

Speak Week Report

2020

Contents

Executive Summary.....	8
Demographic Information.....	8
Qualitative Analysis	11
The Student View.....	12
Gaps in the data	14
Positive Changes	14
Academic Interests (2,239).....	16
Assessment and Feedback (469/2,239).....	16
Assessment (99/469).....	16
Exams (191/469).....	16
Feedback and Marking (109/469).....	17
Support (69/469).....	18
Strikes (241/2,239).....	19
Communication (16/241)	19
Compensation (75/241).....	19
General (14/241).....	19
Impact (61/241)	19
Stop the Strikes (36/241)	19
Support for Students (27/241).....	19
Support the Strikes (12/241)	19
Support (627/2,239).....	20
General (171/627)	20
Learning Resources (390/627)	20
PG Specific (65/626).....	21
Teaching (465/2,240)	22
Content and Structure (88/423).....	22
Other (257/465)	23
Quality of Teaching (119/423).....	24
Timetabling (310/2,239).....	25
Communication and Access (39/310)	25
Timings (103/310).....	26
Time-off (159/310)	26
Unspecified (121/2,239)	27
Facilities (3,197)	29
Accommodation (157/3,171)	29
Costs (12/157).....	29

Laundry (18/157)	29
Other (22/157).....	29
Pests and Cleaning (22/157).....	29
Senghennydd (6/157)	29
Social (10/157).....	29
Talybont North and South (11/157).....	30
Temperature (4/157).....	30
Travel (3/157)	30
Uni Halls Bus (21/157).....	30
Building Infrastructure (485/3,171).....	30
Accessibility (14/485).....	30
ATMs (0/485)	30
Hand Dryers (7/485)	30
Lifts and Escalators (13/485).....	31
Lockers (24/485).....	31
Plug Sockets and USB Charging (124/485)	31
Recycling and Wastage (31/485).....	31
Signage (12/485)	32
Temperature Control (96/485)	32
Toilets (108/485).....	32
Wi-Fi (56/485).....	32
Buildings (822/3,171).....	32
Location (26/822).....	32
Renovations (70/822)	32
Seating (73/822)	33
Spaces (653/822)	33
Catering Provision (1,020/3,171)	34
Cafes (449/1,020).....	35
Catering Facilities (571/1,020)	35
Libraries (570/3,171).....	36
Books (28/570).....	36
E-Resources (14/570)	36
Lack of Space (38/570)	36
Music Library (16/570)	36
Opening Hours (105/570).....	36
Other (102/570)	37
Printing (89/570)	37
Science Library (170/570).....	37

Security (7/170).....	37
Unspecified (125/3,171)	37
Other (735)	39
Communication and Advertisement (75/735).....	39
Ads (17/75)	39
Info (22/75).....	39
Interaction (8/75)	39
Opportunity Promotion (19/75)	39
Spam (8/75).....	39
Updates (1/75).....	39
Cost, Finance and Tuition Fees (129/735).....	39
Fees (39/129).....	39
Management (51/129).....	40
Placement (4/51).....	40
Support (25/51)	40
Transparency (9/51).....	40
Environment (69/735).....	40
Beef (11/69).....	40
Climate Change (2/69)	41
Plastic (14/69)	41
Equality, Diversity and Inclusion (74/735).....	41
Ethnicity (16/74)	41
Gender and Sexuality (24/74)	41
Gender Neutral Toilets (14/74)	41
Politics (4/74).....	41
Problematic (2/74)	41
Students with Disabilities (7/74)	41
Miscellaneous (244/735)	41
Free Stuff (33/244)	41
General Positive (140/244)	42
Other (6/244)	42
Safety Concerns (59/244).....	42
Student IDs (6/244).....	42
Unspecified (137/735).....	42
Services and Student Support (817)	44
Careers (98/817).....	44
Advice (20/98)	44
Fairs and Events (9/98).....	44

Part-time Work (3/98).....	44
Placements (48/98).....	44
Work Experience (18/98)	44
Mental Health (216/817).....	44
Access (16/216)	44
Awareness (16/216).....	44
More Resources (140/216)	45
Therapy Animals (44/216)	45
Miscellaneous (151/817)	45
Languages and Language Learning (27/160)	45
Other Support (80/160)	45
PG and Mature Students (20/160)	45
Welsh (24/160).....	45
Student Support (56/817)	45
Caring (3/47).....	46
Disability and Dyslexia (14/47).....	46
Extenuating Circumstances (15/47)	46
Health (15/47)	46
International (9/160).....	46
Transport, Parking and Travel (242/817)	46
Cycling (21/242)	46
Generic (15/242)	46
Parking (109/242).....	46
Placement (35/242)	47
Public Transport (20/242).....	47
Uni Buses (42/242)	47
Unspecified (54/817)	47
Social Life and the Students' Union (935)	48
Events (227/935)	48
Club Nights and Gigs (83/227).....	48
Course-based (45/227).....	48
Fresher's (14/227)	48
Graduation (18/227)	48
Heath (12/227).....	48
International (11/227)	48
PG and Mature Students (14/227)	48
Refresher's (1/227).....	49
Sober (14/227)	49

Trips (7/227)	49
Welsh (1/227)	49
General Students' Union (358/935)	49
Academic Rep System (10/358).....	49
AGM (6/358)	49
Cash Free (7/358)	49
Cheaper Drinks (18/358).....	49
Cheaper Food (3/358).....	49
Crowds (6/358)	49
Democracy (17/358)	50
Free or Cheaper Entry (8/358).....	50
Funding the SU (4/358).....	50
Job Shop (5/358)	50
Other (92/358).....	50
Positive Comments (29/358).....	50
Real Living Wage (20/358)	50
Room Bookings (41/358).....	50
Satellite Campuses (21/358)	50
Shops (21/358)	51
Speak Week (26/358).....	51
The Taf (7/358).....	51
Transport (16/358).....	51
Societies and GIAG (136/935).....	51
Comms (10/136)	51
GIAG (7/136)	51
Heath (2/136)	51
New Events (37/136)	51
New Societies (13/136)	51
Positive (4/136)	51
Price (25/136).....	52
Room Bookings (9/136).....	52
Specific Societies (17/136)	52
Tier System (10/136)	52
Sports (169/935).....	52
Competing Athletes (1/169)	52
Expenses (34/169).....	52
Heath Students (2/169).....	52
Other (33/169).....	52

Recreational (7/169).....	52
Specific AU Clubs (69/169).....	52
Varsity and YOLO (11/169)	53
Unspecified (41/932)	53

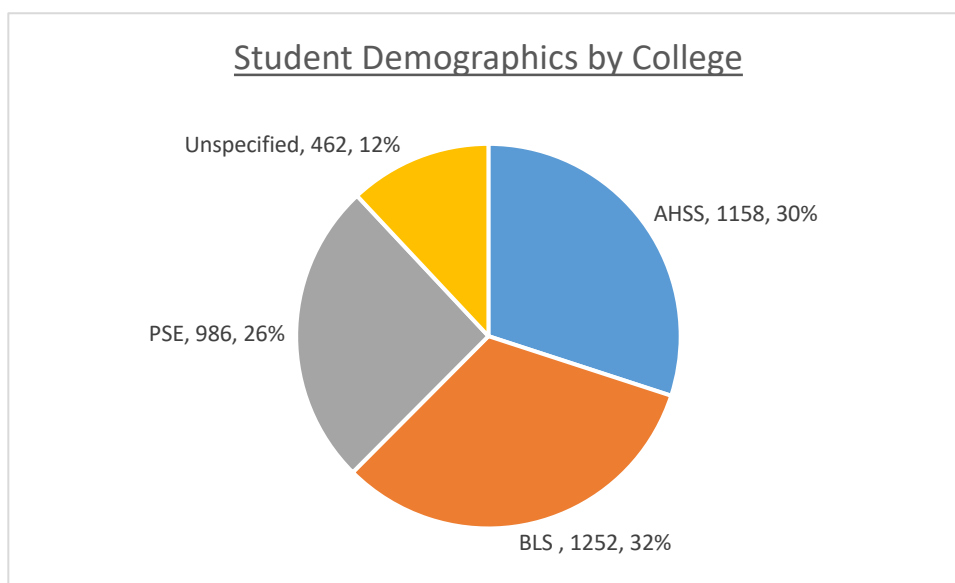
Executive Summary

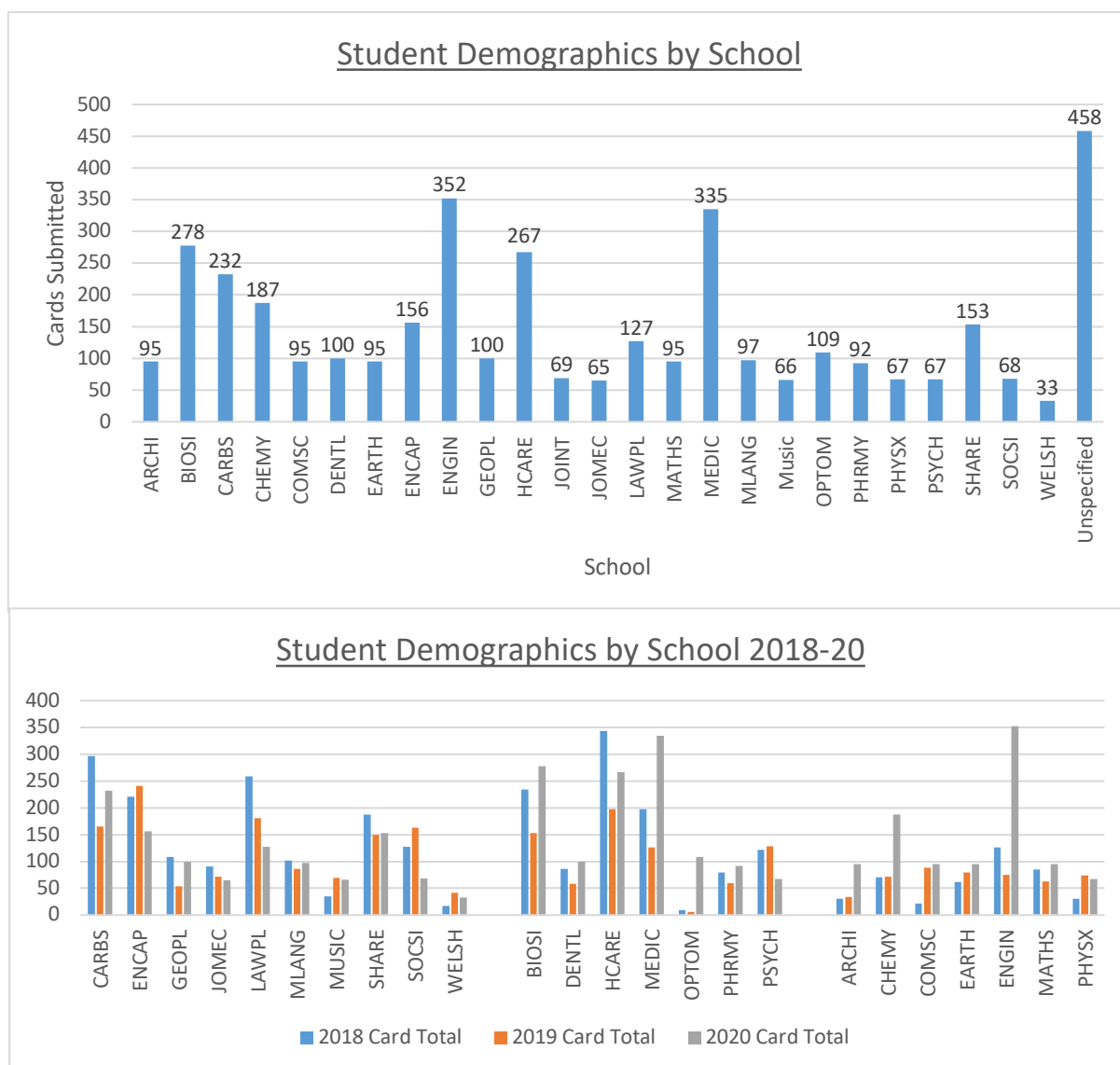
Student Voice's annual campaign Speak Week, continues to grow year on year. This year, 3,858 Speak Week cards were collected over 5 days, which equated to 7,897 individual comments. The success of Speak Week wouldn't be possible without the Sabbatical Officers, Student Voice Assistants, Academic Reps, Volunteers, Student Rep Co-ordinators and the rest of the Student Voice Team. A massive thank you also to SVA's Hannah and Adam, without whom it would not have been possible to input the data and get it analysed as soon as it was.

