



Cardiff
Students'
Union

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The Student View 2026: Executive Summary & Unresolved Issues

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The Student Views 2026: Executive Summary & Unresolved Issues

Introduction

Students provide feedback every year on what the University needs to address to ensure a continuous, positive experience for all students. This feedback is provided through a range of channels. Including Student Academic Representatives across all Schools, the annual Speak Week campaign, and the Sabbatical Officer team's involvement in a range of university committees, among other touchpoints.

However, these mechanisms are only meaningful when they lead to action. The same themes continue to emerge each year, yet many of these issues remain unresolved, despite repeated evidence-based feedback. Where students provide feedback and see no subsequent action, they feel undervalued rather than supported by their institution.

This year we have submitted three individual Student Views which cover the major topics that have impacted the student experience this year. These are:

- *The Student View on Timetabling*
- *The Student View on Hybs*
- *The Student View on PGR Teaching Opportunities*

On top of these we have included additional concerns which have been raised by students through Speak Week and other student voice mechanisms within this executive summary. Many of these additional concerns are repeated unresolved concerns which we have raised before but that remain unaddressed. Several key themes have been noted, with clear recommendations in each area as a reminder of what students' need in order to make the most of their university experience.

The Sabbatical Officer Team
2025-26

The Student Views 2026: Executive Summary & Unresolved Issues

Response to Student Views 2025 and Unresolved Issues

Last year, we submitted four Student Views for consideration by the University. These were:

- *The Student (Deja) Vu: Revisiting Past Commitments*
- *The Student View on Academic Futures*
- *The Student View on Student Wellbeing & Support Services*
- *The Student View on the International Student Experience*

Across the year we have worked with the University, in partnership, to attempt to deliver on the recommendations put forward. However, success on delivering on these recommendations has been mixed due to a variety of reasons. In part some of these reasons have been outside the University's control – whilst in many cases it has seemed that delivering on these recommendations and changes has not been a priority for the University.

We have included below a breakdown of the recommendations from last years' Student Views and given a RAG (Red, Amber, Green) rating to each based on the amount of progress which has been made. In some areas it is clear how the University will continue to work to achieve the recommendation whilst in others it is unclear whether or not this remains an aspiration.

No.	Recommendation	RAG Rating
The Student View on Academic Futures		
1	Ensure that a detailed plan for communicating with students is established before launching plans for organisational change and restructure	
2	Continue to inform, consult, and include the student voice in ongoing discussions and decisions made regarding the academic future of the institution	
<i>Whilst the Students' Union and LTA are committed to working together to develop a co-creation and student partnership framework over the summer and coming years, key problems remain for the way in which students are communicated with when the University launches and/or develops plans for organisation change. This was highlighted again in the University's potential plans to redevelopment the ASSL without consultation or communication to students. These recommendations have been marked as Amber as there has been no tangible change to the way in which the University communicates with students when launching plans for organisational change or on how they consult students – with some concerns that this may be only getting worse not better.</i>		
3	Prioritise the protection of core academic communities before implementing any staff redundancies or school closures.	
4	Invest in mechanisms to preserve and foster academic community, particularly in departments most affected by change.	

<i>During discussion on this recommendation the Students' Union highlighted how hybs could be utilised to support academic community activity. However, little progress has been made to achieve this and therefore a similar recommendation can be found in this year's Student View.</i>		
5	Ring-fence funding for Widening Participation initiatives	
<i>There remains ring-fenced funding for WP initiatives as required. However, we would reiterate the need for this to be expanded further.</i>		
6	Conduct equality impact assessments before implementing structural changes.	
<i>The practice of including impact assessments in change proposals remains inconsistent.</i>		
7	Reaffirm and publicly communicate a commitment to inclusive admissions	
<i>We have not seen a public commitment to inclusive admissions.</i>		
The Student View on Student Wellbeing & Support Services		
1	Expand Health & Wellbeing Support	
<i>Several new counsellors and wellbeing support staff have been appointed with waiting times currently under 7 weeks compared to the 18 weeks reported in this student view originally. Whilst the Students' Union believes more work is needed in this area, it is clear improvements have been made since this recommendation.</i>		
2	Strengthen Academic & Pastoral Support Structures	
<i>The Students' Union is continuing to work in partnership on the personalised support project to strengthen academic and pastoral support.</i>		
3	Enhance Support for Postgraduate Researchers (PGRs)	
<i>The Students' Union continue to work with the University on the implementation of the Graduate School and developing how this can be utilised to support PGRs. This years Student View on PGR Teaching Opportunities develops further ideas to support PGRs.</i>		
4	Embed Inclusive, Career-Focused Support	
<i>We have seen significant work begin to embed employability into the curriculum and work by the Student Futures team to improve and expand their support provisions.</i>		
The Student View on the International Student Experience		
1	Increase the capacity of the Visa Advice Team	
<i>All vacant and secondment posts have been removed from the Visa Advice Team as part of the Professional Service Transformation resulting in the team becoming smaller.</i>		
2	Improve communication on immigration changes	
<i>Updates were made to the University webpages regarding visas and immigration, and clear communication plans were put in place when changes were announced by UKVI.</i>		
3	Provide targeted financial support and advice	
<i>The Money and Advice team recruited 2x Student Financial Wellbeing Assistants who were responsible for reviewing existing webpages and developing social media content to improve communication to international students.</i>		
4	Enhance career services and networking opportunities	
<i>The Students' Union and Student Futures team ae continuing to work on a pilot project which would see a badge system introduced as part of careers fairs which highlight employers who are visa friendly.</i>		
5	Foster inclusivity through academic support	
<i>The University continue to offer a well developed programme of English Skills sessions for international students though engagement from students is low.</i>		
6	Implement the recommendations aimed at universities outlined in the Russell Group Students' Union report on the International Student Experience.	

