

# Academic Board

Meeting date 28 April 2021

Paper reference AB-21-04-28-03.1

Status Confirmed



## Minutes

Date 28 April 2021, 14.00

Location Remote Meeting held by MS Teams

Composition			Members		Attendance 2020-21				
					07.10.20	09.12.20	03.02.21	28.04.21	16.06.21
Ex officio	President & Principal (Chair of Academic Board) ( <i>Interim</i> )		Professor Evelyn Welch*		P	P	P	P	
	Senior Vice Presidents	SVP/Provost (Health)	Professor Richard Trembath		P	P	P	P	
		SVP/Provost (Arts & Sciences)	Professor Evelyn Welch*		P	P	*	*	
		VP (Education)	Professor Nicola Phillips		P	P	P	P	
		VP (International)	Dr 'Funmi Olonisakin		P	P	A	A	
		VP (Research)	Professor Reza Razavi		P	A	P	A	
		VP (Service)	Professor Bronwyn Parry		P	P	P	P	
		VP (London)	Baroness Bull		P	P	P	P	
	The Dean		Rev'd Canon Dr Ellen Clark-King		P	P	P	P	
	The President of the Students' Union		Salma Hussain		P	P	P	P	
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Vatsav Soni		P	P	P	P	
		Vice President for Education (Health)	Aless Gibson		P	P	P	P	
		Vice President for Postgraduate	Heena Ramchandani		P	P	P	P	
	Executive Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Irene Higginson		P	A	A	A	
		Social Science and Public Policy	Professor Frans Berkhout/Deputy Provost (A&S)		P	P	P	P	
		Dickson Poon School of Law ( <i>Interim</i> )	Professor Alex Türk		P	P	P	P	
		Arts and Humanities	Professor Marion Thain		A	P	P	P	
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall		P	P	P	P	
		King's Business School	Professor Stephen Bach		A	P	A	P	
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi		P	P	P	P	
		Life Sciences & Medicine ( <i>Interim</i> )	Professor Ajay Shah		P	*	P	P	
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis		P	P	P	A	
	Dean for Doctoral Studies		Professor Rebecca Oakey		P	P	P	A	
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	John Imaghodor		v	A	A	P	
		Social Science and Public Policy	Bryan Strawser		v	P	P	P	
		Dickson Poon School of Law	Rebecca Seling		v	P	P	A	
		Arts and Humanities	Adam Roberts		v	P	P	P	
		Institute of Psychiatry, Psychology & Neuroscience	Malikkca Kanoria		v	P	P	P	
		King's Business School	Raghav Bansal		v	P	P	A	
		Natural, Mathematical and Engineering Sciences	Jhanelle White		v	v	P	P	
		Life Sciences & Medicine	Bilyana Batsalova		v	P	P	A	
		Dentistry, Oral & Craniofacial Sciences	Hiba Asrar		v	v	P	A	

