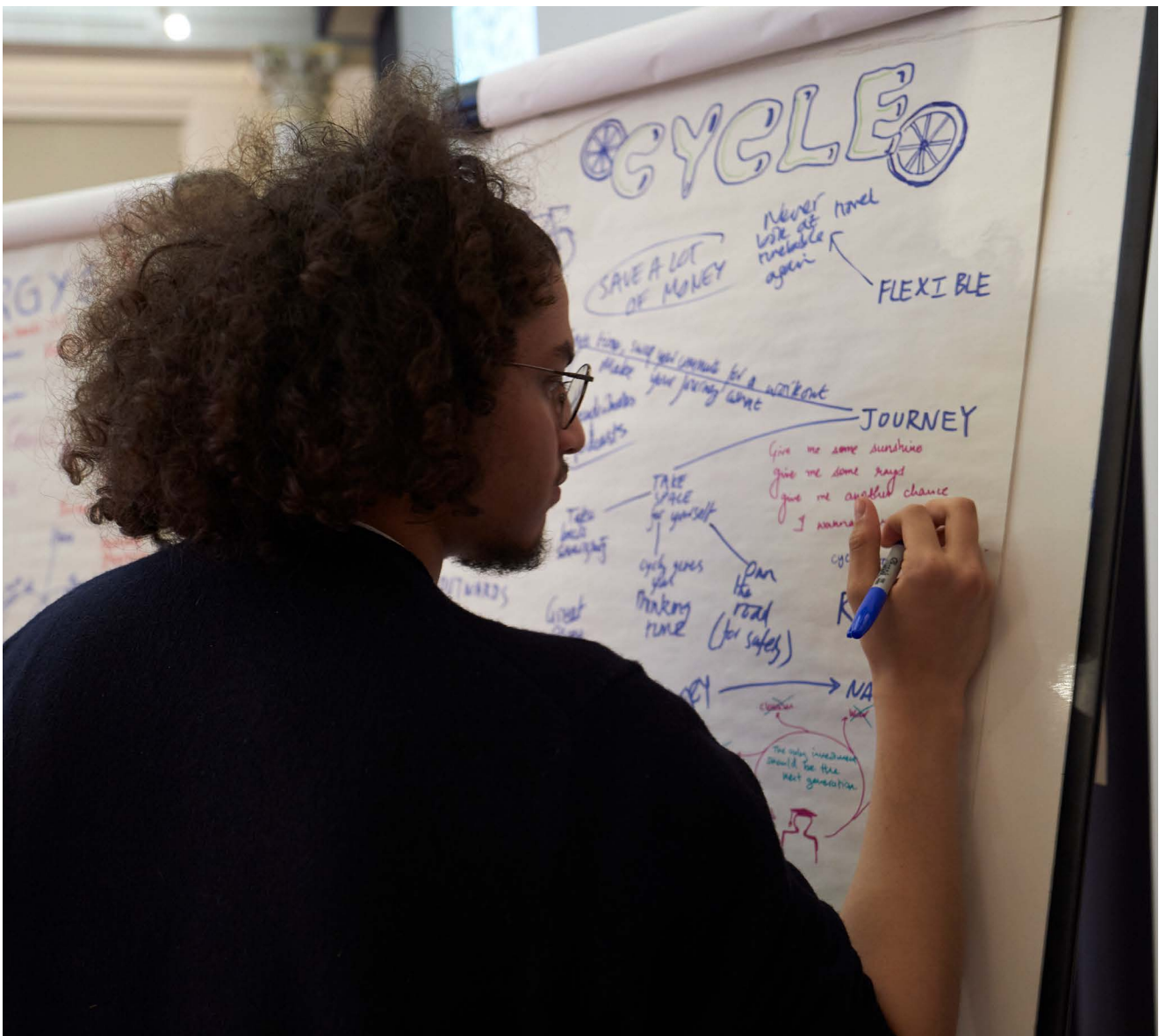
King's Culture Climate Collective brings together climate-inspired art and creative research

6. Glossary

1.5°C aligned: Target is aligned with scenarios that yield a long-term warming outcome of below 1.5°C with some probability and some amount of overshoot.

Absolute zero: No greenhouse gas emissions are attributable to an actor's activities across all scopes. No offsets or balancing of residual emissions with removals are used.

BREEAM: Building Research Establishment Environmental Assessment Method, a sustainability assessment method and rating scheme for construction and refurbishment projects.

Carbon capture, utilisation and storage (CCUS): A process in which CO_2 is captured, used to produce a new product, and stored in a product for a climate-relevant time horizon.

Carbon dioxide (CO_2): One of the main greenhouse gases that contribute to global warming.

Carbon dioxide equivalent (CO_2e): The universal unit to indicate the global warming potential of all greenhouse gases, including gases such as methane and nitrous oxide, expressed in terms of the global warming potential of one unit of carbon dioxide.

EAUC: The Alliance for Sustainability Leadership in Education is the environmental and sustainability champion within Further and Higher Education in the UK and Ireland. They are a member association supporting universities and colleges across the UK and Ireland.

Greenhouse gas (GHG) emissions: Gases emitted from fuel combustion and other sources that contribute to the greenhouse effect and global warming. These include carbon dioxide, methane, nitrous oxide, ozone and chlorofluorocarbons.

Greenhouse Gas Protocol: Establishes comprehensive global standardised frameworks to measure and manage GHG emissions from private and public sector operations, value chains and mitigation actions.

Intergovernmental Panel on Climate Change (IPCC): The United Nations body for assessing the science related to climate change.

Location-based emissions: The location-based method for calculating carbon emissions uses average carbon emission factors for each kWh of electricity we use, regardless of its origin or the tariff we have chosen. This means it does not take into account our purchasing of renewable electricity.

Market-based emissions: The market-based method for calculating carbon emissions takes into account the electricity we have purchased from renewable sources and assigns it zero carbon emissions. As King's directly purchases UK wind power, our carbon footprint is lower when using the market-based method.

Net zero: A state in which the greenhouse gases going into the atmosphere are balanced by removal out of the atmosphere.

Offsetting: Reducing GHG emissions (including through avoided emissions) or increasing GHG removals through activities external to an actor, in order to compensate for GHG emissions, such that an actor's net contribution to global emissions is reduced. Offsetting is typically arranged through a marketplace for carbon credits or other exchange mechanism. Offsetting claims are only valid under a rigorous set of conditions, including that the reductions/removals involved are additional, not over-estimated and exclusively claimed. Further, offsetting can only be used to claim net zero status to the extent it is 'like for like' with any residual emissions.

Power Purchase Agreement (PPA): A contract of sale of energy between an energy producer and customer.

Science-based/Paris-aligned: Target is aligned with what the latest climate science deems necessary to meet the goals of the Paris Agreement – limiting global warming to well below 2°C above preindustrial levels and pursuing efforts to limit warming to 1.5°C, with no or low overshoot.

Science Based Targets initiative (SBTi): Science-based targets show companies how much and how quickly they need to reduce their GHG emissions to prevent the worst effects of climate change.

Scope 1 emissions: Direct company owned or controlled emissions occurring at source.

Scope 2 emissions: Emissions associated with the production of energy consumed by a company.

Scope 3 emissions: Indirect emissions associated with company activities from sources not owned or controlled by a company.

Sink: A reservoir (natural or human, in soil, ocean and plants) where a GHG, an aerosol or a precursor of a GHG is stored.

SKA rating: An environmental assessment method, benchmark and standard for non-domestic fit-out construction projects led by the Royal Institution of Chartered Surveyors.

Sustainable Development Goals (SDGs): The 17 global goals for development for all countries established by the United Nations through a participatory process and detailed in the 2030 Agenda for Sustainable Development.

Times Higher Education Impact Rankings: A ranking developed to measure universities' contribution to the 17 UN SDGs, first published in 2019.

UK Universities Climate Network: A group of UK-based universities and research centres working together to contribute to the creation of a resilient, net zero world.

An invertebrate habitat supporting biodiversity at Guy's Campus

We invite you to feedback on our plans, raise new ideas and collaborate with us, and we encourage you to drive climate and sustainability action in your own environment.

You can contact us at climate@kcl.ac.uk

The actions in this document work towards the targets set out in this Climate & Sustainability Action Plan. They aim to both minimise the negative impacts and maximise the positive impacts we can have in addressing the climate crisis. The actions have been co-created with students and staff through King's Climate Action Network (King's CAN) and will be updated regularly to ensure they remain relevant and ambitious.

Energy consumption

Impact area	Objective	Target	KPI	Related SDGs
Energy consumption	Developing a long-term Heat Decarbonisation Plan for King's directly managed estate and integrate this into an up-to-date and regularly reviewed Carbon Management Plan.	Develop a new Carbon Management Plan that integrates the findings of the Heat Decarbonisation Plan in 2023, and review it annually.	Availability of CMP and review dates on the website.	7, 11
	Improving the energy efficiency of our estate by identifying opportunities and sourcing external funding, and supporting staff- and student-led projects.	Review funding opportunities and sources as part of the agenda at the Energy Risk Management Review meetings termly.	Number of funding opportunities identified.	7, 11, 4
			Amount (£) of funding secured.	7, 11, 4
		Support at least one energy-related student or staff project per year.	Number of student projects proposed/supported.	7, 11, 4
		Reduce scope 1 and 2 emissions by 25% by 2025, and 50% by 2030.	Scope 1 and 2 carbon emissions.	7, 11, 13
		Develop training for engineering team to spot energy efficiency opportunities in 2022-23, and train 100% of engineers by 2025.	Availability of training and % of engineers trained on energy efficiency.	7, 11, 13
	Undertaking feasibility assessments to increase the amount of on-site renewable energy generation.	Assess at least one potential site for on-site renewable energy generation per year.	Number of sites with renewable electricity generation.	7
		Set targets for on-site solar PV capacity in 2023-24.	kWh produced by on-site renewables.	7
		Trial at least one other system to generate and store excess energy on campus by 2025.	Number of trials to generate and store energy.	7
	Increasing the amount of electricity supply covered by Power Purchase Agreements.	Increase the percentage of our electricity baseload from PPAs by 2025.	% of electricity baseload purchased through PPAs.	7, 8
	Engaging with our partners (including our NHS Trust Partners) to decarbonise their operations.	Targets and KPIs to be determined with our partners.	Targets and KPIs to be determined with our partners.	11, 13, 17
	Reducing water consumption by developing a water-reduction programme and engaging our community through campaigns.	Reduce water consumption by 2% per FTE per year.	m3 of water consumed.	6, 11
	Developing an electric vehicle strategy to switch King's vehicles and set up the required on-campus infrastructure.	Replace all university-owned road vehicles with electric vehicles by 2025.	Number of electric vehicles owned by the university; number of non-electric vehicles owned by the university.	11
		Install charging points at all campuses by 2025.	% of campuses with charging points.	11
		Switch fuel for off-road sports ground vehicles to biofuel by 2025.	% of fuel for off-road vehicles purchased as biofuel.	11
	Developing low-energy/energy-efficient computing guidelines.	Work with IT team to identify at least one energy-saving opportunity per year.	Number of energy-saving opportunities.	7, 16
	Engaging students and staff in energy efficiency	Develop communications to building users to share information on works being done by 2023-24.	Number of campus projects related to energy efficiency that have signage.	7
		Discuss feasibility of energy fund similar to Sustainability Projects Fund by 2023-24.	Discussion of energy fund at ERMC by 2023-24.	7

Property and construction

Impact area	Objective	Target	KPI	Related SDGs
Property and construction	Embedding a whole life carbon approach in the university's Estates Strategy and campus masterplan decision-making, from design to end-of-life of the building.	Set targets for all capital projects over a set value to develop whole life carbon report by 2025, reported at strategic level.	Availability of embedded carbon reports for all projects.	11
	Updating sustainable building design standards and embedding these into the project lifecycle from the procurement stage onwards.	Publish sustainable building design standard by 2023, including guidance on how to embed this at every stage of a project.	Availability of sustainable building design standard and guidance.	11
	Updating capital planning and approval processes to ensure all capital decisions have a carbon assessment.	Develop guidance for carbon assessments in capital projects by the end of 2022-23.	Availability of guidance.	11, 13
		Assess 50% of projects for carbon in 2023-24, and 100% of projects in 2024-25.	% of projects that include carbon assessment.	11, 13
	Establishing clear guidelines for assessing, reporting and reducing embodied carbon from our construction projects.	Develop guidelines for assessing, reporting and reducing embodied carbon by the end of 2023-24.	Availability of guidelines.	11, 13
		Train all project managers on these guidelines by 2024-25.	% of project managers trained.	11, 13
		Reduce embodied carbon in buildings by 50% between availability of methodology and 2040.	Tonnes of embodied carbon per square metre of building project.	11, 13
		Set targets for equitably sourced materials by 2024-25, along with a potential elimination of particularly carbon-intensive materials.	Availability of targets on building materials.	11, 13
	Including renewable energy generation feasibility in all new developments and major refurbishments.	Include renewable energy generation feasibility in all new developments and major refurbishments by 2025.	% of projects including renewable energy generation feasibility.	7, 13
	Making our buildings climate-resilient by assessing the climate risk of our buildings and developing a plan to address these.	Develop King's approach for scoring climate risk to buildings by 2023-24.	Availability of scoring mechanism for climate risk.	11
		Assess all King's buildings for climate risk by 2024-25.	% of buildings scored.	11
		Develop action plans for buildings most at risk by 2025-26.	% of most at-risk buildings with action plan.	11
	Engaging local communities in sustainability improvements to our estate.	Develop approach of how to engage local communities in our estates projects by 2023-24.	Availability of plan to engage local communities.	11
	Exploring implementing internal carbon pricing to better align financial decision-making criteria with King's climate action goals.	Develop internal carbon pricing guidance by the end of 2022-23.	Availability of guidance.	11, 13
		Include internal carbon pricing in all whole life carbon reports by 2025.	% of projects that include carbon pricing in carbon assessment.	11, 13

Carbon sinks

Impact area	Objective	Target	KPI	Related SDGs
Carbon sinks	Ensuring the Biodiversity Action Plan is implemented and updated regularly.	Carry out 100% of actions in the 2018-23 Biodiversity Action Plan by 2025, subject to feasibility of actions.	% of actions carried out.	15
	Exploring and evaluating opportunities for carbon capture, utilisation and storage to remove existing carbon from the atmosphere.	Develop and publish King's offsetting policy by 2024-25.	Availability of offsetting policy.	13

