Cardiff University Students' Union
Undeb Myfyrwyr Prifysgol Caerdydd

The heart of the Cardiff student experience

SPEAK WEEK REPORT 2019

The sabbatical officer team has produced a Student Written Submission for 2019 that includes some of this data. The recommendations from that report highlight areas of enhancement where the Students' Union and University can work in partnership to continue to make the student experience at Cardiff University even better.

This report was compiled by student staff within the Student Voice department within Cardiff University Students' Union.

Thanks go to Dorottya and Andrew for their continued professionalism and dedication in writing this report.

Please consult with studentreps@cardiff.ac.uk to use any of the information included within the document.

Table of Contents

Executive Summary

This report highlights the continued growth of engagement of Cardiff University Students' Union's Speak Week! It is a celebration of the hard work of the sabbatical officers, academic reps, sabbatical officer executives, volunteers, and Student Voice. More cards and comments than ever have been received.

3,813 Speak Week cards were submitted, equating to 7,535 comments, over 5 days of engagement.

The following pages of the report highlight the demographic information of the submitted cards before the analysis of the content of the submitted comments.

Demographic information

Student Demographics by School

Student Demographics by School, 2017 - 2019
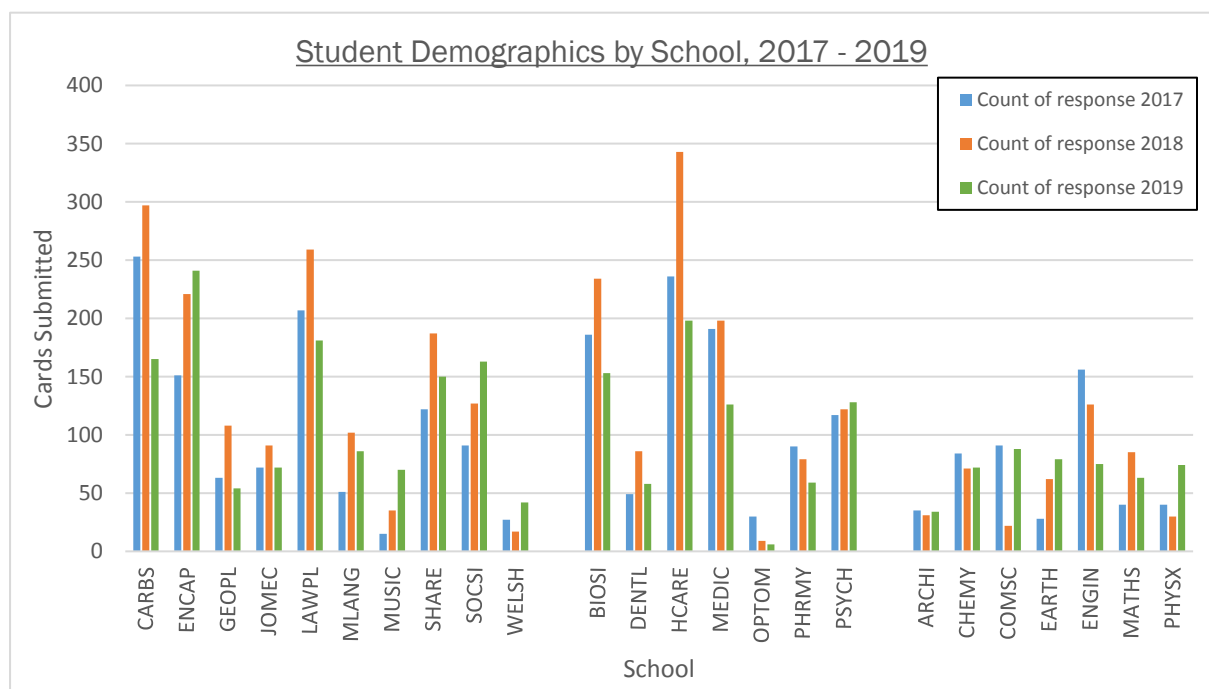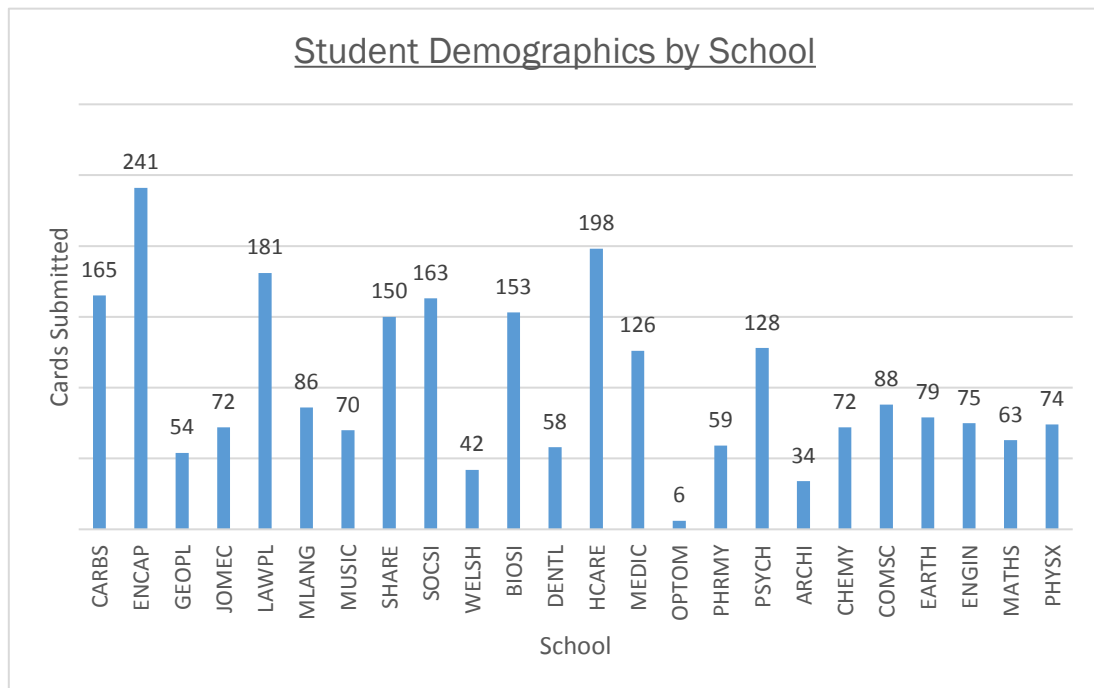
Breakdown of Student Demographics According to College & School

College	School	Total Number of Cards 2018	Total Number of Cards 2019	Difference	% Difference
AHSS	CARBS	297	165	-132	-44
	ENCAP	221	241	+20	+9
	GEOPL	108	54	-54	-50
	JOMEC	91	72	-19	-21
	LAWPL	259	181	-78	-30
	MLANG	102	86	-16	-16
	MUSIC	35	70	+35	+100
	SOCSI	127	163	+36	+28
	SHARE	187	150	-37	-20
	WELSH	17	42	+25	+147
	College Total	**1,444**	**1,224**	**-220**	**-15**
BLS	BIOSI	234	153	-81	-35
	DENTL	86	58	-28	-33
	HCARE	343	198	-145	-42
	MEDIC	198	126	-72	-36
	OPTOM	9	6	-3	-33
	PHRMY	79	59	-20	-25
	PSYCH	122	128	+6	+5
	College Total	**1,071**	**728**	**-343**	**-32**
PSE	ARCHI	31	34	+3	+10
	CHEMY	71	72	+1	+1
	COMSC	22	88	+66	+300
	EARTH	62	79	+17	+27
	ENGIN	126	75	-51	-40
	MATHS	85	63	-22	-26
	PHYSX	30	74	+44	+147
	College Total	**427**	**485**	**+58**	**+14**

	Card Total	2,942	2,437	-505	-17
	Un-originated Cards	483	1,378	+895	+185
		3,425	3,815	+390	+11

There was an increase of 390 cards submitted during Speak Week 2018/19 compared to the previous year – approximately 11% more. However, there was also an accompanying increase in the number and proportion of cards submitted without an assigned school included: x2.85 more un-originated cards were submitted this year (1,378 in 2018/19 compared to 483 in 2017/18), resulting in the number of originated cards being approximately 83% of the number last year (2,437 in 2018/19 compared to 2,942 in 2017/18).

The number of cards assigned to schools from the AHSS decreased by 15% (1,224 in 2018/19 compared to 1,444 in 2017/18), while those assigned to schools from BLS decreased by 32% (728 in 2018/19 compared to 1,071 in 2017/18). Cards from schools from the college of PSE increased by 14% (485 in 2018/19 compared to 427 in 2017/18). Particular upticks in engagement were in the schools of COMSC (+300%; 22 in 2017/18, 88 in 2018/19), PHYSX (+147%; 30 in 2017/18, 74 in 2018/19), WELSH (+147%; 35 in 2017/18, 70 in 2018/19) and MUSIC (+100%; 17 in 2017/18, 42 in 2018/19). Notable downticks included GEOPL (-44%; 297 in 2017/18, 165 in 2018/19), HCARE (-42%; 343 in 2017/18, 198 in 2018/19) and ENGIN (-40%; 126 in 2017/18, 75 in 2018/19).

Student Demographics by College
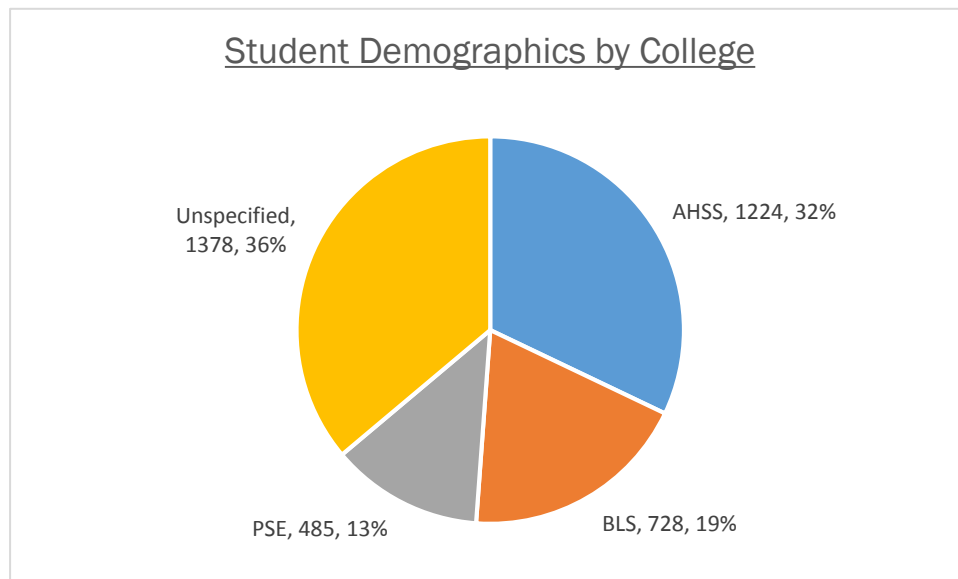
As mentioned above, over 36% of all cards submitted did not specify the student's school compared to 14% in 2017/18 and impacting on the percentage breakdown of college contributions. Contributions by PSE remained at 13% despite the improved card submission counts by COMSC and PHYSX, while that of AHSS decreased by 8% (from 40% to 32% of overall contributions) and that of BLS by 12% (from 31% to 19% of overall contributions).

Student Demographics by Degree Level
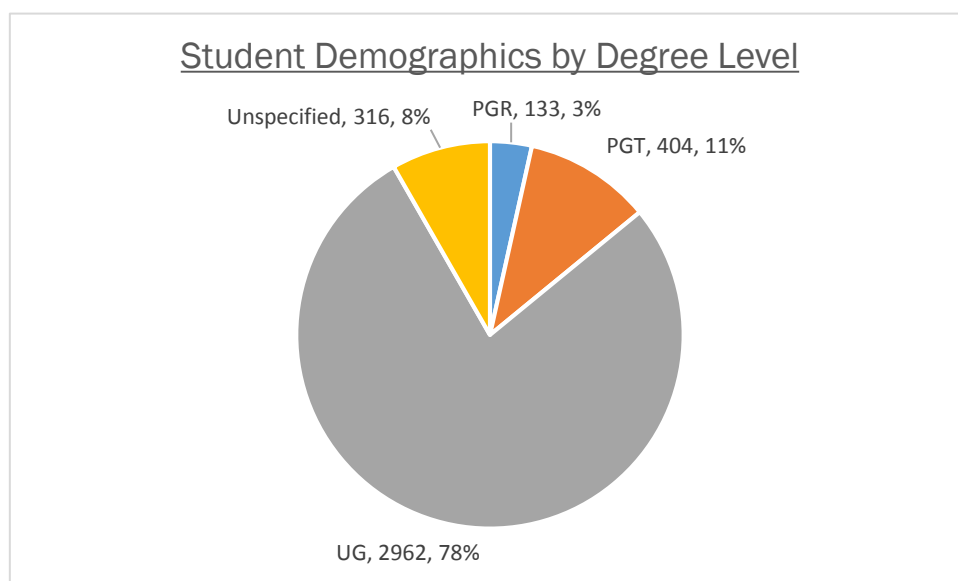
Details of degree levels improved over last year's submissions, with cards lacking a specified degree level decreasing in proportion from 13% to 8% due to an uptick of undergraduates (UG) including their degree level – proportions of postgraduate taught and research (PGT and PGR) including their degree level remained the same when compared to the previous year.

Student Demographics by Year of Study

- Unspecified, 219, 6%
- Year 5+, 94, 3%
- Year 4, 318, 8%
- Year 1, 1369, 36%
- Year 3, 845, 22%
- Year 2, 970, 25%
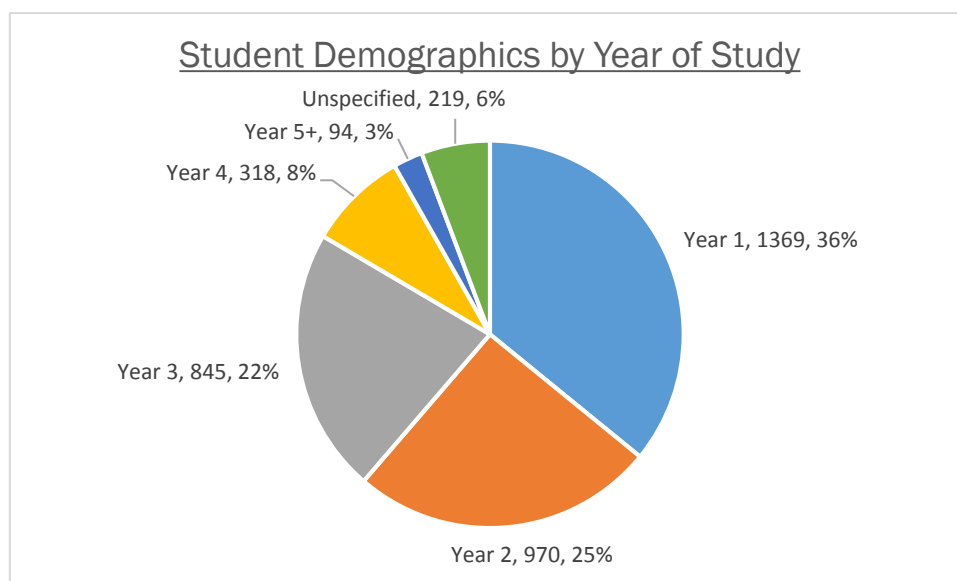
There were slight increases in the overall proportions of student demographics according to year of study when compared to the previous year – a decrease in the number of cards not specifying a year from 17% to 6% universally increased the percentage contributions from all years, with the greatest improvement being that of Year 3 students (from 18% overall to 22%).

Student Demographics by International Status

- Overseas, 226, 6%
- Home, 3589, 94%
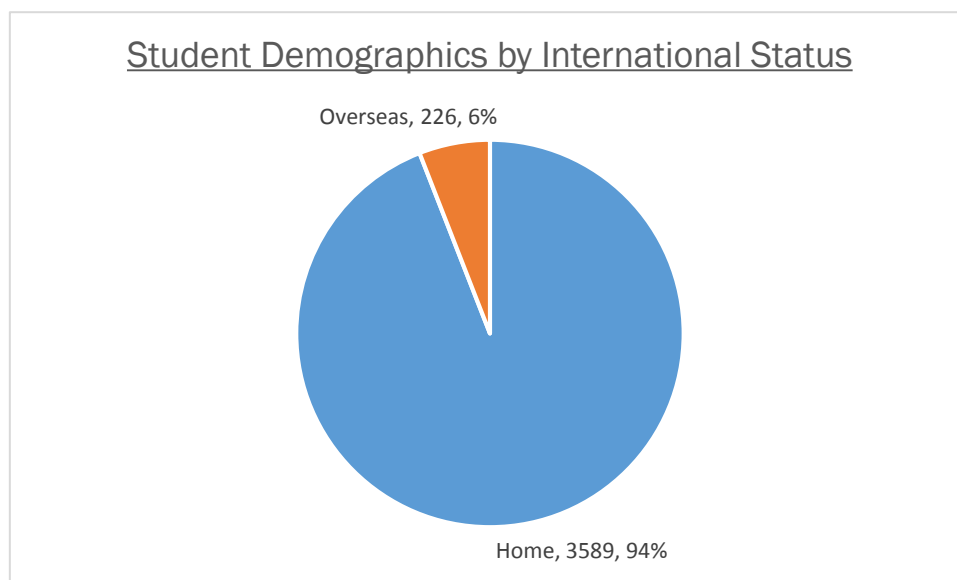
Figures for international vs. home student breakdown were not included in last year's Student Submission, so comparisons are not included in this draft report. Notably, cards that did not have a status noted were coded as defaulting to home, which may inflate the overall breakdown above.