<i>No tangible action has come from this recommendation yet. However, plans are in place to ensure progression.</i>		
The Student (Deja) Vu		
1	Review and Extend Campus Service Hours	
<i>A number of pilots top place this year aimed at expanding and changing the opening times of various University buildings including ABACWS and CSL.</i>		
2	Reduce Event Disruption in CSL	
<i>There has been a significant reduction in the number of events in the CSL causing disruption to student life.</i>		
3	Expand Access to Food and Drink Essentials	
<i>Students have responded positively to the expansion of refreshment stations across campus as part of the Hybs projects.</i>		
4	Improve and Diversify CU Foods Provision	
<i>A number of positive steps have been taken by the catering team this year including the introduction of hot meal deals, changes to the IV lounge to allow for the delivery of more hot meal options, and improvements to the halal options following the halal food survey. However, the affordability of food on campus continues to be a big issue highlighted by students and is therefore raised again within this student view.</i>		
5	Improve and Expand Prayer and Reflection Spaces	
<i>Plans to review possible options on campus and a new policy continue to progress ready for approval by UEB later this year.</i>		
6	Improve Study Spaces Across Campus	
<i>Positive changes have been made to study spaces across campus including improvements in power access and the number of spaces available to students.</i>		
7	Improve Academic Scheduling and Communication	
<i>A new student view has been submitted on timetabling as a result of major problems impacting students occurring over the last academic year.</i>		

The Student Views 2026: Executive Summary & Unresolved Issues

Summary of the Student Views 2026

This year, the Students' Union has compiled three Student View documents on individual topics, reflective of the feedback that has been received by students over the 2025-26 academic year.

Each document has clear, specific, and actionable recommendations for the University to review which would enhance the collective students' experience. When considered together, these themes point to a need for the University to prioritise clarity, consistency, and student-centred decision-making moving forward.

The Student View on Timetabling

Timetabling issues this year represent a systemic failure by the University to provide reliable and visible information to all students to enable them to make a positive start to their learning journey. Widespread disruption affected students across all schools and modes of study, impacting not only academic engagement but also employment, finances, and personal responsibilities. The scale and persistence of these issues highlight the need for a fundamental, long-term shift towards a "student success first" approach to timetabling, ensuring that processes are reliable, transparent, and responsive to students' needs.

The Student View on Hybs

The introduction of Hybs reflects the University's attempt to create centralised support spaces where services are integrated into students' day-to-day environments. However, current delivery lacks clarity, consistency, and shared understanding across the institution. The variance across locations means that the student experience is not consistent in all areas, limiting the effectiveness of Hybs as meaningful support structures.

The Student View on PGR Teaching Opportunities

While recent policy changes have improved working conditions and recognition for PGRs, ongoing institutional transformation continues to create uncertainty, particularly around teaching opportunities, financial stability, and professional development. As PGRs occupy a dual identity as both students and staff, they are uniquely exposed to these changes, highlighting the need for more secure, transparent, and supportive frameworks.

The Student Views 2026: Executive Summary & Unresolved Issues

Overview of Student View Data (2026)

Speak Week

In November 2025, the Students' Union ran its annual Speak Week campaign, asking all students across the University to answer the question:

"If you ran the University, what would you keep and what would you change?"

Feedback was gathered through central Students' Union outreach stalls as well as stalls represented by 19 academic schools and supported by Student Academic Representatives. Students were also given the option to provide Speak Week feedback through an online form.

This year's campaign saw 2,988 student responses, which comprised a total of 8,185 individual feedback comments. This saw a rise of over 1,000 individual feedback comments from last year's campaign.

The open-text feedback was themed, reviewed, and supported the identification of key areas for prioritisation. Speak Week data has informed all Student View documents this year, and has also been used this year to support the continued recommendations that have not yet been actioned from previous Student View documents.

Student Academic Representative Feedback (Student Staff Panels & College Forums)

Across the University every year, there are approximately 1000 Student Academic Representations (SARs) who are active in representing their individual cohorts. Feedback raised by SARs at their Student Staff Panel is reflective of entire cohorts, and sometimes entire schools. The notes from Student Staff Panels are shared with the Students' Union for oversight, allowing us to consider the common themes impacting students in a range of subject areas.

College Forums are facilitated by the Students' Union across the academic year and aim to provide a platform for Student Academic Representatives to engage in discussion with their Sabbatical Officers and College Deans about issues their cohorts are experiencing. These commonly cover issues that have required escalation past the Student Staff Panel, or topics that are non-academic.

Student Academic Representative feedback has been used to inform all Student View submissions this year.