<b>Elected Staff</b>	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty.	Arts & Humanities (5 members)	Professor Anna Snaith	P	P	P	P	
			Dr Jessica Leech	P	P	P	P	
			Dr Simon Sleight	P	P	P	P	
			Professor Matthew Head	P	P	P	P	
			Professor Mark Textor	P	P	P	P	
		Dentistry, Oral & Craniofacial Sciences (4 members)	Professor Kim Piper	P	P	P	P	
			Dr Barry Quinn	P	P	P	P	
			Dr Anitha Bartlett	P	P	P	P	
			Dr Ana Angelova	P	P	P	P	
		Dickson Poon School of Law (4 members)	Professor Alison Jones	P	P	P	A	
			Dr Federico Ortino	P	P	P	A	
			Dr Ewan McGaughey	P	P	P	P	
			Professor Satvinder Juss	P	P	P	P	
		King's Business School (4 members)	Crawford Spence	P	P	A	A	
			Dr Chiara Benassi	P	P	A	P	
			Professor Riccardo Peccei	P	P	P	A	
			Dr Susan Trenholm	A	P	P	P	
		Life Sciences & Medicine (5 members)	Dr Alison Snape	P	P	P	A	
			Dr Samantha Terry	P	A	A	P	
			Professor Maddy Parsons	P	P	P	P	
			Dr Baljinder Mankoo	P	P	P	P	
			Dr Susan Cox	P	P	P	P	
		Natural, Mathematical and Engineering Sciences (4 members)	Professor Paula Booth	P	P	P	P	
			Professor David Burns	P	A	A	A	
			Professor Michael Kölling	P	P	P	P	
			Professor Sameer Murthy	P	P	A	P	
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Dr Tommy Dickinson	A	A	P	P	
			Professor Jackie Sturt	P	P	A	P	
			Dr Julia Philippou	P	P	P	P	
			Irene Zeller	P	P	P	P	
		Institute of Psychiatry, Psychology & Neuroscience (5 members)	Professor Guy Tear	P	A	A	P	
			Dr Marija Petrinovic	P	P	P	P	
			Dr Yannis Paloyelis	P	P	P	P	
			Dr Eamonn Walsh	A	P	P	P	
			Professor Robert Hindges	P	P	P	P	
		Social Science and Public Policy (5 members)	Professor Kerry Brown	P	P	P	P	
			Dr Rebekka Friedman	A	A	A	A	
			Dr Clare Herrick	A	P	P	P	
			Dr Ye Liu	P	P	A	P	
			Dr Jane Catford	P	P	P	P	
	Three professional staff	Education Support	Syreeta Allen	v	P	P	P	
		Research Support	James Gagen	P	P	P	P	
		Service Support	Kat Thorne	P	P	P	P	
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Hannah Murphy	P	P	A	A	
		Health Faculties	Dr Moritz Herle	v	P	P	P	

v= vacant post

#### In attendance:

Lynne Barker, Associate Director, Quality Standards & Enhancement

Rebecca Browett, Head of Education Transformation, Students & Education Directorate

Darren Wallis, Executive Director, Students & Education Directorate

Nina McDermott, Executive Director, King's Foundations (for Item 6.3)

Oliver Austen, staff member of the Climate Action Network - Students and Education subgroup (Item 5)

Peter Heather (substitute for Rebecca Oakey, Dean for Doctoral studies)

Thomas Owen-Smith (Strategy & Planning)

Mark Mulligan, Head of Department, Geography Department, (for item 8)

#### Secretariat:

Irene Birrell (College Secretary)

Xan Kite (Director of Governance Services)

Joanna Brown (Governance Manager)

<b>1</b>	<b>Welcome, apologies and notices</b> The Chair welcomed members and guests in attendance to the meeting.
<b>2</b>	<b>Approval of agenda</b> The agenda was approved.
<b>3</b>	<b>Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-21-04-28-03]</b> <p>The Chair noted that the following items had been removed from the Unanimous Consent Agenda at the request of individual members:</p> <p>Item 9.2 (ii) (College Education Committee report) - PGR Student Involvement in Teaching and Learning Policy</p> <p>Item 9.2 (iv) (College Education Committee report) – Mitigating Circumstances Policy</p> <p><b><u>Decision</u></b></p> <p>That the remaining reports on the Unanimous Consent Agenda be taken as read and noted or approved.</p>
<b>4</b>	<b>Matters Arising from the Minutes</b> None
<b>5</b>	<b>Climate Change and Academic Implications of Sustainability</b> <p>The Vice President and Vice-Principal (Education), the Director of Sustainability, and the KCLSU Vice President for Welfare and Community introduced a discussion on the academic implications of climate change and sustainability and the commitment to making climate and sustainability a cross-cutting issue integral to Curriculum 2029. The Sustainability Team was looking to receive input from across education and research in early-stage discussions. (Presentation attached at <b>Annex 1</b>).</p> <p>A King's Climate Action Network would provide a visible, central hub with the aim of bringing together all climate change and sustainability work being done at King's. While King's was doing well in sustainability rankings, there was currently no central tracking or celebration of this work, and there would be a curriculum audit to identify what already existed. The sustainability team referenced HE sector responsibility and examples of interdisciplinarity practices being put in place in other universities. Among possibilities being considered were a stand-alone KEATS module, and extra-curricular activities. Questions put to the Academic Board for discussion were:</p> <ul style="list-style-type: none"> <li>○ How to get all students engaged</li> <li>○ How can research and education be used to fuse with one another</li> <li>○ Curriculum audit examples</li> </ul> <p>The Academic Board indicated strong support for the plans, and points raised in discussion included:</p> <ul style="list-style-type: none"> <li>• This initiative was welcomed as part of the service function. The Service Team had already proposed that a centrally offered module might form one of the micromodules for a scaled service-learning offer on social impact, enabling students to become impactful change makers. It was suggested that this opportunity could be provided early on in study programmes, and that a Social Impact Exchange be adopted.</li> <li>• Climate change is an important issue in relation to health care and medicine. The Health Faculties had determined that a broad review was needed of its offering in relation to population health and the impact of climate change on health care.</li> </ul>