Student Demographics by Voting Location

Unspecified, 592, 15%

Online, 92, 2%

Newport, 29, 1%

JOMEC, 60, 2%

Heath, 709, 19%

Cathays, 2333, 61%
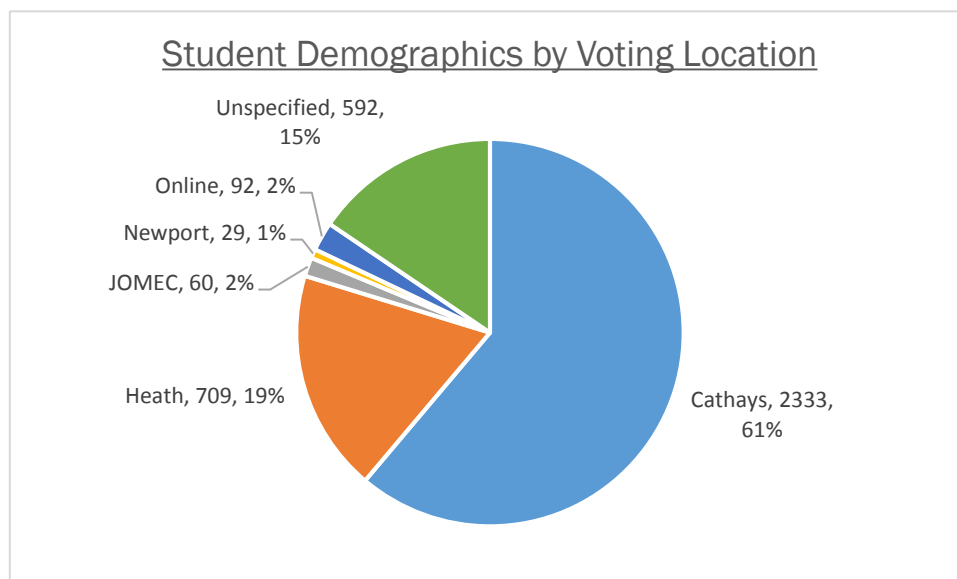
Figures for demographics as broken down by voting location were also not included in the Student Submission 2017/18. The majority of submissions were gathered from the Cathays campus, followed by those from Heath. Notably, details regarding submission location were often provided by the representative collecting completed cards, which likely impacted on the overall figures, particularly that of the number/proportion of cards with an unspecified location.

Student Demographics by AU / Societies Membership

AU, 550, 14%

Both, 432, 11%

Unspecified, 1813, 48%

Societies, 1020, 27%
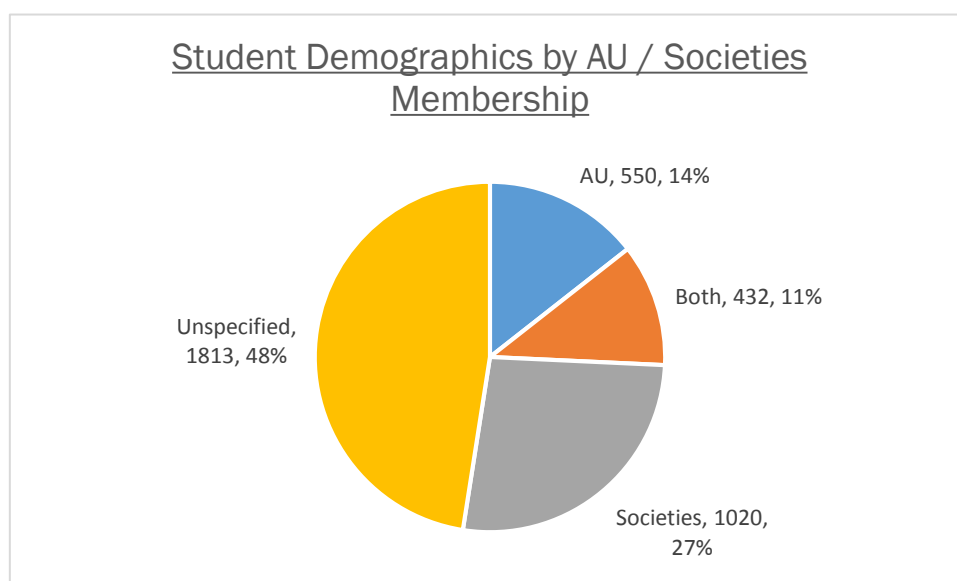
The majority of submitted cards did not specify membership to the Athletic Union or a Guild of Societies, though notably this can be interpreted as either a lack of membership to either category or simply not completing this section of the submission, so some caution is suggested when evaluating the figures above – particularly when considering this category has the greatest number of unspecified points of data of all categories recorded. Figures for the 'Both' response above were derived from submitted cards that had both the 'AU' and 'Societies' boxes ticked and were counted separately to the figures from either contributing category.

Qualitative analysis

The analysis summarised in this document is based on an inductive thematic coding of the comments collected this year and comparisons with reports of Speak Week data from previous years. The codes are grouped together under 4 main areas of interest (academic interests, facilities, services, and social life). Codes that did not fit either of these (or cut across multiple areas, for example *Student Union*) were grouped under *other*. This is not to imply that codes in the *other* category are any less important, merely that these codes are not linked together thematically in the way that the codes in the remaining groups are. The number of comments for each area of interest is displayed in Table 1 – Comments in main areas of interest.

Table 1 – Comments in main areas of interest
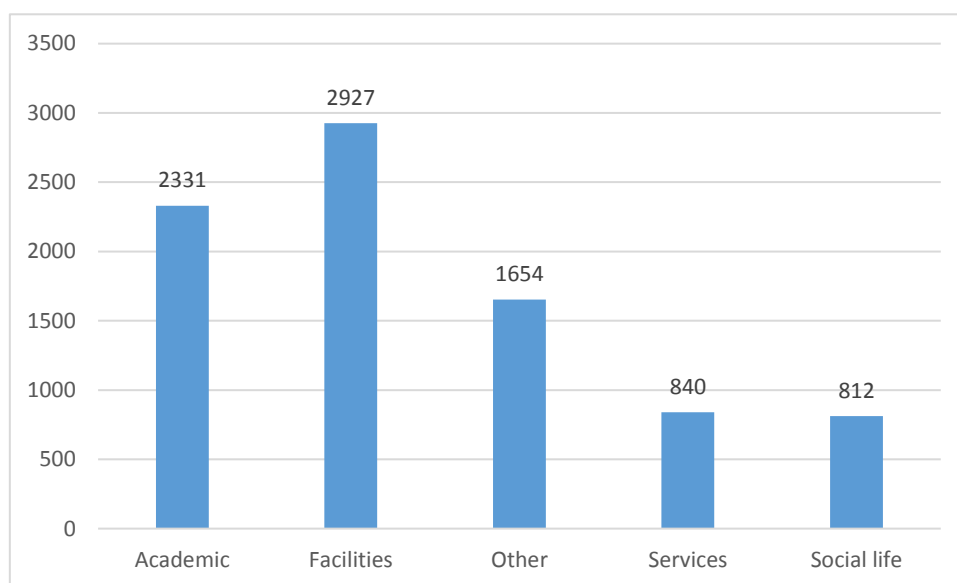
The coding scheme is described in detail below with examples for each code (207 codes in total) and the number of comments coded at each code indicated in brackets after the name of the code. The codes are presented in alphabetical order within the five areas of interest. The first level of coding is numbered (1.1, 1.2, 1.3, etc.). A list of all first-level codes is included in the appendix. If a first-level code is subdivided into further codes (listed with letters: a, b, c, etc.), the aggregate number shows the number of codes including those coded at all the subcategories. A few codes also have a third level of coding, these codes are listed under unnumbered headings. Every comment could be coded for multiple codes (for example *study spaces* and *temperature control*).

Demographic data on the student submitting the comment is provided wherever it is available, but many cards were submitted with very little or no demographic information. Demographic information includes school, course, year of study, type of programme (UG/PGT/PGR), and participation in societies, the Athletic Union, or both. Where the school is not known but the location is Heath or JOMEC, this is provided instead of the school. International status is indicated where students self-identified as international – when no information was provided, this status defaulted to that of a home student.

1. Academic interests (Aggregate: 2331)

This main theme collected all the comments that relate in some way to the academic development of students.

1.1. Assessment and feedback (558/2331)

As there were over 500 comments coded for *assessment and feedback*, these comments were divided into further sub-categories.

a) Quantity (32/558)[1]

These comments related to the number of assessment opportunities with some requesting a reduction in the amount of coursework of exams, some wanting more coursework or exams, and some asking for more opportunities for formative feedback.

> *system of re-submitting essays after feedback to improve (LAWPL, Year 2, UG)*

b) Bunching (49/558)

These comments complained that too many assignments and/or exams are due on the same day or very close together. This seemed to be a particular problem for students working on dissertations.

> *It was unfair + inconsiderate to have multiple assignments for multiple modules all due *on the same day* and expect students of all degree programs to be able to meet this (MLANG, Year 2, UG)*

> *Coursework deadline taken into consideration regarding dissertation deadlines. E.g. this year there are two other deadlines on top of dissertation deadlines (one of which is the day before dissertation deadline). (BIOSI, Year 3, UG)*

c) Capping (7/558)

These comments asked for a sliding scale capping for late submissions (5 comments) or uncapped second attempts (2 comments).

> *There's zero tolerance for late work submission but staff are not held to marking deadlines. Why not? Sliding scale late submission (LAWPL, Year 2, PGT)*

d) Consistency (24/558)

These comments complained about the consistency of marking.

> *Need to have better marking criteria and more grade consistency among students (ENGIN, Year 3, UG)*

e) Deadlines (7/558)

These comments complained that information about assignment deadlines is not readily available.

f) Dissertations (14/558)

These comments would like more dissertation support.

> *More guidance on dissertation (SHARE, Year 3, UG)*

---

[1] This code is presented outside of alphabetical order because it has been highlighted as a prominent issue.

g) Exam scripts (8/558)

These comments would like access to marked exam scripts.

h) Exam timetable (44/558)

These comments asked for the exam timetables to be released earlier.

i) Exam venues (10/558)

These comments related to exam venues, complaining about their location ('too far away'), and the temperature.

j) Extenuating circumstances (17/558)

This code was used for comments relating to extenuating circumstances procedures.

> *Extenuating circumstances are often very difficult to prove, especially for students who are going through difficult situations -> admin is the last thing going through their mind! (Heath, year 4, UG, Societies)*

k) Format and weighting (34/558)

These comments expressed preferences about the format (vlog, open book exam, essay, etc.) and weighting of assessments.

l) General info and support (48/558)

These comments requested more information and support for exams and coursework, including clearer marking criteria.

> *More details about exams (WLESH, Year 3, UG)*

> *Raise awareness of how work is marked and how to get good grades in coursework (Year 3, UG, AU)*

m) Group work and peer marking (10/558)

These comments complained about assignments with randomly allocated groups and peer marking.

> *Stop having group work in modules where the group is randomly assigned (PHYSX, year 3, UG)*

> *group work peer marking not fair (PHRMY, year 3, UG, societies)*

n) Past papers and mock exams (20/558)

These comments wanted access to more past papers or mock exams.

> *Make past exam questions more available. (BIOSI, UG)*

o) Quality (60/558)

These comments complained that feedback is not detailed or specific enough.

> *Feedback in relation to assignments could be more structured and detailed, as currently poor (UG)*

p) Referencing (12/558)

These comments asked for more support for referencing or more consistency across assignments regarding referencing styles.

Sessions about how to reference properly, as we were never taught (Heath, Year 2, UG)

q) Solutions (24/558)

These comments asked for model answers to be provided for past papers or after exams.

past paper exam solutions (CARBS, Year 1, UG)

r) Timing (32/558)

This code was used for comments about the timing of assessments, primarily exams. 11 comments would like to see Saturday exams abolished and the remaining comments complained about 9 am exams, 4:30 exams, and the timing of exam and resit periods.

No Saturday exams (SHARE, Year 3, UG)

Change resit exams to June or after Easter. This will be more convenient for International students whose home is very far away from Cardiff. (Year 1, UG, International)

s) Turnaround (52/558)

These comments were complaints about the turnaround time for feedback. (The current university policy is to return marks and feedback 4 weeks after the submission deadline.) Some students pointed out that they had to submit multiple assignments before getting any feedback on their work. There were also students who weren't aware of when feedback was due at all and others who complained that deadlines for feedback weren't being met.

Submission dates are often too close together for the same modules, so you're handing in work without knowing where you are at or what mistakes you have made (GEOPL, Year 1, PGT)

t) Writing support (26/558)

These comments requested more support for developing academic writing skills.

if I would change anything it would be more guidance and help essay writing during first year (HCARE, Year 2, UG, Societies)

u) Unspecified (30/558)

This code was used for comments on assessment and feedback that do not fit into any of the subcategories. These comments include complaints that exams are too hard, and comments that are difficult to interpret or action.

exams should be easier (Heath, Year 1, UG)

environment is uncomfy 24/7: more consideration over grades and deadlines + action against those making it uncomfortable (COMSC, Year 2, UG, Societies)

v) College breakdown

Table 2 – College breakdown for assessment and feedback

	AHSS	BLS	PSE
assessment and feedback	190	107	84

bunching	17	10	12
capping	3	1	0
consistency	11	5	3
deadlines	2	3	0
dissertations	7	0	1
exam scripts	4	1	0
exam timetable	18	5	9
exam venues	3	0	2
extenuating circs	3	4	2
format and weighting	16	5	4
general info and support	10	18	8
group work and peer assessment	0	3	6
past papers or mock exams	2	11	3
quality	18	11	7
quantity	7	8	6
referencing	7	2	0
solutions	15	0	5
timing	9	6	3
turnaround	23	4	10
writing support	13	5	0

1.2. Attendance monitoring (11/2331)

These comments would like to see attendance registered consistently (5 comments) or attendance registered digitally using student cards rather than sign-in sheets (6 comments)

Showing attendance by signing a sheet every week seems a bit antique, the student card scanning system should have been fixed already (COMSC, Year 3, UG)

1.3. Contact hours (116/2331)

This code was used for comments requesting more contact hours, interaction with academic staff, or additional generic academic support without going into further detail. Where school was indicated, 57 comments came from the AHSS college, 19 from BLS and 13 from PSE.

More contact hours. (MUSIC, Year 1, UG, Societies)

lectures and tutorial leaders being more accessible (LAWPL, Year 1, UG, Societies)

1.4. Guest speakers (19/2331)

This code was used for comments requesting more talks by external speakers, or relating to the currently available programs for guest lectures.

Improve the relevance of lectures to current practice. External speakers are found more beneficial often. (HCARE, Mental Health Nursing, Year 3, UG)

More extra talks from outside speakers. (LAWPL, Year 1, UG, AU)

1.5.   Learning materials (47/2331)

This code was used for comments relating to learning materials provided in modules, excluding lecture recordings (which were coded separately). Most of these were requests for lecture notes to be uploaded earlier, complaints about the format of lecture materials, or preferences regarding hard copies of slides distributed in lectures.

Allow the reading for all modules and handbooks to be available on learning central prior to the beginning of term (SHARE, Religious studies and History, year 1, UG, Societies)

Lots of handouts given when same pages are online (BIOSI, MedRes Bioscience, year 1, PGR)

More handouts in lectures and tutorials (Heath, Year 1, UG, both)

1.6.   Lecture capture (Aggregate: 230)

All comments relating to lecture capture were assigned to one of the three categories listed below.

a) Faster (38/230)

These comments were requests for lecture recordings to be uploaded faster. Most commenters (23) didn't specify a timeframe, just asked for quicker uploads. Those who indicated a specific time ranged from those wishing to watch lectures live online (2 comments), to same day/immediate upload (10 comments), to a 1 week upload window (2 comments).

upload panoptos faster (No demographic information)

All lecture recordings uploaded within 1 day (ENGIN, Yer 2, UG, AU)

b) Improvements (33/230)

These comments related to improvements to the existing lecture capture system. Most of them complained about the quality of the recordings and 'failed recordings' (16 comments) or the automatic cut-off after 50 minutes (7 comments).