Purchasing and procurement

Impact area	Objective	Target	KPI	Related SDGs
Purchasing and procurement	Aiming for the top suppliers covering 75% of spend to have carbon reduction targets by 2025.	Largest suppliers, covering 75% of spend, to have carbon reduction targets by 2025.	% of King's spend that is with suppliers with carbon reduction targets.	9, 12, 13
	Improving data and evaluation of supply chain sustainability.	Ensure sustainability KPIs are on the agenda for all supplier meetings by 2023-24.	% of supplier meetings that have sustainability KPIs on the agenda.	9, 12
		Explore opportunities to work with sector to develop supply chain database, to support suppliers to reduce their footprint by 2025.	Number of engagements with others in the sector.	9, 12, 13
	Identifying carbon-intensive and unsustainable product categories and supporting decision-making through low-carbon, sustainable buying guides.	Identify key target categories in 2022-23.	Availability of list of categories.	9, 12
		Develop buying guides or swap for more sustainable options for 50% of these categories in 2023-24 and 100% in 2024-25.	Availability of buying guides or list of more sustainable options.	9, 12
		List sustainable suppliers first in product catalogue by 2022-23.	Availability of function to list sustainable suppliers first.	9, 12
		Include sustainability considerations into all procurement decisions concerning the estate and our emissions by 2023-24.	% of procurement decisions concerning the estate and with an impact on our emissions containing sustainability considerations.	9, 12, 13
	Reducing non-essential goods and services purchased.	Develop tool to evaluate which purchases are essential by 2023-24 to avoid non-essential purchases.	Availability of tool to evaluate essential purchases.	9, 12
		Produce guidance prioritising higher-quality products with longer lifespans and repair over replacements by 2025.	Availability of guidance.	9, 12
		Explore one opportunity for using a product-service system per academic year.	Number of opportunities explored.	9, 12
	Working with suppliers and staff to reduce the frequency of deliveries.	Identify one major supplier to reduce delivery frequency per academic year.	Number of suppliers reducing delivery frequency.	9, 12
		Join consolidated delivery project led by GSTT by 2024-25.	Membership of consolidated delivery project.	9, 12
		Engage with at least two suppliers per academic year to reduce packaging from deliveries.	Number of suppliers engaged on packaging from deliveries.	9, 12, 17
	Identifying and developing (living lab) opportunities for King's students and staff to work with suppliers on sustainable supply chain projects.	Identify one living lab opportunity for students and staff to work on with suppliers per academic year.	Number of living lab projects available with suppliers.	4, 9, 12
		Establish programme of supplier engagement events by 2023-24.	Number of supplier engagement events.	9, 12, 17
	Improving ICT procurement.	Request carbon data from key ICT suppliers annually, and use this to improve supply chain emissions methodology.	Availability of carbon data.	12, 13
		Include energy use as part of assessment criteria for ICT suppliers by 2023-24.	Number of assessments that included energy usage as criteria.	7, 12, 13
	Making procurement of medical/lab equipment more sustainable.	Promote existing schemes to pay for the cost difference between ultra-low-temperature freezers with low energy efficiency and more efficient models at least once per year, and explore feasibility to extend to other equipment by 2023-24.	Amount of funding given to departments/laboratories.	12
		Investigate whether labs could share equipment to wash/sterilise, to make it more financially feasible to use reusable alternatives to single-use plastics by 2023-24.	Number of pieces of shared washing/sterilisation equipment in labs.	12
	Improving our methodology for estimating supply chain emissions.	Develop updated methodology for estimating supply chain emissions by 2024-25.	Availability of new methodology.	9, 12, 13
			Tonnes of CO2e from supply chain.	9, 12, 13
	Regularly reviewing and updating the Socially Responsible Procurement Policy and ensuring compliance with it.	Review Socially Responsible Procurement Policy in line with policy review cycle.	Date of last policy review.	9, 12
		Report on socially responsible procurement targets annually.	Availability of public report on targets (either in Environmental Sustainability Report or wider social impact report).	9, 12

Waste management

Impact area	Objective	Target	KPI	Related SDGs
Waste management	Resourcing and carrying out the actions captured in the 2021-24 Waste and Resource Strategy and Action Plan.	Achieve actions set out within 2021-24 in the set timeframes.	% of actions within Waste and Resource Strategy and Action Plan achieved on time.	12
	Reducing waste across campuses.	Reduce operational waste by 30% by 2023-24 compared to the 2017-18 baseline.	Tonnes of operational waste.	12
		Reduce food waste per capita by 50% by 2030 compared to 2018-19.	Tonnes of food waste per FTE.	12
	Increasing recycling rates across campuses.	Achieve average recycling rate of 73% in 2022-23.	% of waste going to recycling, AD or reuse.	12
		Achieve average recycling rate of 75% in 2023-24.	% of waste going to recycling, AD or reuse.	12

Food

Impact area	Objective	Target	KPI	Related SDGs
Food	Implementing the Sustainable Food Policy and Fairtrade Policy across all campuses and in our catering, prioritising plant-based, local, seasonal, organic and ethically sourced food.	Review Sustainable Food Policy and Fairtrade Policy within policy review cycle.	Date of last policy review.	8, 12, 15
		Achieve 3* Sustainable Restaurant Association rating in annual submissions.	Number of SRA stars.	8, 12
	Encouraging sustainable food choices and limiting food waste through behavioural change campaigns and strengthened communications about related initiatives.	Ensure 65% of restaurant choices are plant-based each academic year.	% of restaurant choices that are plant-based.	12
		Monitor and report on food waste every year.	Availability of food waste data.	12
		Organise at least one behavioural change campaign per academic year to encourage more sustainable dietary choices and habits.	Number of behavioural change campaigns to encourage more sustainable dietary choices and habits per year.	12
		Continue quarterly meetings of Fairtrade and Sustainable Food Steering Group, which is open to students and staff.	Frequency of meetings of the Fairtrade and Sustainable Food Steering Group.	12
		Communicate about sustainable food initiatives at least once per term through sustainability channels.	Availability of sustainable food communications from sustainability team.	12
	Developing climate food labelling, taking into consideration the ingredients' carbon footprint and food system justice.	Display sustainability rating of food choices on menus by 2024-25.	Availability of rating on menus.	12, 13
	Limiting food-related waste by improving our data, scoping opportunities for local small-scale composting and ensuring food waste bins are available across all campuses.	Monitor and report on food waste data every academic year.	Amount of food waste per year.	12
		Track number of on-campus composting schemes annually.	Number of campus composting schemes.	12
		Continue to discuss opportunities to reduce packaging or replace with recyclable alternatives at least annually.	Date of discussion on reducing packaging.	12
		Provide food waste caddies at all buildings with King's-managed waste streams by 2022-23.	% of buildings with food caddies available.	12

Business trips

Impact area	Objective	Target	KPI	Related SDGs
Business trips	Reducing the need for travel by continuing to support staff in using digital alternatives.	Make training on digital alternatives available to all staff at least annually.	Availability of training on digital alternatives to meetings.	9, 13
	Defining 'essential' business travel and agreeing on a plan for how we significantly reduce 'non-essential' travel.	Develop definition of 'essential' travel in 2022-23.	Availability of definition of essential travel.	13
		Develop suggestions on how to reduce non-essential travel in 2023-24.	Availability of suggestions of how to reduce non-essential travel.	13
	Working towards ceasing air travel within mainland UK, excluding a set of exceptional circumstances.	Reduce mainland UK domestic air travel emissions by 95% compared to 2018-19.	Tonnes of CO2e from UK mainland air travel.	13
	Increasing awareness of the policies that allow rail travel even where it is more costly than the equivalent flight, and encouraging staff to use land-based travel.	Include travel policy in all staff inductions by 2023-24, highlighting its sustainability elements.	Inclusion of travel policy in staff inductions.	13
	Engaging with our travel provider to make international train journeys easier to book and provide information on sustainable travel to our most common destinations	Develop front page within booking portal by the end of 2022-23, displaying information on sustainable travel booking.	Availability of front page, number of page views.	13
	Working with the sector to change the system and reduce the need for air travel.	Engage with at least one grant provider on offsetting or travel per academic year.	Number of engagements with grant providers.	13, 17
		Identify and engage with at least one King's partner per academic year to share approaches to reduce unnecessary travel.	Number of engagements with King's partners on travel.	13, 17
		Engage with sector-wide networks and other universities on travel at least once per year.	Number of engagements with sector networks and other universities on travel.	13, 17
	Publicly reporting our business air travel emissions annually.	Publicly report our business travel emissions annually.	Availability of annual reporting.	13

Commuting

Impact area	Objective	Target	KPI	Related SDGs
Commuting	Maximising environmental benefits from changes to our ways of working while ensuring that emissions are not transferred from campus to the home.	Annually report on homeworking emissions.	Availability of homeworking emissions report.	11, 13
		Engage with supplier of software to establish the most sustainable approaches to using their applications by 2023-24.	Number of engagements with suppliers.	11, 13
	Encouraging low-carbon transport by continuing to improve on-campus cycling facilities and supporting the active travel initiatives.	Increase on-campus cycling facilities each year.	Number of bike parking spaces.	3, 11, 13
		Improve satisfaction with cycling facilities by 2025 compared to 2018-19.	Satisfaction with facilities in travel survey in 2024-25.	3, 11, 13
	Identifying opportunities to help accelerate the transition away from fossil-fuelled private vehicles.	Investigate scope for providing electric vehicle charging points in 2022-23.	Availability of report on electric vehicle chargers for staff use.	11, 13
			Number of electric vehicle chargers available.	11, 13
	Engaging with others to advocate for improved London-wide active travel facilities and public transportation options.	Engage with local councils on transport at least once per academic year.	Number of engagements on transport with councils.	3, 11

Student end-of-term travel

Impact area	Objective	Target	KPI	Related SDGs
Student end-of-term travel	Establishing a reliable methodology for estimating travel emissions from international student travel.	Establish methodology for estimating end-of-term travel emissions in 2022-23.	Availability of methodology.	13
			Tonnes of CO2e of emissions from end-of-term travel.	13
	Engaging with students around understanding their travel carbon footprint and enabling them to take action to reduce their overall carbon footprint.	Hold consultation event with international students on travel in 2022-23.	Number of consultation events.	13
	Working with students to identify what community-building activities and programmes could support a reduction in air travel during short holidays.	Hold consultation event with international students on travel in 2022-23.	Number of consultation events.	13
	Piloting a slow travel programme to connect students with similar journeys to travel together to make longer, more sustainable journeys more enjoyable and affordable.	Develop fund for pilot slow travel programme in 2022-23.	Availability of fund.	13
		Hold pilot in 2023-24.	Number of students taking part in pilot.	13

Students and education

Impact area	Objective	Target	KPI	Related SDGs
Students and education	Including climate change and sustainability in the Education Strategy and Service Learning approach, and ensuring appropriate resources are set aside to deliver on this commitment.	Include climate change and sustainability in next Education Strategy review.	Inclusion of climate change and sustainability in Education Strategy review.	4
		Assign resource to deliver on sustainability education in 2022-23.	Amount of funding/availability of funding set aside for sustainability education.	4
	Rolling out Carbon Literacy across the university to help our students, staff, suppliers, partners and local communities become carbon literate.	Pilot Carbon Literacy training in 2022-23.	Number of students and staff taking part in pilot training.	4, 13
		Achieve 500 students and staff trained on carbon literacy by the end of 2023-24.	Number of students and staff trained overall.	4, 13
	Ensuring all students have the opportunity to learn about climate change and sustainability as part of their formal education.	Continue to make the online KEATS module available to all students and staff every academic year.	Number of students and staff enrolled in KEATS module.	4, 11, 13
		Report on SDG curriculum audit and develop action plan based on the findings in 2022-23.	Availability of SDG mapping report and action plan.	4, 11, 13
		Achieve SOS-UK Responsible Futures accreditation by 2025.	Achievement of accreditation.	4, 11, 13
		Set up a Climate Education Task Force with members from all departments to further embed sustainability into degrees and scope opportunities to develop interdisciplinary approaches to climate by 2025.	Number of meetings of task force.	4, 11, 13
	Working towards making the online climate and sustainability module credited and externally accessible with the help of required resources.	Make the KEATS module credited by 2024-25.	Availability of credited KEATS module.	4, 11, 13
		Launch the KEATS module as an external online course in 2023-24.	Availability of public online module.	4, 11, 13
			Number of learners taking public online module.	4, 11, 13
	Establishing a Climate and Sustainability Leadership Academy with a programme of mentorship and training to support students in becoming sustainability leaders.	Establish Climate and Sustainability Leadership Academy by 2025.	Availability of Climate and Sustainability Leadership Academy.	4, 9, 11, 13, 17
			Number of students involved in Climate and Sustainability Leadership Academy.	4, 9, 11, 13, 17
	Supporting educators in embedding climate change and sustainability into their programmes.	Develop a toolkit for educators by 2023-24.	Availability of toolkit for educators.	4, 11
			Number of downloads or page views of toolkit.	4, 11
	Developing clear volunteering, research and employability opportunities for students around climate and sustainability.	Offer 10 volunteering, research or employability opportunities for students every academic year.	Number of volunteering, research or employability opportunities.	4, 8, 11
		Develop 'Spotlight on Sustainability' events bringing climate leaders and alumni to campus to share their sustainability experiences and offer career opportunities for students in 2023-24.	Number of 'Spotlight on Sustainability' events held yearly.	4, 8
		Maintain an active, annual dialogue with KCLSU and the different clubs and societies to ensure sustainability is considered across all activities.	Date of last discussion on sustainability with KCLSU.	4, 11
	Offering all students the opportunity to learn about climate and sustainability outside the formal curriculum.	Establish a forum for students to talk about climate action, linking to their career choices and degree programmes in 2023-24.	Availability of forum for students to talk about climate action.	4, 8
		Set up an online advice box/Q&A to allow students and staff to ask practical sustainability-related questions, such as on recycling, energy providers and sustainable accommodation in 2022-23.	Availability of online advice box/Q&A for sustainability-related questions.	4, 11
		Include climate and sustainability in King's Summer Programmes by 2022-23.	Number of students taking part in climate and sustainability-themed King's Summer Programmes activities.	4
	Engaging students and staff in our climate action process.	Create learning opportunities on areas such as offsetting and sustainability reporting in 2022-23.	Number of learning opportunities.	4
		Keep the Climate Action Network running annually to engage the King's community and promote ways to get involved.	Availability of King's Climate Action Network.	4, 11, 16
	Exploring opportunities to promote and support careers in climate and sustainability fields and roles.	Develop a plan to further promote and support careers in climate and sustainability fields and roles by 2023-24.	Availability of plan.	4, 8, 11, 13
	Scaling up Living Lab for Sustainability projects as part of the formal curriculum (such as the Sustainability in Practice module) where students tackle local challenges by using the university and local communities as a testbed.	Offer five living lab projects to students every academic year.	Number of living lab projects offered to students.	4, 11