‘PGR Power: Fuelling Your Teaching Experience’

To ensure a dataset that was reflective of postgraduate research students, the Vice President Postgraduate Students (Education and Welfare) conducted a survey this year specifically relating to the PGR teaching experience. The survey ran in February 2026, and sought responses from PGR students who teach, undergraduate students who have been taught by PGR students, and staff who support PGRs in their roles.

The survey received over 250 responses, and have been used primarily to inform *‘The Student View on the PGR Teaching Experience’*.

Previous Cardiff Students’ Union Student View Reports

Last year, we submitted *‘The Student (Deja) View’*, drawing attention to the recommendations provided through the last few years’ Student View documents, and the lack of progress in these areas. These reports have provided a comprehensive overview each year of the student feedback that has been most prevalent across all aspects of university life.

This year, we have revisited these Student View documents to identify the recommendations where the University has continued to fall short of our expectations for progress. These have informed the recommendations provided in this document about the unresolved issues that need to be addressed.

The Student Views 2026: Executive Summary & Unresolved Issues

Additional Concerns: Accessibility

Student Support Services

Accessibility, especially regarding the accessibility of the University's services, has been a persistent issue raised by students in recent years.

This was highlighted in 2022's '*Student View on the User Experience of Student Connect*', where it identified that Student Connect is not accessible for students with disabilities, and reiterated in 2025's '*The Student View on Wellbeing and Support Services*', which highlighted that students have to wait too long to access support. Additionally, the 2024 '*Student View on Accessibility*' emphasised that core wellbeing services are not signposted enough for students to be able to find the support when it is needed..

In this year's Speak Week campaign, there were 117 individual comments that noted specifically the work that continues to be required around making the University experience accessible for students.

“Improve disability services and access to resources and information for those who need it in advance.”

First Year Undergraduate (MLANG), Speak Week 2025/26

“Accessibility to services - I feel anxious speaking to people face to face at student connect and don't know how to contact them otherwise.”

First Year Undergraduate (LAWPL), Speak Week 2025/26

Comments raised concerns about the process for submitting Extenuating Circumstances in particular, noting that it is not set up to provide reasonable adjustments for students with disabilities, and is generally not inclusive to all students. If individual students are to reach they full potential, it is essential they are considered individually.

“Disabled students cannot pursue extensions under reasonable adjustments and must comply with the blanket EC rules. The Disability Team are powerless to change this, even though it is recognised by all that the system is a failure.”

Second Year Undergraduate (ARCHI), Speak Week 2025/26

“Disabled students have not even been considered when it comes to extensions policy.”

Second Year Undergraduate (ARCHI), Speak Week 2025/26

As well as the quality of wellbeing services needing to be enhanced, it is not efficient if students do not know where or how to access them.

“Clearer direction to access mental health / guidance services”

2nd Year, UG, CARBS

“More information about needs and mental health support”

2nd Year, UG, ENCAP

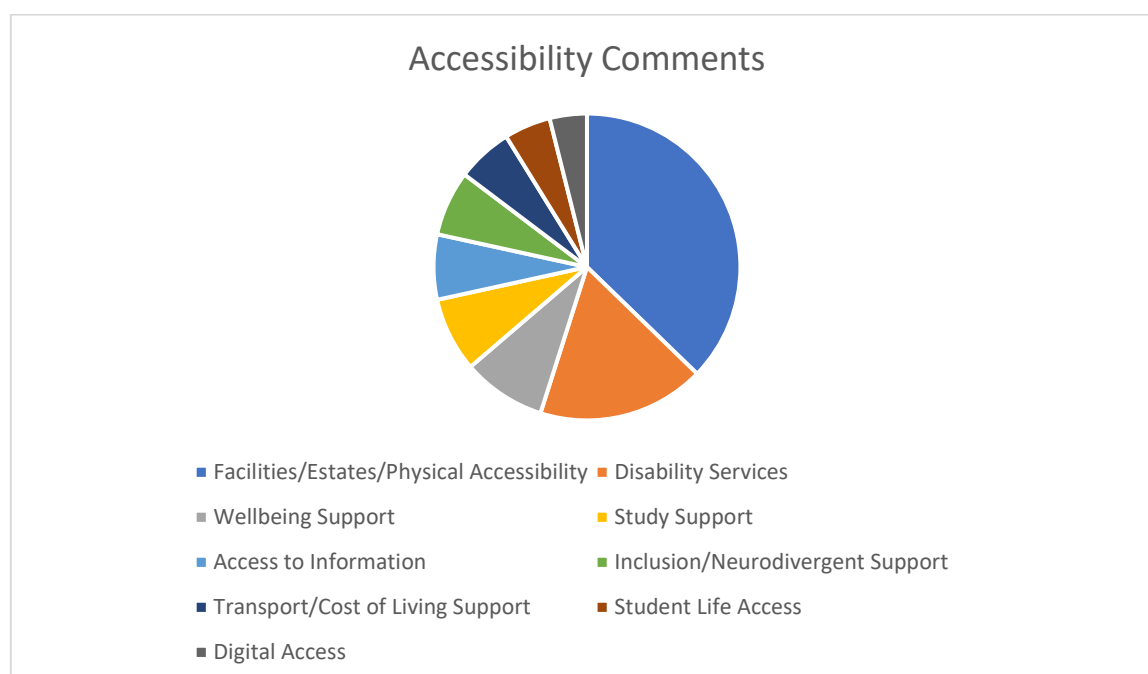
Students need to know where to access university wellbeing services and to be able to access them easily, before it is too late. This information needs to be readily available to all students to ensure they can access the necessary support smoothly and in good time.