Higher quality lecture recordings (MATHS, Year 3, UG)

Don't cut panopto at 50 minutes because some lecturers start late and we miss the end of lectures (MEDIC, Year 1, International, UG, Societies)

c) More (159/230)

These comments requested more/all lecture to be recorded.

I want ALL lecturers to upload their lectures on panopto (CHEMY, Year 1, UG)

d) School breakdown

This table summarises the number of times each code was used across the different schools. Where the school was specified, the most comments about lecture capture came from ENCAP (24 comments), SOCSI (18 comments), MATHS (13 comments), MEDIC (13 comments) and CARBS (12 comments). The 5 schools with the highest number of comments related to lecture capture are highlighted in the table below.

Table 3 - Lecture capture breakdown by school

	lecture capture	faster	improvements	more
ARCHI	0	0	0	0
BIOSI	11	1	3	8
CARBS	12	2	3	7
CHEMY	7	0	3	4
COMSC	2	1	0	1
DENTL	4	0	0	4
EARTH	3	1	0	2
ENCAP	24	1	0	23
ENGIN	4	1	1	2
GOEPL	11	0	3	8
HCARE	3	1	0	2
JOMEC	2	0	0	2
LAWPL	11	0	2	9
MATHS	13	1	6	6
MEDIC	13	8	4	3
MLANG	7	2	0	5
MUSIC	2	0	0	2
OPTOM	3	0	0	3
PHRMY	0	0	0	0
PHYSX	2	0	0	2
PSYCH	3	0	1	2
SHARE	10	2	0	8
SOCSI	18	0	0	18
WELSH	0	0	0	0
XXX	62	17	7	38

1.7. Modules and course (481/2331)

This code was used to collect comments that related to specific aspects of courses, degrees, or schools. These comments will be forwarded to the relevant schools.

Maths dept have always been very helpful (MATHS, Year 1, PGT)

Allow doing a second LFA module per semester (space in class provided) (PHYSX, Physics, Year 3, UG)

BNF app in OSCE's for pharmacy (PHRMY, mpharm, Year 3, UG, societies)

1.8. Named staff (29/2331)

This code was used to identify any comments that related to a specific member of staff.

Payrise for [NAME OF LECTURER] (PHYSX, Physics, Year 3, UG)

Get [NAME OF LECTURER] to calm down. His modules are ridiculously difficult. (EARTH, Exp. Geology, Year 2, UG, both)

1.9.   Personal tutors (79/2331)

This code was used for comments relating to personal tutors. Where school was specified, 25 comments came from the AHSS college, 19 from BLS, and 7 from PSE. The majority of comments were requests for more contact with and/or support from personal tutors, with some asking for a more structured system and training for personal tutors.

More meetings with personal tutors, as I haven't had one yet (ENCAP, year 2, UG)

Please do more to talk to the university about personal tutors having mental health training so they also know where to direct students who need help. Personal tutors need to know where students can get support. (MUSIC, Music, Year 3, Societies)

my personal tutor is too busy for me (Year 2, UG, both)

1.10.   PG specific (66/2331)

These comments discussed issues that are specific to PGT and PGR students. They covered a variety of topics, including support for UG students moving on to graduate degrees; the Doctoral Academy; networks between PGTs, PGRs, and post-docs; progress monitoring; supervisors; and workspaces. There were also two specific issues that stood out among the comments: PGR tutoring and post-viva access to university email and library services.

Mentorship programs for UG who are moving into PG and PGT moving to PGR. (SHARE, Year 4, PGR)

a) PGR tutors (20/65)

These comments related to teaching opportunities for PGR students. The majority complained that the paid contact hours and allocated marking time are unrealistic and not an accurate reflection of the work required. There were also complaints that international students were not being paid for teaching, and that PGR tutors have no formalized contracts or rights.

If I ran the university, I would make sure that PGR tutors were paid fairly. For marking they would be expected to mark 3,000 words (rather than 4,000) per hour, and they would also be paid a few contact hours (email etc) per semester, as it's not realistic to expect tutors not to respond to emails or not to be in contact with students outside teaching hours) (ENCAP, Year 4, PGR)

b) Institutional affiliation (17/65)

These comments called for institutional affiliation to be extended beyond the viva. (Meaning continued access to the university email account, buildings, libraries, and online resources.) The length of the extension varied from the end of term to three years, but otherwise the comments were in remarkable agreement. PGR students argued that this would help with the job search and thus indirectly improve employment stats for the university, and that other universities provide this service already,

Continued access to an institutional email address and online resources for completed phd students for at least 6 months after their viva. This would provide valuable support in the competitive and unstable post-phd job market. This is a worthwhile investment for the university as it would help significantly to promote the career success of alumni. This in turn widens the university's

networks and promotes its reputation as a valuable, supportive and leading destination for phd study. (ENCAP, Literature, Year 3, PGR)

1.11. Strike (13/2331)

This code was used for comments on the 2018 UCU strike.

Less strike days, so we can actually get what we pay for, Pay our lecturers (LAWPL, Law, Year 3, both)

The way the uni handled strikes for students. No support or information. It has changed my uni experience for the worse, affected my grades so I may now graduate with a lower grade. No compensation either academically or financially - very poor response when we pay so much to be here to miss 4 weeks of teaching. (Year 3, UG, Societies)

1.12. Student input (18/2331)

These comments asked for more opportunities for students to give feedback on modules and/or more uptake of such student feedback.

Opportunities to leave feedback for lecturers DURING the module. At the end of a module it is too late for you yourself to experience any improvement and that leaves you at a disadvantage especially if the module was taught very badly. (ENCAP, Year 2, UG)

1.13. Support and mentoring (37/2331)

These comments requested more general academic support, maths support, student-led learning, or mentorship programs.

Need more support, the University's form of teaching is too independent (year 1, UG)

1.14. Teaching (Aggregate: 199)

This code was used for comments relating to teaching styles. Most of the comments for this code were further categorised in line with the codes listed below.

a) "Boring" lectures (19/199)

These comments complained that some lectures are too boring.

Many Students lose interest because of how boring and the lack of enthusiasm and energy is had in lectures, especially in contract. (LAWPL, Year 1, UG, Societies)

b) Clarity (12/199)

These comments complained about the clarity of lectures.

Make the lectures more understandable & taught better (PSYCH, Year 1, UG)

c) Communication (22/199)

These comments complained about communication in class or between teaching staff and students.

No communication between lecturers regarding level - what we're supposed to know, etc (MEDIC, UG)

d) Interactivity (27/199)

These comments expressed a preference for a more interactive style of teaching.

> *More interactions in class (eg seminars) rather than fast lecturers talking at students (SHARE, Year 1, UG, Societies)*

e) Positive (32/199)

These were positive comments about teaching staff. 21 of these came from the AHSS college, 2 from BLS, and none from PSE.

> *Teachers are inspirational and always willing to help, teachers are knowledgeable and provide useful resources (MLANG, year 2, UG)*

f) Qualification (13/199)

These comments complained that lecturers don't have teaching qualifications and/or teacher training.

> *Lecturers should have some form of training so they can actually teach (like how teachers in schools need a PGCE) (PSYCH, Year 2, UG)*

g) Repetition (12/201)

These comments complained that there is too much repetition across lectures.

> *Lectures being repeated too often (Heath, Year 3, UG)*

h) Student prep (8/199)

These comments complained about the amount of preparation (reading) required for modules.

> *Too much extra reading (PSYCH, Year 4, UG)*

i) Time keeping (9/199)

These comments complained about lecturers or students not respecting official lecture timings.

> *A lot of lecturers fail to finish their lectures so we never meet the aim of the lecture (of purpose of essays) (SHARE, Year 1, UG)*

j) Unspecified (46/199)

Comments assigned to *teaching* but not further categorised included vague or difficult to interpret comments and individual preferences not supported by other comments.

> *Value for money in lectures? (PSYCH, Year 1, UG)*

> *The level of teaching in some departments is worrying, for example within ENCAP creative writing modules. (ENCAP, Year 1, UG)*

1.15.   Teaching timetable (Aggregate: 388)

These comments related to the distribution of contact hours and the online timetable.

Table 4 – Timetable breakdown
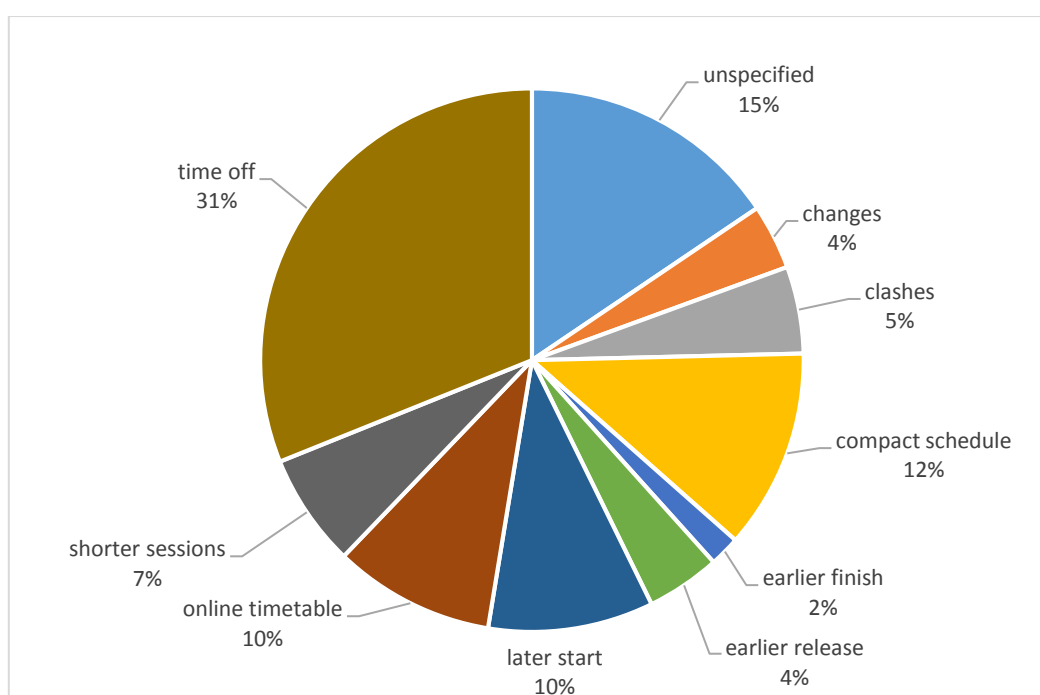
a) Changes (15/386)

These comments were complaints about the way changes to the timetable are currently communicated to students.

Better communication regarding last minute timetabling changes (HCARE, Midwifery, Year 3, UG)

Timetable has incorrect thing and changes are not communicated fast enough sometimes (SOCSI, Year 1, UG, AU)

b) Clashes (20/386)

These comments were complaints about clashes. This was a particular issue for joint honours students, who sometimes have sessions that don't clash in theory, but are not given enough time to travel between locations. Getting to JOMEC appears to be the biggest issue, but the problem also applies to other areas of the campus.

Joint honours - buildings far away, sometimes modules don't 'clash' but too close together to get there in time (JOMEC, Year 3, UG, Societies)

Make sure timetable/lectures don't overlap as we have different lecture in different buildings overlapping (SOCSI, Year 1, UG)

c) Compact schedule (46/386)

These comments were requests for a 'more compact' schedule – that is more sessions in one day, shorter breaks between sessions, and consequently full days off. This was highlighted as a particular issue for students who commute or have part time jobs.

Bring hours together are we have too many hours off in between actual lessons (MLANG, Year 1, UG)

Make longer days, rather than 2 lessons a day every day (PSYCH, Year 2, UG)

d) Earlier finish (7/386)

These comments requested that contact hours end earlier in the day.

> *We shouldn't have lectures at 5pm especially when the whole day is free of lectures (Year 4, UG)*

> *The lecture time is late (every 4:00 - 6:00pm). It might be acceptable between 11 - 4pm (CARBS, International Economics, Business & Finance, Year 1, International, PGT)*

e) Earlier release (17/386)

These comments requested that timetables be made available to students earlier.

> *Lecture timetable for the semester are set very late, 4 days before in the case of Engineering. There is no published date for releasing these timetables. This makes it very difficult to plan ahead for work and childcare especially as I took the part-time option in order to care for my child. (ENGIN, Year 1, PGT)*

> *One thing you could improve is greater communication for postgrad students, I couldn't get any information on term dates until I got here! (ENCAP, Language and Linguistics, PGT, Both)*

f) Later start (38/386)

These comments requested a later start time for teaching, particularly on Thursday mornings.

> *9am lectures are not good I'd sooner have later starting lectures that finish later - I find the current situation unproductive (LAWPL, Year 1, Both)*

> *Those with children struggle to get to 9am lectures. (ENCAP, English Lit & Creative writing, Year 1, UG)*

g) Online timetable (37/386)

These comments related to the online timetable. Most of them were suggestions for improvements (hiding irrelevant sessions or adding other information such as office hours or Languages for all Sessions), some were complaints that they are inaccurate.

> *Make timetable only show relevant sessions e.g. on PPD module I can see physio sessions that do not apply to me (HCARE, Occupational Therapy, Year 3, UG)*

> *More accurate timetabling. Sometimes what comes up on the timetable is not actually what we have (DENTL, Year 3, UG, AU)*

h) Shorter sessions (26/386)

These comments requested shorter sessions.

> *Less two hour lectures - better to have one hour sessions that are spread out over the day/week. This will give a chance to think of the content of the first lecture before receiving the second part. (PHYSX, Physics, Year 2, UG, Societies)*

> *6 hour anatomy sessions are painful - please make them shorter (MEDIC, Year 1, UG, AU)*

i) Time off (Aggregate: 120)

These comments related to the distribution of timetabled sessions, with a focus on various kinds of breaks between these hours.

Table 5– Time off breakdown
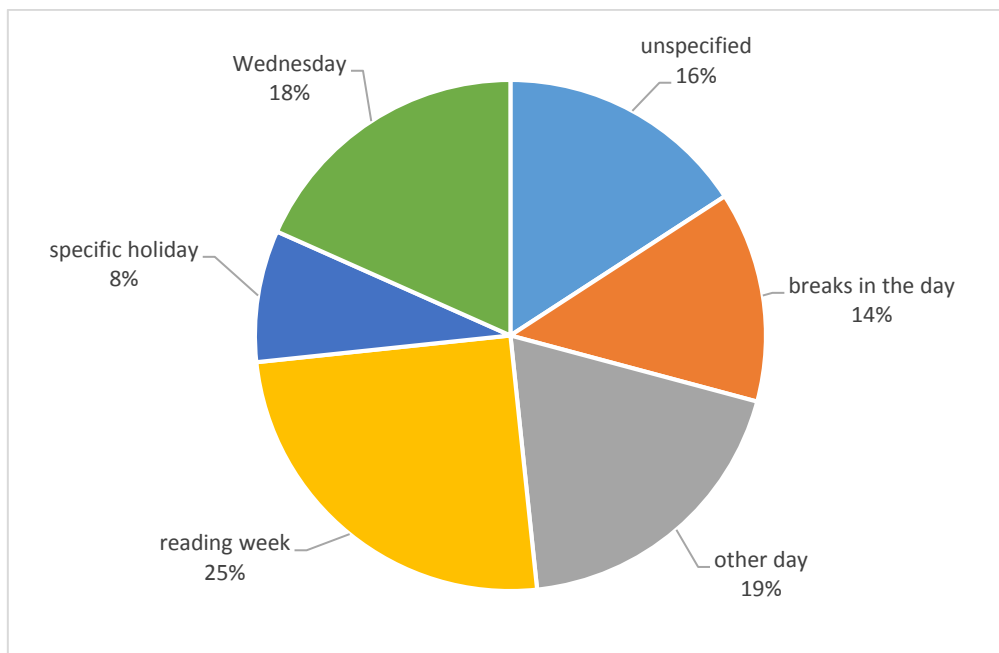
Breaks in the day (16/120)

These comments requested longer or more frequent breaks in between contact hours – the opposite of the 'compact schedule' code.

> *Don't like how 3rd years have labs all day Monday + Friday (CHEMY, Year 3, UG, AU)*

> *Better timetabling- not having 4/5 lectures in a row (I've had 6 before) (BIOSI, Year 2, UG)*

Other day (23/120)

These comments asked for a day off in the week that was *not* Wednesday. The day was either unspecified (15 comments), Thursday (2 comments), or Friday (6 comments).

> *Every school should be required to give their students one day off each week (Heath, Year 3, International)*

> *It would be helpful if perhaps the half day Wednesday could be rotated every week with an early Friday, so I can have more of an opportunity to go home (HCARE, Radiotherapy, Year 1, International, UG)*

Reading week (30/120)

These comments were requests for introducing Reading week to certain schools or all schools.