Sustainable research

Impact area	Objective	Target	KPI	Related SDGs
Sustainable research	Establishing an interdisciplinary home for cross-departmental research collaboration, climate education and public engagement.	Establish interdisciplinary home for cross-departmental research collaboration, climate education and public engagement by 2025.	Availability of interdisciplinary hub.	13, 17
	Initiating new partnerships, projects and funding through interdisciplinary events and topic-specific workshops for researchers from different departments.	Hold one interdisciplinary event or workshop per term.	Number of interdisciplinary events or workshops.	13, 17
	Exploring opportunities to hire strategically for climate- and sustainability-related research staff and students.	Target for hiring climate and sustainability-related research staff and students to be determined.	Number of climate- and sustainability-related research staff and students hired.	9, 17
	Strengthening the climate and sustainability research network for PhD students across King's.	Establish climate and sustainability research network for PhD students in 2022-23.	Availability of climate and sustainability research network for PhD students.	4, 13, 17
		Hold at least one event for PhD network per academic year.	Number of events held for PhD network.	4, 13, 17
	Promoting sustainable practices in research by supporting researchers and expanding the Laboratory Efficiency Assessment Framework (LEAF) programme to 100% of laboratories, potentially including it in job descriptions.	Achieve 100% participation in LEAF among King's laboratories by 2025.	% of King's laboratories taking part in LEAF programme.	9, 11, 13, 17
		Develop plans for sharing equipment that may not be used frequently between labs by 2023-24.	Availability of plan for sharing equipment, number of pieces of equipment being shared.	11, 17
		Explore whether sustainability and climate justice considerations can be embedded into research procedures such as research ethics to prioritise the use of sustainable materials and processes by 2025.	Inclusion of sustainability and climate justice considerations in procedures.	10, 11, 17
	Developing and implementing a cold storage strategy to reduce energy use of freezers and fridges.	Develop a cold storage strategy by the end of 2023-24.	Availability of cold storage strategy.	7, 11, 13
	Updating our online communications, including new webpages on climate and sustainability research and action.	Launch climate and sustainability research webpages in 2022-23.	Availability of climate and sustainability research webpages.	4, 11
	Building stronger partnerships with peer institutions through university networks, and leveraging existing partnerships with government, civil society and the private sector.	Engage with at least two networks per academic year.	Number of external networks engaged with.	13, 17

Responsible investment

Impact area	Objective	Target	KPI	Related SDGs
Responsible investment	Updating and regularly reviewing our Ethical Investment Policy with input from King's staff and students, increasing ambition where possible.	Review Responsible Investment Policy in line with policy review cycles, engaging King's students and staff in reviews.	Date of most recent policy review.	9, 13, 16
			Number of student and staff consultation opportunities during reviews.	9, 13, 16
	Continuing our work to go beyond the 40% responsible investment target.	Set new responsible investment target in 2022-23.	Availability of new responsible investment target.	9, 11, 16
	Encouraging more transparency and accountability by sharing divestment targets and progress, and publicly publishing a breakdown of King's investments.	Publicly share list of investments on the website annually.	Availability of publicly available list.	9, 11, 16
	Engaging with our two main pension funds to encourage them towards divestment from fossil fuels and responsible investment reflecting environmental, social and governance (ESG) considerations.	Create dialogue with other UK universities on both USS and SAUL divestment in 2022-23.	Number of universities in conversation about divestment.	13, 16

Community and engagement

Impact area	Objective	Target	KPI	Related SDGs
Community and engagement	Running regular listening campaigns around climate change and sustainability to ensure we are responding to the evolving needs and challenges of our local communities.	Run listening exercise on climate and sustainability with at least 10 local organisations by the end of 2022-23.	Number of listening events, number of organisations involved.	11, 13, 16, 17
		Take part in at least one environmental local community project per academic year.	Number of local community projects taken part in.	11, 13, 16, 17
		Create a fund to support initiatives that target climate action in our communities by 2024-25.	Availability of fund.	11, 13, 16, 17
		Invite regular feedback to our Climate and Sustainability Action Plan from our wider community as part of annual community projects.	Number of community partners/members invited to feed back.	11, 13, 16, 17
	Sharing our findings and experiences of climate action by publishing our Climate Action Plan and Network methodology and ensuring easy access to climate change and sustainability information.	Publish Climate Action Network methodology in 2022-23.	Availability of methodology.	13, 17
		Create public website for climate action in 2022-23, summarising research, education and projects.	Availability of climate website.	13, 17
		Make our online climate and sustainability module available to the public in 2023-24.	Availability of climate and sustainability module to the public.	4, 11
		Organise Climate Action Symposia series available to the public in 2023-24, with the topic of the events being led by what the community wants to learn about.	Number of Climate Action Symposia events held.	4, 11
	Supporting initiatives that target climate action and sustainability in our communities.	Take part in at least one sustainability-related local project per academic year.	Number of projects taken part in.	11, 13, 17
	Engaging with our local councils on climate and sustainability action and strategies.	Engage with each local council at least once per academic year on climate and sustainability.	Number of engagement activities with councils.	11, 13, 17
		Embed climate and sustainability into new MoUs by 2025.	Inclusion of climate and sustainability in MoUs.	11, 13, 17
	Developing clear climate- and sustainability-focused service opportunities with local organisations and schools for students.	Identify five projects for students with partner organisations per academic year.	Number of projects with partner organisations available.	11, 17
	Providing more climate and sustainability events and resources that are accessible to the general public.	Create public website for climate action by the end of 2022-23.	Availability of website.	11, 13, 17
	Strengthening collaboration with other universities to share best practices and challenges and develop projects together.	Engage with sector-wide networks and other universities at least once per term.	Number of engagement activities with networks or other universities.	17
	Include climate and sustainability in Widening Participation projects.	Include climate and sustainability in at least one project per year.	Existence of climate and sustainability project.	4
	Advocating for climate (justice) and sustainability in our partnerships and exploring our role in supporting transitions in the Global South.	Targets and KPIs on our partnerships to be determined.	Targets and KPIs on our partnerships to be determined.	10, 16, 17

Governance

Impact area	Objective	Target	KPI	Related SDGs
Governance	Embedding sustainability into all levels of campus operations, and ensuring compliance with all environmental legislation.	Maintain Environmental Management System certified to ISO14001:2015 standard, externally audited annually.	Validity of ISO14001:2015 certificate.	11, 16, 17
		Implement internal carbon pricing to better align financial decision-making criteria with King's climate action goals.	% of projects that include carbon pricing in carbon assessment.	11, 13
	Strengthening climate and sustainability governance at all levels of King's.	Develop draft climate and sustainability governance structure in 2022-23.	Availability of draft governance structure.	11, 16, 17
		Form climate and sustainability committee, including student and staff representation, by 2023-24.	Availability of terms of reference for climate and sustainability committee.	11, 16, 17
		Appoint a Sustainability Lead/Champion in each department and directorate.	Availability of an up-to-date list of Sustainability Leads/Champions in each department and directorate.	11, 16, 17
		Set up a Climate Advisory Board comprising internal and external experts/stakeholders to provide counsel and scrutiny.	Availability of terms of reference for climate advisory board.	11, 16, 17
		Train 100% of University Executive and Council on carbon literacy in 2022-23.	% of University Executive and Council trained on carbon literacy.	11, 16, 17
		Include climate and sustainability into directors' and staff members' duties and embed accountability into PDRs.	% of duties and PDRs that include climate and sustainability considerations.	11, 16, 17

Submitted to ABOC for consideration by Academic Board in March 2023

To discuss the Climate & Sustainability Action Plan, and steps to end fossil fuel use

This item is to evaluate the KCL climate plan, to ensure its compatibility with current science, to ensure King's is leading by ending its use of fossil fuels as fast as technologically possible, undertaking the necessary investments to do so, and stating squarely the goal for zero fossil fuels.

The planet is projected to heat by 1.5 degrees when there are 430 parts per million carbon dioxide in the air (0.043%), and 2 degrees when there are 450ppm. On current trajectories, 1.5 degrees will be reached in 2026, and 2 degrees in 2032. This means distant targets (such as 2040) are irrelevant. The goal of KCL should be to eliminate fossil fuel use itself, among all of its suppliers, contracting partners or donors, as fast as technologically possible, and affirm that it believes the climate crisis is an emergency. This approach contrasts with the Report's approach of seeking a 50% reduction of emissions (mainly focused on 'Scope 3', namely what other people do) by 2030.

The essential parts of the Report on what KCL proposes to do are in Appendix A (pages 17-23). In order of impact, points for discussion are:

(a) Responsible investments
- page 23: there is welcome reference to 'our Ethical Investment Policy', but this does not yet make clear the steps to improve KCL's £291 million endowment fund practices (*Financial Statements 2022*, page 45).
  - KCL has stated it has divested fossil fuels. It uses the BlackRock 'iShares Developed World Fossil Fuel Screened Index Fund' for this, and holds stakes in a range of property funds particularly through Schroders.
  - KCL has not yet written a shareholder voting policy to require companies falling into its investment portfolio that use or fund fossil fuels (such as automakers, banks, and construction companies) to shift to 100% clean energy as fast as technologically possible. BlackRock does not presently allow KCL to cast its own shareholder voting rights, and yet charges large asset management fees. KCL should start by writing its own shareholder voting policy, that requires companies to eliminate fossil fuel use. Then, it should take investments in house, or use an alternative clean fund where it can cast its shareholder voting rights in accordance with its fossil fuel free policy.
  - It is not clear that the existing funds are fossil free. What precise, written assurances does KCL have from BlackRock or Schroders that there are indeed no gas, oil or coal producing or burning companies within these 'screened' funds?
- page 23: KCL has a welcome policy for the roughly £80 billion Universities Superannuation Scheme, and SAUL, to divest fossil fuels. It does not yet what it will do to achieve this other than "Create dialogue" and suggests a KPI of the "Number of universities in conversation about divestment".
  - KCL could take concrete and public action, such as calling for Universities UK and UCEA to demand divestment, and require that USS writes a credible shareholder voting policy to require companies using or funding fossil fuels (such as automakers, banks, and construction companies) to shift to 100% clean energy as fast as technologically possible.

(b) Energy consumption
- page 17: while there are welcome targets such as reducing 'emissions', it does not yet state that the problem is fossil fuel gas heating, or cooling systems, the lack of insulation, and the timeline to end this (other than 50% by 2030: on current trajectories, 2 degrees global warming will occur in 2032):
  - KCL could instead do a cost audit now for all buildings to replace gas heating. Informal, preliminary estimates come to £150 to £180 million to upgrade buildings, which amounts to £36 million each year for 5 years;

- KCL's total turnover is over £1.1 billion, and last year had an operating surplus of £42.2m: *Financial Statements 2022*, page 5. In years before it had approximately £81 million and £129 million surpluses.
- page 17: there is an aspiration to 'Set targets for on-site solar PV capacity' but it does not yet say what this should be, or the principles behind the project:
  - KCL could instead commit that every available roof space will have solar panels, on all campus and halls of residence buildings, and battery storage facilities, and it can do this in 2 years.
- page 17: there is no mention of the existing electricity provider, EdF, which is not currently providing 100% clean energy to KCL. An informal estimate is that changing suppliers or shifting contracts with EdF would cost just £650,000 each year.
  - KCL should switch its supplier immediately to 100% clean energy.

(c) Purchasing and procurement

- page 19: while there are welcome targets for large suppliers to reduce carbon, there are not yet explicit goals to replace suppliers if:
  - the supplier does deliveries using fossil fuel vehicles, where there are alternatives to conduct deliveries with electric vehicles (this also affects air quality for KCL staff and students);
  - there is no specific target to 'reduce delivery frequency' or 'reduce packaging' and what steps will be taken if this does not occur.

(d) Waste management and food

- page 20 : while there is much welcome here, there is nothing to state how KCL would eliminate fossil fuels from packaging and food supply:
  - an end to all use of plastic packaging, garbage bags, or other uses that have substitutes;
  - replacing beef, lamb, chicken, or other meat with vegan alternatives in all KCLSU and catering on our campuses, rather than the current 65% target. If people want meat, they can always go to other food outlets.

(e) Business trips

- page 21: there is a welcome policy of working 'towards ceasing air travel within mainland UK', but not yet any statement of how this would be done. Limiting this to mainland UK is arbitrary, given London's proximity to Paris, Amsterdam or Brussels.
  - KCL could instead refuse to permit or reimburse any expenses wherever train travel is faster or approximately equal in time to air travel, or there are other fossil-free alternatives to air travel;
  - KCL could, for other conferences or engagement, begin to require justification for why flights further afield are necessary, and the same outcomes could not be achieved through video calls.

(f) KCL fossil fuel partnerships

- The report does not make any mention of its relationships that benefit from fossil fuels:
  - there should be an audit, publicly disclosed, of all partnerships and donations in the last 10 years from fossil fuel corporations and states;
  - there should be a commitment to renounce all partnerships with fossil fuel dictatorship states, and their state-controlled bodies, such as Saudi Arabia, Oman, Qatar, Russia, or the United Arab Emirates;

there should be a commitment to renounce all donations from fossil fuel corporations, and reject all sponorships or endowments inconsistent with KCL's values. Examples include Shell or BP's sponorship of Reader or Professorship positions

Generative AI

Action required

☐ For approval
☐ To recommend for approval
☒ For discussion
☐ To note

Paper Explanation for Members

Why is this paper being presented?	The generative AI tool presents significant implications and opportunities for universities. The College Education Committee (CEC) has had a preliminary discussion about some aspects and a Working Party has been established chaired by Professor Dan Hunter to consider this in more detail.
What are the key points/issues?	CEC has noted that in the short term there may be a need to make minor changes to assessments for the upcoming assessment periods but in the longer term there is a need for a wider discussion about how the College chooses to engage with the opportunities and challenges that are rapidly evolving. The Working Group will bring a White Paper on these issues to Academic Board in due course.
What is required from members?	This is the beginning of a longer-term discussion at Academic Board. Members are invited to provide comments and input to the discussion.