Before delving into the data that was received during Speak Week, a demographic breakdown will be given.

Demographic Information

For the 2020 Speak Week Campaign, the format of the card was changed in an attempt to increase the amount of demographic data we received which would allow us to better understand the different experience of students across year groups, schools, colleges and programme types. Unlike in previous years, the Speak Week card did not ask whether a student was an international student as the data received from this question was limited. Following demographic analysis it is clear to see that more demographic data was received by comparing 2020 with previous years. This could be due to the change in format but also due to the briefing given to those were assisting with the campaign being asked to encourage students to give this data.





This year, we have tried to track whether a card comes from a Joint Honours student in order to see if there are any common areas of discussion for these students. This hasn't been explicitly done in previous years so it isn't possible to make any comparisons though in future years this may be possible. Where both schools for Joint Honours students were in the same college, this was added to the relevant college total but where the schools were from different colleges or the student did not include school information the college was counted to 'Unspecified'.

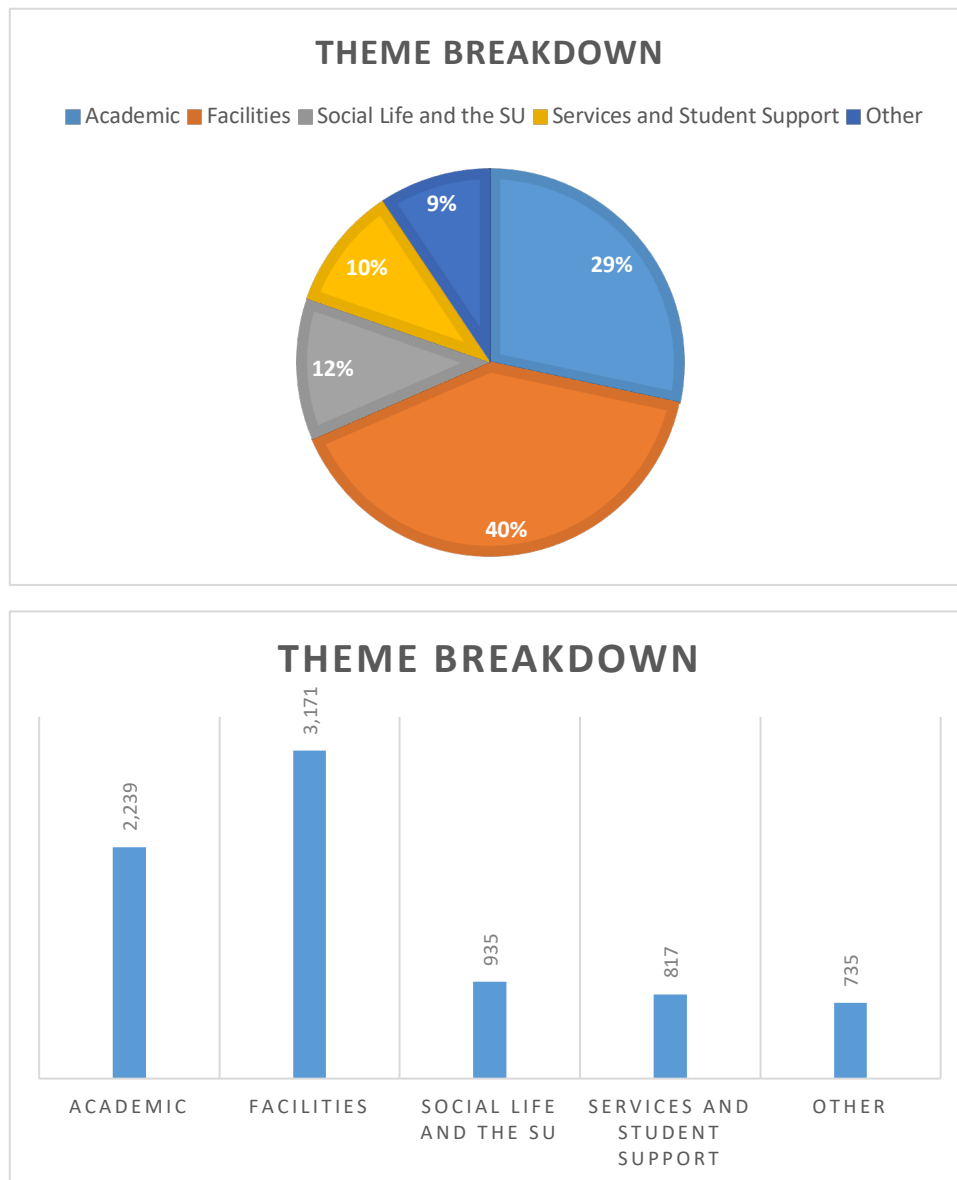
The below table provides more depth as to the changes in school and college demographics between 2019 and 2020. Both PSE and BLS have a drastic increase in the number of cards received from these respective colleges. This could be because in previous years students from these colleges were less likely to fill out their demographic data and it could also be because a number of schools in these colleges where there has tended to be less engagement were focused on as key priorities for this year's campaign. Knowing that in previous years students were unlikely to fill out demographic data, volunteers for the campaign were briefed to actively encourage students to do so, this along with a change in format for the cards, is potentially why this increase occurred though there is no hard data to prove this.

College	School	2019 Card Total	2020 Card Total	Difference	% Difference
AHSS	CARBS	165	232	+67	+41%
	ENCAP	241	156	-85	-35%
	GEOPL	54	100	+46	+85%
	JOMEC	72	65	-7	-10%
	LAWPL	181	127	-54	-30%
	MLANG	86	97	+11	+13%
	MUSIC	70	66	-4	-6%
	SHARE	150	153	+3	+2%
	SOCSI	163	68	-95	-58%
	WELSH	42	33	-9	-21%
	JOINT	-	61	-	-
	College Total	1224	1158	-66	-5%
BLS	BIOSI	153	278	+125	+82%
	DENTL	58	100	+42	+72%
	HCARE	198	267	+69	+35%
	MEDIC	126	335	+209	+166%
	OPTOM	6	109	+103	+1717%
	PHRMY	59	92	+33	+56%
	PSYCH	128	67	-61	-48%
	JOINT	-	4	-	-
	College Total	728	1252	+524	+72%
PSE	ARCHI	34	95	+61	+179%
	CHEMY	72	187	+115	+160%
	COMSC	88	95	+7	+8%
	EARTH	79	95	+16	+20%
	ENGIN	75	352	+277	+369%
	MATHS	63	95	+32	+51%
	PHYSX	74	67	-7	-9%
	College Total	485	986	+501	+103%

College Card Total:	2437	3396	+959	+39%
Unspecified:	1378	462	-916	-66%
Overall Card Total:	3815	3858	+43	+1%

Qualitative Analysis

The Speak Week data was thematically analysed using Nvivo, which allowed the comments on cards to be individually coded as many returned card had multiple comments on about different areas. There were four main themes; Academic Interests, Facilities, Services and Student Support and Social Life and the Students' Union (SU). Where comments did not fit in to any of these themes, they were coded under 'Other'. Where possible, the themes and individual codes used were kept as close to those used last year to allow for comparison between previous years themes. However, this was not possible in all cases. An initial breakdown shows that Facilities were the most discussed area within Speak Week.



The rest of this report will breakdown the above themes into more nuanced themes, in order to better understand the student experience. Where possible, comments have only been coded as one theme to allow for a clearer analysis. However, this has not been possible with some comments as they discuss two codes within the comment, both of which are equally important for the analysis of that comment, for example, a comment could be coded as 'sports facilities' but also as 'specific AU club.' Each of the codes will be explained with examples of the comments being included as

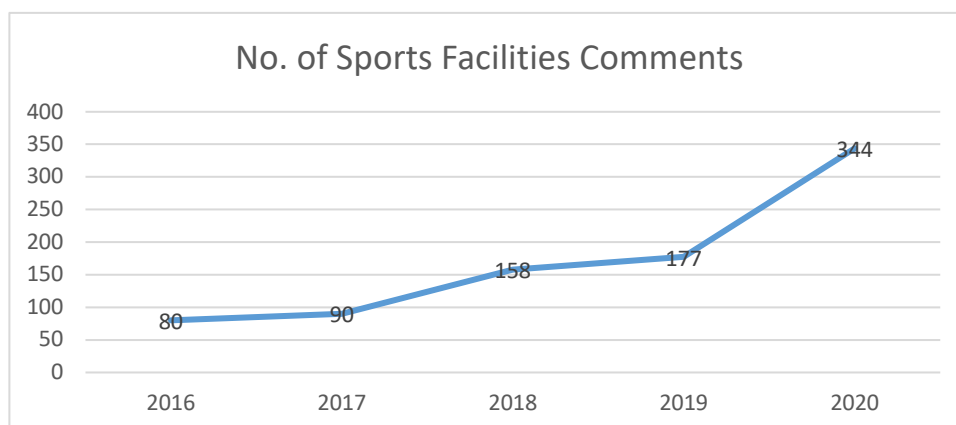
well. Codes that had less than ten comments will be explained but will not have an example included. Some codes are explored in more detail if it is an area of interest.

The Student View

Every year the Students' Union submits an annual report to the University, making a series of recommendations about how the student experience can be improved and how the Union and the University can work in partnership. These recommendations are based on student feedback, largely, but not exclusively, from Speak Week. To help close the feedback loop and highlight how we use student feedback, recommendations shaped by Speak Week data are included below.

- **'A Partnership Group looking at the planning and implementation of the Sports Strategy'**

Feedback from numerous Speak Week's has raised student dissatisfaction with the sports facilities provided by the University. As we can see in the below graph, there has been a sizeable increase in the number of comments about sports facilities received. Using this data helped the sabbatical officers to recommend that more should be done by the University to improve Sports at the University.