> *Reading week!!! (PSYCH, Year 3, UG, Societies)*

Specific Holiday (10/120)

These comments asked for a day off for St. David's Day (7 comments), National Eisteddfod (1 comment), or Chinese New Year (1 comment).

A day off from the University on St David's Day (CHEMY, Year 4, UG, Societies)

These comments asked to have Wednesdays or Wednesday afternoons off, primarily to allow students to attend sporting events.

Less lectures on Wednesday because the individuals that play for the University and play away miss important lectures. Punished for representing the University. (Year 1, UG, Both)

Unspecified (19/120)
Comments that were coded for *time off* but not further categorised related to breaks between teaching and assessment, aligning breaks with school holidays, time off on Fridays 12-2 to allow for praying for Muslim students (1 comment), and just more time off in general.

Give an additional week between the end of January exams and the start of semester 2 - absolutely ridiculous to start 11 teaching weeks 2 days of your last exam (MATHS, Year 3, UG, Both)

More time off (Heath, Year 1, UG, AU)

j) Unspecified (62/386)

Comments that were coded for *timetable* but not further categorised included vague complaints about the timetable, requests for more even distribution of contact hours, proposed changes to semester structure and dates, requests for considerations of other commitments such as part time work or caring responsibilities taken into account for timetable allocations, choice of seminar groups/tutorials, and punctuality.

Bad timetabling (SHARE)

being allocated specific tutorials creates chaos in CARBS and is super inconvenient for those who work part time! (CARBS, Year 3, UG)

Shorter holiday terms - feel like everything is crammed into a semester - puts unnecessary stress when it can be stretched out (Year 3, UG)

k) School breakdown

This table summarises the number of times each code was used across the different schools. Most students didn't specify their schools. Where the school was specified, the most timetable issues were reported by HCARE (41 comments), PSYCH (30 comments), SOCSI (27 comments), ENCAP (27 comments) and MEDIC (18 comments). The 5 schools with the highest number of comments are highlighted in the table below.

Table 6 – Timetable breakdown by school

	time table	changes	clashes	compact schedule	earlier finish	earlier release	later start	online timetable	shorter sessions	time off
ARCHI	0	0	0	0	0	0	0	0	0	0
BIOSI	6	0	0	0	1	0	1	1	0	3
CARBS	12	0	0	3	3	0	1	1	2	4

CHEMY	5	1	0	0	0	0	0	1	0	2
COMSC	4	0	0	1	0	1	0	1	0	1
DENTL	9	3	0	1	0	0	0	4	0	0
EARTH	4	0	1	1	0	0	0	0	1	1
ENCAP	27	1	7	2	0	1	4	2	4	0
ENGIN	4	0	0	0	0	1	0	0	0	1
GOEPL	5	0	0	0	0	0	3	0	0	1
HCARE	41	2	0	8	1	0	5	5	1	11
JOMEC	8	0	2	1	0	1	0	0	2	0
LAWPL	14	0	1	0	0	2	3	2	0	3
MATHS	7	0	0	1	0	0	1	0	1	2
MEDIC	18	0	0	1	0	0	0	1	5	10
MLANG	9	1	1	3	0	2	1	1	0	1
MUSIC	1	0	0	0	0	0	0	0	0	1
OPTOM	0	0	0	0	0	0	0	0	0	0
PHRMY	3	0	0	0	0	0	0	0	0	2
PHYSX	10	0	0	1	0	0	2	0	3	4
PSYCH	31	1	0	4	0	2	1	2	0	21
SHARE	7	0	2	0	0	0	0	2	0	0
SOCSI	27	1	6	3	0	1	1	4	1	3
WELSH	4	0	0	0	0	1	0	0	0	3
XXX	117	5	0	16	2	5	15	10	6	45

1.16.   Unspecified (31/2331)

Some comments which did not fit any of the subthemes listed below were assigned to the *academic interests* category without further classification. Most of these comments are vague or difficult to interpret. Others relate to individual suggestions that were not supported by other comments.

College Forums (LAWPL, Law, Year 3. UG)

Too strict on stuff (Heath, Year 1, UG)

Opportunities to take elective classes (like languages for all, but for other subjects) - studying one thing all the time gets very boring (BIOSI, Year 3, UG)

2. Facilities (Aggregate: 2927)

This main theme collected comments about the facilities provided by the university and proposed changes to the facilities. The breakdown for the distribution of comments within this code is presented in Table 7.

Table 7 – Facilities breakdown
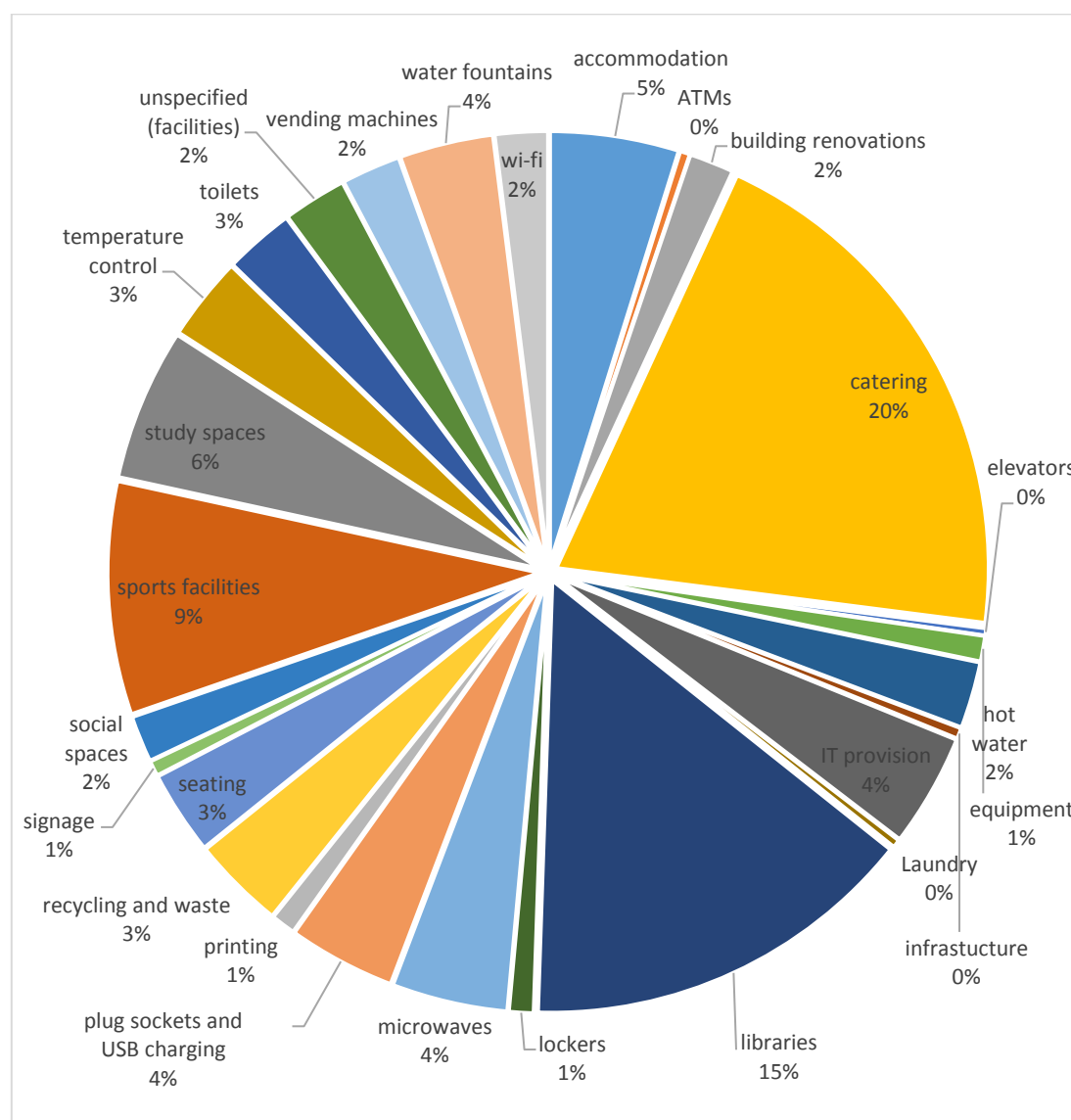
2.1.   Accommodation (141/2927)

This code was used for comments on University residences or Cardiff Student Lettings. Although the latter is a service and not strictly speaking a facility, the number of relevant comments was too low to justify setting up a separate category for these comments.

Taly north - it's freezing (Year 1, UG)

Have a communal "chill" area for Senghennydd Gordon hall/student village etc like Talybont has (ENGIN, Medical Engineering, Year 1, UG)

Deal with maintenance issues more seriously, E.G. Mice in our flat kitchen has been raised numerous times (Talybont South) (Year 1, UG)

a) Talybont North & South (41/141)

Of all University residences, the highest number of comments were in regards to Talybont North and South (16 and 8 respectively; 17 unspecified). The majority of comments were regarding Talybont North and requested improvements to existing conditions, including furniture, higher ambient temperature, additional storage and new decoration.

2.2.   ATMs (11/2927)

Request for more ATMs around campus. 4 comments named the IV lounge, 3 comments referred to Talybont, and the remaining 4 comments did not specify a location.

> *Where is the cashpoint machine at heath campus IV lounge? (Heath, Year 3, UG)*

2.3.   Building renovations (49/2927)

These comments indicated that certain buildings (Engineering, Maths, Music, Redwood, John Percival, Aberconway, LAWPL, and MLANG) could do with renovation. There were also complaints that there are no shops near the Engineering building, that ARCHI is too cramped to fit in all the necessary equipment, and that the new JOMEC building has no taps or bins.

2.4.   Catering (Aggregate: 590)

Catering was the most commonly discussed theme in all the cards collected. In this theme there was a lot more cross-coding within the theme than the other codes as comments often applied to multiple different subthemes, which means that the totals for all the subthemes are much higher than the individual number comments for this code. The overwhelming majority of the comments in this category were complaints about the variety and cost of food on campus. We did not do a school-based breakdown for this category, because many of the comments referred to the SU or campus in general rather than catering available at their specific schools.

a) Improve choice (Aggregate: 251)

Most of the comments related to catering were requests to improve the range of catering options on campus. Within this category, there were a number of different types of food that students would like to access.

Dietary requirements (10/251)

These comments requested more 'allergen free' options such as mayo-free, gluten free, and lactose free food and/or clearer allergen labelling.

> *Better food in residence dining hall (ex / more allergen free foods) and signs of what foods are (Year 3, UG)*

Greater variety (50/251)

These comments wanted to see a greater variety of food options without specifying what kind of food or drink should be added. Some were requests for more cooked meals instead of sandwiches.

> *More varieties of food in canteens (CARBS, Year 1, PGT)*

> *Hot meals should be served in the café with more variety (ENCAP, Year 3, UG)*

Halal (12/251)

These comments requested more halal options on campus or halal sweets provided during speak week.

More halal food restaurants in the SU (Year 3, UG, Societies)

Healthy eating (20/251)

These comments would like to see a greater variety of (cheap) healthy options on campus.

More affordable healthy food outlets in the SU (MATHS, Year 1, Societies)

New outlets (brands) (27/251)

These comments asked for the opening of a specific brand of food outlet. Most of these comments referred to Greggs, other brands were only mentioned by one or two students.

Greggs! (Year 1, UG)

Specific cuisine (17/251)

These comments asked for specific types of cuisine to be made available, including Chinese, Indian, Greek, Asian, Caribbean, and the addition of panini presses to relevant outlets.

The SU needs a greater variety of food stalls such as Chinese, Indian and Greek (COMSC, Year 3, UG)

Vegan (14/251)

These comments asked for more/cheaper vegan options or dedicated vegan outlets on campus.

More vegan food (EARTH, Year 4, UG)

Vegetarian (16/251)

These comments asked for more/cheaper/better vegetarian options in food outlets on campus.

Better vegetarian options in the cafes. (ENCAP, Year 2, UG, Societies)

b) IV Lounge (78/590)

Among the specific food outlets mentioned, the IV Lounge was the one that received the most comments. Students were unhappy about the raised prices, particularly for the jacket potatoes and there were also complaints about the queues.

The prices in the IV Lounge are too high for students (HCARE, Year 3, UG)

c) Low quality (19/590)

These comments complained about the quality of the available food.

Improve the quality of food/drink available in libraries across the uni (ENCAP, Year 2, UG)

d) New or returning outlets (77/590)

These comments asked for the (re)opening of food outlets in specific locations on campus or just more food outlets in general. Locations that were mentioned by multiple students were the Maths building, Redwood, Aberconway, Talybont and Psychology.

don't want café to be closed (PHRMY, Year 2, UG)

Coffee shop in the Dental Hospital (DENTL, Year 5, AU)

e) Opening hours (24/590)

These comments would like to see extended opening hours for food outlets, most of them asking for a later closing time.

keep the café open for longer hours (BIOSI, year 2, UG, Societies)

f) Poor service and queues (21/590)

These comments complained about the quality and pace of service in certain outlets.

IV lounge - the queues are really long & everything is expensive. I miss the old staff (Heath)

g) Too expensive (246/590)

The most frequent complaint about food outlets, next to the lack of variety, was that the prices are too high.

Food should be cheaper for students (Heath)

h) Unspecified (44/590)

A small number of comments in the catering theme were not further categorised. These include positive comments about the current outlets, comments about the seating areas in cafes, and seating areas for consuming own food.

2.5. Equipment (28/2927)

These comments related would like to see more/better quality equipment provided by schools including microphones, musical instruments, lab equipment, media equipment, white boards, and books.

2.6. Hot water (73/2927)

This code was used for comments requesting access to kettles or hot water. The majority (56/73) of these comments were in regards to buildings on Cathays campus, in particular the schools for CARBS and ENCAP.

Hot water dispenser (Year 1, PGT)

2.7. Infrastructure (12/2927)

These comments related to the infrastructure around campus, including footbridges, pedestrian areas and the distance of JOMEC from the rest of the campus.

2.8. IT provision (124/2927)

This code was used for comments on university PCs, laptops, software, the intranet, Learning Central and the Cardiff App. Specific requests within this subtheme were significantly varied, but largely focused on adjustments to online systems, including navigation improvements, improved access to archived documents and the addition of a search function to Learning Central. Where

respondents' schools could be identified, those providing the most feedback were COMSC, ENCAP, HCARE and SHARE.

More computers for engineering students (ENGIN, Year 3, UG, Societies)

improve resources such as learning central (COMSC, NSA, year 1, UG)

Adobe suite software either available in the library spaces or available to download and use. As a journalism student, a few projects have needed access to the likes of Photoshop, which was only accessible for the one hour seminar. The project we worked on continued over Christmas, which greatly limited the possibilities of projects (JOMEC, Year 3, UG, Societies)

2.9. Laundry (9/2927)

These comments would like to see cheaper laundry services on campus.

2.10. Libraries (Aggregate: 434)

This code was used for comments relating to any of the libraries, with frequent cross-coding and four further subthemes identified.

Table 8 – Libraries breakdown
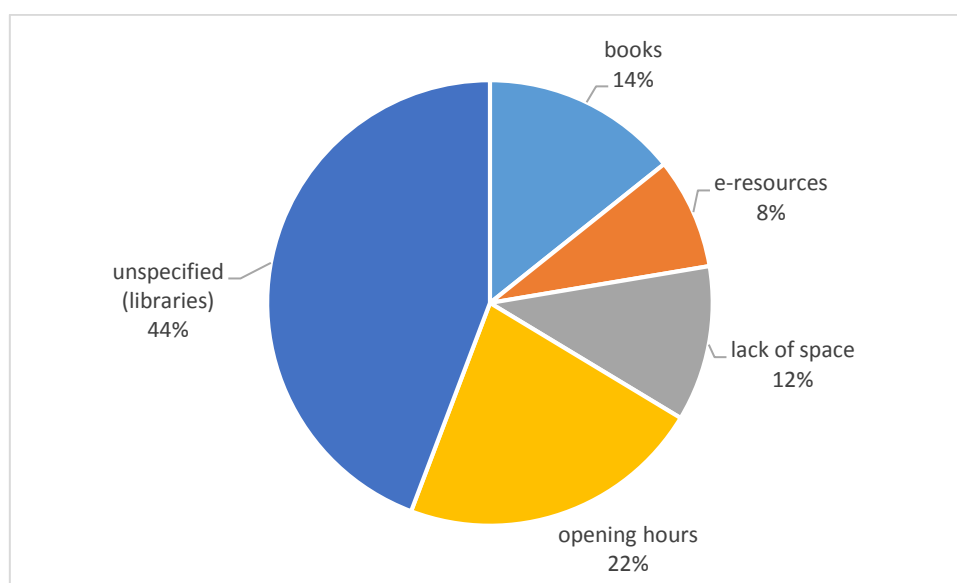
a) Books (62/434)

Comments in this sub category were requests for more books, especially additional copies of core readings.