Paper History

Action Taken	By	Date of Meeting
Discussed	College Education Committee	22 March 2023

A King's statement about the use of AI in assessment
(Paper presented to College Education Committee on 22 March 2023)

Introduction

This paper outlines potential ways to foster effective academically ethical practice on the part of your students and mitigate against academic misconduct in view of the rapid evolution of generative AI tools. In the short term there may be a need to make minor changes to assessments for the upcoming assessment periods but in the longer term there will be a need for a wider discussion about how the College chooses to engage with the opportunities and challenges that are rapidly evolving and that have the potential to affect the way that universities operate and what we are seeking to develop in our students.

Universities around the world have responded to the rapid development of AI tools in varying ways, from prohibiting the use of Generative AI to more permissive approaches that give clear guidance on how to reference the use of tools within the assessment approach. This paper recommends that King's adopts the latter approach and gives some suggestions, ***for CEC endorsement***, of ways in which colleagues might work with their students to agree academically sound and reasonable measures to mitigate the potential for using AI in assessment to gain unfair advantage.

Background:

Following recent publicity around Generative AI such as ChatGPT, technical developments in AI have started to impact the world of education. ChatGPT is a user-friendly, chat-bot style Web tool based on GPT-3, a proprietary large language model built by the firm OpenAI. GPT stands for 'generative pre-trained transformer', referring to its creation of output, the way it is trained before use and does not dynamically learn (although its deployment may collect data for future rounds of training), and the type of machine learning model used — transformers have seen success in natural language processing. OpenAI have now released GPT4 which shows significantly improved performance.

ChatGPT predicts the next character in a sequence. Give it some text, and it will give you some more. GPT-3 has been trained on text from the Web, from books and from Wikipedia, costing an estimate $4.6m (and 500 metric tonnes of CO_2) to train its 175 billion parameters, in addition to large total sums on small army of outsourced contractors who check prompts to steer the model away from reproducing illegal or harmful content.

We can expect language models both from OpenAI and other firms and research groups to be rapidly integrated into many other tools and technologies. OpenAI has been using GPT-3 as a basis for other systems, including the image generation ('AI art') system DALLE-2 and the code-generation tool GitHub CoPilot, and OpenAI's synthetic content detection tool, 'AI Text Classifier'. The company also offers GPT-3 as a paid service for other companies to use in making their own software, which has led to writing assistants (e.g. copy.ai) and other tools. They have agreed a multi-billion dollar partnership with Microsoft, who suggest they will make OpenAI's large language models available in MS Word. Many other firms and research groups have similar technologies to GPT-3 (e.g. Google's LAMBDA/Sparrow/GLaM, BigScience's BLOOM). These are currently unreleased or less publicised, but heavy

competition means that tomorrow, the conversation could move quickly from ChatGPT to another tool entirely – we are already beginning to see this with the release of GPT4.

Implications for Assessment:

The implications for assessment are significant – all written work and coding are vulnerable. A recent [report](#) shows that GPT4 'exhibits human-level performance on various professional and academic benchmarks, including passing a simulated bar exam with a score around the top 10% of test takers' (OpenAI 2023). These tools are only going to increase in effectiveness and prevalence and trying to ignore them, outrun them or prohibit their use are not viable approaches.

Turnitin are apparently launching their AI checker in Beta in Early April; but without the option to switch it off/review it/test it before launch. This may provide some form of mitigation but we can't be certain how reliable or effective this will be.

Approach and Recommendations:

There are several approaches one can take to mitigate against students using these tools in order to gain credit for work that is not their own:

1. Assessment design
2. Educational culture – communicating with students about the issue and the importance of ethical behaviour and agreeing 'codes of conduct' with them
3. Detection and enforcement

Research ([Rundle](#) 2020) shows that doing any one of these on its own will not satisfactorily address the problem and suggests that we need to take a multi-layered, or 'strength in depth' approach and layer all of these approaches together.
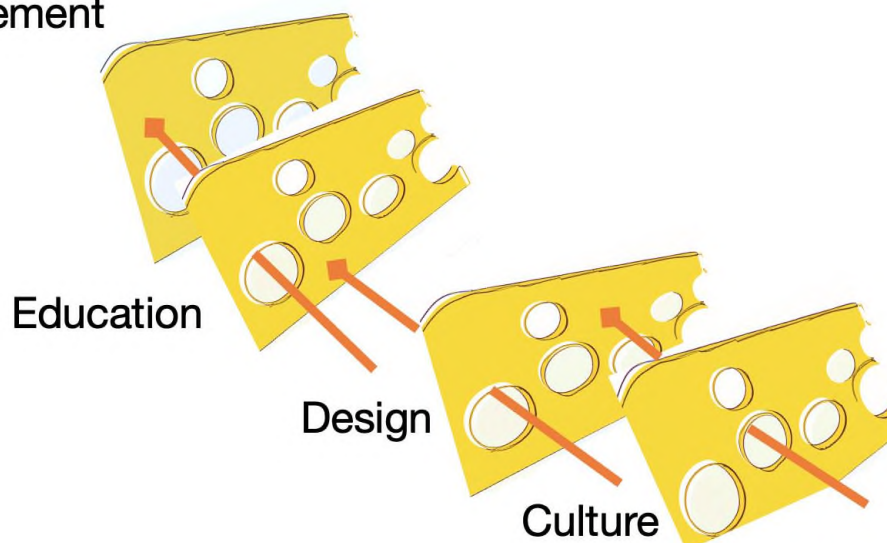
Suggested recommendations:

1. Agree your department's position on the authorised uses of generative AI in both formative and summative assessments. This should include a statement of citation conventions in your discipline. Possible authorised uses might include using tools for stylistic suggestions or for preparatory searches.

2. In the case of specific assessments, module leads should specify to students exactly what is acceptable and how this should be acknowledged in the assessment submission. In those modules where a formative outline or similar precedes and informs a subsequent summative assessment, the module lead should make clear whether any use of generative AI is acceptable in the development of both the formative and summative pieces.

3. Underline and explain the importance of sound academic ethical practice to your students and their responsibility as members of our scholarly community. Signpost your students to current King's policy and guidance on [academic integrity](#) (which is in the process of being updated).

4. Inform your students that they must not try to pass off work created by generative AI tools as their own as this would constitute academic misconduct. Indicate that you have the right to conduct an interview to confirm authorship.

5. Consider asking your students to submit a coversheet accompanying their assignments where they sign a declaration that they have not used unauthorised Generative AI tools in working on the assessment and that they have read and understood and accept the College regulations.

6. If the timings are appropriate, amend department, programme and course assessment guidelines to communicate the current position.

7. Minor changes can be made to assessment questions for essays and examinations with the following caveats (see the links section for suggestions on how to tweak summative assessments).

   a. Significant changes for the current academic year are not recommended given that students will have been preparing for their summative assessments through formative work and the use of past papers. Where substantive changes are made to question style or rubrics from one year to the next, departments are ordinarily required to provide students with

sample questions, papers or mock assessments in the new format in good time to allow for adequate preparation.

b. Where possible, colleagues are encouraged to conduct internal assessment scrutiny processes. In the case of minor adjustments, such as changing a single question, it is not necessary to seek approval from External Examiners. We should, however, advise external examiners of changes we make as these may otherwise be picked up in annual reports.

c. Where minor adjustments are made module leaders / internal examiners should follow their standard departmental process by seeking any necessary approval, for example via Department Teaching Committee.

8. Reflect on your assessment practices and how you may need to adapt them in response to the capabilities of generative AI technologies in planning your assessment for next academic year. Suggestions can be found at the KEATS link below and further guidance will be forthcoming later in the year from the working group, chaired by Prof Dan Hunter, that is considering both the assessment issues and the larger questions of the opportunity that generative AI provides for the College.

Links to further resources:

KEATS page Generative AI and Assessment

The Quality Assurance Agency for Higher Education (2023). The rise of artificial intelligence software and potential risks for academic integrity: a QAA briefing paper for higher education providers.

UCL guidance – briefing for staff

Paper Submitted to CEC by:
Professor Sam Smidt (Academic Director, King's Academy)

Principal's report

Action required

☐ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	Report from President & Principal highlighting current issues and events and developments since the last meeting of Academic Board.
What are the key points/issues?	Admissions; Freedom of Speech; Transnational Education; Royal visit
What is required from members?	To note

Paper Submitted by:

President & Principal

Principal's Report

Section A - Current topics

Admissions Update

THIS SECTION IS REDACTED

Freedom of Speech

With a new Higher Education (Freedom of Speech) bill making its way through Parliament, this is a very topical issue. King's has long taken a lead in this area and has partnered with the University of Chicago (the founders of the Chicago Principles which are a kind of universal reference) and the University of Melbourne. In partnership with the VCs of these two universities we hosted an event on Freedom of Speech in Chicago on March 27 and 28, Professors Bobby Duffy and Liviu Matei were amongst the King's speakers. The event brought to light the recent incidents and challenges that threaten freedom of speech from within and without the university and all participants agreed that universities should explore how to actively induct all students into the principles and practise of free speech and academic freedom. To push forward the scholarly work on Freedom of Speech and Academic Freedom King's has been holding a series

of talks under the [President's Seminar Series,](#) more talks are scheduled and we would encourage the Academic Board to attend.

Transnational Education
King's has received £10million from Nigerian Philanthropist and Lawyer, Aare Afe Babalola, to establish the Afe Babalola African Centre for Transnational Education. The new Centre will enable young Africans to access education and opportunities which they would otherwise not be able to have. The vision for the Centre is based on the power of education to empower and enable Africa's talented young people to make meaningful contributions to their communities and the world.

The Centre will offer blended and online programmes, ensuring access to students who have had their journey to higher education disrupted by conflict, displacement, or other transitions. It will also offer post-graduate level modules which can be brought together to create professionally recognised qualifications from diplomas to Masters degrees. Aare Afe Babalola's donation will also provide scholarships alongside other funding partners, to support bright students who would not otherwise be able to access these programmes, generating valuable knowledge about the nature and impact of transnational education on Africa's development.

A bespoke programme for Africa will be developed in partnership with the University of London and an alliance of leading African universities. Modules will focus on topics that give talented young people society-relevant knowledge and skills that can improve their own lives, their communities, and their futures – such as law, health, engineering, peace and security, and leadership.

The Princess Royal visit to Denmark Hill
The Princess Royal visited the Cicely Saunders Institute at the Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care last month. During her visit she met researchers, clinicians and patients to understand how our research is improving people's experience of life limiting conditions, death and dying.

Section B - Active Considerations by Management

- Pay and Pensions
- Industrial Action
- Budget 2022-25
- Cost of Living support for staff and students

KCLSU President's Report

Action required

☐ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☒ For discussion
☐ To note

Paper Explanation for Members

Why is this paper being presented?	Academic Board receives a report from the King's College London Students' Union (KCLSU) President at each of its meetings; this is the third report of the year.
What are the key points/issues?	- KCLSU took part in the Russell Group Students' Unions (RGSU) cost-of-living survey. The survey received 8,800 responses, 404 of which were from King's. - The RGSU survey report reveals significant negative impacts on students' academic performance, mental health, and general student experience. This impact is even greater at King's. - Despite the measures already undertaken by King's, it is clear that more needs to be done to support students to cope with the rising cost of living
What is required from members?	To note the data and analysis of the RGSU cost-of-living survey and comment on the current position and experiences of King's students. To consider how this should impact changes to the academic journey.

Paper Submitted by:

Sara Osman Saeed, KCLSU Vice President Education (Arts and Sciences)– vpeas@kclsu.org

KCLSU President's Report

1. Russell Group Students' Unions (RGSU): Cost of Living Survey

1.1 Background - The cost-of-living crisis is having wide-reaching effects; inflation is at a 40-year high and people across the country are feeling its grip. The RGSU report on the cost of living, however, shows that students have been forgotten. Although the government has responded to the crisis with various packages of support, there has been an absence of targeted support for students. Maintenance loans have not risen in line with inflation, the parental threshold for maximum student finance support has been frozen since 2008, and students in halls and Purpose-Built Student Accommodation (PBSAs) have been unable to access the government's energy bills support scheme.

1.2 In January 2023, Russell Group Students' Unions commissioned research into the experience of students during the cost-of-living crisis. The crisis follows the Covid-19 pandemic, Brexit, and a protracted period of austerity. The final RGSU report draws together these findings and reveals a deeply disturbing picture of the struggles that students across the country are facing daily.

1.3 As members of the RGSU, the survey was promoted to King's students by KCLSU through the KCLSU Officer's Update. The cost of living crisis is a key officer priority, as demonstrated by President Yasir Khan's campaign, All We Need. 14 Russell Group Students' Unions took part in the survey, including 404 King's students totalling 4.75% of all 8,800 respondents. Respondents were self-selecting and results were weighted by London vs. non-London respondents. The full report can be found on the RGSU website: https://russellgroupstudentsunions.org/cost-of-living-report

1.4 KCLSU has conducted analysis of the 404 King's responses to the RGSU survey. This analysis reveals that across the board, a higher percentage of King's students than Russell Group students as a whole reported the cost-of-living crisis having a negative impact on their academic performance, health, and social wellbeing:

- **99% of King's students are concerned about the cost-of-living crisis.**
- **69% of King's students believe their academic performance has suffered** as a result of the cost of living crisis, while **86% feel their mental health has suffered** and **88% feel their general student experience has suffered.**
- Over 40% of students have had to borrow money more than once to pay for rent or bills, while almost 30% have less than £100 in their savings
- Less than 40% feel confident they can cover their basic living costs.
- Less than half of PGRs feel their stipend covers the basic cost of living, while less than 1 in 10 feel the stipend would allow them to cover the cost of an emergency.
- Less than half of King's students were aware of hardship funds, while 13% had applied.
- Only 31% of students felt they knew how to access advice or help regarding money or finances.
- In terms of the specific impact to Academic Performance:
  - **81% of PGRs feel their academic productivity has suffered due to worrying about money.**
  - Almost 1 in 4 students have considered deferring their studies due to financial worries, while **1 in 5 have considered dropping out**
- In terms of impact to Extracurricular Activities:
  - Over 40% of King's students work alongside their studies to make money, with a mean average of 17 hours typically worked per week by these students.
  - **67% of King's students have stopped taking part in extracurricular activitie**s due to the cost, while **83% have overall reduced the amount of socialising they do.**

- These findings are consistent with recent findings from the KCLSU Wellbeing team, whose research on improving engagement with marginalised students highlighted perceptions of affordability as an issue.