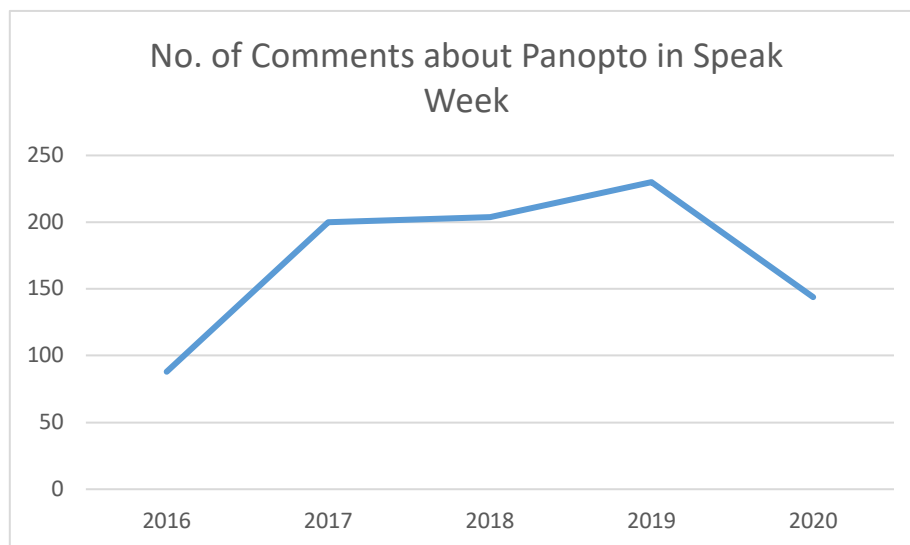
- **'Create online tracker and progress update pages on work relating to industrial action demands.'**
- **'Provide transparent and more detailed information on where strike salary savings are being spent.'**

Unsurprisingly, with an unprecedented amount of industrial action taking place this academic year, students used Speak Week to express their thoughts on it. Whilst Speak Week took place before industrial action took place in the Spring Semester, there was still a significant number of comments about industrial action (241 overall). Feedback from students covered a number of themes including but not limited to; compensation for strikes, support for students, support the strikes, stop the strikes. With the impact industrial action had on the experience of students, the sabbatical officers were able to make recommendations to the University about how they deal with industrial action, due to this feedback.

- **'Increase Panopto usage by sharing student usage stats to schools i.e. the total minutes streamed etc.'**
- **'Move Panopto from seven-day auto release to five days.'**
- **'Provide more training and instructions to lecturers on Panopto etiquette i.e. reminders about turning on microphones etc.'**

Since the 2017/18 academic year, the university policy on Panopto has been opt-out. Despite this, Speak Week still receives a number of comments about increasing the number of lectures recorded, changes in upload policy and improvements to the quality of recordings. However, it is clear to see that the opt-out policy has led to a decrease in the number of comments received about Panopto and also a decrease in the % of academic interests comments being about Panopto.

Therefore, the sabbatical officers made recommendations to improve upon the already strong Panopto Policy that the University as in place.



- **‘Continue the work of the 2018 Partnership Group on assessment and feedback.’**

Assessment and Feedback is an area of the University experience that students consistently raise as an area that needs addressing. Speak Week 2020 received 469 comments about Assessment and Feedback, demonstrating that students still have concerns about this area. The Student Written Submission from 2018 highlighted the concerns of students around this area and as such, a Partnership Project was formed to tackle the concerns raised by students. Whilst this led to the creation of the CAFÉ tool, no concrete changes happened. Therefore, based on the still significant number of comments raised about Assessment and Feedback in 2020, the sabbatical officers have recommended that more be done to continue the good work that the partnership project started.

- **‘A Partnership Group to look at ways to diversify our Student Support services.’**

216 comments were received in Speak Week 2020 about Mental Health and the services provided to students via Student Support. Based on this feedback and that provided by other sources such as PRES, PTES, NSS and previous Speak Week data, it was possible for the Sabbatical Officers to recommend that a Partnership Project is launched to improve the mental health and student support service provided to students, ensuring that it meets the needs of all students.



Gaps in the data

Speak Week is the Students' Union's largest data collecting exercise and is a valuable resource for both the Union and the University. Despite the many successes of Speak Week, it is important to reflect on what we can do to continue improving the campaign. We know that we do not have the full picture of every students' experience and that there are gaps in our data. We know that we need to do more to rectify this and do more to engage with less-engaged demographics. By identifying these gaps, we can do more to fill them. Key gaps we have are about the experience of the following students:

International

Mature

Part-time

Students based at the Heath

Positive Changes

Speak Week feedback predominantly highlights changes that students would like to see made to their University experience. However, we also receive a number of positive comments that highlight how changes made based on previous feedback, have had the intended outcomes. We believe that it is important to reflect upon these to understand how changes have had an impact and to understand why.

Comments from previous Speak Weeks show that students want to see more catering facilities available to them across campus for example, microwaves and kettles. In Speak Week 2019 there were 73 comments about hot water points and 127 about microwaves. Working in partnership with the Students' Union, the University has installed a number of hot water points and microwaves across the University. Whilst there were still a significant number of comments received this year about these areas there were also positive comments made, showing the beneficial impact that these new facilities have made.

*'Very good microwave in main building finally! Best thing about university! 'life changing!' –
CHEMY, Year 4, UG*

Over the years, there has also been a large number of comments requesting more water fountains around the University. In Speak Week 2019, there were 103 comments about water fountains, predominantly asking for there to be more. More fountains have been installed across the University, as seen on the 'Student Wins' section of the SU website. More comments were received this year but there were also comments received from students who were grateful for the new fountains.

'Love the water fountains' HCARE, Year 1, UG

Some of the positive comments received in Speak Week 2020 stated that they were happy with their experience and wouldn't change a thing which is great to hear. There were also a number of comments though that highlighted positive changes that have been made, some of which will not have been linked to Speak Week but still have benefitted student life. Highlighting the positive impact of changes made by the University will hopefully demonstrate why it is important to listen to feedback and make changes which benefit students.

'Positives: Thank you for new trans policy introduction and LGBT+ residences. Residence Life Team have been a vital asset for this!' – SHARE, Year 3, UG

'I like how the cafes have been renovated and the toilets are much nicer now (in Biosciences building and the main building).'' – BIOSI, Year 3, UG



Academic Interests (2,239)

This main theme covers all comments that relate in some way to the academic experience of students at Cardiff University. It is then split into further sub-themes to better understand that experience and what aspects of the academic experience students are talking about most.

Assessment and Feedback (469/2,239)

Due to the broad range of comments that were coded as 'Assessment and Feedback', this sub-theme was broken down into more sub-themes in order to better understand students comments on assessment and feedback.

Assessment (99/469)

99 comments were on the topic of assessment and these comments were then further broken down into the following sub-themes. These comments do not include comments about exams but comments regarding coursework.

Bunching (26/99)

These were comments that raised concerns that assessment deadlines were due on the same day or very close together, which students felt did not allow them to focus equally on all assessments.

'More support for joint honours students as assignments often don't align with each other nicely so I have many assignments at once' (MLANG, Year 2, UG)

Deadlines (13/99)

These were comments that discussed various aspects of assessment deadlines. Comments included asking for assessment deadlines earlier in the terms for better planning as well as the timings of deadlines to be changed.

'Timetables of deadlines as they don't show up on Learning Central' (EARTH, Year 2, UG)

'Time of deadlines for coursework should be more convenient for Medical Engineering' (ENGIN, Year 3, UG – Medical Engineering)

Format and Weighting (54/99)

These comments discussed the format of assessments (including dissertations) and the weighting that they have within modules.

'Dissertations shouldn't be so much work for the same amount of credits as other modules' (SHARE, Year 3, UG)

'There should be more preliminary assessment and practice. My course only requires coursework and unseen examination, I would like to have more practical opportunities to showcase my work and gain practice.' (LAWPL, Year 1, UG – International Relations and Politics)

Quantity (6/99)

These were comments about the number of assessments that students had to complete.

'Reduce assessments' (ENGIN, Year 2, UG)

Exams (191/469)

These are comments from students that discussed exams. Due to the range in comments on this subject, further sub-themes were created.

Exam Format (11/191)

These were comments about the format of exams.

'Get rid of most exams and replace with an open book version to encourage learning and reading rather than memorising.' (Year 4, UG)

Exam Scripts and Feedback (20/191)

These were comments wanting access to exam scripts or more specific/ personalised feedback for exams.

'We don't get our tests back, even if they are multiple choice questions, I would like to see what I got wrong and correct' (BIOSI, Year 1, UG)

Exam Times (30/191)

Exam times are comments about the timings of exams. This can include when exams start or when the exam season is held.

'Change the re-take exam period (late August is just too late' (MLANG, Year 1, UG)

'No 9am exams!' (SOCSE, Year 3, UG)

Exam Timetables (60/191)

Exam timetables comments are predominantly comments requesting that exam timetables be released earlier. There are also a small number of comments raising queries about the spread of exams over the exam period.

'Knowing exam dates earlier.' (CARBS, Year 2, UG – Business Management)

'Exam timetables - non consecutive exams. 30 creds in 3 days?!' (MATHS, Year 4, UG)

Exam Venues (13/191)

Some students raised concerns about the suitability of exam venues and the location of them.

'Change the exam venues that require to take a car to go to.' (Year 2, UG)

'Better examination halls - Talybont Hall is uncomfortable during winter.' (ENGIN, Year 3, UG)

Past Papers and Mock Exams (46/191)

These were comments requesting more past papers being available in order to better support exam prep,

'Past papers - more questions to practice from' (PHRMY, Year 1, UG)

Pressure (4/191)

These comments were about the pressure caused by exams and the difficulty of them due to that format.

Solutions (7/191)

These were comments requesting that the solutions to exams are seen by students to allow them to understand where they can improve and strengthen their work.

Feedback and Marking (109/469)

These are comments about the feedback given for assessments and the marking criteria that is used.

Capping (3/109)

These were comments about marks being capped. Those covered in this sub-theme are vague which potentially explains why there haven't been a significant number of comments about capping.

'And higher average mark.' (CARBS, Year 3, UG – Business Economics)

Consistency (13/109)

These are comments about the consistency of marking and of feedback.

'Please try to let one professor to give all students' exam score. There is too much subjective adjustments which is unfair for students' (CARBS, Year 1, PGT)

Peer Marking (3/109)

These are comments from students who don't like assessed work being peer marked.

'Marking each others work in post practical work shops seems pointless. I don't care what my peers think. There's no drive or motivation to put on any effort for the work assisted with it. I'd rather just be told how to do the work and left alone. No one really wants to share their work with others either. It's awkward and gain nothing from it.' (BIOSI, Year 1, UG)

Quality (55/109)

These are comments about the quality of feedback that students receive of marked assessments.

'Feedback from tutors is limited and does not give any practical ways of improving.' (SHARE, Year 3, UG)

Turnaround (34/109)

These are comments about the turnaround for students to receive feedback for their coursework.

'Lecturers need to return marks in the 1 month period they promise before the course. If we are expected to adhere to our deadlines they should as well.' (JOMECS, PGT – IPRGCM)

Support (69/469)

These are comments about the general support provided for students in relation to their assessments and exams.

Dissertation (20/69)

These are comments about the support provided for students undertaking dissertations.