Facilities

Furthermore, the abundance of comments regarding the lack of accessible facilities is disappointing, as this is not something to which attention has only recently been drawn.

In the 2023 ‘*Student View on Estates and Facilities*’, a deficit of good quality lifts was identified. Further, in 2024, in the ‘*The Student View on Accessibility*’, issues raised included the absence of an accessible map to get around campus, a lack of or unreliable lifts, and the need for easy access around campus for wheelchair users.

This feedback has again been raised in this year’s Speak Week comments, with 37% of the comments themed under ‘Accessibility’ relating to physical accessibility, specifically identifying issues within facilities and estates.



Sub-themes of Speak Week 2025/26 ‘Change’ comments themed under ‘Accessibility’.

The comments were not only descriptive but also demonstrated clear emotion about the lack of physically accessible spaces in the University. The University should be

dedicated to providing an accessible and inclusive environment for all students, thus enhancing the student experience for all. Students outline various issues that the University should address, some of which are detailed below.

“The John Percival wheelchair door breaks consistently, wheelchair desks were not put into lectures until the end of my first year due to me constantly pestering, 3 of the 4 disabled bathrooms in the JP have also been broken for weeks now, and I have friends who have had access needs ignored and not implicated thoroughly enough, to a degree that it is negatively impacting their education - the standard needs to be higher for the amount that students are paying.”

Second Year Undergraduate (CARBS), Speak Week 2025/26

“More accessible parking in the hospital”

First Year Undergraduate (DENTL), Speak Week 2025/26

“Fix the TDS lift”

First Year Undergraduate (HCARE), Speak Week 2025/26

Learning

Accessibility issues not only lead to difficulties in accessing key services and facilities, but also contribute to challenges accessing actual course content and in being able to study.

The 2022 ‘*Student View on Blended Learning*’ identified that there was a necessity for closed captions and audio descriptors for all lecture recordings. The lack of closed captions in lecture content was then reiterated in the 2023 ‘*Student View on Estates and Facilities*’. Students are still experiencing problems with accessible learning, as highlighted by the comments received this year.

“And again, the needs of disabled students will differ depending on their course. An individual disabled student who studies Architecture will have different needs than if they studied psychology for example.”

Second Year Undergraduate (ARCHI), Speak Week 2025/26

“Understanding of neurodivergent people in relation to attendance/ assignment confusion.”

First Year Undergraduate (GEOPL), Speak Week 2025/26

“Accessibility of a lot of lecture theatres – I’m disabled and really struggle.”

Fourth Year Undergraduate (PSYCH), Speak Week 2025/26

The feedback that students continue to leave is reflective of their inability to engage with the fundamental parts of their university experience. As a minimum, all students should be able to access the required buildings, facilities, services, and resources to succeed academically.

Recommendation 1: Review and improve the accessibility of all campus facilities, buildings, and services for all students who may have physical or non-physical disabilities.

Recommendation 2: Ensure every student has easy access to all teaching and learning resources by making these available in accessible formats at all times.

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Additional Concerns: Communication

Emails and Promotion

Clear communication is crucial, as it frames how effectively students, staff, and the institution function and succeed. It ensures that important information, such as opportunities, expectations, and services, are clearly shared, helping students stay informed and engaged in university life. This includes, but is not limited to, relevant email communications, which are tailored to students based on their course and level of study. Students across the board receive handfuls of emails daily, making it time-consuming and challenging to decipher which to prioritise and consequently leading to stress and confusion.

Students have recommended that emails be consolidated, which was previously outlined in the 2022 *'Student View Executive Summary'*. This recommendation has also been reinforced this year through Speak Week feedback across a range of schools.

“I would streamline email communications – it can be difficult to wade through and prioritise. Also make staff office hours easier to find.”

Second Year Undergraduate (ENCAP), Speak Week 2025/26

“The number of emails that are sent out - would prefer for it to be less”

First Year Undergraduate (GEOPL), Speak Week 2025/26

“Less spam emails”

First Year Undergraduate (HCARE), Speak Week 2025/26

Another key issue noted was the lack of relevant and engaging promotion for events and activities that students can get involved in. It is essential for students to participate in extracurricular activities if they are to thrive within their university life, and this also contributes to positive wellbeing and belonging. Students should be sent pertinent information about experiences and opportunities with which they can engage, and tailored to their individual experience where appropriate.

“More engagement and advertising about events going on”

Third Year Undergraduate (ENCAP), Speak Week 2025/26

“Advertisements and activities for PGR students”

Third Year PGR (MEDIC), Speak Week 2025/26

Transparency and Accountability

Speak Week comments also highlighted the lack of transparency across the University, both from the University as one organisation, and within individual

departments. This includes taking accountability when mistakes are made or when information has been shared in an unsuitable way, and transparency regarding finances and organisational changes. A lot of students felt blindsided by the Academic Future proposals, as highlighted in the 2025 *'Student View on Academic Futures'*, where students lost significant confidence in the University following decisions about their education on which they were not consulted. Students still do not feel satisfied with the effectiveness of University's communication and expect it to be more direct and consistent moving forward.