1.5 Although we have not yet been able to conduct demographic breakdown of King's-specific data, the RGSU report reveals significant demographic trends that may also be reflected among King's student population:

- Disabled students, mature students, estranged or care-experienced students, students with caring responsibilities, and postgraduate research students report working more hours per week than the general student population
- **The top five groups who reported they had considered dropping out because they could not afford to continue their studies were:**
    - Care experienced and estranged students.
    - Students with caring responsibilities
    - Disabled students
    - Non-binary students
    - Part-time students
- **The top five groups who reported regularly going without food and necessities were:**
    - Students with caring responsibilities
    - Care experienced and estranged students.
    - Disabled students
    - Students whose parents have no educational qualifications.
    - Black students
- **The top five groups who reported a significant negative impact on their mental health were:**
    - Students with a household income below 25k p/a
    - Disabled students
    - Non-binary students
    - Students whose parents have no educational qualifications.
    - International students
- **The top five groups who reported having stopped taking part in extra-curricular activities because they cannot afford it were:**
    - Students whose parents have no educational qualifications.
    - Students with a household income below 25k p/a
    - Black students
    - International students
    - Disabled students
- Students with caring responsibilities, care experienced and estranged students, and disabled students were significantly less likely than their peers to be concerned about the current cost of living crisis. However, they also reported being significantly more likely to go without food and necessities, lack confidence that they have enough money to cover the basic cost of living, and consider dropping out or deferring due to financial struggles. This demonstrates that for many of these students, concerns regarding being able to financially cope at university are not new, but the current cost of living crisis has exacerbated negative impacts on their academic studies, health, and social wellbeing.

1.6 The table below shows King's data alongside wider RGSU data, where comparable data points are available for both samples:

Subject	RGSU	King's
% concerned about CoL crisis	94	99
% regularly going without food or necessities	25	27
% believe academic performance has suffered	54	69

% feel their mental health has suffered	72	86
% confident they can cover basic living costs	50	38
% who have considered dropping out	18	20
% who have considered deferring studies	19	23
% with less than £100 in savings	22	29
% stopped taking part in extracurricular activities	55	67
% reduced amount of socialising	73	83
% aware of hardship funds	49	48
% applied for hardship funds	10	13
% know how to access financial advice	36	31

1.7 **Cost-of-Living in relation to Officer Priorities** – We know that King's students are struggling with the staggering cost of living, and are particularly worse off just by attending university in London. As mentioned above, over 40% of King's students are working while studying (and this is most likely an even bigger figure given that not every King's student took the survey). This definitively impacts the student journey (late submissions, more MCF requests, absences, lack of engagement) and, inevitably student outcomes.

1.7.1 As of now, KCL does not consider paid employment as a valid Mitigating Circumstance. The student services online site states: "It is your responsibility to manage other commitments so that they do not adversely interfere with your studies." The site then points students to guidance on evidence and support services. We believe that due to the growing number of students having to take on part time work and the concerns around cost of living, this should be taken into consideration as a valid MC. This has been raised in the MCF Oversight Group as part of possible policy changes in the future. In addition to this, through the President's cost-of-living campaign 'All We Need' the element of reimbursing costs for medical evidence should also be part of this review.

1.7.2 Through the survey it is clear that not every student is aware of the Hardship fund available to them (only 13% have applied). There needs to be more efforts to communicate this, both on the Union's and University's part. This is particularly the case for international students, who have been suffering higher fees as well as vulnerability with student housing, which only exacerbates their issues with adjusting academically. The 20 hour cap on weekly working hours – while preventing outright exploitative working hours – also limits the other sources of income that International students can have.

1.7.3 WonkHE recently published an article warning universities of the precarious and possibly exploitative working contracts students may be entering.[1] The gig economy has been known to prey on people desperate for income, and students are no exception. The article states that students know "work is work" and growing inflation rates are causing them turn to various forms of labour such as the gig economy and sex work. Something that many universities, especially KCL should be thinking about in regard to student wellbeing strategy is how to sensitively support and reassure these students without stigmatising them.

---

[1] https://wonkhe.com/blogs/are-universities-ready-to-face-the-realities-of-student-work/

2. KCLSU organisational updates

2.1 **KCLSU elections** – KCLSU is currently preparing to run our annual elections, where King's students will be electing the six KCLSU sabbatical officers for 2023/24. Alongside this, elections will also be held for Academic Association committee members, student group committee members, and four KCLSU student trustees. Nominations for the elections have now closed, while voting will be open 27th to 30th March.

Academic Board			
Meeting date	19 April 2023		
Paper reference	AB-23-04-19-09.1		
Status	Final		

Report of the Academic Board Operations Committee

Contents

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board Student Elections **[Annex 1]**	29 Mar 2023	Main	Approve	No
2. Ruling for elected members who change employment category mid-term	29 Mar 2023	Main	Approve	No
3. Spring Election Voting Data **[Annex 2]**	29 Mar 2023	Consent	Note	No

For Approval

1. **Academic Board Student Representative Elections**

    Motion:

    1. That the following changes be made to the election of student Academic Board members as a pilot for three years, with a review and recommendations to come forward at the end of this period:

        (i) For UG and PGR students:

        (a) Elections to be conducted after the election of student representatives in faculties in the Spring Term;

        (b) Nomination and voting pool to be reduced to include only faculty student representatives who have been directly elected by students in their faculties to serve on the Senior Academic Association Committees or as Faculty Student Representatives as appropriate within each faculty structure (See Appendix 1);

        (c) Any seats that are not filled through the above process will be subject to a by-election from the same nomination and voting pool in the following Autumn Term.

        (ii) For PGT students:

        (a) Elections to be conducted in September once all PGT courses have started;

        (b) Nomination and voting pool to be the whole PGT cohort for the Faculty;

        (c) Any seats that are not filled will be subject to a by-election from the same nomination and voting pool later in the Autumn Term.

    Background

    The Committee recommends approval of a proposed new approach to recruiting and sustaining quality engagement from students fulfilling the role of Student Academic Board Member. The proposal utilises the KCLSU Student Voice Design Framework to improve participation rates and effectiveness of student members' engagement by bringing on to the Board students who already have some understanding of the university's governance structure and the challenges facing faculties with respect to student experience and policy issues affecting students.

This includes a move away from direct election to election by and from among students already elected to faculty governance roles for UG and PGR students (who are all registered for more than one year); a change in the timing of elections for those students to spring rather than the autumn to allow significantly more time for training before the first meeting a new cohort would attend; improved engagement, communications, training, support and recognition mechanisms; retaining the current system for PGT students to ensure that input from those who are only registered for one academic year is not lost.

The paper raises the notion of remunerating elected student members., noting the existing differential systems across King's for payment to students for their input and service. ABOC agreed that this was a matter worth considering but one that was complex, as it set precedents for all governance committees, and suggested it be considered in full as part of the 2023 Council Governance Review.

Action: KCLSU to present arguments for and against remuneration for Student Representatives to the Governance Review through stakeholder meetings.

Full details of the proposed changes to student representative elections are attached at **Annex 1.**

2. **Ruling for Elected Members who Change Employment Category Mid-Term**

   Motion:

   That the following ruling be approved in instances where an elected staff member of Academic Board changes employment contract mid-term to one which does not fulfil the profile of the position to which they were elected:

   (a) If the change in status occurs in the Autumn Term, the member must step down immediately and a by-election held to fill the seat.

   (b) If the change in status occurs post-December, the member will be permitted to continue to serve until the vacant seat is filled in the Spring Term elections provided they remain an employee of King's, with the newly-elected individual taking on the seat early for the balance of the year.

   (c) If an individual resigns from the Board, the same timings will apply: a by-election to be held for a vacancy that occurs before 31 December; holding the seat vacant until the Spring Term election is held with early take-up of the seat by the new incumbent for vacancies that occur post 31 December.

To Note

3. **Spring Term Election Voting Data**

   The Committee considered data showing data showing participation rates in the Spring 2022 elections as requested at the previous meeting. See **Annex 2.**

   In discussion the Committee noted the need to increase participation in elections in some areas and that a key element would be to improve communication about the role, workload and responsibilities to communicate into and the outcomes of Academic Board meetings.

   Nominations for the Head of Department positions were not received in some areas due to perceptions around workload. ABOC noted that the change to ensure one Academic Board member was selected from the Head of Department role was relatively recent and it would be appropriate to review the effectiveness of this change in the upcoming Governance Review.

   Elected staff members of Academic Board should have a conduit open to them to communicate with their staff colleagues for input to meetings and notification of outcomes – it should be made clear to them and to Executive Deans that communications of this nature are not a requirement but should be facilitated as much as possible.

Academic Board Student Representatives
- proposals made by KCLSU and developed in discussion with ABOC

Background

The Student Academic Board Members (Student AB Members) are critical to the success of the Board in providing Council with advice and assurance from the King's community. At present, student members are elected at large through KCLSU processes in the Autumn term for one year. after which they are eligible to stand for further election for a maximum of three consecutive one-year terms. The role requires a commitment to preparation for and attendance at meetings as well as confidentiality in collective-decision making.

Since the increase in elected student representative positions for Academic Board in 2018 (from 4 to 9), there have been challenges with gaining and sustaining quality engagement with recruited members. Year over year, the number of seats left vacant has increased and attendance and participation by student representatives has diminished. Students have reported challenges in engaging and feeling connected to the students they represent and a lack of experience working in the formal setting of a senior university committee. The outlined proposal utilises the KCLSU Student Voice Design Framework to help resolve these challenges and improve both the level and effectiveness of student members' engagement and participation in the Board by bringing on to the Board students who already have some understanding of the university's governance structure, and the challenges facing faculties with respect to student experience and policy issues affecting students.

Membership

The proposal recommends maintaining nine members, one from each faculty from across Undergraduate, Postgraduate Research, and Postgraduate Taught study levels. UG, PGR and PGT roles should continue to rotate on an annual basis as previously agreed, to enable coverage across the nine roles, as shown in the cycle approved by the Academic Board, below.

	A&H	FoLSM	Law	FoDOCs	KBS	NMPC	NMS	IoPPN	SSPP
UG	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24
PGT	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25
PGR	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23

Ensuring Legitimacy

Students in senior governance roles such as the Student AB Member positions have decision-making power that has the potential to affect students university-wide. As such, these members must be democratically selected by the students that they represent. As important, they should also have some understanding of how the College's governance structure works and how the Student AB Member positions fit within that structure. The current, stand-alone election process is democratic, but it does not meet the second test.

At the same time, engagement with the previous Autumn elections process has been low. The approach to elections for these positions is not providing a strong mandate for those appointed and several roles have been left unoccupied.

It is proposed that rather than simply running a stand-alone election for Student AB Members alongside all of the other elections that take place in the Autumn, the election of Student AB Members be conducted after the election of student representatives in faculties in the Spring, and that the nomination and voting pool be reduced

to include only elected senior faculty student representatives. This pool would include representatives directly elected by students in their faculties to serve on Academic Association Committees or as Faculty Student Representatives (there is some variation across faculties as to how their internal governance structure and student representation within it works, see appendix).

This new process would have the following advantages:
- A democratic election process would be maintained as all students eligible for election to the Academic Board would already have been elected by their fellow students in their faculty.
- The timing of the elections would mean that there would much more time for effective induction and training of student members before their first meeting of the Academic Board in the Autumn.
- Connections would automatically be created between students elected to faculty governing roles and the students elected to the senior academic governing body. Currently those connections do not exist.
- The process would be simpler to operate.
- Over time, it is likely that those running for an Academic Board seat would be students with some experience already of how governance works at the College and an understanding of some key issues.

Responsibilities

There are no proposed changes to the fundamental responsibilities of Student Academic Board members. As a student member, representatives have full and equal responsibility with all other members. Students are responsible for representing their cohort for the deliberations of the Board. In decision-making, they will be required to act in the interests of the College and not as representatives of any part of the College, or of any interest, faction, or group.

At present, Student AB Members' commitment is outlined as including preparation for, and attendance at, meetings of the Academic Board (usually five per year) and responding to ad hoc requests. Over the last year, following investment from King's, King's and KCLSU have been able to strengthen the level of committee paper, briefing, and preparation support available to KCLSU Student Officers. To realise the full potential of this support, it is proposed that Student AB Members will have the explicit expectation to also attend these briefing meetings and sessions and be involved in producing papers and content from KCLSU as part of their preparation.

Timings

Student Academic Board members are currently elected in Autumn. As such, these members miss the summer Academic Board training and have reported feeling underprepared for the first meeting in October/November. To date, these members have not had a close working relationship with Student Officers or Academic Associations, despite being recognised representatives and elected through KCLSU processes.

At present, around 850 student representatives are selected across the academic year, for a one-year term. These include:
- Faculty Student Representatives – Term 1 (Autumn)
- Academic Association Committee Members – Term 2 (Spring – announced in April)

It is recommended that the recruitment and selection of Student AB Members occur in Term 3 after the KCLSU elections period. Following this, Student AB Members would then have full access to the summer Academic Board meeting and induction training from King's and KCLSU.

The move in timing means that first and one-year students will be unable to hold the role of Student AB member. For PGT students, this means that only students on part-time and multi-year courses would be eligible to serve on the Board. According to KCL's Student Analytics dashboard, 14% of the current PGT cohort are on enrolled as part-time students. This is quite a small proportion and so it is proposed that elections from the full faculty PGT cohort continue to be run in September as at present.

Any seats that are not filled through the term process for UG and PGR students would be subject to a by-election in September; with a by-election for any unfilled PGT seats being held later in the Autumn Term after the first September election.

Approaches to Engagement and Communications

Historically, KCLSU Autumn Elections processes have been used to elect representatives for Faculty Academic Reps, Student Trustees, and Academic Board members. The new approach to selecting Academic Board members will be targeted recruitment, with elected representatives providing nominees from a local pool of students selected in Spring.

2022-2023 has seen significant changes to democratic recruitment, selection and election processes across the union to improve engagement and mitigate issues:

- KCLSU and King's have consistently found that student engagement with communications is received best locally, with students feeling a closer connection to their local department, school, faculty, or community group.

- In 2022/2023 following recommendations from the SUMS 2019 external and internal audit reports of representation, KCLSU and the majority of King's faculties trialled a new process for the democratic selection of student representatives for faculties and schools. This significantly reduced the number of roles open during the Autumn elections which had consistent challenges with low voter turnout.

