

1. Introduction

King's College London Students' Union (KCLSU) represents all students at King's College London (King's). KCLSU is a democratic organisation led by our six full-time Student Officers who are elected directly by students. Our vision is of a future where every student has the opportunity to thrive. We do this by building the power of our members to make positive change; enabling all students to feel a sense of belonging; and supporting students to be community leaders and shape their futures.

KCLSU is committed to working in partnership with King's to achieve this vision. This is done through our Relationship Agreement (RA), which sets out seven priority areas that both King's and KCLSU will work on together for between 1-3 years. Each area has goals that are mutually agreed, reviewed, and approved annually by King's Principal and the KCLSU President.

This independent submission has been compiled with support and approval from our KCLSU TEF student executive panel, Student Officer team, and KCLSU staff, on behalf of our members.

1.1 Approach to evidence-gathering

King's NSS data for the census period forms the basis of our evidence. Expanding on quantitative metrics, we qualitatively analysed King's NSS 2022 free-text comments, coding all 2374 responses by theme. We also used existing KCLSU and King's 2018-22 student voice data. This includes records (where available) of Student-Staff Liaison Committee (SSLC) meetings and other King's student voice practices; King's Module & Teaching Evaluations summary report 2021/22; King's strategy documents; KCLSU Advice Service data; and our Academic Representative survey, 2022.

1.2 Our TEF student executive panel

King's is large and diverse, with undergraduate education delivered across nine faculties and on multiple campuses. Each faculty has its own identity and characteristics, making it difficult to represent a unified student experience. To ensure the submission is accurate and representative, we recruited a TEF student executive panel (TEF panel).

TEF panel reps (TPRs) were volunteers recruited from the existing pool of elected Academic Association committee members and Academic Representatives (reps), spanning all undergraduate year groups. They co-produced the submission through a series of facilitated workshops: reviewing content for accuracy, providing suggestions, and sharing insights on the local student experience.

2. Student experience

It is clear from the data that King's displays important areas of good performance and sustained progress. Students highly rate teaching staff, course content, and learning resources, which provide engaging and intellectually stimulating academic experiences. There is an excellent range of extra-curricular opportunities, from student-led activity groups to King's schemes, and beyond to local and civic engagement across London. These factors all contribute to King's high outcomes indicators.

In some areas of student experience, King's is not at the standard it should be. The below-benchmark indicators for assessment and feedback, academic support, and student voice reflect long-term challenges, which came through clearly in our evidence. Further, students highlighted issues with King's organisational infrastructure as contributing significantly to lower NSS scores in other areas.

King's organisation and management NSS score fell from 74% in 2015 to 61% in 2022, with only 2019 showing improvement. Scores also show inconsistency at faculty and department level. From 2019-22, King's Business School (KBS), the Law school, and the Institute for Psychiatry, Psychology

and Neuroscience (IoPPN) scored at least 65% each year. In this period, the Faculty of Dentistry, Oral and Cranofacial Sciences (FoDOCS) peaked at 30% while the faculty of Nursing, Midwifery and Palliative Care (NMPC) and the department of Medical Education (within FoLSM) scored below 55%.

This has effects across the student experience. Students from several faculties felt that the increase in student numbers in recent years had outpaced King's physical and administrative infrastructure, exacerbating difficulties with timetabling, access to facilities, feedback quality, and student support. While the pandemic and industrial action have no doubt presented added challenges, including the Centre Assessed Grades policy change which contributed to further inflating student numbers, King's existing difficulties with organisation and management shaped how well these have been mitigated.

There are local examples of good practice that have succeeded in improving faculty NSS scores. The distributed nature of King's means innovation can happen at department or faculty level, allowing interventions to be implemented and tested on smaller scales. However, where challenges are structural across King's, these innovations must be embedded within a wider strategy for improvements to be sustainable. We are therefore encouraged by the commitments outlined in King's Vision 2029 and Education Strategy 2026, and recent investment in the Student Success Transformation Project (SSTP) targeting these key areas. We look forward to working with King's to ensure that these interventions are student-led and guided by the evidence of students' experiences.