"I would make sure announcements are made to students before the media (music closure) and would think through the impacts of this. I was in a poor mental state last January and the sudden news sent me over the edge and ended up with me coming home and being able to leave the house due to anxiety. This was not something I had experienced before and I truly believe if it had not been for the uncertainty and uproar from the university's communication to students this could have been made a lot easier."

Second Year Undergraduate (MUSIC), Speak Week 2025/26

"More honesty from uni about finance + organisation changes"

Fourth Year Undergraduate (BIOSI), Speak Week 2025/26

"The uni needs to take accountability when mistakes are made"

First Year Undergraduate (EARTH), Speak Week 2025/26

Recommendation 3: Improve the transparency and relevance of all email communications to students, especially around organisational changes which significantly impact students.

The Student Views 2026: Executive Summary & Unresolved Issues

Additional Concerns: Student Support

Waiting Times

Healthy wellbeing is essential to thrive at university, both socially and academically. Therefore, having proactive and empathetic wellbeing services with a quick response time should be the bare minimum expectation. It is widely agreed that student wellbeing positively correlates with academic performance and impacts an individual's quality of life at university.

Students are suffering in silence for weeks on end without any reassurance or support from the University. This can be very dangerous and, in some cases, fatal. While we appreciate there have been major improvements over the past year on decreasing waiting times for wellbeing services, it is still not sufficient.

“This wait time puts students under immense mental pressure and forces them to partake in graded studies whilst not receiving any help for issues they’re facing, meaning their results are being affected.”

Second Year Undergraduate (ARCHI), Speak Week 2025/26

“Wellbeing appointments can take a long time to be arranged – the first time I tried, I only received a response during summer holidays”

First Year Undergraduate (MATHS), Speak Week 2025/26

This has been an ongoing issue for students for many years, as shown 2022's 'Student View Executive Summary', which clarified that faster responses from wellbeing services were needed. This was further highlighted in the 2025 'Student View on Student Wellbeing and Support Services', where there was an in-depth explanation about why it is so dangerous that the wait times are so long, and the imminent need for emergency drop-in sessions. This should not need to be broken down again, and yet it continues to be an issue.

Assessments, Extenuating Circumstances & Student Cases

There is a clear demand for more support with assessments, whether a coursework assignment, dissertation, or exam. Exam season is always a stressful period for students, and they do not need the extra burden of having to seek out support options, or of not having the support available to them when they need it.

This is something that has already been highlighted in previous years. In the 2022 'Student View Executive Summary', more assessment support was identified as a recommendation. In the 2023 'Student View on Assessment & Feedback', students further requested more support for essay writing. Finally, in the 2025 'Student View on Student Wellbeing and Support Services', students indicated a continued lack of

guidance for completing assignments and exams. This highlights the persistent struggles that students are facing with their exams and assignments, and the absolute necessity for additional support.

“Dissertation supervision and support”

Third Year Undergraduate (EARTH), Speak Week 2025/26

“More support from lecturers on assignments”

First Year Undergraduate (HCARE), Speak Week 2025/26

There were various comments that expressed significant dissatisfaction with the Extenuating Circumstances policy and processes, primarily outlining its inaccessible and exclusionary nature. As noted in an additional section above, the Extenuating Circumstances policy is not accessible to all students with disabilities. However, the inaccessibility of the policy has been further reiterated by a broad range of students who express the need for cases to be reviewed on an individual basis, as a blanket one-week adjustment is not appropriate to all students across all schools and courses. The University needs to acknowledge and consider the different needs of a diverse range of students.

“The WSA's Extenuating Circumstances policy is designed for exams, not coursework/portfolio work. A week extension is not appropriate for our course”

Third Year Undergraduate (ARCHI), Speak Week 2025/26

“The blanket EC Policy is nothing short of discrimination under the Equality Act 2010; it needs to be suspended immediately and HANDED BACK TO THE SCHOOLS ON A CASE BY CASE BASIS.”

Second Year Undergraduate (ARCHI), Speak Week 2025/26

“better extenuating circumstances - I think its pretty unfair someone with flu + someone grieving get same extension of 1 week.”

Third Year Undergraduate (SOCSI), Speak Week 2025/26

In addition to this, dissatisfaction was noted with the Student Cases service, particularly regarding its inconsistent timelines and the unsatisfactory lengths of waiting times. This has been raised in several comments across the Speak Week data this year but was also brought to the University's attention in the 2024 *Student View on Accessibility*, which detailed the need for improvements within Student Cases due to their poor response times.

“The Student Cases Team needs to declare an internal failure of duty and request immediate assistance from other departments.”

Second Year Undergraduate (ARCHI), Speak Week 2025/26

Financial Support

Approximately 10% of the comments under the theme of 'Student Support' referenced the need for further financial support. The rising cost of living is something that has affected and continues to affect the vast majority of students, negatively impacting their quality of life and adding to further strains and stresses of everyday life. More students than ever are now working alongside their degrees to afford basic essentials.