- Following a successful trial of student group elections in 2022, KCLSU has streamlined the Spring Elections, merging student trustee, officer elections, and student group elections for the first time. As students tend to be more heavily invested in their relevant societies and academic associations, this approach looks to counteract voter apathy, increasing voter turnout.

- These changes mean roles elected in Spring are not affected by tight timelines at the start of term, competing communications following the Welcome period, and recurrent student data transfer issues between KCL and KCLSU.

- A restructure of the Marketing and Communications team at KCLSU took place in summer 2022. The new team have developed a new brand message, assets, and tone of voice, with leadership journeys at the forefront. The new communications plan includes targeted messaging for groups with historically low engagement.

Ahead of the nominations process, KCLSU will look to work with King's to review the information provided about the role and responsibilities to students to showcase the opportunity.

Training and Support

In the review of these roles, KCLSU recommends formalising the previously mentioned training and support mechanisms available to Student AB Members as an expectation of their role. This is outlined in the table below:

Time	Activity	Led by
Summer	Briefing on Academic Board and responsibilities (inc. for KCLSU officers)	KCL
	Introductory relationship and networking session (inc. for KCLSU officers)	KCLSU and KCL
	Attendance at relevant KCLSU Community Leader Training sessions, including but not limited to: • Understanding policy development: Reading, writing and understanding committee papers • Effective representation and leadership in meetings	KCLSU
Throughout the year	Access to full scope of KCLSU training opportunities	KCLSU
	Dedicated KCLSU staff support observer on Academic Board	KCLSU
	Support with collaborative paper development (inc. for KCLSU officers) ahead of submission deadlines	KCLSU
	Briefings with Academic Board secretary ahead of each meeting	KCLSU and KCL

Reward and Recognition

The new KCLSU Reward & Recognition framework, introduced in 2023, aims to produce consistency for all KCLSU Community Leaders and Representatives. The Student Academic Board Member role requires high, long-term sustained engagement from students who have a significant level of decision-making power. As such it is recommended that Student AB Members receive:

- Personalised end-of-year references co-signed by KCL and KCLSU Academic Board staff support.
- End-of-term debriefs to reflect on experience, learnings, and development for future roles.

A note on remuneration

KCLSU recognises calls from students for financial remuneration through London Living Wage for committee attendance, training, and preparation time, and that this has shown to improve students' ability to engage. If this were something the Committee wanted to consider, KCLSU would support decisions to remunerate these roles in recognition of the significant responsibilities of the role and requirement for a high level of quality engagement.

As of March 2023, the only KCLSU representatives who are paid by the Union are the KCLSU Student Officers. Across King's and the sector, there is an increasing acceptance and evidence of the requirement to remunerate students for student voice contributions to ensure engagement during the cost-of-living crisis. This has resulted in several paid opportunities for King's student involvement, however, the approach to these is often inconsistent, which presents challenges for KCLSU's existing volunteer roles.

The decision to remunerate would be a significant step and many details would need to be worked through before any scheme could be implemented. This might be a topic to hold in reserve for the upcoming full governance review being conducted by College Council and could be done so utilising KCLSU's Reward and Recognition framework.

Nicole Robinson
Benjo Taylor
KCLSU
March 2023

Faculty Senior-Level Representatives and Academic Associations

Faculty	Nominee Pool
Arts & Humanities	Faculty Education Committee -Senior Student Reps
Business	UG & PG Education Committee -Senior Student Reps
Dentistry, Oral & Craniofacial Sciences	Dental Council
Law	Law Council
Life Sciences & Medicine	Bioscience and Medical Students' Associations
Natural, Mathematical & Engineering Sciences	Faculty Education Committee – Senior Student Reps
Nursing, Midwifery & Palliative Care	Nightingale Council
Psychiatry, Psychology & Neuroscience	Faculty Education Committee – Senior Student Reps
Social Science & Public Policy	Faculty Education Committee – Senior Student Reps

Academic Board Election Participation Data 2021-22

In the tables below, it is important to note that the system currently provides us with the *number of votes cast*, not with the *number of individuals who voted*. Individual voters can cast votes up to the number of vacancies and it is not possible to see how many votes an individual cast.

Also please note that for academic staff seats for those with teaching in their contract, only those in that category of academic staff are eligible to vote. For Heads of Department seats, all academic staff in a faculty are eligible to vote.

Spring Elections 2022

Position	Winner	Number of candidates	Number of votes cast	Number Eligible to vote
A&H Teaching - 2	Dr Zeena Feldman Professor Nick Harrison	5	309	744
FoDOCS Teaching - 1	Professor Richard Cook	5	66	261
Law Teaching - 1	Dr Jonathan Gingerich	2	58	223
KBS HoD - 1	Professor Gulcin Ozkan	1	By acclaim	-
FoLSM HoD - 1	Professor Susan Brain	3	249	2405
FoLSM Teaching – 3	Professor Claire Wells Professor Alison Snape Dr Baljinder Mankoo	10	440	906
NMES HoD - 1	Professor Luc Moreau	3	177	1042
NMES Teaching - 1	Dr Andre Cobb	1	By acclaim	-
NMPC HoD - 1	No election	0	No election	-
NMPC Teaching -2	Dr Wladyslawa Czuber-Dochan	3	58	120
IoPPN HoD - 1	No election	0	No election	-
IoPPN Teaching - 4	Dr Eamonn Walsh Dr Eleanor Dommett Dr Rina Dutta Dr Yannis Paloyelis	13	604	603
SSPP Teaching - 2	Dr Tim Benbow Dr Kiran Phull	2	By acclaim	-
PS Research Support - 1	Dr Natasha Awais-Dean	9	499	4304
PS Service Support - 1	Mr Akic Lwaldeng	7	585	4304

October By-Elections 2022

Position	Winner	Number of candidates	Number voted	Number Eligible to vote
FoLSM Teaching	Dr Anna Battaglia	9	129	569
IoPPN HoD	Professor Matthew Hotopf	4	240	1423
KBS Teaching	Dr Andrew McFaull	2	70	225
PACE HoD	Sarah Shirley	2	129	325
SSPP HoD	Professor Jelke Boesten	5	187	917
PACE Teaching	Suzie Coates Dr Michael Elliott	8	89	185

	Academic Board	
Meeting date	19 April 2023	
Paper reference	AB-2023-04-19-10.1	
Status	Final	

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board Action	Reserved item?
1. King's Foundation teaching weeks **[Annex 1]**	22 March	Consent	Approve	No
2. Drugs and Alcohol Misuse Policy **[Annex 2]**	22 March	Consent	Approve	No
3. Assessment and Feedback simplification	22 March	Consent	Note	No
4. Statement about the use of AI in assessment	22 March	Consent	Note	No
5. Flexible Curriculum - update	22 March	Consent	Note	No
6. Personal Tutoring	22 March	Consent	Note	No
7. Consent training	22 March	Consent	Note	No
8. Periodic Programme Review 2022/23	22 March	Consent	Note	No
9. Oral Assessment Student Support Guidance	22 March	Consent	Note	No
10. Closing attainment gaps at King's	22 March	Consent	Note	No
11. Inclusive Education Strategic Action Plan	22 March	Consent	Note	No
12. Blended learning and OfS regulation	22 March	Consent	Note	No
13. Professional Statutory & Regulatory Bodies	22 March	Consent	Note	No
14. College Teaching Fund: Mid-year report	22 March	Consent	Note	No
15. Exams & assessments P1 – January 2023	22 March	Consent	Note	No

Approval

1. **Changes to King's Foundation teaching weeks [Annex 1]**

   Motion: That the changes to King's Foundation teaching weeks be approved.

   Background: This motion is made to address challenges facing King's International Foundation programme (KIF) teaching dates concerning reading weeks and the end of year study and revision period.

   The proposal is to align the reading weeks of semester 1 and 2 with the London school holidays in order to improve the student and staff experience, and to align teaching at the end of semester 2 to the College timetable with one week of teaching to be followed by two weeks of supported revision before the start of final assessments. This change would allow students further time to consolidate their learning before their final assessments.

The Academic Calendar Working Group will look at future plans for the academic calendar for standard and non-standard programmes. PACE will be involved in this review.

2. **Drugs and Alcohol Misuse Policy [Annex 2]**

Motion: That the Drugs and Alcohol Misuse Policy attached at Annex 2 be approved.

Background: This policy is intended to replace the document "Drugs: A policy statement" which was last updated in 2017. The policy was drafted by Student Services in collaboration with KCLSU, SED, Residences and Security and has been endorsed by the Safeguarding Operations Steering Group. It aims to:

- Broaden the scope to include alcohol misuse as well as "drugs"
- Have a greater focus on harm reduction
- Give greater clarity about student responsibilities
- Outline the university's response to drugs and alcohol on campus and where other policies may come into play, such as, Support for Study, Misconduct and Fitness to Practise policies
- Include a chart as guidance on the possible outcomes from different scenarios.

For note

3. **Assessment and Feedback simplification**
The Committee discussed early-stage proposals to tackle assessment and feedback.

4. **A King's statement about the use of AI in assessment**
The Committee discussed potential ways to foster effective academically ethical practice and mitigate against academic misconduct in the use of generative AI tools. There might be a need to make minor changes to assessments for the upcoming assessment periods. There is a need to engage in wider discussion about the way in which King's will engage with the opportunities and challenges in AI that are rapidly evolving.

5. **Flexible Curriculum - update**
The Committee discussed an update on the progress and development of the Flexible Curriculum project, which had gone through some refinement, including a clearer vision of the themes and closer integration with the first-year module.

6. **Interim report on Personal Tutoring for the College Education Committee**
The Committee discussed an initial report on the practice and resources of Personal Tutoring across the College, primarily focussing on Undergraduate provision.

7. **Consent training**
The Committee discussed an update on Consent Training, which outlined the key considerations, whether this could be made mandatory, and how students might be engaged.

8. **Requested changes to the scheduling of Periodic Programme Reviews 2022/23: SSPP, IoPPN & FoLSM**
The Committee approved the postponement of six Periodic Programme Reviews in 2022/23 due to programme changes, the need for more implementation time, and to address workload issues. Some would be held in 2023/24 and some in 2024/25.

9.   **Guidance for King's College London staff in supporting students to engage with oral assessments**
     The Committee approved the guidance for supporting students to engage with oral assessments which will be disseminated to staff in 2023. This is a first step in wider initiatives for Inclusive Education at King's. Staff will be given guidance in a step-by-step process to support all students with oral assessments in the first instance and to support students who are identified as being unable to engage with oral assessments. The guidance will provide links to College support services and highlight the need for alternative assessments.

10. **Closing attainments gaps at King's: An update for the College Education Committee**
     The Committee noted the recommendations made for broader attainment data analysis and targeted interventions to support closing attainment gaps and improving BME student satisfaction at King's. The paper was an update on the progress made on the Closing Attainment Gaps at King's agenda. It included:

     - An update on attainment gap data analysis
     - A summary of the key actions that have taken place in the last year
     - Priorities for the agenda in 2023/24.

11. **Inclusive Education Strategic Action Plan**
     The Committee noted priorities identified by the Inclusive Education Steering Committee as an update on the strategic action plan that had been developed to ensure King's was able to develop an inclusive education experience for the increasingly diverse student body. The plan outlined the vision and mission of work for the next four years, the four key priorities and specific activities under each area, dependent on resourcing, and highlighted the current governance structures being used.

12. **Blended learning and OfS regulation**
     The Committee considered the regulatory approach to blended learning being taken by the OfS following its 2022 review and recommendations for action to be taken at King's in response:

     - Current policies on digital technology (https://www.kcl.ac.uk/governancezone/teaching/digital-education-policy) to be reviewed in light of the reports.
     - Periodic programme reviews for programmes with blended learning to ensure programmes are compliant.
     - The Student Consumer and Protection Board to review the information published on prospectus webpages and CMA sheets to ensure appropriate information is being given to students to help inform their study.
     - HR to review its PDR proformas for academic staff to ensure staff are supported in developing their skills and knowledge regarding blended learning.

13. **Professional Statutory and Regulatory Body activity**
     The Committee noted that the College had received two PSRB letters/reports which had provided assurance of re-accreditation:
     - Consortium for the Accreditation of Sonographic Education
     - The Institution of Engineering and Technology

14. **College Teaching Fund: mid-year report**
     The percentage of funding spent at the mid-year point was 72%, with 56 projects currently funded/in progress. Areas of significant underspend were noted for action. The following projects formed part of the areas of focus for 2022/23:

     - Assessment and feedback innovation and change.
     - Measures to improve the capturing of student voice.

- Specific initiatives to address NSS and PTEs issues.
- Measures to improve support for and experience of student placements.

15. **Exams & Assessments P1 – January 2023**

The Committee noted a report on the P1 exam period, which included feedback from Faculties on the large-scale, computer-based examinations pilot and return to in person delivery.

Changes to King's Foundation teaching weeks

Background:

This paper aims to summarise two challenges facing King's International Foundation programme (KIF) teaching dates around reading weeks and end of year study and revision period. An alternative approach is offered which will improve the student and staff experiences.

Overview

King's Foundations follows the College teaching dates for semester 1 and 2, following College reading weeks. In a typical year and certainly for the last three years, the Semester 1 and Semester 2 Reading Week is one week later than most London state school half term dates: https://self-service.kcl.ac.uk/article/KA-01913/en-us

Example - Academic Year 2022/23:

School Half Term	King's Reading Week
24 – 28 October 2022	31 October – 4 November 2022
13 – 17 February 2023	20 – 24 February 2023

Typically, as many teaching staff have childcare responsibilities, there is a surge in annual leave requests for the school half term weeks, where cover is then required. This places an additional load on other staff but, more importantly, leads to a disrupted learning experience for students, as many classes are covered by other teachers. This is very a demanding and stressful time for both teaching and programmes staff, as both staff and students have fairly high weekly contact hours when compared to other parts of the institution.

It is important to note that in-sessional and embedded teaching currently takes place in both weeks, the school half term and the Reading Week.

King's Foundations currently has three weeks of teaching after the easter break, and due to UKVI requirements this requires a minimum of 15 hours of timetabled teaching. This deviates from the rest of the college which has one week of teaching/revision. Having three weeks of intensive teaching directly before the final assessment period does not allow time for students to consolidate their learning and independently revise for their exams. We receive poor student feedback and attendance in these sessions, as students are trying to focus on their revision.