More books (CARBS, Year 1, UG, both)

b) E-resources (35/434)

This code was used to collect comments relating to the e-resources provided by the libraries.

More online copies of books available (Year 1, UG, both)

c) Lack of Space (49/434)

These comments complained about the lack of study space in the libraries, especially during exam times and outside of normal working hours.

Not much space in the libraries during exams & revision periods, would help to have more seating areas in the library (Year 3, UG, Societies)

d) Opening hours (96/434)

Many of the comments about libraries requested 24 hour access to libraries beyond the ASSL, particularly during exam times, or expressed an appreciation of this library's 24/7 policy.

Libraries should have 24/7 access during exam periods or at least even later closing times and earlier opening times (COMSC), Year 3, UG)

e) School breakdown

This table summarises the number of times each code was used across the different schools. Where the school was specified, the comments about libraries came from ENCAP (42 comments), SHARE (29 comments), LAWPL (18 comments), BIOSI (17 comments) and CARBS (16 comments). The 5 schools with the highest number of comments related to libraries are highlighted in the table below.

Table 9 – Cross coding for libraries

	libraries	books	e-resources	lack of space	opening hours
ARCHI	6	1	0	0	4
BIOSI	17	5	1	1	4
CARBS	16	5	3	1	2
CHEMY	7	0	0	2	3
COMSC	4	1	0	0	3
DENTL	4	0	0	0	1
EARTH	10	0	2	0	5
ENCAP	42	8	4	8	5
ENGIN	16	0	1	1	8
GOEPL	12	1	3	1	0
HCARE	15	4	2	2	1
JOMEC	6	0	0	1	2
LAWPL	18	5	3	3	0
MATHS	2	0	0	0	0
MEDIC	6	0	0	0	1
MLANG	4	0	0	0	0
MUSIC	5	0	0	0	2
OPTOM	2	1	0	0	0
PHRMY	8	0	0	0	3
PHYSX	6	0	0	0	5
PSYCH	7	1	2	0	0
SHARE	29	12	3	2	3
SOCSI	8	0	1	0	3
WELSH	0	0	0	0	0
XXX	167	18	10	27	41

f) Unspecified (192/434)

Comments in the main *libraries* category related to for example proposed renovations, requests for more plug sockets, and stricter enforcement of silent study areas (174 comments in total).

> *Fix the roof of the ASSL. There are sweet boxes to catch the drips. (SHARE, Religious studies and History, Year 1, UG, Societies)*

> *More plug sockets in the libraries too please, especially the ASSL, as they get taken up ridiculously quickly. (ENCAP, Year 4, PGT)*

> *Stronger enforcement of the 'silent' areas in libraries esp ASSL (Year 2, UG)*

This code was most commonly used together with plug sockets (42 comments), seating (13), and study spaces (13 comments).

Table 10 – Cross coding for libraries

Horizontal bar chart with the following values:

Category	Value
printing	1
quiet spaces	2
water fountains	2
wi-fi	3
vending machines	4
toilets	4
microwaves	5
hot water	5
IT provision	6
catering	6
temperature control	11
study spaces	13
seating	13
plug sockets and USB charging	42
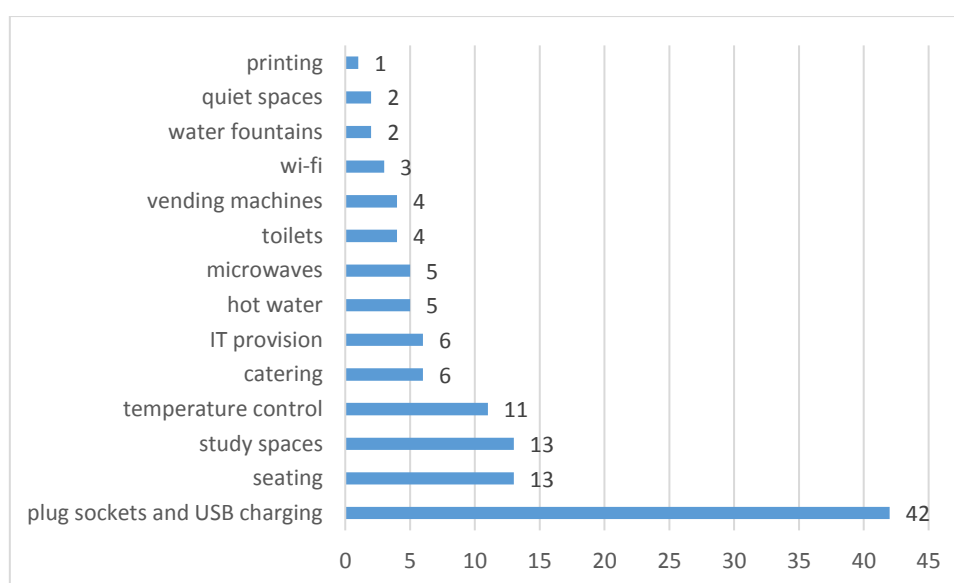
2.11.   Lifts (8/2927)

These comments pointed out problems with elevators in the dental hospital and the BIOSI building.

2.12.   Lockers (27/2927)

Requests for more lockers on campus, especially the SU.

> *maybe lockers for students who have to stay in UNI all day - such as those who commute - so they can put their gym kit or books away (Year 2, UG)*

2.13.   Microwaves (127/2927)

Requests for student access to microwaves or cleaner microwaves where they are already found. Where the requested location for these could be identified, 70/127 were in regards to locations on Cathays campus and 40/127 were in regards to Heath campus, with students identified as being from HCARE responsible for the highest number of requests from any individual school (14/127).

> *Microwave in Glamorgan to bring food from home! (Year 1, UG)*

2.14.   Plug sockets and USB charging (118/2927)

Requests for (more) plug sockets in lecture theatres, libraries and other study spaces. Students identified as belonging to ENCAP, LAWPL and BIOSI were had the highest school response rates (14/118, 9/118 and 8/118, respectively). The ASSL library was the most mentioned building, with 38/118 comments.

> *Activate power sockets in lecture theatres (eg. Wallace LT, Small & Large Chemistry) (EARTH, Year 2, UG)*

2.15.   Printing (27/2927)

Comments asking for cheaper printing, or relating to the quality of the printing facilities. There were also numerous comments asking for free printing, but those were put in the *free stuff* category. No single school was particularly vocal regarding this subtheme.

More printers in the library please (HEATH, Year 3, UG)

As a former student of USW, their printing facilities were by far much easier. CU's printing is difficult by way that you must attach documents and wait an age for it to upload & process. Update printing facilities so it is more efficient (Year 1, UG)

2.16.   Recycling and waste (102/2927)

Comments relating to recycling and waste management around Cathays and Heath campuses, including the SU. Where comments could be linked to schools, ENCAP, HCARE and SHARE were the most engaged (11/102, 9/102 and 9/102, respectively). The majority of comments requested additional recycling bins, including the provision of composting bins for food waste, while a substantial number requested further reductions in avoidable waste, in particular plastics.

More recycling bins around the university, often it is just general waste. (Year 3, UG)

Have food donation bins in the students union for giving to the foodbank (LAWPL, Year 3, UG, Societies)

2.17.   Seating (92/2927)

Comments relating to seating on campus. Where comments could be linked to schools, students from HCARE were by far the most engaged (18/92), while Heath campus in general received 41/92 comments regarding seating. Where specific buildings were mentioned, the most popular candidates were around the IV lounge on Heath campus and within the ASSL.

If the Y plas is being used for an event, make sure clearly labelled spaces for people to still sit (CHEMY, Year 1, UG, societies)

Not much space in the libraries during exams & revision periods, would help to have more seating areas in the library (Year 3, UG, Societies)

2.18.   Signage (17/2927)

These comments would like to see clearer signage around campus.

2.19.   Social spaces (51/2927)

These comments requested an investment in social spaces for students, especially from MUSIC students.

Common room in music/café - communal spaces to sit and eat (MUSIC, Year 1, UG, Societies)

2.20. Sport (facilities) (Aggregate: 255)

These comments related to existing sports facilities offered by the university. In terms of location, the two places that were identified as in need of most improvement were Talybont gym (23 comments) and Llanrumney fields (12 comments). Thematically, comments were subdivided into further categories within the themes of *new or improved facilities*, and *pricing and access*. In this theme there was a lot more cross-coding within the theme than the other codes, which means that the totals for all the sub-themes are much higher than the individual number comments for this code.

a) New or improved facilities

Athletics and biking tracks (11)

These comments would like to see improvements to the athletics and biking tracks.

> *I think it would be very beneficial for the athletics union to have an athletics track (Year 1, UG, AU)*

Gyms (45)

These comments requested improvements to the gym spaces or additions of specific sessions to the fitness timetable.

> *The gym is too small (Year 1, UG)*

Sports pitches (41)

These comments requested improvements to the various sports pitches (rugby, hockey, astro, and American football).

> *Better sport facilities, by having a 4G playing pitch in the middle of Cardiff e.g. A stand in Talybont instead of playing games in Llanrhymney (Year 1, UG, Both)*

Swimming pool (33)

These comments would like a University owned swimming pool, or access to an existing swimming pool included in gym memberships.

> *Swimming pool for the University (MEDIC, Year 3, UG, both)*

Unspecified (92)

These comments requested improvements to the sports facilities in general.

> *Better sports facilities (Year 3, UG)*

b) Pricing and access (78)

Discounted access (40)

These were complaints about membership prices and class prices.

> *Uni gym is unaffordable -> added by no monthly cost available. This means I use a gym in town but am forced to still pay for gym sessions which are compulsory for my sport (BIOSI, Year 2, UG, AU)*

Modified membership scheme (20)

The majority of these comments would like to have monthly membership options. Some would be content with termly/6 monthly options.

Monthly membership/more flexible membership options (Year 2, UG, AU)

Online bookings (4)

These comments requested an online class booking system for the fitness classes.

Online booking for classes (Year 1m UG, AU)

Opening hours (14)

These comments would like to see longer gym opening hours, especially on the weekends.

Park place gym opening hours are far too short! 10-6 a weekend? Ridiculous compared to other competing gyms in town. (BIOSI, Year 2, UG)

2.21. Study spaces (167/2927)

Comments relating to lecture theatres, individual and group study spaces. Requests across all recorded schools were split fairly evenly and comments largely focused on additional study areas (silent and non-silent) and longer opening hours, particularly during exam/assessment periods.

desks in all lecture theatres (space to take notes) (Year 1, UG)

Add more places to study (ENGIN, Engineering, Year 3, UG, Societies)

2.22. Temperature control (92/2927)

Requests for improved heating or air conditioning systems or changes to the regular ambient temperature within specific buildings/lecture theatres. Where the responders' school could be identified, HCARE was the most engaged with this subtheme (11/92), particularly regarding Michael Griffiths building on Heath campus. More generally, requests to turn off air conditioning and turn up heating during colder periods were popular.

There should also be more heating in the working hours. (ENCAP, Year 1, PGT, societies)

Need air con in ASSL in summer (Year 3, UG)

2.23. Toilets (77/2927)

Requests to improve, clean or increase the number of toilets on campus, both gendered and non-gendered. Where schools could be identified, ENCAP and PSYCH students provided the highest numbers of comments, but otherwise feedback was reasonably split across all schools and campuses, suggesting no particular focal point.

More gender neutral bathrooms needed across campus, not just in the SU (although it's a good start) (Year 1, UG, Societies)

Refurbish the toilets in the IV lounge, they are terrible (HCARE, Occupational Therapy, Year 3, UG)

2.24.   Vending Machines (65/2927)

Comments and requests relating to existing vending machines or requesting additional machines. Where school could be identified, HCARE was the most engaged and comments generally requested that machines be more spread throughout campus buildings and that they offer a greater variety of food and drinks, including healthier options, as well as contactless payment being more reliable.

wider variety of vending machines as redwood Café will no longer be open (PHRMY, Pharmacy, Year 3, UG, societies)

For the vending machines to be card contactless like the ones in the ASSL bottom floor. (Year 5, UG)

2.25.   Water fountains (103/2927)

Requests for more water fountains around campus, in particular on Heath and JOMEC campuses, but otherwise spread generally throughout University buildings.

More water fountains (JOMEC, Journalism, Year 1, UG)

2.26.   Wi-Fi (58/2927)

Requests for an improvement of eduroam, or issues with the current system.

Fix eduroam please Cheers! (Year 1, UG, Societies)

2.27.   Unspecified (70/2927)

Some comments which did not fit any of the subthemes listed below were assigned to the *facilities* category without further classification. They included vague comments about facilities, requests for longer opening hours in certain buildings, more smoking areas, and NSA students wanting to move to Cathays campus.

Make the University more of a campus (Year, UG, Societies)

3. Other (Aggregate: 1654)

This code was used to collect sub-themes that not fit any of the other major categories, or cut across multiple major categories. No comments were coded at this level, only at the lower levels listed below. The breakdown for this category is displayed in Table 11 below.

Table 11– Other breakdown
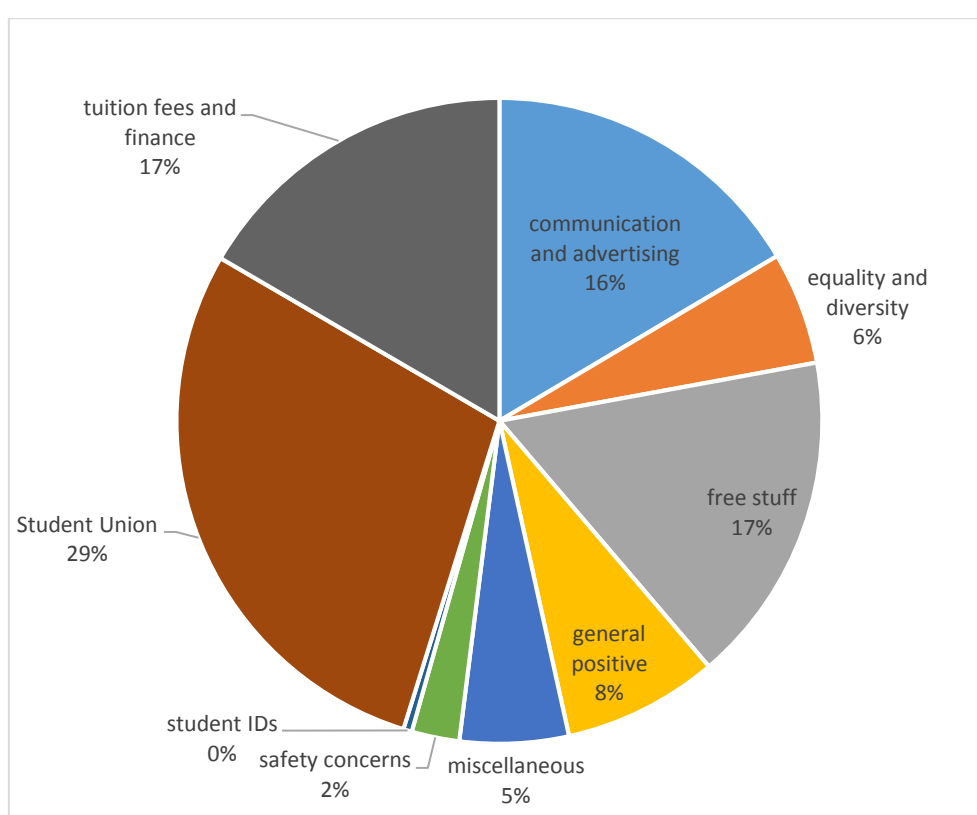
3.1.   Communication and advertising (Aggregate: 269)

This code was used to collect comments relating to communication and/or advertising. Joint honours students in particular seemed to feel that their schools could do better at communicating with each other and with students. There were also a number of concerns regarding the cancellation of a Master's course in SHARE and complaints that societies rely too much on Facebook for updates on events, excluding non-Facebook users.

I would make joint honour courses better coordinated. The communication between schools is poor. (Year 1, UG, AU)

Make it clear to students as to when the university is considering / Is cancelling a masters course or courses (SHARE, Ancient and Medieval history, Year 3, UG, both)

a) Advertising (54/269)

These comments asked for more advertising of the University as a whole, sports teams, societies, Languages for all, Career service, Mental Health services, Student support, the Cardiff award, and student led events. There were also complaints about advertising the army and Dragon Taxis.

More awareness of what the uni has to offer (e.g.. Languages for all/careers advice/mental health services) (PHYSX, Year 3, UG)

Better promotion of events in the SU (CHEMY, Year 2, UG, both)

b) Info (57/269)

These comments asked for clearer/more/better quality/more timely information on a range of subjects including timetables, social events on campus, assessments, placements, and future modules.

Easier ways to find out what events are happening (PSYCH, Year 3, UG, Societies)

Find out placements quicker than 4 weeks in advance (HCARE, Year 3, UG)

c) Interaction (51/269)

These comments related to more interactive aspects of communication, in contrast to the more one-way communication evoked in the other sub-categories. They referred to coordination between departments and schools, the responsiveness of lectures, and group discussion forums on Learning Central.