2.1 Students highly rate teaching staff, course content, and learning resources

In these vital areas of academic experience, King's performs well overall. Excellent teaching staff deliver challenging, enjoyable courses, while King's library and practical facilities are highly valued by students. For this high standard to be maintained and improved upon, King's must tackle its operational challenges, to minimise the timetabling issues that currently impact teaching and ensure all staff, including Graduate Teaching Assistants (GTAs), are supported to teach at a high level.

Teaching and course content are excellent

King's high NSS scores for teaching and course content are reflected by students' free-text NSS responses, where most teaching-related comments are positive. "Teaching staff" was the most-referenced topic, with 75% of references being positive. Students describe staff as helpful, supportive, and knowledgeable and passionate about the subjects they teach.

Free-text comments were positive about the range and depth of course content, aligned with the 84% (NSS) of students who agreed that their course is intellectually stimulating. Students highlighted the flexibility and interdisciplinarity of their courses, and the language modules on offer, allowing them to pursue their academic interests in personalised and often innovative ways. The main issue raised was module allocation; TPRs suggested that fuller information prior to module selection, and auditing modules to ensure they are of similar difficulty, could reduce the volume of module change requests in some faculties and enable more informed, personalised choices for all students.

A key strength of King's is its research. Students noted the benefits of learning from world-leading experts, especially where academics were open about their research and incorporated it effectively into their teaching. While many undergraduates gain experience in small-scale research as part of their course, such as dissertations and capstone projects, the extra-curricular research opportunities provided through the King's Undergraduate Research Fellowships (KURF) are also valued by students across faculties, particularly where research experience is seen as necessary for careers.

Investment in learning resources has had a positive impact

Learning resources is another strong area for King's NSS scores. Students appreciate the availability of digital library resources, with some faculties enforcing a rule that core readings must be digitally

accessible to students. Though many students referred to the negative impact of COVID in their NSS free-text responses, multiple faculties praised the quality and upload speed of lecture recordings. Following KCLSU's 'Keep it Real' student campaign, King's returned to fully in-person teaching from the 2022/23 academic year. However, students are pleased that King's plans to retain and develop its digital resources to ensure teaching and learning remains accessible for all students.

King's has also invested in physical space and facilities in the last few years, to much success, with 82% (NSS) of students reporting they could access course-specific resources. Medicine students cited the use of cadavers in Anatomy teaching as a unique strength. Health faculties have opened new digital simulation facilities to provide practical teaching outside the clinical environment, which multiple NSS comments highlighted as innovative, enjoyable learning experiences.

NMPC students benefited significantly, as these facilities are used routinely in teaching. They also highlighted the 'Labs at Home' kits given to every student as useful for practising clinical skills.

However, several faculties felt the positive impact of flagship facilities can be limited by large cohorts, as students may not be able to use them as much as or in the way they would like. In FoDOCS, where only 68% of 2022 NSS respondents agreed they could access course-specific resources, students report that though dental simulators and haptic machines are 'cool,' large groups will generally have to share one unit. Meanwhile, Bioscience students felt their access to laboratory work was less than expected, with individual capstone projects valued as a guaranteed avenue for practical experience. KCLSU will continue to represent students with the aim to increase access to these excellent facilities for all students, and hope to see further investment from King's in this area.

Increased cohort sizes need increased teaching and administrative capacity

As student numbers increase, some faculties have allocated more teaching to Graduate Teaching Assistants (GTAs) and other PhD students. This was welcomed by some students, who liked that GTAs tended to be approachable and able to empathise with undergraduates. However, there were some complaints GTAs often didn't have enough time or support to enable them to teach well; one module leader allocated more paid hours to GTAs for marking and preparation following feedback from student reps at an SSLC meeting.

The GTA framework introduced two years ago, shaped in partnership with KCLSU officers, has already had a positive impact on GTA support. To ensure excellence in teaching is maintained, KCLSU will continue to lobby for improvements to GTA systems, training, and development alongside salaried academic staff.