- The ability to take courses across the institution regardless of where a degree program sits needed a higher profile.
- How would the reduced environmental impact from remote learning and working be maintained as activities began to return to campus? It was also noted that the hugely increased engagement with MS Teams used a lot of electricity.
- There were already existing structures in which the central hub could be embedded, but it was intersectional, and its home was as yet undecided. The idea being proposed and discussed was that of having a dedicated team with senior sponsorship, and access to specialist expertise.
- A question on investment funds was referred to the Senior Vice President (Operations) for follow-up outside of the meeting as this discussion's focus was on academic impact. However, it was noted that King's had fully divested from fossil fuels.

The Vice-Principal (Education) thanked members for their input noting that it was very early days for this discussion and that the Board's advice would no doubt be sought again as the proposals developed.

## 6 Report of the President &amp; Principal [AB-21-04-28-05]

## 6.1 Key Current Matters

The Interim Principal provided updates and responded to questions on some of the key current matters covered in the summary report.

Regarding the selection of the next person to hold the VP (Education) role, the Interim Principal confirmed that there would be student representation on the panel; there always were student representatives involved for the senior level roles.

## Government and HE

- Confirmation had been received from the Government that students could not return to campus until 17 May and that the return of students in September might be staggered due to government concerns about the movement of large groups of young people around the country. Universities had also been told that an increase in uptake of testing to 70 percent would improve ability to return. It was hoped that the vaccination scheme roll-out to young people would also help.
- The impact of the cuts to foreign aid for King's was estimated at £3million. Some of the most important research that King's did in the developing world was now at risk, and King's was working hard to have the funding restored; the cuts were deeply disappointing.
- Another area of concern was that the Government's financial review would be considering the Augur recommendations regarding tuition fees, which would have significant financial impact on the College, as well as far wider-reaching implications, given the value that universities offer to the country and to students' long-term success.

[illegible]

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#### King's Health Partners (KHP) Update

- KHP had undertaken a governance review supported by an external advisory group, with the principal conclusion being a change to an independent board chair with the President & Principal of King's remaining a key member.
- Regarding the Royal Brompton and Harefield (RBH) NHS Foundation Trust merger with Guy's and St Thomas' (GSTT) NHS Foundation Trust, there were no immediate academic implications but there would be academic opportunities. King's would be working closely with colleagues at Imperial College, who were the former partners of the Royal Brompton.

#### Freedom of Expression

- A member remarked that the Government's Free Speech and Academic Freedom policy paper was steering the debate in a very specific direction and that would achieve the opposite of free speech. The Interim Principal confirmed that the university was pushing back robustly, but was not as yet making a lot of headway. It was noted that King's could claim to be in a good position on this issue, and had a good story to tell regarding engagement with students and the student union, with strong, effective processes in place. The KCLSU President concurred and added that the National Union of Students wanted to use King's as a model. She added that the KCLSU was working with Russell Group student unions on a common stance on freedom of expression. The Interim Principal stated that the university was also working with Russell Group colleagues on this issue. It was noted that the Prevent legislation could be contradictory to the Government's freedom of expression position.