The group discussion regions on learning central are empty, calling for a more efficient method to stimulate group discussion (Year 3, UG)

Need to have better communication among staff of a specific module but also between module leaders (BIOSI, Year 3, UG, Societies)

d) Spam (18/269)

These comments were complaints about what was perceived as spam or irrelevant information. They include school mass emails, surveys, election emails, Jobshop emails about jobs for students from specific courses going out to everyone.

Stop interrupting lectures to ask us to fill in forms like this, to ask us to be mentors, etc. Lecture time is already limited and these lectures are *expensive*, I feel like I'm paying to be asked to provide feedback - this keeps happening, it is INVASIVE and wastes the time of hundreds of students (ENGIN, year 1, UG, Societies)

Only receive announcements relevant to you (Year 1, UG)

e) Updates (20/269)

These comments would like to see more updates about last minute changes to teaching, social events, and placements.

Any timetable change announced via email as information gets lost (HCARE, Year 3, UG)

f) Unspecified (69/269)

Comments were coded for *communication and advertising* but not further categorised if they were clearly about communication, but overly vague in other aspects. Many of the comments from joint honours students are in this category, although some of them are in the sub-categories if they address a more specific aspect of communication. There were also a number of comments asking for more communication between lecturers in order to avoid overlapping module content.

There is a lack of communication amongst lecturers regarding certain aspects of teaching (HCARE, Year 1, UG)

More integration between departments (Year 1, UG, Both)

g) Cross-coding

The codes that have been used together with *communication and advertising* are summarized in the table below.

Table 12 – Cross-coding for communication and advertising

	communication and advertising	ads	info	interaction	spam	updates
timetable	21	0	7	2	0	10
Student Union	21	6	5	4	4	0
modules and course	20	0	10	2	0	3
teaching	14	0	1	8	0	0
mental health	12	12	0	0	0	0
events	11	4	6	0	0	0
societies and GIAG	11	4	1	3	0	3
IT provision	6	2	1	1	2	0
other support	6	1	4	0	0	0
academic	5	0	2	1	0	0
contact hours	5	0	0	5	0	0
general info and support	4	0	3	0	0	0
speak week	4	1	0	1	2	0
careers	4	3	0	0	1	0
assessment and feedback	3	0	0	0	1	0
feedback and marking	3	0	3	0	0	0
personal tutors	3	0	0	3	0	0
facilities	3	0	3	0	0	0
sports	3	3	0	0	0	0
timing	2	0	2	0	0	0
guest speakers	2	2	0	0	0	0
services	2	2	0	0	0	0
language learning	2	2	0	0	0	0
lecture capture	1	0	0	0	0	0
study spaces	1	0	1	0	0	0
general positive	1	0	0	0	0	0
safety concerns	1	1	0	0	0	0
room bookings	1	0	0	1	0	0

satellite campuses	1	0	0	0	0	0
tuition fees and finance	1	0	1	0	0	0
transport, parking, travel	1	0	0	0	0	0

3.2. Equality, Diversity and Inclusion (Aggregate: 92)

These comments are reports of various kinds of discrimination, except for the last subsection (problematic) which are themselves discriminatory comments.

a) Ethnicity (41/92)

The majority of the comments in this category were complaints about institutional racism: lack of ethnic minority lecturers and students, lack of diversity in the curriculum, tolerance of racist language, and lack of provisions for Black Muslim women in particular. There were also comments relating to specific racist incidents (sometimes together with complaints about systemic issues). Lastly, some comments called for more scope for multicultural celebrations.

I have no trust in the system. Racism is institutional. It's very subtle, and no action is made when going through the complaint procedure. In the university there's an imbalance in the support for BME students. Especially after the incident that happened in the medical school, many BME feel vulnerable and unsupported. [2]

There should be student support initiatives for BAME students, as there are for LGBT students

b) Gender and sexuality (31/92)

These comments raised concerns regarding sexual harassment; provisions for LGBTQIA+ students; and underrepresentation of women within staff and the curriculum.

Sexual abuse from another student: make it compulsory for sports clubs to go to a talk on this

lecturer need training in LGBT+ sensitivity. Issues in misgendering and stereotypes

WHY ARE THERE SO FEW WOMEN LECTURERS

c) Politics (4/92)

These comments asked for the university to allow speakers representing certain political stances to give talks on campus.

I think Cardiff University should allow people to speak as guest speakers whose opinions they do not follow such as Germaine Greer and other members of the judiciary/political establishment whose opinions they do not agree with to speak. For example very political guest speaker that has spoken in the last few years have been 'Remain' speakers. They do not represent me. It is not impartial for Cardiff University to take a political view.

---

[2] Demographic information is not included for this code in order to protect the anonymity of the students.

d) Problematic (3/92)

Comments from three different postcards were a cause for concern due to expressing intolerant attitudes at odds with University policies. One card was homophobic, one disparaging social justice, and the third was xenophobic.

> *The rainbow flag of the LGBT movement is affiliated with Stonewall, a highly disreputable and coercive branch that are thoroughly detrimental to the social order and furthermore thoroughly assaulting with their brightly coloured attire. I being offended by this demand it to be changed and will continue to do so until all the flags and rainbow colours are gone from our campus.*

> *Not turn the university into a playground for social justice*

> *Enjoyed talking to international students. Going around and looting local shops. Viewing diversity of the UK take its cultures, ethics, and costums*

e) Unspecified (13/92)

Most of the comments that were coded for *equality, diversity, and inclusion* but not further categorised highlighted these areas as important for the university to focus on without specifying the context (9 such comments). There was also one comment complaining that students in the Music school as not treated like students in other schools, one comment claiming that promoting army recruitment infringes on diversity and equality policies, and two comments requesting better wheelchair accessible resources on campus.

> *The university should champion equality, diversity & inclusion in everything they do (International, UG, Societies)*

> *more guidance/inclusivity on the induction week (MATHS, Year 1, UG)*

3.3.   Free stuff (272/1654)

This code was use for all comments relating 'free stuff' including revision aid, requests for a free printing allowance, food, trips, parking, textbooks, gym memberships, merchandise, iPads, and so on.

> *free food, more curry nights, lasagne nights, events with free food, anything to do with food really...free pizza night, free fajita night, free burrito night, Chinese food night (year 1, UG, AU)*

> *Free printing - pay £9,000 per year + international students pay more (Year 3, UG)*

3.4.   General positive (127/1654)

This code was used for general positive comments about the university.

> *Cardiff University is amazing (CARBS, Strategic marketing, Year 1, PGT, International, Societies)*

> *Very fun year, enjoying myself (Year 3, UG, Societies)*

3.5.   Miscellaneous (89/1654)

This code was used for comments that did not fit any of the other categories including jokes and overly vague comments.

Those who do not go to GP due to stigma are unfairly treated (MATHS, Year 3, UG, Societies)

Organisation (Heath, Year 3, UG)

3.6. Safety concerns (39/1654)

This code was used for comments that referred to physical threats to safety and harassment on campus.

The stairs (which cross over Cathays station) need to be gritted better in cold weather (MATHS, Year 1, UG)

WHY WAS A BLACK MUSLIM WOMAN EJECTED BY SECURITY MID-PRAYER ON 7TH FROM BUTE BUULDING IN PRAYER? (Year 2, UG, Societies)

3.7. Student IDs (7/1654)

These comments related to the student ID cards. 3 of them were requests for the NHS logo to be put on the cards (from Medical students), two wanted an option to update the photo held in student records (and on the ID cards), one was a complaint about the price of replacement cards and one wanted to use student cards as an entry card (location not specified).

3.8. Student' Union (Aggregate: 481)

This code was used for all comments that referred to the SU or part of the SU (both the building and the organisation). It was also subdivided into 11 further categories, listed below and summarised in Table 13.

Table 13 – SU breakdown
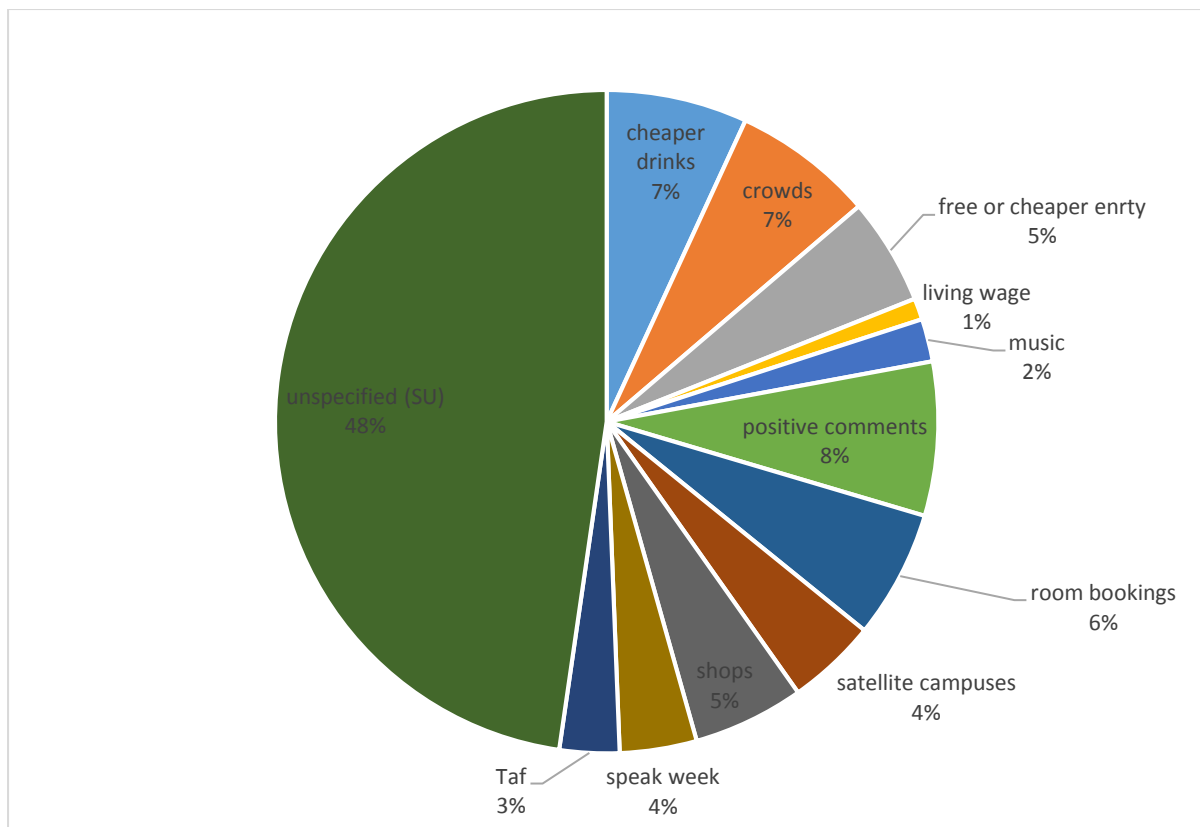
a) Cheaper drinks (33/481)

These comments were requests for cheaper drinks at the SU, many of them asking for £ 1 VKs.

Prices of VKS needs to go down (BIOSI, Year 4, UG, AU)

b) Crowds (33/481)

These comments were complaints about the volume of people and the length of queues at SU nights (especially students from other universities on Wednesday nights) and the fresher's fair.

Make Wednesday club nights just for Cardiff uni students, no MET or USW. It's hard enough to get in before max capacity just competing with Cardiff uni students. Juice is already for everyone, Wednesday should be ours (ENGIN, Year 3, UG, Societies)

c) Free or cheaper entry (25/481)

These comments asked for free or cheaper entry to club nights at the SU, especially later free entry on Wednesdays.

Free entry for YOLO should be at 11 not half 10 because we play away games and don't get back till late (SHARE, History and Religion, Year 3, UG, AU)

d) Living wage (5/481)

These comments requested the implementation of the real living wage for their staff.

The students union must employ the real living wage, so I would provide a grant to help them do this (LAWPL, Year 2, UG, Societies)

e) Music (10/481)

These comments related to the music played in club nights and in the SU building.

No sad music (Year 1, UG)

f) Positive comments (36/481)

These comments expressed a positive sentiment towards the SU.

very happy with the Students' Union - I know I will always have somewhere to go for support. It's great to have an SU so invested in students' interest and wellbeing (MATHS, Year 1, PGT, AU)

g) Room bookings (31/481)

These comments related to the societies room booking system.

more accessible room booking process for societies (SHARE, Year 3, UG, Societies)

h) Satellite campuses (21/481)

These comments related to links with the SU in the more distant parts of campus (Heath and Newport).

Better link between main campus and heath campus, more specifically midwives and SU … we don't feel like uni students -- missing out on full student experience (HCARE, Midwifery, Year 3, UG, Societies)

i) Shops (26/481)

These comments related to (suggested) shops located in the SU building including requests for a cheaper supermarket, a bike repair shop, and a laundry service.

Have shops open a bit longer especially the shops in the second floor (CARBS, Year 1, UG)

j) Speak Week (18/481)

These comments related to speak week, most them being suggestions for changes.

please can you provide halal sweets when asking for suggestions thank you (Year 3, UG)

k) Taf (14/481)

These comments related to the Taf, most of them suggesting changes to the menu or prices.

I would like if the beer in the Taf could be cheaper. It would also be good for the prizes in the pub quiz to better. (Year 3, UG, AU)

l) Unspecified (229/481)

Comments that relate to the Student Union but did not fit any of the subcategories covered topics such as the facilities in the SU building, events organised by the SU, communication between the SU and various groups. There was a considerable amount of cross-coding with other codes, which is summarised in Table 14.

I would like more info in how the SU works and the different roles and how they play a part in helping the SU + Cardiff Uni, as a fresher I'm kind of confused :s (PHYSX, Physics, Year 1, UG, Societies)

Great Hall - bad room to have lectures (Year 1, UG)

Increase the number of social events in the SU and increase information availability (Year 1, UG)

Table 14 - Cross-coding for Student Union

	Student Union
events	86
club nights and gigs	67
societies and GIAG	37
catering	25
communication and advertising	20
facilities	12
toilets; tuition fees and finance	10
study spaces	9
seating	8
Welsh	7
recycling and waste; free stuff; sports	6
libraries; microwaves; sports facilities; water fountains; safety concerns	5
plug sockets and USB charging; other support; transport, parking, travel	4
accommodation; temperature control; vending machines; wi-fi; equality and diversity; services	3
strike; IT provision; lack of space; opening hours; lockers; general positive; careers; mental health; fresher; sober; quiet spaces	2
assessment and feedback; general info and support; lecture capture; personal tutors; teaching; hot water; therapy animals; international; PG and mature students	1

3.9.   Tuition fees and finance (Aggregate: 271)

This code was used for comments relating to finances, including investment decisions at management level.

a) Fees (49/271)

These comments asked for a reduction of tuition fees, including international fees, discounts for continuing postgraduate students, and AHSS courses.

b) Management (97)

These comments expressed opinions about high-level management decisions: areas that the university should invest in or stop focussing on.

Arts and Humanities (15/97)

These comments asked for more funding for arts and humanities subjects in general, or a specific course belonging to the AHSS college.

> *worried about the future of arts and humanities at Cardiff Univeristy. feel upset and unmotivated -> humanities courses being cut. If the university doesn't see the value in our degrees why should we? SAVE OUR MA let us progress into further education! (no information given)*

Buildings (6/97)

These comments referred to the Centre for Student Life (3 comments) or new building projects in general. They were all against these building projects, with some specifying what they would like to see money spent on instead (teaching, mental health support, or SU and AU).

Cancel student life centre (SHARE, Year 3, UG, Both)

PGR tutors (6/97)

These comments would like to see fair pay conditions for PGR tutors. All of them come from PGR students, presumably current PGR tutors.

PGR tutors/demonstrators not given formal contracts or paid for appropriate amount of work. (only given 1 hour prep for first time content, when prep often takes significantly longer). PGRs in teaching need more support and financial recompense (SHARE, Year 2, PGR)

Staff (16/97)

These comments would like the university to invest in improving working conditions for staff (fair pensions and pay, and less causal contracts).

*Less strike days, so we can actually get what we pay for, Pay our lecturers
(LAWPL, Year 3, UG)*

SU (9/97)

Most of these comments would like to see more investment in the SU. One main area of investment is paying the real living wage to employees. There were also two comments from students who want to see less funding for the SU.

The students union must employ the real living wage, so I would provide a grant to help them do this (LAWPL, Year 2, UG, Socities)

VC (11/97)

These comments asked for the VC's pay to be cut.

Cut the VC's salary, it is ridiculous when the university is in deficit and teaching quality is declining/underfunded (EARTH, Year 2, UG, both)

Unspecified (29/97)

Comments were coded for *management* but not further categorised included requests to stop all cuts and redundancies, investing further in sports facilities and clubs, Welsh language provisions, divesting from arms trade and fossil fuels, and more funding for specific groups of students (UG, PG, International).