Though there may be several options available for bursaries or hardship funds, the awareness and signposting of these services should be enhanced, and availability increased to have meaningful impact. This included support for undergraduate students, postgraduate taught students, and postgraduate researchers.

“More information on the money fund for those in need”

Third Year Undergraduate (ENCAP), Speak Week 2025/26

“More support for cost of living”

Second Year Undergraduate (MATHS), Speak Week 2025/26

“More financial support for postgrad”

First Year PGT (SOCSI), Speak Week 2025/26

“More financial support for unfunded PGR's”

Third Year PGR (ENCAP), Speak Week 2025/26

Sexual Violence

While the Students' Union appreciates the progressive approach and dedication that the University has had towards tackling sexual violence in collaboration with the Sabbatical Officer team, there remain a lot of improvements that need to be made. This is reflected in the various comments from students expressing the need for further support for women's safety, including protecting women and other victims against sexual violence. This has already been raised with the University previously through the 2024 'Student View on Accessibility', which expressed a lack of support for victims of sexual misconduct.

This could be achieved by improving the signposting to Report & Support to increase the awareness and usability of the service, and by improving the service itself to speed up how quickly action is taken when incidents are reported.

“More safeguards for women's safety”

Fourth Year Undergraduate (LAWPL), Speak Week 2025/26

“I would ensure victims of sexual violence, harassment and threats have easy access to resources and support, and staff actually take action after an incident has been reported.”

Third Year Undergraduate (MLANG), Speak Week 2025/26

“Do more to protect women against sexual violence”

Third Year Undergraduate (BIOSI), Speak Week 2025/26

Recommendation 4: Expand the University's wellbeing services to reduce wait times and improve counselling options, with clearer promotion and signposting to all students to ensure easier access.

Recommendation 5: Conduct a student-led review of the Extenuating Circumstances policy and all related procedures and implement an individualistic approach for all cases.

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Additional Concerns: Teaching

Overview

Teaching is always one of the largest themes within Speak Week feedback, and this year was no different. With 780 individual comments, this was second only to timetabling (with 890 comments). Students' comments varied from teaching quality and delivery, assessment and feedback, contact hours, timetabling, and the overall academic experience. A lot of the comments we have received this year have been reflected in previous years as well, including the request for reading weeks for all students, which was raised in the 2022 *'Student View Executive Summary'* and has been reiterated through this year's *'Student View on Timetabling'*.

Lecture Recordings

A key theme yet again this year is the need for lecture recordings, with more feedback from students about the inconsistency, poor quality, and inaccessibility of existing resources.

This was specifically highlighted in the 2022 *'Student View on Blended Learning'*, which expressed concerns about the delay in recordings being shared, and often with poor quality and no closed captions. In 2024, the *'Student View on Accessibility'* shared students' complaints that lectures were often not recorded at all. This was also reiterated through the 2025 *'Student (Deja) Vu'*, where we again recommended that lecturers across the university record and upload their recordings to be available to students in good time.

Unsurprisingly, this was raised frequently again this year, highlighting an ongoing demand that is going to continue.

“More frequent uploads of the lecture materials/recordings (some lecturers upload 1 week post-lecture)”

Second Year Undergraduate (LAWPL), Speak Week 2025/26

“Make sure lecture recordings actually get uploaded”

First Year Undergraduate (SOCSI), Speak Week 2025/26

Delivery of Teaching

Additionally, although the introduction of regular hybrid learning has become commonplace in recent years, students are still keen to have more in-person contact hours. Feedback demonstrates that students still value in-person teaching as a way of fully connecting and engaging with their course. This was expressed in last year's *'Student (Deja) Vu'*, which identified the demand for more in-person classes and

contact hours, even with a Personal Tutor, which has been heavily requested again in this year's Speak Week comments.

“More in person lectures”

First Year Undergraduate (DENTL), Speak Week 2025/26

“More in person contact for lectures (less online)”

Second Year Undergraduate (MEDIC), Speak Week 2025/26

“Would change contact hours - £9,000 for 5 hrs a week is poor”

Second Year Undergraduate (CARBS), Speak Week 2025/26

“More contact hours/ someone in person to speak with not just online outreach”

Fourth Year Undergraduate (LAWPL), Speak Week 2025/26

Students have also focused their feedback on the need for lectures to become more engaging in general, with suggestions that content could be more interactive. This was previously mentioned in the 2025 ‘*Student (Deja) Vu*’ and is further supported by many students’ Speak Week comments. This is an easy improvement that would massively enhance the student experience and improve students’ academic journey.

“Making lectures more interactive”

First Year Undergraduate (GEOPL), Speak Week 2025/26

“I would make the sessions more engaging”

Second Year Undergraduate (LAWPL), Speak Week 2025/26

“More learning through smaller classes, difficult to engage in large lecture theatres”

Second Year Undergraduate (CARBS), Speak Week 2025/26

Assessment & Feedback

When leaving comments about their teaching, students also focused on assessment and feedback. Common feedback outlines that deadlines are too close together and expresses a desire for exams and assignments to be more spread out. This was raised in the 2023 ‘*Student View on Assessment & Feedback*’, where it was recommended to the University to end assessment bunching and have a minimum of three working days between each deadline or exam. Unfortunately, students are still raising concerns about assessment bunching, and it therefore forms a core part of this year’s *Student View on Timetabling*.