#### Return to Campus

- The next review date regarding return to campus was 17 May. Assuming there were no unforeseen issues, all students would be able to return to campus from that date should they wish to do so. All King's buildings would be open from that date, but a significant return from staff was not expected until 21 June, which was the next government review date for lifting most remaining restrictions. It was anticipated that it would probably not be until early September before the preponderance of staff were requested to return to campus. A communication plan was scheduled following the 4 May bank holiday and this would clarify guidance around ways of working and ground rules going forward.

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6.2

[REDACTED]

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#### **6.3 Formation of King's Education – final proposal [AB--21-04-28-06.3]**

The Executive Director, King's Foundations, presented a report requesting that Academic Board recommend to Council the formation of a new unit, currently titled *King's Education*, which would align King's Foundations, King's Online, KPED, the Modern Language Centre and Summer Programmes. *King's Education* was a working title: the name was still under discussion and input would be sought from the university community.

The aim of the proposal was to expand what was meant by education at King's: it was a holistic approach with a sustainable platform and would bring together lots of existing areas of work done in order to recognise their collective impact, as well as ensure that the five areas were fully aligned with the core academic mission. The alignment under a single umbrella would also allow for diversity of education and

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for removal of barriers to growth and visibility. Further to questions and comments at the February meeting of the Academic Board on the relationship between modern languages in Arts & Humanities and the Modern Language Centre, there was now a robust model for moving forward and addressing issues as they arose.

During discussion, points raised included:

- The spirit of collaboration was key. The five areas already existed and functioned well. They would retain their own successful identities in market, but *King's Education* would provide a higher level of co-ordination, opportunity and support using the hub and spoke model already used by KPED.
- The increased focus on digital education was a cross-university issue and it would be important to ensure that the university has systems in place agile enough for all needs.
- It was clarified that each of the areas already had a commercial focus, and this was therefore not a big cultural change for the university. The Interim President & Principal noted that there were many commercial educational activities already taking place across the institution. She pointed out that in the event tuition fees drop to £7,500, the shortfall would need to be made up somehow and the new structure would provide support for that in a thoughtful, innovative way. It was also pointed out that the units involved were not engaged in purely 'commercial' activities. The educational opportunities they provide form part of King's academic provision, and this proposal would foster a closer relationship between these units and the faculties.
- The KCLSU President commended the proposal, acknowledging the importance of looking at the whole educational offering. She suggested that the university and KCLSU work together to build the student experience of those enrolled in the programmes, particularly executive education. The Executive Director agreed noting that there needed to be focus on the student journey regardless of what that journey is.

**Decision:**

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

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**6.4 SUSTech Project: Update on Progress [AB-21-04-28-06.4]**

Academic Board noted a report which updated on progress on developing a Joint Education Institute (JEI) in Shenzhen, China. The original aim was to start taking students from September 2021. This had now been delayed to September 2022 to give the project teams time to provide additional information required by the General Medical Council (GMC) as part of its process to approve the joint medical programme. The paper outlined the GMC requirements and revised timelines.

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*Items noted on the Consent Agenda:*

6.5 *IoPPN Revised Academic Configuration*

6.6 *Proposed consolidation of the MEng/BEng Biomedical Engineering – FoLSM & NMES*

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**7 Report of the President of KCLSU [AB-21-04-28-07]**

Academic Board received the report of the President of the KCLSU which provided an in-depth view into the KCLSU sabbatical officers' objectives for the year. In particular, the KCLSU President highlighted student concerns around tuition fees, financial well-being and mental well-being. While recognising the serious financial issues facing the university, the KCLSU had joined the recent Students United Day of Action Against Fees. In light of COVID-19, the KCLSU officers wanted a review of hardship funding for students. KCLSU was committed to understanding the rapidly evolving student perspective on a number of issues and Town Halls would continue as one way of gathering student feedback and experiences. It had been a useful tool in pointing students towards the Office for Students hardship fund, for example. The

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KCLSU officers were reviewing the different models they had used of obtaining student feedback with the aim of combining the best parts into a programme of consultation.