No further redundancies! (force or voluntary) (Year 2, PGR)

c) Placement (19/271)

These comments asked for travel expenses and/or a wage to be paid for students on placements.

*I would pay student nurses some amount of money when on placement
(HCARE, Year 3, UG)*

d) Support (81/271)

These comment would like to see more financial support, particularly for textbooks, international students, Healthcare students, PG students, and field work.

More financial support for struggling students - especially healthcare students
who are working and studying (Year 3, UG, Socieites)

e) Transparency (19/271)

These comments complained about the lack of transparency in the financial matters of the University.

Full transparency in university governance especially with respect to
"Transforming Cardiff" & accountability of management. (Year 2, PGR)

f) Unspecified (6/271)

Comments were coded for *tuition fees and finance* but not further categorised included comments asking for more funding in general, and one comment suggesting alumni should be encouraged to donate to the university.

4. Services (Aggregate: 840)

This main theme collected all the comments that relate in some way to the services provided by the university and the SU (summary in Table 15).

Table 15 – Services breakdown
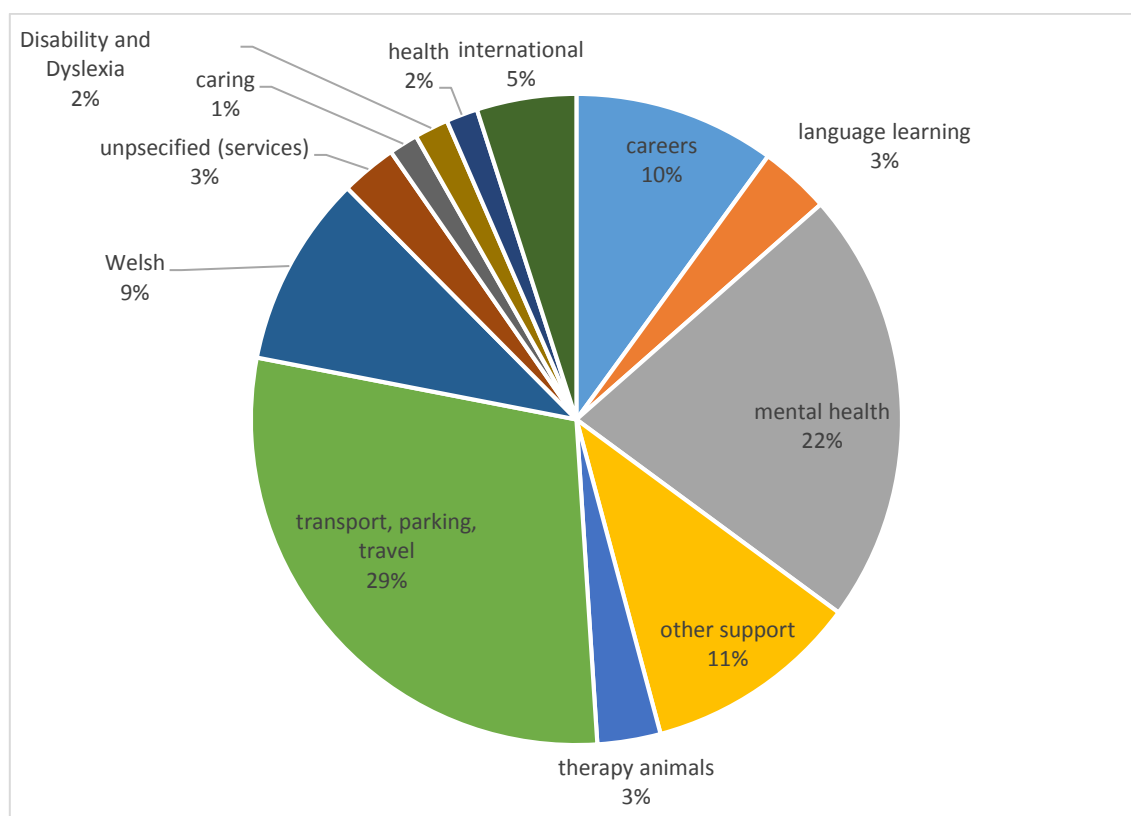
4.1.   Careers (Aggregate: 83 comments)

This code was used for comments relating to work experience and career support. Among the comments asking for more support, there were also many positive comments about the services.

a) Advice (21/83)

These comments related to careers advice services. 17 comments would like more careers advice, 2 comments praised the services, and 2 complained that the careers advice service is 'not helpful'.

More careers advice for non-academic routes, eg. Jobs rather than Post-graduate study. (BIOSI, Year 3, UG)

b) Fairs (9/83)

These comments related to careers fairs. Students would like to see a greater variety of employers at these fairs, as well as longer opening hours for the fairs.

c) Part-time work (14/83)

These comments related to opportunities for part-time work alongside university studies. Comments requested more job opportunities, with special consideration for international students, PG students, and Medic students on placement.

d) Work experience (20/83)

These comments would like to see more work experience opportunities related to their chosen field of studies.

> *More work experience opportunities relevant to BIOSI students - they all seem to be business related? (BIOSI, Year 3, UG, Societies)*

e) Unspecified (19/83)

Some comments were coded for *careers* but not allocated to any of the subcategories. These referred to access to and advertising of the careers services in general, requests for more training and postgrad opportunities, and support for student start-ups.

> *more transparency into opportunities, both whilst university but also after finishing university (SOCSI, Year 2, UG)*

4.2. Caring (12/840)

These comments requested support for students with caring responsibilities, primarily childcare.

> *More support for student carers, have them recognised as a protected characteristic (Heath, Year 4, UG)*

4.3. Disability and Dyslexia (14/840)

These comments requested improvements to the disability and dyslexia services.

> *Better dyslexia support. The whole process is way too slow, I had to get through an entire semester of trying to get help even though I came to uni with an extensive report & evidence of what was needed. Also its extremely confusing seeing multiple people. I have 6 different support people (over both learning support & mental health) and I can't keep track of who does what. (ENCAP, year 1, UG, Societies)*

4.4. Health (13/840)

These comments would like to access health services on campus, with 9 comments asking for sexual health services, and 1 comment each about a dental practice, NHS clinic, safe drug use, and general support for health problems.

4.5. International (41/840)

These comments related to specialised services for international students including English language support, EU student advice, Erasmus advice, international student support and events outside of freshers' week, police registration, visas and BRPs, and the Guarantor scheme.

4.6. Language learning (29/840)

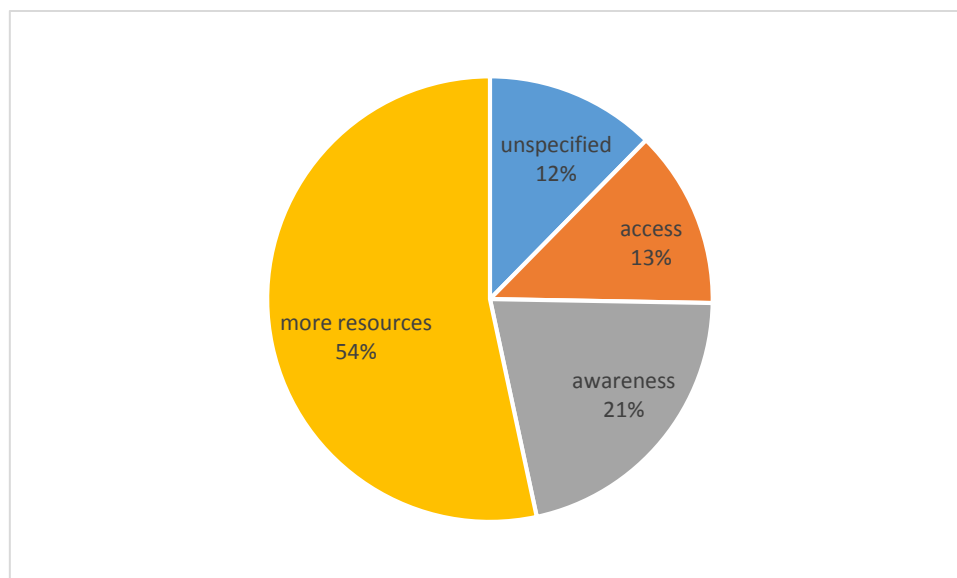This code was used for comments related to the language learning opportunities at the university.

> *More seats for Language for All!!! (Year 1, International)*

> *Sign Language & Greek in Languages For All (Year 2, UG)*

4.7.   Mental Health (Aggregate: 179)

Table 16 - Mental health breakdown

a) Access (23/179)

These comments called for easier access to mental health services.

easier access to mental health services (Year 1, UG)

b) Awareness (38/179)

These comments called for increased awareness of mental health issues and/or the available mental health services.

Promote mental health more! We have amazing facilities but they aren't spoken about enough (PHYSX, Year 3, UG, Both)

Have personal tutors go through workshops on mental health to increase awareness of who might be struggling (ENCAP, Year 3, UG, Societies)

c) More resources (96/179)

These comments called for more funding for mental health services and/or increased mental health resources. Specific areas of development noted were Welsh language councillors, support for students with long-term conditions, men, waiting times and number of sessions, out-of-hours support, one-off sessions to improve wellbeing, mental health for sports teams, school-specific support, PGR support, exam anxiety support, homesickness, alcohol-related issues, LGBT+ issues, eating disorders, and support for students on field trips.

More access to mental health services - waiting lists are ridiculous and crisis support is not sufficient (CARBS, Year 1, UG, Societies)

More events concerning mental health and healthy life style (PSCH, Year 1, UG, Societies)

d) Unspecified (22/179)

Comments that were coded for *mental health* but were not further categorised included positive comments about the current services and campaigns, requests for changes to the extenuating

circumstances process (4 comments), called for setting up a Mental Health Society (2 comments), asked for regular mental health check-ins (3 comments), or just highlighted to importance of mental health at university in general.

The new mental health campaigns are great - keep it up! (Year 3, UG, Societies)

More concern regarding students well-being and mental health. Uni is not worth experiencing so badly that it impacts years to come! (PSYCH, Year 2, UG)

e) School breakdown

This table summarises the number of times each code was used across the different schools. Where the school was specified, the most comments about mental health came from ENCAP (14 comments); and BIOSI, SHARE, LAWPL, and HCARE (8 comments). The 5 schools with the highest number of comments related to mental health are highlighted in the table below.

Table 17 – Mental health breakdown by school

	mental health	access	awareness	more resources
ARCHI	2	0	0	2
BIOSI	8	1	4	2
CARBS	4	1	0	4
CHEMY	3	0	1	1
COMSC	2	0	0	2
DENTL	1	0	1	0
EARTH	4	0	0	3
ENCAP	14	2	4	7
ENGIN	3	0	1	2
GOEPL	0	0	0	0
HCARE	8	2	1	6
JOMEC	2	0	0	2
LAWPL	8	1	1	6
MATHS	5	2	0	1
MEDIC	7	2	0	5
MLANG	4	0	2	1
MUSIC	5	1	2	2
OPTOM	0	0	0	0
PHRMY	0	0	0	0
PHYSX	7	0	4	2
PSYCH	7	0	1	2
SHARE	8	0	3	5
SOCSI	5	0	2	3
WELSH	2	0	1	1
XXX	62	11	10	37

## 4.8.	Other support (89/840)

This code was used for comments about general student support and Student Advice. Some comments expressed an appreciation for the available support but most would like to see more support.

Need to provide more support (Year 3, UG)

Take student advice more seriously (CARBS, Year 1, PGT)

## 4.9.	PG and mature students (9/840)

These comments asked for specialised support for PG and mature students.

## 4.10.	Therapy Animals (26/840)

This code was used for requests for events with therapy animals on campus. The large majority of these comments asked specifically for dogs.

## 4.11.	Transport, parking, and travel (Aggregate: 238)

### a)	Cycling (24/238)

These comments suggested improvements to the cycling infrastructure (routes and bike racks) on campus and the Next Bike service.

More bikes racks around SU (back) (BIOSI, Year 1, UG, Both)

More next bikes in Cathays area, never enough for everyone (HCARE, Radiotherapy, Year 2, UG, AU)

### b)	Parking (75/238)

These comments asked for more and/or cheaper student parking around campus, especially at Heath. Comments asking for free parking are not included here.

### c)	Placements (21/238)

These comments related to transport for medical students on placements.

Better organisation of transport to/form placement and reimbursement for inter-city travel (conditions for reimbursements are too strict) (Heath, Year 4, UG)

Please don't put people on placements which are far away if they don't have a car - public transport to Chepstow etc is a mare. Thanks (Heath, Year 4, UG)

### d)	Public Transport (79/238)

These comments asked for student prices on existing public transportation, new routes connecting certain parts of campus to each other and the city centre, and a night bus service.

Work with Cardiff Bus to offer reductions for students (ENCAP, Year 1, PGT)

Shuttle between Heath Park and Cathays campus (Year 1, PGT)

Buses for campus - bring back night bus (Year 1, UG, Societies)

### e)	Uni Halls bus (35/238)

This code was used for comments on the bus service between Uni Halls and the main campus. These comments asked for more frequent buses and longer operating hours. Several people

suggested that if the frequency cannot be increased, service could be improved by shifting the schedule, as currently students coming out of lecture have to wait 50 minutes for the next bus.

Uni halls bus - more frequent times (two buses, two drivers, but only one ever in use at one time) lectures finish 10 minutes after it leaves so have to wait ages for the next one (MLANG, German and Spanish, year 1, UG, Societies)

Uni halls bus - 2 every hour, not 1 (CARBS, Business management, Year 1, UG, Both)

f) Unspecified (7/238)

Comments were coded for *transport, parking and travel* but not further categorised referred to the infrastructure around campus (bridges and pedestrian areas), asked for a student discount for taxi rides, and transport for sports competitions.

4.12. Welsh (83/840)

This code was used for comments about Welsh language provisions at the university or Welsh cultural events. Most of these comments (66) were written in Welsh, the examples are translations from the original Welsh comments.

There needs to be more people who are able to speak Welsh on the Union's reception (ENCAP, Year 1, PGT)

Celebrate/ Promote Welsh Days - not only in the School of Welsh - Welsh Language Music Day, St Dwynwen (WELSH, Welsh and education, Year 1, UG, Societies)

4.13.   Unspecified (23/840)

Some comments which did not fit any of the subthemes listed below were assigned to the *services* category without further classification. These mentioned unspecified services, the Skills Development Service, registry, or other suggested services.

Very pleased with the amount of societies/services/opportunities available
(MATHS, Maths, Year 3, UG, both)

5. Social life (Aggregate: 812)

This main theme collected all the comments that relate in some way to the social side of university life (summary in Table 18).

Table 18– Social life breakdown
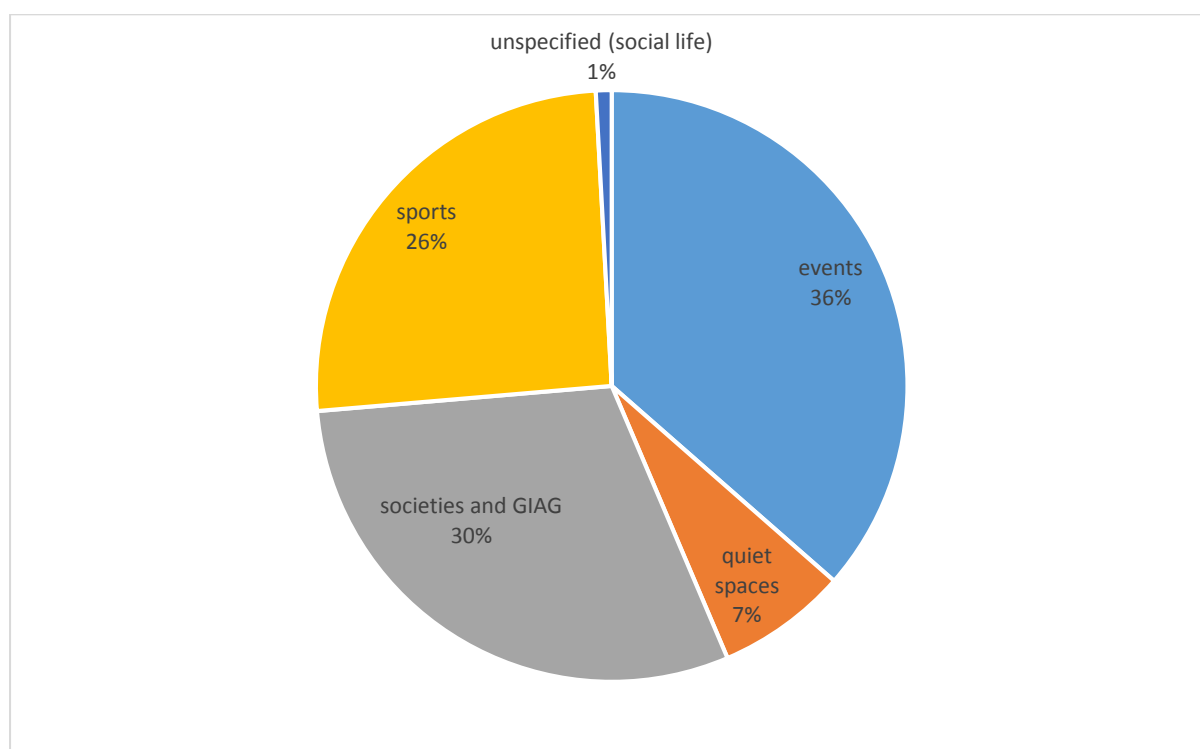
5.1.   Events (Aggregate: 296)

This code was used for comments relating to events organised by the SU and the university (currently available or proposed). The summary of the subcategories is presented in Table 19.