“Lectures across different modules don't speak to each other so all exams / tests come at once”

First Year PGT (CARBS), Speak Week 2025/26

“Spacing out assessments - I have 2 essays and a podcast due in the space of 3 days”

Fourth Year Undergraduate (MLANG), Speak Week 2025/26

Students also expressed a clear favour for online or open-book exams. Previously mentioned in the 2022 'Student View on Blended Learning' and the 2023 'Student View on Assessment & Feedback', students have commented on the lack of consideration given when scheduling traditional in-person exams for cohorts who have not had the experience or support to excel in that environment. This increases the pressure and stress levels for students in an already tense period.

"I'm in my 4th year and we've just brought back closed book exams. I now haven't done one since I was 18 and I feel this is unfair to drop on us"

Anonymous, Speak Week 2025/26

"No in-person exams"

Second Year Undergraduate (LAWPL), Speak Week 2025/26

When assessments have been completed, students expect constructive and timely feedback to be provided on their efforts. This year's Speak Week saw a vast range of comments surrounding feedback, stressing a need for the feedback to be more constructive and detailed. This can improve a student's academic performance and instruct students on whether they are performing at the level they need to, whether through directing them on what to improve or by giving them recognition on their achievements.

"More constructive feedback on work"

Second Year Undergraduate (LAWPL), Speak Week 2025/26

"Some staff members don't include super specific feedback (sometimes) i.e. they will just leave a comment on a section like "good" or "yes"'"

Fourth Year Undergraduate (MLANG), Speak Week 2025/26

"Being able to get feedback from tutors on our drafts would be helpful in letting us know that we're on the right track, especially as first year students"

First Year Undergraduate (MLANG), Speak Week 2025/26

Recommendation 6: Improve the consistency and quality of teaching by ensuring all courses receive interactive learning and detailed feedback following assessments.

Recommendation 7: Standardise access to resources across the University, including access to lecture recordings within two days of teaching.

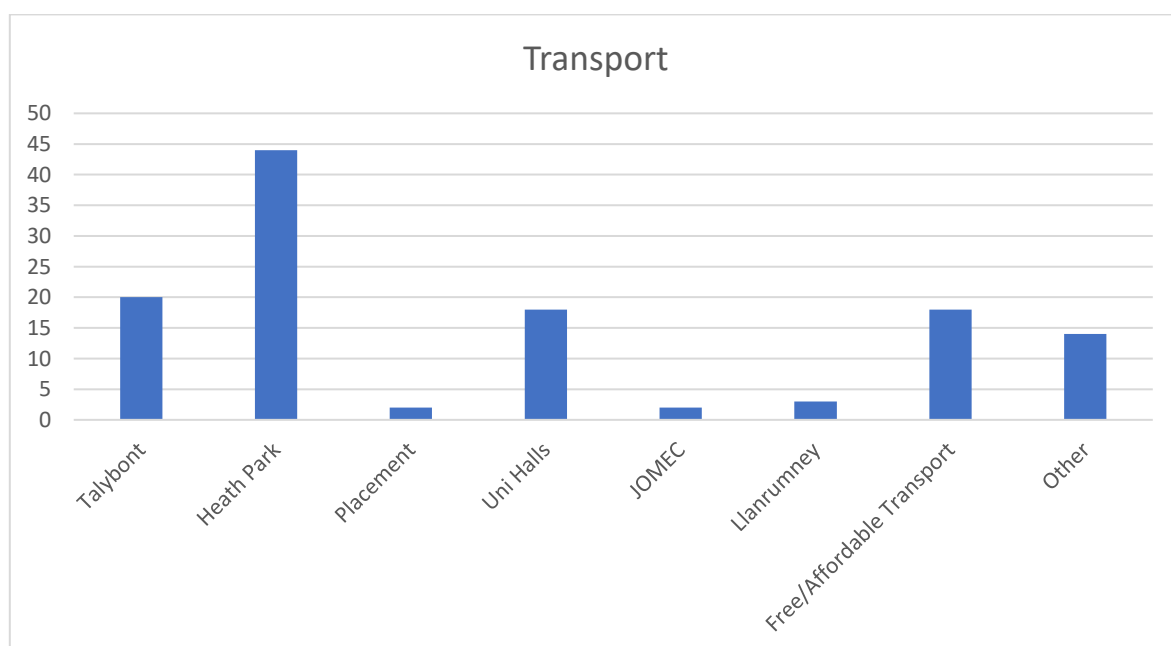
The Student Views 2026: Executive Summary & Unresolved Issues

Additional Concerns: Transport

Public Transport

Transport across campus seems to be an interminable issue at Cardiff University, with students voicing complaints about the services, or lack thereof, at every opportunity. These areas have been discussed repeatedly in former Student Views, including 2022's *'Student View Executive Summary'*, which highlighted the need for a bus service between Uni Halls and the Students' Union, and 2023's *'Student View on Estates and Facilities'*, which outlined the need for a discounted or free student bus service. These issues were then further emphasised in the 2024 *'Student View on Accessibility'*, which detailed why transport is such an issue for the student body.