The KCLSU was planning a number of in-person events in June on how to foster a community with blended learning.

Points raised during discussion of the report included:

- A request for more context and data regarding the comment on quality of education within the report. Some academic staff felt there was a discrepancy between the report's statements and their own experience where explicitly positive and unsolicited comments on the quality of the education offer had been received from their students. There was concern that the comments under 'student sentiment' were anecdotal rather than representative. The KCLSU President pointed out that the student body was not homogeneous and there were pockets of issues everywhere. There were also areas where the provision was viewed as very good but the key was to be consistent across all faculties and departments. It was acknowledged that the students who chose to attend the Town Hall meetings tended not to say positive things about the university, but all feedback was valuable and the KCLSU was responsible for reporting what was conveyed at those meetings.
- Regarding the recommendations for action in the Town Hall Annex, a member commented that everyone was aware that students were missing the extra-curricular and social activities, and that perhaps the KCLSU could provide more initiative for arranging such opportunities for students, or – if they were already doing so – clarifying this. Sabbatical Officers clarified that the Students Union is a key part of the student experience and that they did many things not included in the report to Academic Board. The KCLSU would welcome collaborating with faculties in developing events for post 17 May.
- There was a discussion on student fees. A member challenged KCLSU about campaigning for student tuition fee refunds, which in his view was unlikely to be successful, instead of campaigning for the discontinuation of tuition fees. The President of the KCLSU pointed out that her organisation was involved in campaigning on both issues. However, with King's large proportion of PGT students, many would not benefit from a campaign on discontinuation of tuition fees which would not reflect their specific needs this year. One of the main accountabilities for this year's sabbatical officers was to this year's students, who felt as strongly about tuition fee refunds as they did about the abolition of tuition fees in the future. The Chair noted that the tone, language and personalised nature of the commentary in the chat made by the Academic Board member fell outside the boundaries of acceptable Academic Board discussion and asked that it be withdrawn.

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## **8      Quinquennial Review – Department of Geography mid-cycle update [AB-21-04-28-08]**

The Head of Department and the Executive Dean presented the report to the Academic Board. The focus for the Department of Geography was in aligning research and teaching across undergraduate and postgraduate programs. The Executive Dean summarised: portfolio simplification had been important; progress had been made in stabilising and defragmenting in terms of part time and fixed term staff contracts; the succession process had been completed and the Executive Dean paid tribute to the current Head of Department's contribution over the last four years; the REF process had revealed that geography research was in good shape. While a huge amount of effort had gone into student experience, it was the main area still needing improvement.

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## **9      Reports of Committees**

### **9.1    Report of the Academic Board Operations Committee [AB-21-04-28-09.1]**

#### **(i)      Academic Board and Committees Terms of Reference Review**

The Chair of the Committee reported that the one of the intentions of the review had been to ensure the delegation of authority structure was effective, and the result was a minor amendment

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suggested for the College Education Committee (CEC) and Academic Standards Subcommittee (ASSC) terms of reference. The review also looked at the language used in describing the Board's role, and the view was that there could be some editing but that no substantive change was suggested. The Secretariat would provide for the next meeting some wording changes for the Board's terms of reference reflecting its authority and a table as an annex to the terms of reference that would show how various categories of issues were dealt with within the Board and its committee structure. The Chair noted the very significant amount of work carried out by the Secretariat in conducting the review which had been very helpful to the Committee and thanked the staff for their efforts.

**Decision:**

That the terms of reference for the College Education Committee include the delegation of authority to Academic Standards Subcommittee for specific items of business to be presented directly to Academic Board for approval; and that the terms of reference for Academic Board include delegation of final approval for items that are sent back for further attention to ASSC or CEC as appropriate wherever possible.

**(ii) Academic Board Meeting Cycle 2021/2022**

The amendments proposed were considered with a view to enabling increased time for paper circulation for meetings of the Academic Board for 2021-22 forward, as requested by members of Academic Board.