Access to teaching was another issue. Students across faculties complained about their teaching sometimes being scheduled back-to-back across different campuses, leaving no time for travel, or in a very long block, making it hard to focus on later classes or fit in a lunch break. Similar concerns were raised around exam scheduling, where students reported sitting multiple assessments on the same day. Several TPRs also reported that timetables are "often given last minute with errors" and are subject to frequent change that isn't communicated well.

Where there are problems, in some faculties it isn't always clear to students who they should speak to as "nobody knows the structure of King's or the faculty [...]" even staff don't seem to know who's

in charge of what." This, compounded with challenges in effective student voice mechanisms, leaves students feeling helpless. Students in faculties with higher organisation and management scores experienced fewer issues and were often able to have these addressed by the faculty.

It is encouraging to note that King's recognises these issues and that they are included in the Vision 2026 plans. This involves targeted intervention in timetabling, record management, and curriculum management. While a recent investment in the Strand campus may improve capacity and ease timetabling problems, other sites must keep pace to prevent the perception of unequal development.

2.2 Assessment and feedback is a key area for improvement

Assessment and feedback is a weaker area for King's, as reflected by NSS scores. Our evidence shows that feedback for summative assessments is usually timely, but quality can be an issue. There is variation across faculties in how students are supported to understand assessment criteria, while students value personalised academic support to help navigate these requirements. We are pleased to see King's recent investment in implementing an 'assessment for learning' approach across all faculties, with an action plan to expedite improvements at a university-wide scale being prioritised as part of the SSTP. This must be done in partnership with KCLSU and faculty reps to ensure interventions match student needs and views at the local level.

Feedback quality can be variable

TPRs reported that while summative feedback is usually given within the prescribed four-week window, their main concerns related to the communication of these timelines and feedback quality. Students in Law reported receiving no feedback on any summative assessments, and that requests for this feedback were raised with the faculty and declined over multiple years due to lack of resource.

Other students said feedback could be of poor quality, making it difficult to learn from assessments or trust in the marking

This was the case across other faculties too, as demonstrated in an SSLC meeting

"Student reps [...] highlighted that coursework feedback is often poor or generic [...] [They] felt this had caused the standard of the overall student experience to slip over the past few years. A student rep from Year 3 presented data [...] which demonstrated that the number of students supported by the Programme Administrator [...] had doubled over the last 4 years."

While King's provides guidance on feedback length and standards, in reality this can be difficult for both salaried staff and GTAs to follow due to high marking workloads. KDSA have recently lobbied to improve how marking workloads are calculated, as currently GTAs can be assigned to mark larger pieces of work for more students without the necessary increase in working hours. Greater oversight of assessment design and delivery across King's can then enable improved feedback quality.

Assessment support can be hindered by fragmented communication

While assessment formats are more varied in KBS and on more vocational courses, other students' NSS free-text responses expressed a desire for more diversity including group assignments and presentations. In terms of assessment support, some TPRs reported good practice in terms of clear and well-signposted information about assessment formats and expectations:

"Assessment criteria are made very clear to students from the start of a module on KEATS [...] significant time [is dedicated] to answering questions regarding assessment criteria either in lectures or tutorials. We also have a Padlet for each module where general admin or assessment-specific questions can be put to the module leader."

KEATS is King's online learning environment, where handbooks for all courses are available. Further information about assessments is also uploaded as needed. Each course's KEATS area is managed by the faculty or department, which leads to varied experiences, especially in larger or older faculties:

"Sometimes essential information isn't included in the assessment brief but in other documents buried on KEATS. [...] Information is 'somewhere' and Faculty don't point people to it clearly."

"[Markschemes] are on KEATS but everyone is against going on KEATS. [...] It needs to be cleaned up and reorganised with student input. Coursebooks are missing a lot of info or it's wrong [...] Exams are very subject to change [...] there's a table at start of the year that tells you the format and a preliminary date, but [...] you can't rely on that either."