Table 19 – Events breakdown

a) Club nights and gigs (78/296)
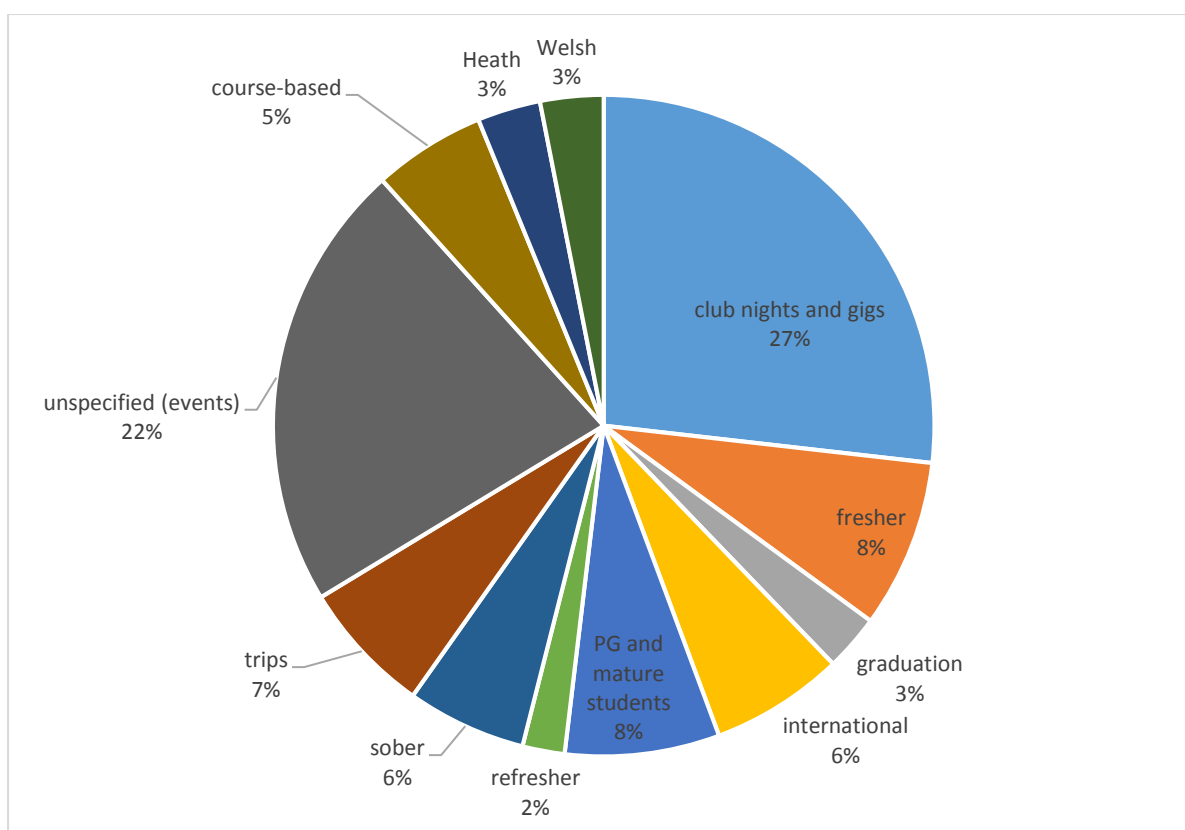
These comments related to club nights and gigs organised in the SU. They covered topics such as music, entry fee, and crowds. These comments were also coded as *Student Union*.

Have different nights for the SU, the music gets boring (JOMEC, UG)

b) Course-based (16/296)

These comments asked for more course based events. Comments came from students in ENCAP, LAWPL, PHRMY, COMSC, and MLANG.

More societies/events for ENCAP or English lang to meet more people from the course. Eg. Balls, socials, events. I feel like ENCAP gets left out! Same for MLANG (ENCAP & MLANG, Year 1, UG)

c) Fresher (24/296)

These comments related to (proposed) events aimed at new students arriving to Cardiff University.

Good welcome week (tick) (SOCSI, Sociology, Year 1, UG, AU)

induction groups for those who aren't living in student residences (Year 1, UG)

d) Graduation (8/296)

These comments related to the timing of graduation or suggestions for additional graduation events.

*Winter Graduations would be beneficial to International Students that have
Visa concerns, or even for students that will be moving away for jobs. (GEOPL,
IPD, Year 1, PGT)*

e) Heath (9/296)

These comments asked for more events held at Heath (6 comments), more publicity for Heath based events (1 comment), extended hours for SU fairs so that Heath based students can attend (1 comment, and expressed an appreciation for Heath-based events (1 comment).

f) International (19/296)

These comments related to (proposed) events aimed at international students.

*more daytime events in SU for international students (eg welsh cake making
year around, instead of just induction week) (Year 1, UG, both)*

g) PG and mature students (22/296)

These comments related to (proposed) events aimed at PG or mature students.

*Cardiff University can be more lively. Should introduce more fun activities for
Postgraduate Students. (LAWPL, Year 1, International, PGT)*

h) Refresher (6/296)

These comments requested 'Refresher' events in January.

*Taster sessions again in January for societies if possible, as settling in to uni,
you may not have time. Also "New year, new me" type situation. (ENCAP, Year
1, UG)*

i) Sober (17/296)

These comments requested more non-alcohol based events.

More sober things in the SU (PHYSX, Year 2, UG, Societies)

j) Trips (19/296)

These comments requested more trips.

Monthly SU trips and activities (LAWPL, Year 1, UG)

k) Welsh (9/296)

These comments asked for more events related to Welsh language and culture.

l) Unspecified (64/296)

Some comments which did not fit any of the subthemes listed below were assigned to the *events* category without further classification. They included requests for more events in general, better communication about events, and more university wide events.

*More activities on courses for students to get to know others in their
year/course ... develop relationships (MLANG, Year 2, UG)*

5.2. Quiet spaces (58/812)

This code was used for comments asking for different types of quiet spaces: napping areas, quiet spaces, and prayer rooms.

nap areas (SOCSI, Criminology and Sociology, Year 1, UG)

Multifaith rooms in all buildings (Year 3, UG, Societies)

5.3.   Societies and GIAG (Aggregate: 244)

This code was used for comments relating to societies, Give it a Go and Volunteering.

a) Communication (33/244)

These comments discussed communication between societies, students, and the university. These comments include complaints about over-reliance on Facebook as a means of communication, requests for more advertising for societies outside of freshers' week, and quicker responses from the SU.

Societies kick off/refresher events can be hard to find when starting in spring semester. A shared calendar would be helpful! (Year 3, International, Societies)

b) GIAG (31/244)

These comments related to specific GIAG trips where speak week cards were handed out and requests for more GIAG sessions running throughout the year.

c) Heath (11/244)

These comments came from Heath-based students and they highlighted the current difficulties HCARE students face in participating in societies due to full time tables and placements.

More societies more accessible to students with a high amount of contact hours - even medic teams & societies take up a lot of time that includes times we are at uni or on placements (HEATH, Year 3, UG, Societies)

d) New events (21/244)

These comments requested new or more frequent society events. Many comments didn't give specifics, but those who did mentioned the Engineering society, Geological society, Comp Sci society, History society, Art and History, and GIAG trips to Scotland, Ireland, and Wales.

Some societies do not run weekly so it would be if it was (BIOSI, Year 1, UG, AU)

e) New societies (22/244)

These comments asked for more societies to be set up, suggesting societies for PG students, Musical theatre, Flash mobs, Nursing students, Skateboarding, Arts and crafts, Scrapbooking, Yoga, Live Lounge, Religion and Theology, International students, Star Wars, Italian, 'songs in different languages for fun', and English students.

f) Positive (27/244)

These comments expressed an appreciation of societies and GIAG in general or specific societies (Concert band, Harry Potter, Ancient History, A Capella, and postgrad trips).

g) Price (21/244)

These comments would like to see a reduction in joining fees for societies, options for 1 semester membership for those on Erasmus or placements, funding for competitions, or subsidised membership fees for art-based societies.

h) Room bookings (36/244)

These comments related to the society room booking system. There were complaints about noise disruption due to club nights, dance societies not having appropriate rehearsal space, and difficulties of arranging and keeping track of room bookings.

A better booking for society hire rather than having to a wait a long time to find out things are unavailable. (HCARE, Year 2, UG, both)

i) Tier system (10/244)

These comments complained about the current society tier system, with the exception of one positive comment about the tier system.

I understand that the tier status is meant to be accessible for everyone, however, as a society president, it feels as though it is much more difficult and elitist (CHEMY, Year 3, UG, Societies)

j) Unspecified (31/244)

Comments coded for *societies and GIAG* but not further categorised included comments about existing societies, requests for more support for societies, and complaints about this year's Societies Fair during Freshers' week.

Although societies are encouraged, there needs to be more awareness of balance with uni and more support (ENCAP, Year 3, UG, AU)

5.4.   Sport (Social life) (total comments: 207)

These comments related to the organisation of sports (i.e.: the clubs in the Athletic Union) at Cardiff University.

Table 20 – Sport (social life) breakdown
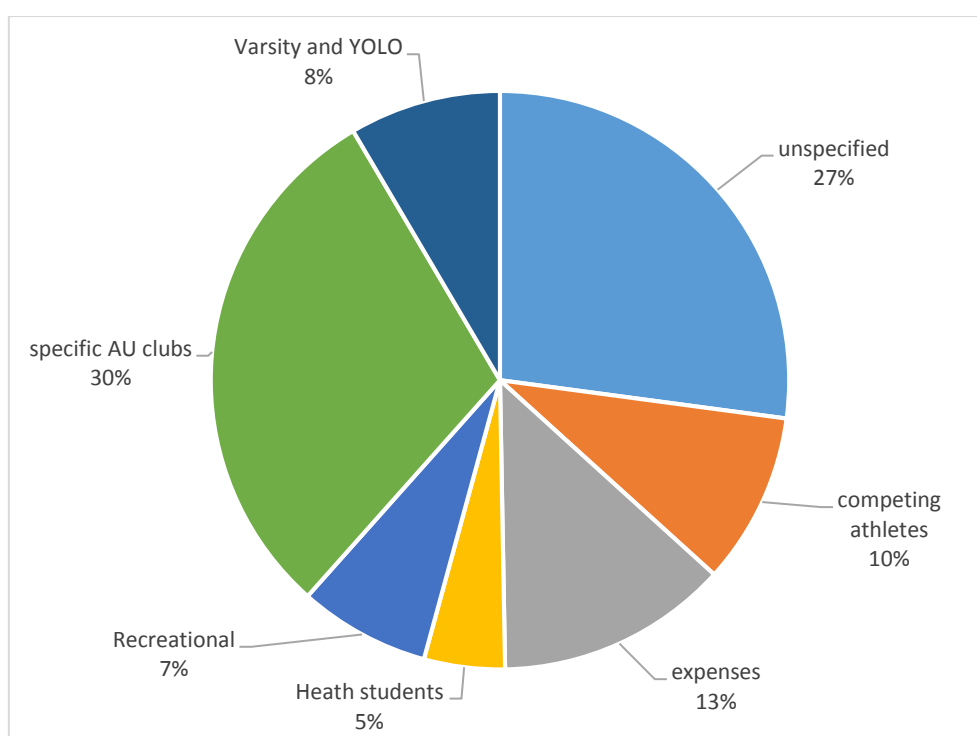
a) Competing athletes (17/207)

These comments related to athletes who represent the university in competitions. Topics included advertising of sporting success, leniency for athletes missing lectures, more competitions with Cardiff Metropolitan University, better transport to games (for athletes and spectators), collaboration between competing teams and physiotherapy students, and investment in resources to improve results.

> *Better use of social media to promote sporting success (Year 3, UG, AU)*

> *Being able to take more time off from my degree to focus on my sporting career and representing Wales. (MEDIC, Year 5, UG, AU)*

b) Expenses (53/207)

These comments requested cheaper AU fees, club fees, kit prices, gym discount for AU members, and the subsidisation of competition fees.

> *Make AU cheaper (PSYCH, Year 1, UG, Both)*

> *There is a good range of societies but many sports societies are expensive to join (SOCSI, Year 1, UG, Societies)*

c) Heath students (8/207)

These comments related to the scheduling difficulties for MEDIC students participating in sports (4 comments), requests for Yoga sessions at Heath (2 comments), funding for medic sport teams (1 comment), and medic sports at Talybont (1 comment).

> *More awareness of healthcare courses, allowing flexibility with societies & sports around placement (Heath, Year 3, UG, Both)*

d) Recreational (13/207)

These comments would like to see more opportunities for engaging with the AU in a recreational rather than competitive manner.

More recreational sports accessibility (BIOSI, Year 1, UG, Societies)

e) Specific AU clubs (53/207)

Most of the comments in this category expressed an appreciation for a club and/or asked for more funding for a specific existing club (triathlon, CURFC, IMG, volleyball, rugby, football, netball, CURCT, athletics, CURFU, rowing, yoga, expression dance, American Football, cheerleading, archery, WEMS, and aerial fitness). There were also calls for setting up a gymnastics club and an ENCAP-based sports club. Three comments asked for the sanctions on the rugby club.

love tri <3 Really friendly, energetic! :) (ARCHI, Year 1, UG, both)

AU should get more funding and so should the tri club. As one of the fast growing clubs we should be considered more. In comparison to the Swansea tri team we don't get a lot paid for which is embarrassing at varsity. (PHYSX, Year 3, UG, AU)

f) Varsity and YOLO (15/207)

These comments asked for free/cheaper tickets for athletes to varsity and YOLO, or priority for athletes at YOLO. There was also a suggestion for setting up a varsity completion with Cardiff Met.

Athletes should have reduced cost (or free) varsity tickets – because we don't get to see all the events during the day (Year 5, UG, AU)

g) Unspecified (48/207)

Comments that were coded for *sports (social life)* but were not further categorised related to requests for more funding for sports societies in general (10 comments); positive comments about the AU, especially the variety of sports (6 comments); issues around room booking for sports (5 comments); requests for a 'sports day' (5 comments); areas of improvement for the AU, especially in regards to inclusivity (4 comments); and requests for more ads for sports teams, Welsh language sport clubs, more access to physiotherapy for sports, mental health support, more support for new clubs, and better ways of dealing with harassment.

Invest in more sports clubs (CHEMY, Year 4, UG, AU)

Compared to my university in Germany, I love the community and all the sports & clubs around. (Year 1, International, AU)

5.5.   Unspecified (7/812)

Some comments which did not fit any of the subthemes listed below were assigned to the *social life* category without further classification. There were only 7 such comments, and they referred to a general sense of community, and integration of international and home students.

more interaction between international students and Cardiff students (CARBS, year 3, International)

More sense of community (LAWPL, Year 1, UG, AU)

List of first-level codes

Code	Total number of comments
Academic interests	2331
assessment and feedback	560
attendance monitoring	11
contact hours	116
guest speakers	19
learning materials	53
lecture capture	230
modules and course	481
named staff	29
personal tutors	79
PG specific	66
strike	13
student input	18
support and mentoring	38
teaching	199
teaching timetable	388
facilities	2927
accommodation	141
ATMs	11
building renovations	49
catering	590
elevators	8
equipment	28
hot water	73
infrastructure	12
IT provision	124
laundry	9
libraries	434
lockers	27
microwaves	127
plug sockets and USB charging	118
printing	27
recycling and waste	102
seating	92
signage	17
social spaces	51
sports facilities	255
study spaces	167

temperature control	92
toilets	77
vending machines	65
water fountains	103
wi-fi	58
other	1670
communication and advertising	269
equality, diversity, and inclusion	94
free stuff	272
general positive	127
miscellaneous	90
safety concerns	59
student IDs	7
Student Union	481
tuition fees and finance	271
services	840
careers	83
caring	12
disability and dyslexia	14
health	13
international	41
language learning	29
mental health	179
other support	89
PG and mature students	9
therapy animals	26
transport, parking, travel	238
Welsh	83
social life	812
events	296
quiet spaces	58
societies and GIAG	244
sports (social life)	207