'Dissertation organisation is really bad - supervisors need more guidance as to their role. Lots of dissertations don't have data - it would work better if we just had the 3 weeks of Jan exam season 9-5 Mon-Fri to collect data in lab without lectures or ICAs over that period.' (BIOSI, Year 3, UG)

Extenuating Circumstances (3/69)

These are comments discussing extenuating circumstances from a more academic perspective rather than a broader support perspective.

'Would appreciate a better/ clearer communication on what to do with extenuating circumstances, and how it would affect grades & marking' (ARCHI, Year 3, UG)

General Information and Support (38/69)

These are comments about the support and information provided to students in order for them to complete assessed work.

'More postgrad support for exams' (LAWPL, Year 4, PGT – Law)

Referencing (2/69)

There were two comments asking for further support in relation to the referencing system used.

'Guidance on basics eg. Referencing, essay guidelines' (SOCSI, Year 1, UG)

Writing Support (6/69)

These are comments asking for support to improve academic writing.

'More help with essay writing + exams earlier in the year - just more acknowledgement + understanding from lecturers about the leap from A-levels to uni and that it's okay if you're struggling + that need help when you are struggling' (SHARE, Year 1, UG)

Strikes (241/2,239)

Due to the industrial dispute that was ongoing during both Autumn and Spring Semester, there were a significant number of comments about strike action. Due to the range of comments about it, there are a number of sub-themes to highlight what students are saying in relation to strikes.

Communication (16/241)

These are comments from students discussing the communication from the University around strike action.

'STRIKES. Create a proper interactive dialogue between staff, students and senior staff. This is VITAL.' (SHARE, Year 3, UG)

Compensation (75/241)

These are comments from students who want compensation/ tuition fee refund due to the contact hours missed due to strikes.

'Would make it easier for students to get compensation for strikes/ generate ways students can go about doing this' (PSYCH, Year 4, UG)

General (14/241)

These are more general comments about strikes that didn't fit into any of the other sub-themes.

'Better strike action' (SHARE, Year 3, UG)

Impact (61/241)

These are comments from students who shared their experience of how the strikes have impacted them.

'Strikes should not affect final year and dissertation students who need more support and structure. Topics that were not taught because of strikes were a part of my exams and that should not be a promised point if it is not acted upon by staff' (SOCSI, Year 3, UG – Criminology)

Stop the Strikes (36/241)

These are comments from students who want the strikes to end. Some comments about bringing an end to the strikes also explain how the strikes should be ended.

'Ensure there are no strikes' (ENCAP, Year 3, UG)

'Pay lecturers more so they stop striking!!!' (GEOPL, UG)

Support for Students (27/241)

These are comments from students who would like to see better support for them whilst industrial action is ongoing.

'Better strike action support - students often feel in the dark about how it will affect assessment and learning outcomes' (MLANG, Year 4, UG)

Support the Strikes (12/241)

These are comments from students explicitly supporting strike action. Other comments coded as strike may also discuss some support for the strike action but as an add on to a larger point.

'(support the strikes hope y'all get what you want -pensions are important)' (Year 2, UG)

Support (627/2,239)

These are comments about the support available to students that supports their academic interests.

General (171/627)

These are comments about the more general support available to students to support their academic interests.

Communication (25/171)

These are comments from students discussing the communication they receive surrounding general academic interests.

'Communication + sharing resources/ info across student support + heads of year in LAWPL' (Joint Honours: MLANG and LAWPL, Year 3, UG)

Personal Tutor (34/171)

These are comments from students about their experience with the personal tutor system.

'Make personal tutor meetings compulsory - I have not met, or even heard from, my personal tutor since the beginning of 1st year' (GEOPL, Year 3, UG)

School Admin (56/171)

These are comments about students' experience of school admin. A number of these comments came from Joint Honour students, suggesting that there is a problem with communication between schools.

'I've found the timetabling process exceptionally difficult for joint honours students in both years of study. Staff have openly admitted to poor communication between departments so I feel a proper channel for schools with JH students to co-operate would be helpful' (Joint Honours: LAWPL and SHARE, Year 2, UG)

Student Input (12/171)

These are comments from students suggesting that there should be more input from students in their academic experience as well as highlighting ways in which their schools listen to them.

'The Pharmacy school is amazing. I really feel like our 'student conversation' lectures with the head of school makes a difference. All schools should do the same' (PHRMY, UG)

Support and Mentoring (41/171)

These comments are about the experience of students in relation to the support they can access as well as the Student Mentor Scheme.

'Better advertisement and focus on student mentoring, as many students are unaware of how important the scheme is' (Joint Honours: ENCAP and MLANG, UG)

'More help when struggling to understand content of the course' (LAWPL, Year 2, UG)

Learning Resources (390/627)

These comments are about the learning resources available to students and how these resources support students' academic experience.

IT Software and Learning Central (110/390)

These are comments about the availability of IT Software for students as well as the usability and accessibility of Learning Central.

'It would be useful if the management of the materials on learning central was unified across courses and modules. E.g. The schedule for the module and assignment timetable actually included in the 'module schedule' page' (Joint Honours: ENCAP and MLANG, UG)

'More programmes across more computers eg MATLAB and ArcMap.' (EARTH, Year 4, UG)

Learning Materials (68/390)

These are comments about the learning materials that students need and that are available to them. Some students would like to see more access to online learning materials.

'Have all lecturers/ professors list on learning central/ email students in advance of the term the books/ texts they want us to have so students can make the decision to buy second hand or from Blackwell's' (ENCAP, Year 2, UG)

'I would improve the accessibility of course materials eg books - textbooks and Blackwells bundles are expensive.' (Joint Honours: ENCAP and MLANG, Year 4, UG)

'Please upload lecture slides at least 24 hours before the lecture! Not all lecturers do this...' (BIOSI, Year 1, UG)

Panopto (145/390)

These are comments about Panopto, the lecture capture software used by the University. Three sub-themes were created to better understand what students are saying about Panopto.

Better Quality (26/145)

These are comments about the quality of Panopto recordings.

'I like the use of Panopto - it's really helpful. It is annoying when some lecturers forget to turn their microphones on though because there is no audio.' (CARBS, Year 1, UG)

More (72/145)

These are comments from students who would like to see more Panopto recordings available. The current University policy is an opt-out policy but many students would like to see recordings become compulsory.

'I would ensure that the school of healthcare sciences, especially occupational therapy, puts all their lectures onto Panopto because they don't already! This is so important as other students get this when we don't!' (HCARE, Year 3, UG – Occupational Therapy)

Upload Time (42/144)

These are comments about the length of time it takes for lecturers to upload their Panopto recordings after the lecture has taken place.

'Immediate release of lecture recordings would be useful, along with improved audio both in lectures and on the recordings' (ENGIN, Year 2, PGT)

University Equipment (67/390)

These are comments about the equipment provided to students by the University. Most of these comments are about the computers available for students and how accessible the computers are.

'More computers and more powerful workstations for undergrads' (ENGIN, Year 2, UG)

PG Specific (65/626)

These are comments about support for Postgraduate students, predominantly Postgraduate Research students. This is a different sub-theme as postgrads, in particular PGRs, are likely to need different support than undergraduate students.

Doctoral Academy (8/65)

These are comments about the Doctoral Academy that provides support to Postgraduate Researchers. The Academy also provides development sessions to PGRs.

'More opportunities to attend workshops in doctoral academy, because it is fully booked' (ENGIN, PGR)

Institutional Affiliation (1/65)

Whilst there was only one comment about institutional affiliation, it has been kept as a sub-theme in order for a comparison with previous years. The comment received that has been coded as institutional affiliation is more to do with the student status of PGRs within the university.

Networking (6/65)

These are comments from PGRs who want more networking opportunities to be facilitated.

'Better networking events for PhD students from different disciplines throughout the year. Not just during induction' (MEDIC, Year 1, PGR)

Progress Monitoring (1/65)

There was one comment this year about PGR progress monitoring.

'Progress reports are not clear' (PHYSX, Year 4, PGR)

Supervisors (10/65)

These are comments about PGR supervisors and the support (or lack of) that they provide to PGRs.

'I feel like there should be more focus on the relationships some PGR have with their supervisors, as they are often afraid to talk about them. Why is there no course about 'managing people' for supervisors?' (CHEMY, Year 3, PGR)

Teaching – PGR (22/65)

In Speak Week 2019, comments about the working/ teaching conditions of PGRs was coded under PGR Tutors. This year, comments on this area have been coded as 'Teaching – PGR', whilst the name has changed the theme itself has not, therefore data can be compared with previous years.

'More clearly defined contracts for PGRs who teach, and more care when estimating workload; current models are not accurate.' (PSYCH, Year 1, PGR)

Workspace (15/65)

These are comments about the spaces available for PGR students to work from on campus.

'Lack of computer space in research groups, inadequate offices, not fit for purpose chairs' (CHEMY, Year 2, PGR)

Teaching (465/2,240)

These are comments about the experience of students in relation to teaching at Cardiff University. They have been broken down into a number of sub-themes in order to better explore the student experience,

Content and Structure (88/423)

These are comments about the content and structure of teaching within the University.

General Content of Lectures (22/88)

These are broad comments about the general content of lectures.

'Lecturers should make sure learning outcomes/ objectives are on the slide' (MEDIC, Year 1, UG)

Repetition (8/88)

A small number of comments highlighted occasions when the content of lectures was repetitive.

'Some modules repeat content, for example the basics of research methods have been explained in several modules. Lecturers should co-ordinate who talks about what.' (JOMEC, Year 1, PGT – IPRGCM)

Structure (46/88)

These are comments about the structure of teaching.

'The course structure has not always been clear, especially in the content that has been covered before placement - left me feeling a little lost when on clinical placement e.g. lack of clinical knowledge before placement, topics were not covered' (HCARE, Year 1, UG)

Student Prep (8/88)

A small number of comments were about the amount of prep required of students before teaching took place,

'However, seminar reading is a lot and takes forever, I get stressed about doing all the work, especially because other work (essays and dissertation) take priority.' (SHARE, Year 3, UG)

Time Keeping (4/88)

These were comments about the ability of lecturers to keep to the allocated time for each lecture and/or seminar.

'Also, my lecturers run over time a lot so I'm often late to my next lecture.' (MLANG, Year 2, UG)

Other (257/465)

There were also a large number of comments about broader aspects of teaching.

Attendance Monitoring (11/257)

This code is for comments discussing how contact hours are monitored in terms of assessment and suggestions about how attendance could be improved.

'More students would attend lectures if there were marks for attendance' (CARBS, Year 2, UG – International Business)

Class Sizes (21/257)

These are comments about the number of students within lectures and seminars.

'Some seminars could do with having fewer students (ie split into smaller groups) in order to get more out of them.' (MLANG, Year 1, PGT)

Contact Hours (37/257)

These are comments from students who would like more contact hours as part of their course.

'More contact hours - currently have 9 hours a week; does not feel like it is worth £9,000 a year' (GEOPL, Year 2, UG)

Guest Speakers (8/257)

There were a small number of comments from students who would like there to be more lectures from guest speakers.

'More guest lecturers if possible' (GEOPL, Year 3, UG)

Module Choice (42/257)

There were a number of comments from students about the modules available for courses and the module selection process.