TPRs felt more could be done to equip students to perform well in assessments, particularly where there is a 'jump' to new forms of assessment during the degree.

KCLSU Advice Service caseworkers report seeing a high number of academic misconduct cases for mature students aged 40+. This could be a contributing factor to King's completion statistics for students aged 31+ on entry, which are low compared with King's other outcomes indicators.

Across several faculties, students wanted more personalised assessment support. They felt cohort-wide Q&A or skills sessions can be too generic, while support from a personal tutor relies on the quality of the individual. Although King's Academic Skills for Learning provides both online academic skills resources on KEATS and a range of interactive workshops and one-to-one support, some students were unaware of this, noting that King's many resources can be hard to find due to poor signposting and navigability of KEATS. Students particularly value interactive sessions tailored to their courses and expressed an appetite for centralised one-to-one academic skills support. Where office hours with module leaders were available, both TPRs and NSS comments highlighted them as a positive.

Students are keen to engage on assessment-related issues

Our main area of concern is that many students feel their feedback on assessment is not taken into consideration or acted on. KCLSU officers report that King's has been responsive to central assessment-related concerns, but not all students are fully aware of this. For example, KCLSU led a successful campaign to 'scrap the cap' on work submitted late, working in partnership with King's to make an important difference to students' experiences of assessment. However, almost none of the students we spoke to knew about this change or that it had come from student campaigning, showing a need for improvement from both King's and KCLSU in this area.

Where university-level changes are made, this does not always translate to positive impressions at the department or faculty level that enable students to understand their rights. Some reps felt their input was not welcome, being met with remarks such as "I care not a jot what students think about this." A rep from the Law faculty felt that staff seem particularly frustrated about having to consult students on certain issues such as exams, undermining efforts elsewhere in the university.

KCLSU seeks to play an active role in collaborating with the university to implement the SSTP. For improvements to assessment and feedback to succeed, King's departments, faculties, and senior governing bodies must engage in co-creation and dialogue with students. This is not only to properly

understand the scope and contours of student need, but to ensure that whatever decisions are made, students are aware, understand the rationale, and feel their voices have been heard.

2.3 Robust and efficient student support should be a priority

Student support at King's involves a range of services and processes beyond the strictly academic, intended to provide varying levels of support appropriate to individual students' needs. While progress has been made, such as the digitisation of applications for mitigating circumstances during the pandemic, King's growing complexity and student body have presented increasing challenges in recent years. This includes supporting students on clinical placement, who form a significant part of the student body. KCLSU welcomes King's upcoming review of its mitigating circumstances policy, which has been a priority for successive Student Officers. We look forward to working in partnership to ensure King's interventions in student support are fully informed by students' experiences.

Variance in the student experience extends beyond disciplinary differences

Over the past few years the number of students applying for mitigating circumstances has increased dramatically. This is reflected in the number of students seeking support with the process from KCLSU's Advice Service, which has increased from 396 in 2018/19 to 487 in 2021/22. Students reported inconsistent experiences with this process, which is administered at a local level:

"It's a drawn-out process with limited support available. Processes and deadlines are poorly communicated by the department leading to unnecessary strain on the services."

"Mitigating circumstances are handled quite well. Most students require evidence for reason, but the process is simple [...] Students with a King's Inclusion Plan (KIP) can use that as evidence instead of having to get a doctor's note every time."

"Sometimes [decisions] take a while to get back, but any member of the education team can check on the progress [...] This has been a real source of reassurance."

These comments illustrate some of the broader issues contributing to the high volume of mitigating circumstances requests, and cases referred to KCLSU's Advice Service. Despite an institution-wide policy, faculties are inconsistent in its communication and application, while the policy itself requires a standard of evidence for some types of case that in practice can be very hard for students to meet. For example, often students will first realise they need help when they need mitigating circumstances for an assessment, but evidence requirements expect them already to be accessing formal support.