**Decision:**

That the changes to the meeting schedule attached at Annex 1 to the report be approved.

*Items approved or noted on Consent:*

*(iii) College Service Committee Terms of Reference (**approved**)*

*(iv) Business Schedule/Annual Agenda Plan*

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**9.2 Report of College Education Committee (CEC) [AB-21-04-28-09.2]**

**(i) PGR Student Involvement in Teaching and Learning Policy**

This item had been removed from the Unanimous Consent Agenda for discussion.

It was suggested that the paper provided a perception that there are fewer Graduate Teaching Assistant (GTA) roles; and that the statement that GTA roles should be offered to all PhD students raised a query about Postgraduate Research students who were not PhDs. The Vice President and Vice-Principal (Education) stated that there had never been an intention to restrict to PhDs, and that this paragraph had now been edited. For clarity and to avoid confusion, any instances where PGR students were described as 'PhD students' had now been replaced with 'PGR students'. An amended version would be circulated to Academic Board. [ACTION LOG]

Regarding the broader question about the of number of GTAs, it was noted that budgets had not yet been assigned so it was too early to say whether the number of positions would be less than in any previous year. It was important to consider how and in what contexts GTAs were recruited, and this varied from faculty to faculty. As always, arrangements for GTA employment were conditioned by need and faculty budgets.

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

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The Board agreed the editorial changes but asked that the document be recirculated to the College Education Committee for final approval (using the delegation to CEC approved at 9.1(i) above). *[ACTION LOG]*

**Decision:**

That the PGR Student Involvement in Teaching and Learning at King's Policy be further updated as discussed by the Academic Board and be recirculated to the College Education Committee for final approval.

**(ii) Mitigating Circumstances Policy**

This item had been removed from the Unanimous Consent Agenda for discussion.

A member withdrew his questions about academic appeals processes noting that they were based on a misunderstanding of the process. Concerns had been raised by the KCLSU about the local implementation of the policy and about its alignment with regulations and related policies. The Executive Director, Students & Education Directorate would follow up with the KCLSU President on these concerns.

**Decision:**

That the Mitigating Circumstances Policy be approved.

*Items approved and noted on Consent:*

- (iii) Degree Outcomes Statement (**approved**)
- (iv) PG External Examiner Overview Report (**approved**)
- (v) CEC Composition Amendment (**approved**)
- (vi) Breakthrough Investment in Education and the Student Experience
- (vii) A Shared Approach to Student Voice
- (viii) Curriculum Innovation Modules
- (ix) Service Learning
- (x) Late Submission Cap
- (xi) Welcome to King's 2021
- (xii) PSRB Update
- (xiii) Online Professional Education
- (xiv) SUSTech Request for non-standard module sizes
- (xv) REIEF Update
- (xvi) Fair Assessment Policy Working Group Update
- (xvii) King's First Year
- (xviii) Delivering Cultural Competency
- (xix) E-Assessment and Proctoring
- (xx) Module Evaluation Response Rates

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**9.3 Report of College Research Committee (CRC) [[AB-21-04-28-09.2]**

*Items noted on Consent*

- (i) Internal Centres for Doctoral Training
- (ii) Scholarly Publishing and Negotiations with Publishers
- (iii) College-Wide Impact Review

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**9.4 Report of the College International Committee (CiC) [AB-21-04-28-09.4]**

*Items noted on Consent*

- (i) Cultural Competency
- (ii) Health Faculties Priorities
- (iii) Research Impact

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**9.5 Report of the College Service Committee (CSC) [AB-21-04-28-09.5]**

*Items noted on Consent*

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(i) *Chair and Director's Report*

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**9.6 Report of the College London Committee (CLC) [AB-21-04-28-09.6]**

*Items noted on Consent*

- (i) *Chair's Report*
  - (ii) *Faculty Annual London Reports*
  - (iii) *King's London Highlights*
  - (iv) *Extracurricular report*
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**10 Report of The Dean**

*Items approved on the Unanimous Consent Agenda:*

**10.1 Report of the Dean [AB-21-04-28-10.1]**

**10.2 Election of Associates of King's College [AB-21-04-28-10.2]**

**Decision:**

Academic Board elected as Associates of King's College those students and staff listed in the report.