PROPOSAL FOR READING WEEKS

It is proposed to change the KIF Reading Week dates for Academic Year 2023/24 to match typical London school half term dates:

> 23 – 27 October 2023
> 12 – 16 February 2024

It is proposed that in-sessional and embedded teaching is not scheduled during these Reading weeks. The proposal is that dates would be aligned with London half terms moving forwards.

Success measured by

Success factor	Measured by
Reduction in planned cover teaching required in week prior to Reading week	Data on planned cover
Improved student satisfaction	Student satisfaction data
Staff feedback that the changes have had a positive impact	Staff survey, departmental meetings, feedback from line managers and individual staff members

Risks and Mitigations

Risk	Mitigations
Non KF staff, eg NMES and FoLSM colleagues delivering on science pathways will be working with the KF Reading Week *and* the College Reading Week for other teaching they deliver in their own faculty. Risk that cover will be required for KF module teaching during College Reading Week.	These staff members may benefit from a lighter timetable during KF Reading Week, especially if they have childcare responsibilities. Cover is always required for planned absence throughout the term, so would follow the usual approach if requested during College Reading Week (noting that cover for non-KF modules is provided by the respective faculty rather than by KF).
Impact on teaching schedule, with a break coming quite soon after the start of Term 1	KIF Team to co-ordinate and consider curricula and content.
Impact on student surveys	Survey timelines to be revised to consider optimal timings for survey completion.

PROPOSAL FOR END OF SEMESTER 2

It is proposed that King's Foundations changes the final period of teaching to align with the college with one week of teaching following the easter break from 2023/24. This will be followed by 2 weeks of independent revision, supported by generic revision activities and events, before final assessments taking place in the last three weeks of the assessment period.

Success measured by

Success will be measured by:

Success factor	Measured by
Positive student feedback	KIF survey 3, SSLC 3
Improved student attainment in exams	Final results

Risks and Mitigations

Risk	Mitigations
Study period after teaching is not compliant with UKVI obligations for pre-undergraduate programmes.	Has been discussed and approved by Ant Tucker, Head of Visa compliance.
Programme deviates from what is advertised	We have checked CMA documentation and web pages to ensure there is no mention of teaching weeks.

Drugs and Alcohol Misuse Policy

Policy Category:	Students
Subject	Drugs and Alcohol Misuse
Approving Authority:	Academic Board
Responsible Officer:	President & Principal
Responsible Office:	Students and Education Directorate
Related Procedures:	Student Emergency Contact Procedure
	Safeguarding Procedures
Related College Policies:	Safeguarding Policy
	Fitness to Practise Policy
	Support for Study Policy and Procedure
	Misconduct Policy & Procedure
Effective Date:	TBC
Supersedes:	TBC
Next Review:	TBC

I.   PURPOSE & SCOPE

This policy is part of a university approach that promotes a safe and supportive environment in which to study and work. The overarching premise is one of support and education, focusing on making healthy choices, setting a framework of acceptable and responsible behaviour, and the action that may be taken in the event of a breach of acceptable and responsible behaviour.

The university understands that the use of drugs and alcohol can pose serious risks to individuals and communities, which can be exacerbated by inadequate policy and practice responses. Notable harms can include short- and long-term impact on individual physical and mental health, personal finances, relationships, educational attainment and career and life chances as well as local, national and global impact. Therefore, the university aims to respond to the reality of the use of drugs and alcohol, and minimise risk of harm to its students, staff, and visitors.

II.   DEFINITIONS

a)   **Child** A person under the age of 18.

b)   **Drugs** This covers a wide range of substances, including cannabis, cocaine, and heroin, together with the many derivatives or hybrids of these drugs. It refers to any substance controlled by the Misuse of Drugs Act 1971 and the Psychoactive Substances Act 2016.

c)   **Misuse** This includes the use, possession, trade, distribution, selling, offering for sale, and purchase of drugs, as well as the illegal use of prescription drugs (i.e., the use of prescription

drugs that have not been legally obtained, or have been used in a manner or for a purpose other than as prescribed.)

III. POLICY

1. Aims

1.1. In response to the use of drugs, including alcohol, the university has chosen to adopt a policy of harm reduction. 'Harm reduction' describes a variety of policy and practice interventions aimed at reducing negative outcomes of the use of drugs, including alcohol, to users, their communities and wider society. It is supported by the World Health Organization, United Nations Office on Drugs and Crime and European Monitoring Centre for Drugs and Drug Addiction.

1.2. The primary focus of harm reduction is on the safety and wellbeing of the person and those around them rather than on their use of drugs and alcohol. The university will continue to work proactively to reduce the harmful impact of alcohol and other drugs and to prioritise the safety, health and wellbeing of everyone in our community. The university wishes to support students who are experiencing difficulties in the use of drugs or alcohol and offers assistance to students who may need advice or counselling. Information on how the university can help students in this situation can be found in Section 3.

1.3. The university acknowledges that in some cases substances are used to alleviate the symptoms of long-term illnesses, disabilities, and trauma. As such, it is recognised that any responses to the use of drugs and alcohol as solely disciplinary issues, fails to identify the complex reasons behind an individual's use and therefore risks further marginalising certain groups of students.

1.4. The university takes any form of drug dealing or supply to others very seriously. As outlined at section 6, any instances will ordinarily result in immediate suspension of a student pending internal investigation and/or criminal proceedings. Where disciplinary action needs to be taken, the focus will be on the individual's behaviour and its actual or potential impact on others, rather than on their substance use.

2. Legal Context

2.1. The misuse of substances known as 'drugs' is against the criminal law. Any student who is involved with controlled drugs or other psychoactive substances should familiarise themselves with the Misuse of Drugs Act 1971, the Psychoactive Substances Act 2016 and Crown Prosecution Service Guidance.

2.2. Students should be particularly aware that under Section 4 of the Misuse of Drugs Act 1971, any involvement in facilitating the supply of a controlled drug to another person, even if it is only offered and not supplied and even if no personal profit is made, is seen as a supply rather than possession offence.

2.3. The Criminal Justice Act 1967 cites that any person, who is found to be drunk and behaving in a disorderly manner in a public place may be subject to charges of being Drunk and Disorderly and fined up to £1000. Although the maximum penalty for being convicted of drunk and disorderly behaviour is a fine, having this conviction on your record can still have a negative impact on your prospects. Any criminal convictions impact on life chances.

2.4. A King's student who breaks the law on drugs or alcohol may be in breach of the university's Misconduct Policy and/or the Fitness to Practice Policy and appropriate action may be considered in accordance with these policies.

2.5. The university aims to take a nuanced, student centred approach to supporting disclosures/incidents involving students and substance misuse. Staff are recommended to seek guidance from their Designated Safeguarding Officer (DSO). The DSO can seek advice from the Student Conduct & Appeals Team in order to decide appropriate next steps. The chart in Appendix A indicates the possible outcomes from various disclosures around drug and alcohol misuse.

3. Assistance for Students

3.1. Any student who has or fears they may have a drug/alcohol dependency is encouraged to seek professional assistance and advice as soon as possible.

3.2. A student's own GP may often be the most appropriate source of such advice, but the university's own NHS Health Centre and/or Counselling Service can also offer support and guidance. Contact details for the King's College London Health Centre and Counselling Service are as follows:
- King's College NHS Health Centre
- KCL Counselling and Mental Health Support

3.3. Students should also refer to the following resources:
- Student Space - Support for students recovering from addiction
- HEART - Higher Education & Recovery Talk
- How can I get support for difficulties with drugs & alcohol?

4. Student Responsibilities

4.1 Students on Professional, Statutory and Regulatory Body (PSRB) programmes are expected to behave professionally and competently and be aware of their health and conduct to ensure they are safe to be around patients, clients and members of the public, as well as comply with professional codes of conduct. These students should familiarise themselves with the Fitness to Practise Policy and Procedure and their own PSRB codes of conduct to avoid putting their professional registration and future career at risk. Inappropriate use of drugs and alcohol or related antisocial behaviour is likely to require investigation by the university under the Fitness to Practise Policy.

4.2 Students living in university halls of residence or managed accommodation should familiarise themselves with the relevant terms and conditions as they may be putting their accommodation at risk if they misuse drugs or alcohol. The KCL Residential Discipline Policy clearly states that possession or use of unlawful drugs will be taken extremely seriously.

4.3 Students in privately rented accommodation should be aware that their landlords must operate in the context of national legislation and under the Misuse of Drugs Act 1971 would be committing a criminal offence were they to knowingly permit the use, production, or supply of controlled drugs on their premises.

5. King's approach to harm reduction

5.1. Wellness, Wellbeing Welfare and Residential Welfare Support staff are committed to doing everything possible to keep students who use drugs and alcohol safe and well. In line with this policy, wellbeing staff will be guided in their support for students by the principles underpinning harm reduction approaches.

5.2. The university is committed to providing education and advice around the use of drugs and alcohol. Communicating local and current risks is a method of harm reduction and available information that could benefit others will be shared as appropriate e.g., knowledge articles featured on Student Services Online, delivery of training to staff.

5.3. The use of drugs and alcohol can impact on mental health. Some people use drugs and alcohol to improve or cope with a mental health condition, while such use may also trigger or worsen a mental health condition. People with mental health concerns are more vulnerable to problematic use and related harms. Support is available if any student wants or needs support to address any part of their use of drugs and alcohol. Support will be person centred, compassionate and kept confidential unless there are serious concerns about the risk of significant harm to any person or where the behaviour requires referral under the Fitness to Practise Policy.

5.4. Excessive use of drugs and alcohol can impair judgement and mental capacity, reduce inhibition, and increase vulnerability to abuse, accidents and misadventure as well as presenting serious risks to short-term and long-term health.

5.5. It is recognised that for many people the use of drugs and alcohol is not a social or cultural norm and can be experienced as intimidating, alienating, and disruptive. Additionally, people who have previously struggled with problematic use may wish to avoid exposure to drugs and alcohol for their own safety. The university is committed to providing a safe and inclusive environment that fosters respect for difference and consideration of others. As such, members in our community are asked to be aware of how their behaviour may impact on and be experienced by others. This should include consideration of the impact of peer pressure on others, how individuals contribute to peer pressure and to aim for positive impact on others.

5.6. Antisocial behaviour that negatively impacts on others' wellbeing and ability to learn will not be tolerated.

6. Response to drugs and alcohol on campus
Possession and individual use
6.1. The university aims to take a nuanced, student centred approach to supporting disclosures or incidents involving students and substance misuse. Staff are recommended to seek guidance from their Designated Safeguarding Officer (DSO). The DSO can seek guidance from the Conduct and Appeals Team in order to decide appropriate next steps.

6.2. Where the university becomes aware of personal use and possession on a campus, it will follow harm reduction principles and offer advice and support. Where an incident or concern involves a student under the age of 18, the university will always endeavour to include the voice of the young person when addressing a safeguarding concern around drug/alcohol misuse (in line with the rights of children and young people).

6.3. Where controlled substances are found, they will be confiscated and safely disposed of in line with protocols agreed with the Police.

6.4. If the university becomes aware that a student's behaviour in relation to use of drugs and alcohol is impacting negatively on others, this may be managed via the Misconduct Policy and Fitness to Practice Policy as appropriate. It is important to note that if a student over the age of 18, in residences, is found to be providing a student, under the age of 18, with alcohol, then the student aged over 18 may be subject to disciplinary procedures per, Residences Discipline Policy.

6.5. Incidents of "spiking", when a perpetrator administers a substance to someone without their knowledge is an assault; a serious crime that carries a 10-year penalty for the offence. Such actions may also be the subject of King's internal processes if the perpetrator is a King's student, including student misconduct investigations, with penalties up to and including expulsion. In circumstances where a student is also a member of staff then disciplinary processes will be instigated which could result in termination of their employment.

6.6. Response to concerns around drug/alcohol misuse will be dealt with on a case-by-case basis, including consideration of type and amount of substance, history of similar incidence, impact on others and any presenting risks. Further action may be taken via

- Misconduct Policy
- Support for Study Policy
- Fitness to Practise Policy
- King's Residential Discipline Policy
- Provision of/or signposting to support
- Provision of/or signposting to education
- Penalties such as formal warnings, community service, or suspension.
- Termination of a King's Residences License Agreement
- Suspension or expulsion from academic programmes

Supply and intent to supply

6.7. Dealing of drugs is seen as a harm to others. Where there is reason to believe that a student has been dealing drugs or has invited others on university premises with the intention for them to deal to others, the university will ordinarily immediately suspend the student pending internal investigation and/or criminal proceedings.

6.8. Regardless of any criminal proceedings and related outcome, the university will, in accordance with Misconduct Policy and/or the Fitness to Practise Policy as appropriate, investigate and take appropriate action.

6.9. Where controlled substances are found and drug dealing is suspected, they will be confiscated and may be provided to the Police as evidence.

7. Response to drugs and alcohol off campus

7.1. If the university becomes aware that a student has been arrested or charged off campus due to criminal offences related to the use or supply of drugs and alcohol, depending on the nature of the offence this may be managed via the Misconduct Policy or the Fitness to Practise Policy, as appropriate. Where charges related to drug dealing have been brought but criminal proceedings do not result in conviction, the university may still act under its own procedures.

8. Information Sharing and Confidentiality

8.1. Information may be shared within King's to signpost to appropriate support and will not be shared outside the university unless the student consents to this or there are serious concerns about the risk of significant harm. Where a student has caring responsibilities for children or vulnerable adults and the nature of their use of drugs and alcohol presents a risk to those they care for, information may need to be shared externally under Section 12 of the Safeguarding Policy.

8.2. Where a decision is to be made about contacting any student's Emergency Contact, staff should refer to the Student's Emergency Contact Procedure.

9. **Policy Implementation and Review**

9.1. It is the responsibility of the Head of Welfare – Student Services, to review this policy every three years.

9.2. The university will further develop the policy where necessary in line with the changes in legislation and best practice guidance and following internal review of the effectiveness of existing procedures.