Difficulties in accessing King's services means this can be a challenging requirement to meet. King's guidance recommends students not to register with King's counselling service to receive evidence as it is unlikely they will be able to make contact within the window. Further, strain on King's Disability Service means that although the King's Inclusion Plan (KIP) should reduce the burden on students applying for disability-related mitigating circumstances, in practice this is often lacking:

"The KIP is great. But if you don't have a KIP you have to write up to 2000 words explaining your mental health issues, and people can wait over a year to get a KIP. This could be very uncomfortable, particularly for people without a formal diagnosis."

These delays are exacerbated by KIPs and other accommodations being contingent on medical diagnoses, which students struggle to get due to delays in healthcare services, and a lack of support for these students in the interim. The interconnected nature of university procedures and services means these pressures compound throughout the system. A rise in mitigating circumstances rejections has inflated the number of appeals, which are processed slowly due to high administrative burden. Delays to appeal outcomes can then result in students being forced to interrupt their studies

for a year, and complications with housing, finances, and visa status which require support from King's services and the KCLSU Advice Service. As part of a strategic review of the Advice Service in 2022, King's recognised that the complexity of its procedures means both students and sometimes university staff are reliant on the Advice Service for navigation and progression.

King's has committed to reviewing the mitigating circumstances policy in 2022/23. It is vital this addresses the wider problems students have with accessing support prior to moments of crisis, to ensure equitable experiences of assessment and ultimately minimise the risk to student progression and completion. Any changes must offer flexibility and a clear pathway to appropriate support, instead of becoming more rigid and punitive. Student support must also be considered holistically, to ensure different areas work together to provide a smooth and consistent experience, and enable students to understand their own journey through King's support services and processes. We look forward to continuing to work with King's to develop student-led, evidence-based interventions.

Placement students face specific challenges

Many of the courses with lower student satisfaction involve clinical placements, which adds a layer of complexity as these are delivered in partnership with NHS trusts. As placements are a substantial element of courses for a significant number of King's students, recognising challenges on placement is fundamental to examining excellence and the holistic student experience.

Students from across these courses reported difficulties related to placements. In FoDOCS, course timetabling and issues with the patient booking system are a big administrative burden, while in Medicine students feel unable to challenge problems with placement organisation as they are told this is the trust's responsibility, making students feel the university lacks accountability. TPRs believed King's has a vital role to play in managing relationships with trusts and advocating for students, who have little power to address problems themselves. This extended to wellbeing issues:

"There isn't enough support for Nursing students [...] there will be a problem at placement and people are flagged to go to Fitness to Practice or King's Counselling, but people are scared of being taken off the course or forced to interrupt.."

While NMPC students welcomed the recent increased presence of faculty-based 'link lecturers' at placement sites, these are points of contact who can listen but may not be able to resolve issues. This is reflected in the KCLSU Advice Service's experience of supporting students through Fitness to Practice processes, where it was felt that even when concerns about a student are caused by a problem with the placement, King's can be reluctant to admit these problems or take them into consideration when making a judgement. Inability to resolve issues on placement can significantly affect students' mental wellbeing, and presents a risk to King's completion rates for these courses.

2.4 We are developing a clear framework for independent, effective representation

In partnership with KCLSU, King's is in the process of fundamentally reviewing its mechanisms and approach to student voice. At present, King's has a complex range of representation practices, with varied relationships to KCLSU. NSS scores for King's and KCLSU student voice have remained stagnant or declined below benchmark since 2017, with few exceptions. Both King's and KCLSU have recognised the need to improve in this area, as shown by multiple internal and external audits in recent years. Though progress stalled during the pandemic, conversations resumed in 2021. The Student Voice Partnership Agreement (SVPA) has now been agreed between King's and KCLSU.

Knowledge and experience of student voice mechanisms vary significantly

Most NSS comments show dissatisfaction and confusion, with only a minority of students aware of the mechanisms available to them. Often, dissatisfaction with student voice is aligned with views on

wider university communications, with students expressing that “communication at all levels of the university simply has to improve” and that both students and lecturers were often “left in the dark.” Most faculties use a version of SSLCs, with each having different mechanisms for local governance and data reporting, and varied abilities to close the feedback loop. The staff involved in SSLCs, their responsibilities, and training, greatly vary, leading to further complexity for students to navigate.