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**11 Report from Council [AB-21-04-28-11]**

Academic Board received the report from Council, presented by Dr Susan Trenholm, one of the three elected staff members of the Board who serve on Council. Issues considered by Council had included the Access and Participation results for the academic year; debt raising; cyber-security, and a petition on Council membership, for which there would be a fuller report at the July meeting of Council.

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**12 Any Other Business**

There was none. The meeting adjourned at 16:15.

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**Irene Birrell**

College Secretary

April 2021

# **Climate Change and Academic Implications of Sustainability**

**Academic Board, 28<sup>th</sup> April 2021**

# **The King's Climate Action Network**

**Zero Carbon  
Estate**

**Procurement  
& Waste**

**Travel**

**Responsible  
Investment**

**Community &  
Engagement**

**Zero Carbon  
Research**

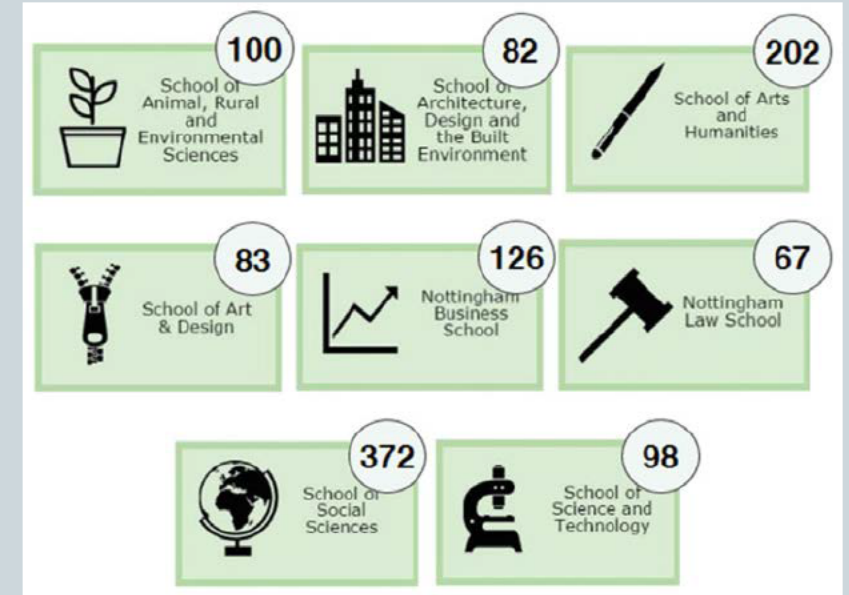
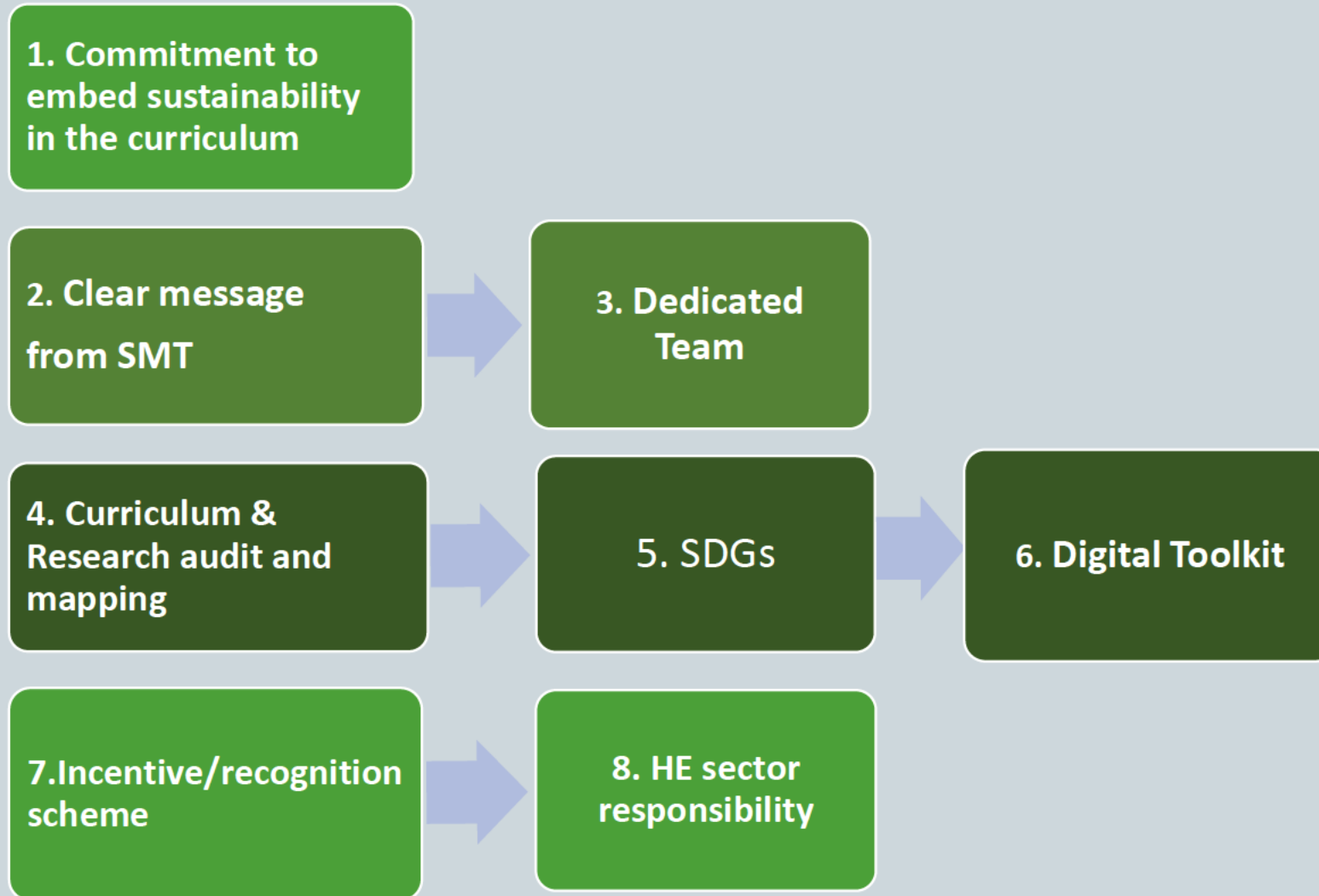
**Students &  
Education**