'More clarity needed regarding which modules are compulsory and for whom - I was messed around at the start of the year.' (SHARE, Year 2, UG)

'As an exchange student, I think it might be helpful if there is a more detailed information provided in advance to give suggestions on module selection. At the beginning of 2019 Autumn Semester, information of classroom and time schedule was provided incorrectly. It caused a little confusion in the choice of module.' (CARBS)

'I like how the modules and assessments are organised.' (ENCAP, Year 1, UG)

Named Staff (13/257)

This code is for comments that named staff.

'Just to say also you need more lecturers like [NAME OF LECTURER] in CPLS. He is an amazing teacher and so supportive too to everybody.' (LAWPL, PGT)

'[NAME OF LECTURER] teaches very bad. And the score gives too low.' (CARBS, Year 2, UG)

Opportunities (26/257)

This code is for comments requesting that more opportunities are available to students such as field trips, study abroad opportunities and other events that would further their education.

'Introduce more competitions/challenges to benefit students and interest them in their discipline.' (ENGIN, Year 2, UG)

'Educational trips abroad / affordable ie conferences' (PHRMY, Year 2, UG)

Specific Modules/ Courses (99/257)

This code is for comments about specific modules or courses and the experience of students on those courses and modules.

'In Architectural Eng. we study nothing about architecture. 90% of what we study is Civil Eng. Modules, which is bad. I think Cardiff Uni should reconsider the structure of Architectural Eng. Major and add more architecture and design modules. They should cooperate with Welsh Architecture School' (ENGIN, Year 2, UG – Architectural Engineering)

'Teach chest pathologies before going on placement so that way we don't look stupid to the radiographers.' (HCARE, Year 1, UG – Diagnostic Radiography)

'French department is really friendly and helpful on a work and social basis. Business school is more impersonal but understandable as it is much larger - could do with more unifying between seminars and lectures.' (Joint Honours: CARBS and MLANG, Year 1, UG)

Quality of Teaching (119/423)

This code has been used for comments that discussed the quality of teaching. There are a number of sub-themes that come under quality of teaching.

Boring (1/119)

Only one comment about the quality of teaching was coded as boring, in comparison to Speak Week 2019 where 19 comments were coded as such. This potentially could be to comments being coded as 'improve' rather than boring.

'First term modules were not at all enjoyable' (EARTH, Year 1, UG)

Clarity (29/119)

These are comments about the clarity of lectures. A number of these comments are about the inability of students to understand what is being taught, either due to the speed of the lecturer or their accent.

'Difficulty understanding lecturers' pronunciation. Makes me fall behind & increases the difficulty of module' (ENGIN, Year 2, UG)

'Some lecturers are very fast and slides are not detailed enough' (LAWPL, UG)

Improve (31/119)

This code was used for comments where students wanted to see an improvement in the quality of teaching that they receive.

'Better & more engaging teaching' (LAWPL, Year 2, UG)

'Telling students that they should remember 'this' from GCSE in a condescending manner is unproductive.' (BIOSI, Year 1, UG)

Interactivity (14/119)

This code is for when comments discuss the levels of interaction involved in teaching.

'More interactive lectures - discussion - tasks beyond assignments to engage with' (MUSIC, Year 3, UG)

Positive (31/119)

Whilst previous codes have predominantly been students liking to see improvements to the teaching they currently receive, a number of comments highlighted the positive experience they had in regards to teaching.

'The medical school is very supportive in meeting our learning needs.' (MEDIC, Year 4, UG)

'All of the lecturers are amazing at conveying their passion through their lectures and it makes every lecture interesting and worth attending! It's really helped me realise my own passion for astrophysics too - it has been my favourite part of university so far!' (PHYSX, Year 1, UG)

'I enjoy the teaching within my course and how I can ask any questions openly and without pressure.' (ENCAP, Year 1, UG – English Language and Linguistics)

Teaching Qualification (13/119)

This code is for comments that suggest there should be more qualifications for those teaching students.

'The lecturer can't teach. They should at least have a Teaching Degree. They literally read things off the slides. I can do that myself.' (ENGIN, UG)

Timetabling (310/2,239)

There were a broad range of comments about university timetabling therefore, the coding has been broken down into a number of sub-themes.

Communication and Access (39/310)

This code is about students having access to their timetable and the communication between the school and themselves about timetables.

Changes to Schedule (21/39)

These are comments from people who would like quicker communication over any changes to their timetables.

'Timetable changes to be communicated more effectively by dental undergraduate offices eg. Text messages because blackboard notifications don't always show up.' (DENTL, Year 2, UG)

Earlier Release (11/39)

This code is for comments requesting that timetables are released earlier.

'I would have wanted to get the timetable before the course started' (JOMEC, Year 1, PGT – IPRGCM)

Online Timetable (7/39)

This code is for comments discussing online timetables and access to them.

'Make timetable more reliable (updates often don't show)' (CARBS, Year 2, UG)

Timings (103/310)

This code is for comments about the timing of scheduled contact hours.

Clashes (11/103)

These comments are about time clashes between lectures or seminars.

'Inform students (especially joint honours students) early on if their classes are clashing (maybe at the module selection process rather than during term time)' (Joint Honours: JOMEC and LAWPL, Year 2, UG)

Compact Schedule v Not Compact (32/103)

This code is for comments from students are discussing having a compact schedule. However, there is a lack of consensus as to what students would prefer, with some wanting their schedules to be compact over a couple of days whereas others want them to be spread out across the week.

'More classes spread throughout the week rather than just having 3 very busy days' (MLANG, Year 2, UG)

'Group lectures together to increase free days' (SOCSI, UG)

Earlier Finish (8/103)

This code is for comments about finishing earlier in the day.

'Late tutorials not considerate of people travelling further distances.' (HCARE, Year 1, UG – Radiography)

Later Starts (30/103)

This code is for comments wanting lectures to start later on in the day, most of them request less 9am lectures.

'Move to a 10:00 - 18:00 timetable' (ENGIN, Year 3, UG)

'Stop 9am's!' (EARTH, Year 1, UG)

Shorter Sessions (18/103)

This code is for comments wanting scheduled contact hours to be shorter.

'More use of shorter lectures (50 minutes) twice a week rather than the longer lectures once a week' (SOCSI, Year 2, UG)

Time-off (159/310)

This code is for comments wanting more time off from university. Comments were predominantly about long periods off, but there were some comments wanting more breaks in the day.

Breaks in the Day (20/159)

This code is for comments about having breaks in the day during scheduled contact hours. Whilst there is some similarity between these comments and comments wanting shorter sessions or a less compact schedule, comments coded as 'Breaks in the Day' are more explicit about time off rather than scheduling times.

'Have an hour in the day (like 12-1 for example) where there's no lectures, seminars, labs, tests etc. so everyone has time for lunch' (MLANG, Year 2, UG)

Other Day (11/159)

This code is for comments requesting days other than Wednesday's off.

'No Thursday mornings' (EARTH, Year 2, UG)

Reading Week (85/159)

This code is for comments requesting that their course is given a reading week.

'We started in Jan 3 weeks before everyone & have no reading week, not sure why?' (BIOSI, Year 3, UG)

'More reading weeks - course is so intense and finding no time to be able to revise or write essays between 5 day weeks uni or 37.5 hours placement for unpaid work.' (HCARE, Year 1, UG – Midwifery)

'Reading weeks for social sciences' (SOCSE, Year 2, UG)

Specific Holidays (27/159)

These comments are requesting specific holidays off. Comments often requested religious or cultural holidays off.

'Time off for Diwali' (DENTL, Year 2, UG)

'Easter hols for medicine' (MEDIC, Year 4, UG)

Wednesday (16/159)

This code is for comments that are asking for Wednesdays' off, this is predominantly so that students can compete in BUCS or other sports fixtures that take place on Wednesday afternoons.

'No lectures on Wednesday = sport' (EARTH, UG, AU)

Unspecified (121/2,239)

This code is for comments that are unclear or unspecified but have some academic focus. Comments coded as unspecified have been reviewed to try and see whether they can fit into a more specific code. A few comments have been included below to highlight the breadth of comments that are not specific.

'Carefully review courses starting in that year for the first time' (BIOSI, Year 4, PGT)

'Please don't change Earth and Ocean to Earth and Environment. Please support Marine students and their sense of identity. Solution might be Earth, Ocean and Environment?' (EARTH, Year 4, UG)

'Do not change the course whilst students are studying!' (SHARE, Year 3, UG)



Facilities (3,197)

Facilities covers a broad range of areas to do with the facilities available to Cardiff University students. This includes Accommodation and the infrastructure of buildings. The overall theme of Facilities received the most comments, potentially because students do not currently have many opportunities to feedback about the facilities available to them.

Accommodation (157/3,171)

There were a number of comments about various aspects of accommodation provided to students by the University, As such, a number of sub-themes come under the broader theme of Accommodation.

Costs (12/157)

This code is for comments that discuss the price of University accommodation.

'The accommodation can be too expensive for what they are worth, needs to have better catering and upkeep.' (SHARE, Year 1, UG)

Laundry (18/157)

This code is for comments discussing the laundry provisions in accommodation.

'Circuit laundry is honestly terrible, multiple times people have been overcharged on the washer hasn't even washed their clothes. Please find a different supplier' (ENGIN, Year 1, UG)

Other (22/157)

This code is for comments about accommodation that do not into any of the other sub-themes.

'There should be more accommodation options for radiography and other HCARE students.' (HCARE, Year 1, UG – Diagnostic Radiotherapy)

Pests and Cleaning (22/157)

This coding is for comments discussing the cleanliness of University accommodation and the presence of pests, such as Silverfish, in accommodation.

'Remove silverfish from Talybont.' (ARCHI, Year 1, UG)

'Cleaning services - flat isn't actually cleaned from weekly services' (COMSC, Year 1, UG)

Senghennydd (6/157)

This code has been used for all comments that primarily discuss accommodation at Senghennydd. Whilst there were only six comments discussing this, it was kept in as a code due to its inclusion in previous years.

'I live in Senghenydd Hall, Ground Floor and there's a window with a wall in the way so I get absolutely no sunlight and live in darkness. In the flat there are 2 empty rooms with windows facing outside with sunlight. I recommend that in following years, my room remains a showroom and the showrooms are for residents.' (PHRMY, Year 1, UG)

Social (10/157)

This code has been used for comments relating to social spaces and events available at University accommodation. There were a few comments who raised the location of sports and social facilities as a barrier to participation, these comments came from students who lived far away from Talybont where most of the facilities are.

'The sports facilities are all in Talybont South which is very far and difficult to get to from my accommodation (University Halls) which has put me off joining sports societies for a while' (Year 1, UG)

'I think all first year residences should have couches/more sofa space.' (WELSH, Year 1, UG)

Talybont North and South (11/157)

These are comments relating to accommodation at Talybont North and South.

'Talybont North - Better regulation of quiet hours, replace seals around the windows as it is draughty and you can hear everything. Don't offer Talybont Gate to conditional offer holder students if they aren't going to get a place. Upgrade bathrooms in these accommodations - they're disgusting and dingy!' (COMSC, Year 1, UG – Applied Software Engineering)

Temperature (4/157)

These are comments relating to the temperature of halls. This code was used to maintain some consistency between the codes used in 2019.