Reps report varied experiences, understanding of their role, and responsibilities. Some felt they are used only as information sources, while others felt they made genuine change. Reps’ responsibilities range from attending meetings and providing feedback, to involvement in reactive issue resolution, taking and storing minutes, and sharing student communications. Student relationships, and the nature of their role as an extra-curricular activity, can make these added responsibilities challenging. Reps report feeling burnt out, under-appreciated, or under-prepared for these expectations, meaning they are less likely to encourage their peers to go for roles when recruitment re-opens.

Similarly, staff responses to students vary greatly, with some students expressing that staff “can seem quite hostile” so delivering feedback “feels like walking on eggshells.” In contrast, other students reported being “given the opportunity to proactively participate” in responding to issues and improving the student experience, and seeing these changes implemented with support from senior leadership. Even if students’ requests cannot be fulfilled, reps express that they want to understand why and how these decisions are made, in dialogue with staff as partners in their student experience.

Localised good practice must be carefully and cautiously embedded

The most successful faculties in this area, KBS and Law, have clear channels of communication, strong relationships with reps supported by staff resource, embedded mechanisms to close the feedback loop, and opportunities for students to follow up on requests. They give high importance and visibility to their reps, involving them in induction activities and ensuring promotion of their roles and responsibilities across the faculty. These reps described feeling “almost part of the Student Experience Teams,” who build close working relationships and have “good communication” with the reps and help other students to understand their roles. This practice is not reflected however in all faculties, where some reps have reported being responsible for promoting themselves, often through informal channels such as student WhatsApp and other chat groups, with little success.

A range of new initiatives to improve student voice has arisen recently in SSPP, IoPPN and KBS, leading to positive local changes as reflected in NSS scores for these faculties. These initiatives aim to treat students as genuine co-creators, involving them in the development of strategic plans and ideas for improvements. They have received positive feedback from students, who feel heard, respected, and understood as part of a community. While it is incredibly positive to see successful initiatives in pockets of the university, the developing trend of simply trying to duplicate them in other faculties carries considerable risks. Initiatives such as these are often short-term and disconnected from the work of KCLSU. This is reflected in NSS scores for faculties such as KBS, IoPPN, and Law, where faculty scores have increased, but union scores have decreased or remained stagnant, with the students’ union having to utilise precious resource to catch up with ever-changing developments.

Furthermore, NSS scores show that faculties with higher student voice satisfaction have increased satisfaction across all areas. This suggests the higher student voice scores and the success of these initiatives may also relate to faculty characteristics, such as the size, investment, existing feeling of community or positive student experience in other areas. The lack of university-wide strategy means that the success of these initiatives remains limited to their local areas, and feedback does not always translate into insights or leverage for change in other areas of the university, or KCLSU.

A clear way forward: the Student Voice Partnership Agreement

KCLSU is therefore pleased by the development of the SVPA as part of our wider Relationship Agreement with King's. The SVPA sets expectations for how King's and KCLSU will work together to realise our shared vision for excellence in student voice. It aims to embed a shared framework for reviewing, designing and delivering representation practices across King's, in innovative, connected and sustainable ways. Crucially, it will extend and embed the principles behind existing positive initiatives, enabling a diversity of university-wide and local practices in partnership with KCLSU.

It is vital for the SVPA to be maintained, and for new developments in this area to be delivered collectively, with strategic and operational planning and resource that works across both KCLSU and King's. We look forward to continuing the commitment and momentum with King's to drive forward improvements on this work.

3. Student Outcomes

We see student outcomes as intimately connected to experience. King's strong outcomes are impressive and tangible for students. They reflect the calibre of student King's attracts, and its high academic standards and international reputation. We have already highlighted some areas of risk to these high outcomes metrics. Nevertheless, when it comes to King's aim of providing opportunities for personal development and civic engagement outside the curriculum, King's performs excellently. KCLSU will continue working with King's to ensure these opportunities are accessible to all students.