The following chart indicates the possible outcomes from various disclosures around drug and alcohol misuse

Scenario	Action	Likely outcome
Student in residences consumes too much alcohol and becomes distressed and unwell, needs support from other members of residences and Welfare Leads in returning to their room	• Discussion with DSO • DSO to seek guidance from C&A	• Check in by Welfare Leads, offer of a further support around the student's wellbeing.
A student is on a Geography field trip. They have taken ecstasy, starting to hallucinate and behave in a way that is putting themselves and others at risk of harm. An ambulance is called and they are taken to hospital.	• Discussion with DSO • DSO to seek guidance from C&A • Referral to Student of Concern	• SOC Welfare team will reach out to offer support • Student invited to a Support for Study Stage 2 to reflect on the incident, checking on the welfare of the student and identifying any support needs.
A medical student discloses that they are finding placement stressful. They are finding that their alcohol consumption is increasing, they never drink the night before a placement but are regularly consuming one or two bottles of wine a night to help them sleep.	• Discussion with DSO • DSO to seek guidance from C&A • Referral to Student of Concern •	• Information very likely to be shared with faculty so that consideration can be given to Fitness to Practice per 2.5.4. Reporting anything that give cause for concern relating to themselves or another
A student living in residences has been arrested by the Police and charged with "Possession with intent to supply". They have been released on bail and return to halls.	• Discussion with DSO • DSO to seek guidance from C&A • Referral to Student of Concern d)	• Student suspended pending outcome of Police investigation per regulations 8.29-8.36 • Student required to leave halls pending outcome of Police investigation • Possible action taken through Misconduct after outcome of Police investigation

Report from the Dean

Action required

☐ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	This paper provides an update on areas within the remit of the Dean's Office, including updates to the progress of this year's AKC programme, events within the Chaplaincy, and the activities of the Chapel Choir.
What are the key points/issues?	
What is required from members?	Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all Board members are asked to send appropriate comments to the Dean and the College Chaplain in regard to the ongoing community and network building across the College as we deal with the cost of living crisis

Paper Submitted by:

Ellen Clark-King, Dean of King's College London, Dean's Office & Chaplaincy

Report from the Dean

1. Dean's Office

a) We are in the time of the year when there are a number of significant festivals taking place across different faiths (including Pesach for Jews, Easter for Christians, Vesak for Buddhists, and Ramadan for Muslims), so I am glad to have been able to provide video messages for some of these which will be circulated to the whole King's community; my thanks to colleagues in Internal Communications for co-ordinating these.

b) Further to my update in the last report, that we had been shortlisting for the three new part-time Dharmic Chaplain posts (Buddhist, Hindu, and Sikh), I am delighted to say that we have now made appointments in all posts, and our new colleagues will be joining us in April. We will be arranging a suitable occasion to welcome Hogets Baerndal, Sachi Patel, and Amandeep Cheema at some point in the summer term, and more information about them will be on the Chaplaincy website soon.

c) I am also very glad to have been asked to take on the role of a Senior Sponsor for the Proudly King's Network, an invitation which I was delighted to accept. Tim Ditchfield, the College Chaplain, joins me in this, and we both look forward to continuing to support the Network in this way.

2. AKC (Associate of King's College)

a) Lectures for this year have now finished, and once the final rounds of quizzes have been completed, details of the numbers of those passing the course this year should be available for the Academic Board meeting in June.

b) We were delighted to be able to participate in the King's Edge Festival (6-10 March) this semester, including an AKC lecture by Professor Joanna Zylinska, Professor of Media Philosophy & Critical Digital Practice, on "Minimal Ethics for a Planetary Crisis", and a well-attended trip for AKC students to the Wellcome Collection Exhibition on *Being Human*.

c) The lecture series for next academic year are starting to come together. Semester I will cover the topic 'Where Do You Draw the Line: Free Speech and Offence', curated by Dr Nicole Graham, Department of Theology & Religious Studies, in collaboration with King's Cultural Competency Unit; and Semester II will look at Global Philosophies (further details to be confirmed).

d) The AKC Steering Committee recently met and amongst other items, considered a proposal to change the length of the course. Under current AKC regulations, the majority of those taking the course are required to complete three years of the programme in order to be elected as an Associate of King's College (after graduation for students, and on completion of the course for staff). In order to increase accessibility, improve retention, and give students more flexibility about when they participate, the Steering Committee has agreed to amend the standard programme duration from 3 years to 2 years. We expect to implement this change from 2023/24 onwards.

e) The Steering Committee is also currently developing a pilot to incorporate King's Volunteering into the AKC for 2023/24.

3. Chaplaincy

a) Our regular pattern of services and activities continued this semester, and we continue to build communities in different ways on the different campuses. The weekend walks and excursions in particular continue to be well-attended (often with waiting lists), and we are glad that this is becoming an important part of our work with both staff and students.

b) We will be offering various activities for Take Time Out in the exam term, and full details of these (and all our regular services and events) will be on the Chaplaincy's events pages nearer the start of term.

4. Chapel Choir

a) This semester has been a busy one for the Choir, but has also provided a lot of interesting experiences. The regular pattern of Strand Chapel services has included Choral Evensong featuring composers from African countries and of African heritage (for King's Africa Week), and the annual Passiontide Service (the pre-Easter equivalent of Advent Carols). Other internal concerts and events have included a concert with the UNC Sackbut Ensemble (via the partnership between King's and the University of North Carolina), the first performance of William Alwyn's previously-unperformed oratorio 'The Marriage of Heaven and Hell', and singing for the Principal's welcome to new Professors and senior Professional Services staff.

b) External engagements have included Choral Evensong at St Paul's Cathedral, a sold-out performance of Sergei Rachmaninoff's 'All-Night Vigil' at Temple Church as part of their Holy Week Festival, and a concert of Bach's Matthew Passion at St John's Smith Square as part of their Easter Festival.

c) The recording of the 'All-Night Vigil', released in mid February, has been collecting a number of good reviews. It has been one of Gramophone's 'Best Classical Albums of the Week', was described by *The Yorkshire Times* as "an assuredly faultless interpretation of the divine masterpiece, luminous, richly textured, rapturous and reverent, every note and nuance clearly expressive, rich and passionate, yet movingly persuasive", and *The Scotsman* said that "[Joseph] Fort garners glowing consistency and soulfulness from his singers, the soloists emerging and receding from the choir with organic intensity". As is the case with all of the Choir's releases, it can be ordered from the Dean's Office via the e-store.

d) The Choir's next recording, of music by King's alumna Kerensa Briggs including her 'Requiem', will be released in May. A further recording took place in Reading Week in February, so there will be plenty of options for Christmas and other presents in the coming months!

3 April 2023

Election of Associates of King's College [Reserved]

Action required

☒ For approval
☐ To recommend for approval [use when a different Committee has approval authority]
☐ For discussion
☐ To note

Motion: That the students listed be elected as Associates of King's College.

Paper Explanation for Members

Why is this paper being presented?	The Council has delegated to the Academic Board authority to elect as Associates of King's College London those students and staff listed.
What are the key points/issues?	The AKC is the original award of the College and was first used in 1833. The course is unique to King's College London, and is the only course open to students from every department. King's has had a lively and intelligent religious tradition from its foundation. The AKC reflects this with a series of open, academic lectures. It provides an opportunity to think about fundamental questions of theology, philosophy and ethics in a contemporary context. The Royal Charter states 'the objectives of the College shall be to advance education and promote research for the public benefit. In so doing the College shall have regard both to its Anglican tradition as well as of its members' backgrounds and beliefs, in its education and research mission'. The AKC is the primary way of fulfilling this and the Mission Statement of the College also states that 'All students will be encouraged to follow the AKC'. Once students have completed the course, and graduated from King's, they are eligible to apply for election by the College Council as an Associate of the College. Once elected, they can use the letters AKC after their name. The AKC is also open to staff.
What is required from members?	To approve the election of the below students as Associates of King's College.

Paper Submitted by:

The Revd Dr Ellen Clark-King, Dean of King's College London
February 2023

Election of Associates of King's College

[Reserved]

THIS SECTION IS REDACTED

Election of Associates of King's College

[Reserved]

Meeting date	19 April 2023
Paper reference	AB-23-04-29-11
Status	Final

Report from Council

Action required

☐ For approval
☐ For discussion
☒ To note

Paper Explanation for Members

Why is this paper being presented?	These reports are made to Academic Board following meetings of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers items considered by Council, except for any that are confidential.
What are the key points/issues?	This report presents a summary of key, non-reserved issues discussed and decisions taken at the meeting of Council held on 30 March 2023.
What is required from members?	To note

Paper Submitted by:
Irene Birrell, College Secretary
irene.birrell@kcl.ac.uk

Report from Council – Meeting of 30 March 2023

Agenda materials and minutes of the meeting will be found here following the 11 May 2023 meeting of Council.

Council received, discussed and/or approved the following non-reserved items:

1.   Five-year Governance Review Terms of Reference
As Academic Board has been informed in previous meetings, a mandated five-year governance review is scheduled to take place in 2023-24. At its meeting on 30 March 2023, Council approved the terms of reference for the review, including a proposed timeline. The review will provide opportunities for engagement with key stakeholder groups in the College as well as means by which any member of the College community can provide written input. Results of the review along with any programme of proposed changes or actions will be made public at the end of the process. The terms of reference are attached as Annex 1 to this report.

2.   Annual Health and Safety Report
Council received and approved the Annual Health and Safety Report for 2021-22. A copy of the report is available upon request to the College Secretary.

3.   External Audit Tender Update
The Audit, Risk and Compliance Committee has issued a tender for an external auditor. A recommendation with respect to an appointment will be taken to the July meeting of Council.

4.   Staff & Culture Strategy Committee
Council received a report from the Staff & Culture Strategy Committee which held its first meeting in March and was fully attended. The Committee discussed:
- Committee's Ways of Working and Terms of Reference
- A paper on size and shape of the College's workforce, including data on changes in size of the workforce over the last 20 years, headcount by category of staff, GTA headcount, and staff demographic trends by gender, ethnicity, disability status, age and nationality. The Committee is scheduled to meet next in June and will begin to frame its workplan.
- A paper from the Interim Vice-President (People & Talent) outlining a framework in development for achieving the Thriving Staff Community objectives committed to in Strategy 2026

Council's next meeting is scheduled for **11 May 2023**.

Irene Birrell
College Secretary
April 2023

King's College London
Governance Review
2023-24
Terms of Reference

1.   Introduction

The College Ordinances require that Council conduct a full review of governance every five years, with the next review due in 2023-24. In accordance with the guidance of the Committee of University Chairs[1], the review will be conducted by an independent agent selected through an open call. The process will be overseen by the Governance & Nominations Committee and will include a broad and full consultation with the university community at large, as well as key stakeholder groups. It is anticipated that the review will take six to eight months with a final report to Council planned for January 2024.

2.   Objectives and Scope

Council has multiple roles and responsibilities and is accountable to a wide range of stakeholders and organisations both internal and external. As stewards of King's, its primary purpose is to oversee that mechanisms are in place for ensuring effective outcomes in the present, and that the College is making decisions which secure its sustainability and long-term success. The overarching objective of the review will be to examine how the Council and its governance mechanisms support that purpose, focusing on effectiveness in its functioning; as well as accountability and connection with those whom it must serve: the College community, the alumni, the larger communities we serve, government and the regulator.

3.   Terms of Reference

3.1   To review the effectiveness of governance and decision making, focusing on:
   3.1.1 The structure and composition of the Council, including skills, size and diversity
   3.1.2 Processes for member recruitment, appointment/election and induction. [2]
   3.1.3 The committee structure and delegations, terms of reference and their relationship with the Council through which the Council fulfils its regulatory and legal responsibilities.
   3.1.4 Governance in areas of significant risk such as key partnerships (health partners, international partners, for example) and major projects (such as the Human Resource system, online education).
   3.1.5 The functioning of the Council meetings in terms of agenda, information, conduct and follow through.
   3.1.6 The relationships and interplay amongst the various elements of the governance framework: institutional and academic governance; Chair and the Principal; members

---

[1] The Higher Education Code of Governance
[2] Items 3.1.1 and 3.1.2 will include consideration of issues raised by the UCU with respect to election of Council members, number of staff on Council, and responsibilities and powers of the Academic Board re individual staff matters

of Council and the senior executives, including executive deans, as well as formal and informal decision making.

      3.1.7 Transparency and communication of decision making, and Council's engagement with the College community.

      3.1.8 The mechanisms that the Council has to stay abreast of the emerging developments and future trends in the HE sector and how these factor into shaping strategy and evaluating options.

3.2   To consider the recommendations of the last review and how they have been implemented and incorporated into current functioning and their impact.

3.3   In all of the above, the review will evaluate how the Council and its governance mechanisms are in keeping with the guidance of the CUC HE Code of Governance, and the requirements of legislation, the OfS and the Charity Commission. In doing so, the review will draw upon benchmark information from comparator institutions (research-intensive, chartered universities), best practise in the sector worldwide, as well as best practise in the UK public sector governance.

4.   Process and Timing

4.1   The process will be overseen by the Governance & Nominations Committee, a subset of which will engage directly with the external consultant throughout to ensure that all stakeholders are engaged and to deal with questions of process that might arise. The College Secretary will provide administrative support to the process.

4.2   Following approval of these terms of reference an external consultant will be engaged and the review will begin. A full proposed timetable is attached as Annex A.

4.3   As part of their remit, the external consultant will engage directly with key stakeholder groups (see Annex B for the initial list) and will establish means by which any member of the university community may provide input to the review. Members of the GNC may attend such meetings to listen and observe.

4.4   The GNC may seek advice from other HE governance practitioners and experts as it deems necessary during the review.

4.5   The report, along with Council's response and any agreed programme of actions will be made public.

Timeline for the Review

1. At the February 2023 GNC meeting, the Committee will be asked to approve and recommend terms of reference and the process for the review.
2. At the meeting of Council on 30th March 2023, Council will be asked to approve the GNC recommendations.
3. On 3rd April 2023, assuming Council has approved the terms of reference and process, a call for RFPs for an external consultant will be issued with a two-week submission window.
4. By 30th April 2023 GNC will have appointed the sub-group and selected the consultant who will meet as soon as possible with the Committee Chair and the subgroup and begin the review process.
5. The consultant will attend meetings of Council and committee meetings as an observer in May, June and July 2023.
6. The consultant will meet with stakeholder groups (see Annex B) and all members of the university community will be invited to make written submissions throughout spring and summer 2023.
7. A draft report outlining key findings and issues will be provided to the Council at its Away Day on 20 September 2023.
8. A final report will be provided to GNC and Council at their meetings of 19 October and 21 November 2023, respectively.
9. The report, along with Council's response and any agreed programme of actions will be made public following the meeting of Council on 18 January 2024.

Stakeholder Groups for Consultation

This is an initial list. Others may be identified as the review develops.

KCLSU
King's 100 – student and staff
Staff Unions
University Executive
One King's Leadership Team
Members of Council
Standing Committees of Council, including the Academic Board