'Each room from a flat should have their own temperature measurement or one of two measurement should be in the kitchen at least.' (MATHS, Year 1, PGT)

Travel (3/157)

There were only 3 comments relating to broader travel options for University accommodation. The majority of comments to do with travel and halls were about the University Halls Bus.

Uni Halls Bus (21/157)

This code was used for comments raising the timings of the University Halls bus. Students based up at University Halls are provided with a free bus that acts as a shuttle between Uni Halls and both the Heath Park and Cathays campuses, this is due to the University Halls accommodation being the furthest away from the University.

'Another bus from Uni Halls that picks up students at the SU after lectures so that they're not waiting 45 minutes' (ENCAP, Year 1, UG)

'More frequent Uni Halls buses and app tracker and in the evening and weekends.' (BIOSI, Year 1, UG)

Building Infrastructure (485/3,171)

This broad code has been used to bring together comments relating to provisions/ infrastructure within buildings.

Accessibility (14/485)

These are comments about the accessibility of buildings across campus.

'Better accessibility to uni buildings and events - it is unacceptable that accessible lift into SU was not working for so long.' (PHRM, Year 2, UG)

ATMs (0/485)

In 2019, there was 11 comments about having access to cash machines on campus, this year there were no comments about it.

Hand Dryers (7/485)

This code was used for comments about hand dryers in toilets.

'Modern hand dryers that actually work in Glamorgan would be good' (GEOPL, Year 1, PGT)

Lifts and Escalators (13/485)

These comments are about lifts, escalators, and their availability around campus. There is some crossover between this code and 'accessibility'.

'Lift in the SU for disabled students' (ENCAP, Year 1, PGT)

'The lifts can be updated, as they are really small and old and always make weird noises.'
(PSYCH, Year 2, UG)

Lockers (24/485)

These are comments from students who would like lockers to be available for them to safely store personal belongings. Buildings mentioned included; the SU, Music, Queens and Main Building.

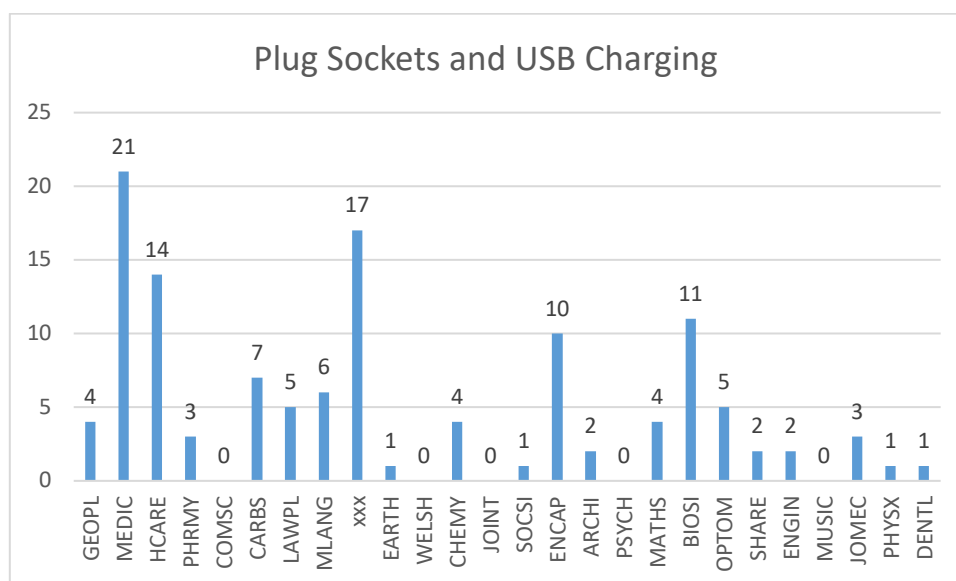
'Personal lockers to store items during the day' (MATHS, Year 2, UG)

Plug Sockets and USB Charging (124/485)

The largest sub-theme within Building Infrastructure is Plug Sockets and USB Charging. Students are increasingly using technology to facilitate learning and believe that there needs to be more charging points to support their learning. This is something that the University and Students' Union have been working on, with power banks available for use in the ASSL since the start of 2020. Due to the large number of comments about plug sockets, a breakdown is included of each school and the number of comments that originated from them.

'More plugs in library' (PHRMY, Year 4, UG)

'More plug sockets in lecture theatres eg. law building' (CARBS, Year 2, UG)



Recycling and Wastage (31/485)

This code covers comments about recycling and waste options available to students. This covers both the University and the Students' Union.

'Only recyclable and multi-use plastic for food and drinking nights e.g. Yolo & Juice' (LAWPL, Year 2, UG – Politics and International Relations)

'More recycling points, for example the café just has a bottle recycling point for people that buy lunches this would cause them to put it in general waste.' (Year 1, UG)

Signage (12/485)

This code is for comments from students who would like to see more signs or maps around campus to help students find their way.

'Put more signs around and maybe a school map as it is very easy to get lost.' (ENGIN, Year 1, UG)

Temperature Control (96/485)

The third most discussed aspect of building infrastructure is comments from students who would like there to be more consistent and appropriate temperatures in University buildings.

'Warmer lecture theatres (Shandon and Wallace in Main Building)' (EARTH, Year 1, UG)

'Heaters inside lecture rooms and libraries' (BIOSI, Year 3)

Toilets (108/485)

The second most discussed aspect of building infrastructure is comments about the toilets across campus.

'Improve toilet and hygiene facilities. Taps that stay on and you don't touch. Toilets that flush! Urinals that are not frequently blocked! More hand dryers. E.g. Trevithick men's - 5 urinals, 1 okish tap (soap never full) 1 hand dryer!' (ENGIN, Year 2, UG)

'I would clean the toilets because the stink (in the cafeteria)' (WELSH, Year 1, PGT)

Wi-Fi (56/485)

These are comments about Wi-Fi across campus.

'Better Wi-Fi in ASSL' (ENCAP, Year 3, UG)

'Improve wifi in hospitals for healthcare students.' (Year 4, UG)

Buildings (822/3,171)

This broader theme is about the buildings available to students and the facilities provided to them.

Location (26/822)

This code is for comments about the location of buildings. Most of the comments came from students who are based away from Cathays.

'Move the National Software Academy to Cardiff. Software engineering students feel disconnected from University life' (COMSC, Year 2, UG)

'Not separate midwifery students from other healthcare students eg. Not being at Heath Park Campus' (HCARE, Year 1, UG – Midwifery)

'The difference between 2 classes on Mondays are extremely small. First lecture at JOMEK is at 10:30-12:30 and at SU the sociology class is at 1pm. It takes almost 35 minutes to reach SU from JOMEK and it is very stressful. Longer gap would be appreciated.' (Joint Honours: JOMEK and SOCSI, Year 1, UG – Journalism, Media and Sociology)

Renovations (70/822)

These comments are about refurbishments that students would like to see to University buildings.

'We need a new building. Queen's building is ugly. We are in the engineering department and need something that represents us' (ENGIN, UG)

'Renovate seminar rooms in the hospital so that there is at least a surface to write on eg. Obs and gynae' (MEDIC, Year 4, UG)

Seating (73/822)

These comments are from students who would like to see more seating available across campus for a number of reasons, including; for eating during breaks and lunchtime, studying and socialising.

'More comfortable 'casual' seating areas around campus' (PHYSX, Year 2, UG)

'Put more comfortable seats in café.' (PHRMY, Year 2, UG)

Spaces (653/822)

This broad theme is about the general spaces available to students and what facilities they want provided. Most comments are about Sports Facilities and Study Spaces.

More Facilities (38/653)

This code has been used for comments requesting more facilities. Some comments are not specific about the facilities that they would like to see.

'More facilities in MLANG' (MLANG, Year 2, UG)

'A worship area for multiple religions so we can do our praying in there as right now there is no such facility.' (PHRMY, Year 1, UG)

'Also maybe a sleeping/ relaxing room?' (BIOSI, Year 1, UG)

Quiet Spaces (35/653)

This code is for comments that requested more quiet spaces be available on campus. There is some cross over between quiet spaces and study spaces.

'Quiet study spaces (esp, during exam season) are often full and not quiet - would suggest providing more' (BIOSI, Year 4, PGT)

Social Spaces (65/653)

This code is for comments requesting there to be more social spaces available across campus.

'Could we have an area with a few sofas or comfy chairs where we could relax and socialise?' (ARCHI, Year 1, UG)

Sports Facilities (344/655)

This code is for comments about the sports facilities available to students. Comments discuss the facilities provided by both the Students' Union and the University. Due to the large number of comments about Sports Facilities, a number of sub-themes exist for particular facilities that students frequently mention. 226 out of the 344 comments on Sports Facilities have been coded into a sub-theme but the other comments about Sports Facilities were either not specific enough or did not group together to a substantial number.

Astro-turf/ 3G Pitches (35/344)

These are comments about asking for there to be more 3G pitches available for sports teams. A number of these comments were also coded as Specific AU clubs.

'Get a 3G pitch suitable for use for the American football team, so we can compete with the other universities in terms of facilities, and it also disrupts our seasons having to reschedule games or find alternative arrangements which comes at a cost to the club. I also believe this would help improve the student community and experience.' (PHYSX, Year 3, UG, AU)

Erg Room (42/344)

This code has been used for comments from rowers who would like to see an improved erg room for training. Most comments requested better air-conditioning. These comments were not coded as temperature control due to them being about a specific facility/area.

'Fan for studio room in the SU for rowers!' (MEDIC, Year 1, UG, AU and Societies)

Gym (62/344)

This code is for any comments about gyms. This includes the equipment available, membership costs, opening times and more.

'Reduced gym membership for AU members' (HCARE, Year 2, UG, AU and Societies – Physiotherapy)

'Preacher curl machine for EZ barbell curl to block elbows. Decline bench. Abs machines. ALL in the main gym. Too many chest press machines' (CHEMY, Year 1, UG, AU and Societies)

'Open gym earlier each morning including weekends (06:00)' (MATHS, Year 2, UG, AU and Societies)

Hockey Pitches (36/344)

On top of the comments asking for more 3G pitches, there were 36 comments requesting another hockey pitch. Whilst there is likely to be some crossover between the two codes, comments included in this code specifically asked for another hockey pitch.

'Another hockey pitch' (EARTH, Year 1, UG)

Squash Courts (17/344)

This code is for comments requesting improvements to the current Squash Courts.

'The Squash Courts are unsafe due to poor cleaning + they're freezing - heat them?' (LAWPL, Year 2, UG, AU and Societies – Politics)

Swimming Pool (34/344)

This code is for comments requesting that the University build a swimming pool and if that isn't possible, subsidise the hiring out of one.

'Have a university swimming pool. If this isn't realistic, at least a subsidisation to pool hire so we can hire a coach to improve our performance.' (Year 1, UG, AU)

Study Spaces (171/627)

Students also discussed the study spaces available to them across campus. There is crossover between study spaces comments and comments about libraries but comments have been distinguished based on what they say.