# King's students care about climate change – King's 100 feedback

- 95% of them are fairly or very concerned about climate change
- 62% say they are fairly knowledgeable about climate change, but nearly a third (31%) said they were not very knowledgeable
- 71% said they have not been taught about climate change at King's – either in their course, or through extracurricular activities
- When asked how King's should deliver climate education:
  - 30% ranked building material into existing course content as most useful
  - 18% ranked offering a climate/sustainability module related to their degree programme as most useful

# How to Embed Sustainability in the Curriculum



(Nottingham Trent University)

# How could education for climate action be built into education?

- Curriculum audit to identify what already exists
  - Could apply to both teaching and research
  - Some best practice already identified: interdisciplinary Sustainability in Practice module in Geography, sustainability teaching in the Business School, QI in medicine and many more
- Build climate and sustainability into all degree programmes
  - Dedicated support needed
  - Example: University of British Columbia have Climate Teaching Connectors, a group of students who support educators in embedding material into courses



- KEATS module available to all students – examined or non-examined
- Engage students by offering extracurricular activities, and sharing opportunities
  - Currently no single place for all sustainability and climate-related activities at King's
  - This could be departmental events and opportunities, work experience, university-wide initiatives, KCLSU activities, as well as student-led initiatives

# Questions for discussion

- How do we make sure that all students can engage with education for climate change and sustainability?
- And how can this be an area in which research and education can fuse with one another?
- Curriculum audit: What examples of teaching and research on climate are already in place?