For a university that is spread across the breadth of the city, there is no consideration for students who are required to travel between locations every day. The lack of transportation between buildings outside of main campus (e.g. Queen's building and JOMEC at Central Square), and the lack of transportation from University Hall, especially when travelling after dark, are just two of the key issues that are continually raised.



Sub-themes of Speak Week 2025/26 'Change' comments themed under 'Transport'.

Many comments outlined the lack of transportation to and from specific locations, particularly university residences like Talybont and University Hall, Llanrumney playing fields, and a significant amount for the Heath Park campus. Students based on the Heath Park campus often feel like an afterthought, as they are removed from the main campus' facilities. Currently there are no easily accessible and affordable

transportation options from the main campus buildings at Cathays to the Heath Park campus, which significantly restricts Heath Park students from accessing facilities and services that would positively influence their student life.

“More uni transport to playing fields and taly”

First Year Undergraduate (BIOSI), Speak Week 2025/26

“Travel for Heath Park Campus for Medical Students”

First Year PGT (COMSC), Speak Week 2025/26

“Free bus service to Heath Park campus from Talybont”

First Year Undergraduate (MEDIC), Speak Week 2025/26

“Better transport to + from Heath Park campus”

Second Year Undergraduate (HCARE), Speak Week 2025/26

The addition of a free or discounted shuttle bus to key student areas across campus would improve the university experience for many students. The existing bus between Park Place and University Hall would be a positive example, if not for the number of comments received from students outlining problems with the service and suggesting improvements for enhancing the system. The bus times are known to be unreliable, inconsistent and infrequent, and there have been suggestions of a live tracker to improve dependability and accuracy.

“More frequent + reliable bus times for University Halls”

First Year Undergraduate (CARBS), Speak Week 2025/26

“A live tracker on all uni halls shuttle buses + service updates (in case road works/cancellations)”

First Year Undergraduate (MEDIC), Speak Week 2025/26

Placement

Several comments about transport referred to transport on placement, from students in the Schools of HCARE and MEDIC. This included a lack of public transport to various placement locations, where students have no say in where they are placed and yet are obligated to attend daily, as well as issues with delays and sometimes a lack of reimbursement for travel. This has been a persistent issue, which was raised in the 2024 ‘*Student View on the Clinical Placement Experience*’, and yet is clearly still something that has yet to be solved.

“Students are sometimes placed in areas that are hard to access via public transport when they have disclosed that they don't have a car. If there is a way to ensure that network links are available instead of spending a lot of money on taxis.”

Third Year Undergraduate (HCARE), Speak Week 2025/26

The university needs to investigate the cause and impact of these issues and address them to alleviate students of the continued distress on placement.

Parking

Students have noted a lack of parking facilities as a recurring issue, which has appeared in many Student View submissions over the past few years. Specifically, this has been mentioned in the 2023 *'Student View on Estates and Facilities'*, the 2024 *'Student View on the Clinical Placement Experience'*, and, also in 2024, the *'Student View on Accessibility'*.

This has come to the forefront following Cardiff council's attempt to restrict students' access to general on-street parking, and students are increasingly worried about their access across their whole experience. Students need their cars at university due to the lack of public transport around campus (as noted above), and to allow them to travel to placements with no transport links.

"I don't know what's happening with parking in Cathays next year but if Cardiff uni can help make sure we still get parking so that we can make it to our healthcare placements that would be great"

Third Year Undergraduate (MEDIC), Speak Week 2025/26

The University needs to take responsibility and improve parking facilities for students. This is essential to relieve them of the unnecessary stress caused currently by the uncertainty of access, and to fight for students' rights to easily accessible transportation across campus.

Recommendation 8: Provide or secure free or low-cost transport across campus, including routes to the Heath Park campus, Talybont accommodation, and Llanrumney.

Recommendation 9: Consider transport access implications to clinical placement locations as part of all allocation processes.

The Student Views 2026: Executive Summary & Unresolved Issues

Recommendations

Recommendation 1: Review and improve the accessibility of all campus facilities, buildings, and services for all students who may have physical or non-physical disabilities.

Recommendation 2: Ensure every student has easy access to all teaching and learning resources by making these available in accessible formats at all times.

Recommendation 3: Improve the transparency and relevance of all email communications to students, especially around organisational changes which significantly impact students.

Recommendation 4: Expand the University's wellbeing services to reduce wait times and improve counselling options, with clearer promotion and signposting to all students to ensure easier access.

Recommendation 5: Conduct a student-led review of the Extenuating Circumstances policy and all related procedures and implement an individualistic approach for all cases.

Recommendation 6: Improve the consistency and quality of teaching by ensuring all courses receive interactive learning and detailed feedback following assessments.

Recommendation 7: Standardise access to resources across the University, including access to lecture recordings within two days of teaching.

Recommendation 8: Provide or secure free or low-cost transport across campus, including routes to the Heath Park campus, Talybont accommodation, and Llanrumney.

Recommendation 9: Consider transport access implications to clinical placement locations as part of all allocation processes.



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