'More study spaces made available if possible.' (MATHS, Year 2, UG)

'Rooms in the buildings not in use for lectures/seminars advertised as study spaces - online log of which ones are in use- booking availability in same way as library rooms' (SHARE, Year 3, UG)

'More quiet study areas.' (CHEMY, Year 1, PGR)

Catering Provision (1,020/3,171)

This theme is for all comments relating to catering provision across the University. To better understand what students are saying about Catering Provisions at the University, two broad sub-themes come under Catering Provisions.

Cafes (449/1,020)

This broad sub-theme is about the cafes and canteens available across the Heath Park Campus and Cathays Campus. There are three different codes under Cafes to highlight what students think about them.

Cost (212/449)

This code is for comments discussing the cost of food and drink provided by University catering.

'Cheaper food in the University ran cafes' (SOCSI, Year 2, UG)

'Canteen prices too expensive - maybe introduce meal deal sandwiches etc.' (ENGIN, UG)

Other (132/449)

This code was used for comments relating to University cafes and canteens that were not about cost or the variety and quality of provisions. Predominantly, comments under other were locations that students wished to see Cafes or Canteens.

'Reinstall Chemistry (main building) café' (CHEMY, Year 4, UG)

'More staff in IV during busy times.' (HCARE, Year 2, UG – Physiotherapy)

Variety and Quality (105/449)

This code was used for comments discussing the variety of food available and the quality of the food that is available.

'More variety of food in the café (no Mayo) – Glamorgan' (GEOPL, Year 2, UG)

'More vegan food options and cheaper. Decaf and alternative milk options in cafes in Main Building and Bute.' (ARCHI, Year 3, PGR)

Catering Facilities (571/1,020)

This code was used for comments about the catering facilities available to students across the University. These facilities allow students to eat food that they have brought in from home.

Hot Water and Kettle (95/571)

These are comments requesting more hot water taps and kettles being available across the University.

'hot water machine needed in BIOSI/ other school buildings, not just main/ library' (BIOSI, PGT)

Microwaves (159/571)

This code is for comments wanting more microwaves available throughout the University.

*'Very good microwave in main building finally! Best thing about university! 'life changing!'
(CHEMY, Year 4, UG)*

'More microwaves in IV Lounge common room (new ones last year v. helpful)' (HCARE, Year 3, UG)

Other (13/571)

This code is for comments requesting more catering facilities that don't fit into any of the other categories.

'Mini fridges in first-year architecture studios' (ARCHI, Year 1, UG)

Tea and Coffee (108/571)

This code has been used for all comments requesting access to tea and coffee. Comments wanted it to be free, cheaper or more specific brands. These comments have been coded as separate from Cafes or Catering Facilities due to the large number of comments about it.

'Free tea, coffee machine' (MEDIC, Year 4, UG)

Vending Machines (64/571)

This code is for comments wanting there to be more vending machines available across the University. Comments also wanted current vending machines to have more options and the ability to accept card payments.

'Make card/ apple pay available on vending machines' (PHRMY, Year 2, UG)

'Healthy options in the vending machine in the ASSL library' (Joint Honours: ENCAP and MLANG, Year 4, UG)

Water Fountains (132/571)

This code is for comments from students requesting greater access to water fountains across campus.

'A water fountain in Eastgate House would be a good addition' (HCARE, Year 1, UG)

Libraries (570/3,171)

All comments about libraries and library provision has been coded here. There is likely to be some crossover with the 'Study Spaces' code. There are a number of sub-themes within the broader theme of libraries.

Books (28/570)

This code is for comments discussing the books available at the libraries. Comments wanted newer addition books, more books available and for the loan period to be extended.

'Library - extended time on requested books' (SHARE, Year 3, UG)

E-Resources (14/570)

These are comments about the online resources available to students that are provided by Cardiff University Libraries Service.

'Make more books in the library available online.' (HCARE, Year 1, UG – Diagnostic Radiography)

Lack of Space (38/570)

This code has been used for comments that raise concerns about there being a lack of space within libraries.

'More space in library' (OPTOM, Year 3, UG)

Music Library (16/570)

This code is for comments discussing proposed changes to the Music Library.

'Don't move the music library we enjoy having our own quiet space which isn't overcrowded and the librarians care about student welfare just as we care about them' (MUSIC, Year 3, UG)

Opening Hours (105/570)

This code is for comments wanting to see changes to the opening hours of libraries. Many comments wanted more 24 hour libraries, particularly during exam season.

'More 24hr study facilities in Queens.' (ENGIN, Year 4, UG)

Other (102/570)

This code is for other comments relating to libraries.

'I live near Trevithick library and I know that I have to register with the security office, who don't always answer their emails very quickly. Access to all libraries should be allowed to all Cardiff University students' (PHRMY, Year 4, UG)

'Abolish library fines, I'm a student how can I afford that!' (DENTL, UG)

Printing (89/570)

This code is for comments about printing at Cardiff University. Most comments are about the price of printing and request that there should either be free printing or some free printing. Some comments also requested that if required to get your dissertation bound, that it is paid for.

'Shouldn't have to pay to get dissertations bound' (SOCSI, Year 4, PGT)

'Free printing.' (MEDIC, Year 4, UG)

Science Library (170/570)

This code is for comments that discuss proposed changes to the Science Library. All comments raise concerns about these changes as some students believe it is being closed and that any changes will be detrimental to their studying and learning.

'Don't get rid of science library - this is an awful idea that will detrimentally impact the learning of all UG & PG students in the department' (CHEMY, Year 2, PGR)

'Keep the Science Library.' (BIOSI, Year 3, UG)

Security (7/170)

This code is for comments to do with security in University libraries.

'Scan student cards at all times in the library because of recent thefts.' (ENCAP, Year 3, UG)

Unspecified (125/3,171)

This code is for comments about the facilities at the University or the Students' Union, that are not specific enough to code elsewhere.

'Get rid of revolving doors please' (SOCSI, Year 2, UG)

'The initiative to enable students to manage their respective campus building for a day could prompt active participation from students for all year and course groups. Would highly recommend.' (JOMEC, Year 3, UG)



Other (735)

Communication and Advertisement (75/735)

This code is for comments discussing the university's communication and advertisement with students.

Ads (17/75)

This code is about advertisements that students receive and the way in which events or information is communicated to students.

'Advertise on more social media platforms - therefore students can gain the info. Because I know many students they are not familiar with using social medias like Facebook or Twitter, so they're usually not knowing many activities' (CARBS, Year 1, PGT)

Info (22/75)

This code is for comments relating to the different types of information provided to students by the University.

'Better communication from the skills workshops and global ops with medical students.' (MEDIC, Year 4, UG)

Interaction (8/75)

This code is for comments relating to communication between different departments and students.

'Encourage every SU and Cardiff University employee to check their emails and respond to them more!' (PHYSX, Year 4, UG)

Opportunity Promotion (19/75)

This code is for comments that want opportunities available to students to be better communicated.

'If I ran the university I would promote placement years and study abroad years to help students become more employable' (Joint Honours: SOCSI and LAWPL, Year 3, UG)

Spam (8/75)

This code is for comments about spam emails.

'Also, please try to reduce quantity of irrelevant emails, such as those regarding modules on courses different to that studied: it can be confusing especially at the start of the year/ semester and we get lots of emails anyway.' (COMSC, Year 1, UG)

Updates (1/75)

This code is for comments regarding updates. This year only one comment was coded as such but it has been kept in for continuity purposes.

Cost, Finance and Tuition Fees (129/735)

This section is for comments discussing the cost of attending University.

Fees (39/129)

This code is for comments discussing the cost of tuition fees.

International (10/39)

This code is for comments requesting that tuition fees for international students are reduced and that there are more scholarships available for international students.

'Tuition fee for international students is too much higher than the local students. I wish that would be less a little bit' (CARBS, Year 2, UG)

Lower (29/39)

This code is for all other comments about reducing the cost of tuition fees.

'Charge less - £9,000 per year, in 128 days = paying £70 per day. With the whole class that's surely enough to pay lecturers and bills' (BIOSI, Year 1, UG)

Management (51/129)

This code is for comments discussing how the University is managed.

Buildings (16/51)

This code is for comments discussing the University spending money on new buildings, predominantly the Centre for Student Life.

'The uni needs to invest in staff and not new white elephant buildings' (SHARE, Year 2, UG)

Staff (28/51)

This code is for comments about how the University manages staff.

'Invest more in the uni e.g. staff, resources, study spaces and less in expensive buildings. Support lecturers and teaching/research staff.' (SHARE, Year 3, UG)

Vice Chancellor (6/51)

This code is for comments discussing the position of Vice-Chancellor.

'Pay the Vice Chancellor less. Nobody needs that salary at the expense of others' (COMSC, Year 3, PGR)

Placement (4/51)

This code is for comments about the cost of placements that don't fit in to any other placement categories.

Support (25/51)

This code is for comments about the financial support that is available to students and ways in which students would like to be supported financially.

'More funding available for students from less privileged backgrounds' (MEDIC, Year 4, UG)

Transparency (9/51)

This code is for comments to do with transparency of spending and decision making within the University.

'More transparency on uni politics eg strike action' (ENCAP, Year 3, UG)

Environment (69/735)

This code is for all comments discussing the environmental impact of the University. Comments coded as 'Recycling and Waste' also cover some aspects of this code. Whilst most comments were more generic about the environment, there were some more specific comments.

'Even further moves to make University eco friendly' (WELSH, Year 2, UG)

Beef (11/69)

This code is for comments suggesting that catering outlets across the University should stop selling beef products.

'Remove beef products from the campus! Beef is a carbon-intensive meat which is also resource intensive. Removing it will lower the university's carbon footprint which is a strong concern among students.' (LAWPL, Year 4, PGT)

Climate Change (2/69)

This code is for comments that specifically discussed climate change.

Plastic (14/69)

This code is for comments discussing the availability of plastic across campus and wanting to reduce the availability.

'Make the lids for the tea cups biodegradable or something. Get rid of plastic basically everywhere we can.' (ENGIN, UG)

Equality, Diversity and Inclusion (74/735)

These are comments about various aspects of Equality, Diversity and Inclusion. These cover both the University and the Students' Union.

Ethnicity (16/74)

This code is for comments discussing experiences of BME students and the need to do more to combat racism.

'My friend is disheartened by the racism she experiences, there should be more support for people like her. Thanks' (Year 2, UG)

Gender and Sexuality (24/74)

This code is for comments discussing gender and sexuality. Comments suggest ways to improve inclusivity and representation for students in the LGBT+ community.

'Introduce a trans-inclusive sport policy that is also fair for trans women' (SOCSI, Year 2, UG)

Gender Neutral Toilets (14/74)

This code is for comments discussing the need for more gender neutral toilets that don't require a radar key for access. Comments about this may also be under the 'Toilets' code about radar key access but don't specify that they are discussing gender neutral toilets.

'Get rid of RADAR locks on toilets - it's unfair to expect non-binary and trans students to ask to use the bathroom' (MATHS, Year 5, UG)

Politics (4/74)

This code is for comments that discuss politics and the ability for students to express their opinions.

Problematic (2/74)

This code is for comments that express views that are not inclusive of others.

Students with Disabilities (7/74)

This code is for comments discussing the experiences of students with disabilities.