3.1 Students find King's extra-curricular opportunities valuable

Extra-curricular opportunities were mentioned positively in many NSS free-text comments. These were valued not just for the skills and experience students could acquire, but also the opportunity to meet new people and make friends outside their courses, which could otherwise be difficult at King's.

Most students we spoke to were involved in student-led clubs and societies, run through KCLSU. These were valued due to the variety of interest areas they cater to; students are able to make friends and develop their own interests as part of a community, while gaining skills and experience that can help them beyond their time as students. We are proud of the support we provide to student activity groups, and keen to continue building on this, with support from King's, to ensure that every student has the opportunity to develop a sense of belonging at King's.

Of the extra-curricular opportunities provided by King's, KURF was the most widely-known.

These research opportunities were also highly competitive, particularly in faculties with a large undergraduate body.

"The main thing to emphasise is inconsistency across faculties. Despite being university wide initiatives, some faculties pay significantly more attention to it [...] I think the initiatives they have on offer are really good. It is just making people aware of them."

Given the excellence of King's opportunities, and their key role in the educational gain King's seeks to deliver, it is vital they are easily navigable and embedded in the student experience. KCLSU was proud to co-lead the development of King's Edge during the pandemic, a digital platform that aims to act as a single point of entry for King's and KCLSU's extra-curricular offer. King's must also ensure that these educational gains are accessible to students with competing demands on their time, such as part-time work or caring responsibilities. We are keen to collaborate on the next phase of delivery, and work to enable an even wider range of future students to benefit from these opportunities.

3.2 Bespoke support can elevate King's careers offering

Students who used King's careers service generally found it useful, though NSS free-text comments suggest that some students found it easier to secure an appointment than others. TPRs felt the experience could be hit or miss due to a focus on helping students to secure certain types of employment or internship, meaning those with other goals might not be prioritised for support.

The main discrepancy in careers offering appeared at the faculty level. KBS stood out as being "very careers focused" and having a separate dedicated careers team from King's central service. Where students felt there could be more careers support was in some of the other faculties

With more vocational courses such as Medicine or Dentistry, TPRs felt that although most graduates would easily find employment, there could be more faculty support regarding careers beyond the base level, such as different pathways for specialising.

Where local extra-curricular opportunities were available, students were very positive about them. Examples from KBS, as well as departments such as Philosophy and War Studies, were highlighted in NSS free-text comments as particularly valuable experiences. While the characteristics of each discipline mean this will be less straightforward for some departments than others, there are clear examples of localised excellent practice they may be able to draw on.

4. Conclusion

Students come to King's expecting a world-class education, and in some key areas, King's delivers. Teaching is of high quality, with intellectually stimulating and often innovative course content, delivered by knowledgeable and passionate academics. Combined with the rich array of student-led clubs and societies and King's extracurricular offering, as well as the opportunities afforded by being in the centre of London, King's has the potential to deliver an exceptional experience for students.

First, however, King's must tackle long-standing challenges with other aspects of student experience that have been raised within this submission. Profound challenges with organisational infrastructure impact whether and how students engage with King's teaching and other opportunities, while issues with assessment, student support, and student voice have potential to colour students' perceptions of their overall experience at King's. It is vital for King's to take these problems seriously, and adapt to the changing, challenging environment faced by students and universities in 2023 and beyond.

We are therefore encouraged by King's recognition of the severity of these issues, and the need for a structural approach to tackling them, in its latest strategic plans and in the Relationship Agreement with KCLSU. We hope the effects of these improvements can be felt by students as soon as possible, though we recognise that the systemic changes need time. As the independent, democratic organisation representing the student body, we also look forward to working with King's over the next four years to ensure that the planned interventions are led by students, guided by the evidence of students' experiences, and treat students as genuine partners in their education.