'Lecture slides are only pictures which is not helpful. I have a learning difficulty so emailed the lecturer and the disability officer and neither of them offered any help.' (JOMEC, Year 1, UG)

Miscellaneous (244/735)

This is for comments that do not fit into any of the other codes or themes that are used.

Free Stuff (33/244)

This code is for comments from students who are requesting that things are free.

'More free goodies in IV Lounge.' (MEDIC, Year 2, UG)

General Positive (140/244)

This code is for comments discussing positive experiences that students have had. There will be comments that also come under codes but that have been coded here as well due to them being positive.

'Loving uni so far' (EARTH, Year 1, UG)

'I am really happy with the course/ the programme is very unique and well-fitted for my needs. It is not overloaded with lectures, which leaves a lot of time for individual work.' (COMSC, Year 1, PGT)

Other (6/244)

This code is for comments that are unclear.

Safety Concerns (59/244)

This code is for comments raising concerns about safety within the Students' Union, University, Cathays and the wider Cardiff area.

'Make Cardiff a safer place. Idk the procedure to complain against other students, I feel unsafe in class with. What to do in this situation? What is the standard procedure for this other than going to police?' (Year 4, PGT)

CBR Protests (24/59)

This code is for comments discussing the presence of protestors from the CBR who have been protesting on Park Place against the pro-choice stance that passed in the SU AGM.

'Take legal proceedings to get rid of the abortion protesters outside the SU, they're causing a great deal of distress to the student body.' (ENGIN, UG)

Harassment (2/59)

This code is for comments discussing harassment.

Student IDs (6/244)

This code is for comments about how students go about getting their University issued ID cards replaced and how much replacements cost.

Unspecified (137/735)

This code is for all comments that were unclear, did not fit into any categories or, were comments not relating to the experience of students at Cardiff University.

'Less students' (BIOSI, UG)

'Stand up against the stupid construction practices that exploit loopholes to build uncalled for accommodation and drive up student rent - we don't need more barriers to learning for the sake of mindless profiteering' (SOCSE, Year 1, UG)



Services and Student Support (817)

This theme brings together all the comments about the support services provided to students by the University, this includes; careers, mental health and a broad range of other services.

Careers (98/817)

These are comments about the careers service and students experience of it.

Advice (20/98)

This code is for comments about advice provided by the careers service.

'More help could be provided for PhD applications: at the careers & employability drop-in sessions they're very generic with help and don't seem to be too well versed in applying for PhDs... It was as if they were giving general support, but trying to adapt it for my need, rather than actually knowing what to do/ say' (PHYSX, Year 3, UG)

Fairs and Events (9/98)

This code is for comments about the careers fairs and events organised by the Careers Service.

'More events about career options directed at your degree. - maybe previous students coming talking to current students?' (ENCAP, Year 3, UG)

Part-time Work (3/98)

This code is for comments discussing part-time work opportunities. There are only three comments coded as such but the code was kept to try and maintain some consistency with previous years coding.

Placements (48/98)

This code is for comments about the support available for students prior to going on placement and during their placement.

'More support from staff in terms of how to handle placement interviews/ what to do if all applications were successful' (CHEMY, Year 4, UG)

'More support on placement – pastoral' (HCARE, Year 3, UG – Physiotherapy)

Work Experience (18/98)

This code is for comments about work experience opportunities available to students during their time at Cardiff.

'Funding for students in final year to access summer opportunities' (LAWPL, Year 3, UG – International Relations and Politics)

Mental Health (216/817)

This code is for all comments relating to the Mental Health provisions within the University.

Access (16/216)

This code is for comments discussing access to Mental Health provisions.

'Easier access to mental health services (I don't know where to go)' (MUSIC, Year 4, PGT)

Awareness (16/216)

This code is for comments about increasing the awareness of mental health.

'Increase awareness of mental health service + campaign - i.e. Increase presence across other campuses, not just SU' (PHRMY, Year 3, UG)

More Resources (140/216)

The largest sub-theme within Mental Health, comments coded as 'More Resources' would like to see Student Support have more resources available for students to access, for example, more counselling sessions.

'Mental health services need more funding and need to be specialised in more than just anxiety and depression' (ENCAP, Year 3, UG)

'The waiting time for a Health and Wellbeing appointment with a therapist is ridiculously long. The service is not able to respond to current problems of students, as 3-4 months waiting time rather does not allow you to discuss your ongoing problems.' (ARCHI, Year 3, UG)

Therapy Animals (44/216)

This code is for comments wanting to see more frequent visits from therapy animals.

'Regular therapy dogs - once a week/ once every 2 weeks' (BIOSI, Year 1, UG)

Miscellaneous (151/817)

This broad theme is for support students want to see for different groups or areas of student life that don't fall under the remit of Student Support currently.

Languages and Language Learning (27/160)

This code is for comments who would like to see more support for other languages or for learning another language.

'Provide more facilities to learn a language eg. Welsh/ sign language' (OPTOM, Year 1, UG)

Other Support (80/160)

Comments in this code are requesting support that does not fall into any of the other coding.

'More support for students returning from an interruption of study - no extra support is routinely provided.' (SHARE, Year 3, UG)

'More assistance with money = long course, lots of hours in uni and many students are mature - how are we meant to pay a mortgage and study?' (HCARE, Year 1, UG)

PG and Mature Students (20/160)

This code is for comments requesting greater support from the University for Postgraduate and Mature students.

'Would love to see a bit more for mature students - stuff to do, more representation etc.' (ENCAP, Year 2, UG)

'More support for postgrad examinations. Should have a pure postgrad support' (LAWPL, Year 4, PGT)

Welsh (24/160)

This code is for comments about support for the Welsh Language.

'More opportunities to have Welsh speaking educational supervisors - many of the doctors have said they are keen' (MEDIC, UG)

Student Support (56/817)

This broad theme is for comments relating to services provided by Student Support that haven't been covered in previous codes.

Caring (3/47)

This code is for comments talking about support for those with caring responsibilities.

Disability and Dyslexia (14/47)

This code is for comments talking about services available to students with disabilities or learning difficulties.

'Do more for students with learning difficulties! You need more staff' (CHEMY, Year 1, UG)

Extenuating Circumstances (15/47)

This code is for comments from students who would like more support in regards to Extenuating Circumstances.

'More generous ex-circs. 4 days is not even close to enough time to get a 4th NHS letter, but that is all I was given' (LAWPL, UG)

Health (15/47)

This code is for comments discussing provisions for students that support their health.

'Sexual health service at SU.' (MEDIC< Year 4, UG)

International (9/160)

This code is for comments discussing support available for international students.

'I think that there needs to be more support for international students, especially students in CARBS. My friend did their masters in CARBS and lots of students don't have the needed English level to do well in their exams' (BIOSI, Year 3, UG)

Transport, Parking and Travel (242/817)

This code is for all comments about transport, parking and travel. Last year's Student Written Submission (now called the Student View) created the Transport Partnership Project.

Cycling (21/242)

This code is for comments about cycling provisions across campus. There are also comment about the Next Bike service across Cardiff.

'Encourage Next Bike to install further docking spaces near student facilities eg Talybont' (GEOPL, Year 4, UG)

'More bike racks.' (HCARE, Year 3, UG – Physiotherapy)

Generic (15/242)

This code is for less specific comments about travel, transport and parking.

'Transport made easier' (SOCSI, Year 1, UG)

Parking (109/242)

This code is for comments about parking across the University. Comments are predominantly asking for free or cheaper parking as well as there to be more parking available for students.

'There should be free parking for students that drive into uni - a display badge to show that you're a student or an annual pass' (Year 1, UG)

'Parking at EGH and the Heath - more student parking is needed.' (HCARE, Year 1, UG – Midwifery)

Placement (35/242)

This code is for comments discussing transport options for students on placement. Comments largely come from HCARE and MEDIC students who have to travel for PSRB placements.

'When going for observation to different places (distance kept in mind) the travel cost should be covered.' (OPTOM, Year 1, PGT)

'Better coach/ transport to placements. - leaving later than 7.30am' (MEDIC, Year 4, UG)

'Better fuel reimbursement for driving to placement' (HCARE, Year 1, UG)

Public Transport (20/242)

This code is for comments about public transport.

'Introduce student bus tickets (discounted) - to be negotiated with Cardiff Bus' (MUSIC, Year 1, PGT)

Uni Buses (42/242)

This code is for comments requesting that the University run more bus services between accommodation and different campuses.

'Transport to central square for students on joint honour courses - having to run from Glamorgan/ JP to Central Square in 10 minutes is not possible, it's genuinely impossible and unworkable. I don't care if it's just a public bus, but current provision has to change' (JOMEC, Year 2, UG)

Unspecified (54/817)

This code is for comments that discuss aspects of the services and student support available to students but are not specific to a particular area.

'Student support to be more accessible!' (MEDIC, Year 4, UG)

'Students need protection from landlords & support from uni about dealing with difficult landlords' (PSYCH, Year 4, UG)



Social Life and the Students' Union (935)

This code is for comments about student's social life and the services provided by the Students' Union.

Events (227/935)

This broad theme covers all comments relating to events. This includes events that already take place as well as comments from students requesting that new events take place. Whilst most of the events are run by the Students' Union, some of them, such as Graduation, are held by the University.

Club Nights and Gigs (83/227)

This code is for comments discussing the club-nights that take place in the SU. Comments discuss the length of queues, music played during the night, price of drinks and more.

'Love it, but maybe change up entry to YOLO Wednesday' (LAWPL, Year 1, PGT – GDL)

'4 VKs for £10 at Juice.' (DENTL, Year 1, UG)

Course-based (45/227)

This code is for comments discussing events run by course-based societies.

'More business students socials in the Business School. Such as meeting with newly arrived Erasmus students' (CARBS, Year 2, UG, Societies)

Fresher's (14/227)

This code is for comments about event's held by the Student's Union during Fresher's.

'Really enjoyed Freshers' fair' (BIOSI, Year 1, UG, Societies)

Graduation (18/227)

This code is for comments about graduation.

'Why is graduation a year after MSc? As an international student it's very expensive to travel back and forth just for that day and I really want to attend :(' (CARBS, Year 1, PGT)

Heath (12/227)

This code is for comments about events that either currently take place at the Heath or that students want to take place at the Heath.

'More activities + socials for Heath Campus' (MEDIC, Year 5, UG, Societies)

International (11/227)

This code is for comments requesting more events for international students or events with a more international focus.

'Have an international night in the SU once a month either for Juice or Yolo. It would go a long way :)' (BIOSI, Year 2, UG, Societies)

PG and Mature Students (14/227)

This code is for comments that discuss more events being available for postgraduate and/or mature students.

'There is no activities for PhD students, such as Trips, Social events' (ENGIN, Year 3, PGR)

Refresher's (1/227)

There was only one comment this year about Refresher's, potentially this is because this year the SU ran 'Try January'. However, the code has been kept in for comparisons with last years data.

Sober (14/227)

This code is for comments requesting more events that do not involve drinking.

'More sober socials for freshers + all year groups' (OPTOM, Year 1, UG, Both)

Trips (7/227)

This code is for comments wanting more trips. Comments do not specify where these trips should be to.

'Have more social trips.' (PHRMY, Year 2, UG, AU)

Welsh (1/227)

This code is for comments that would like more events for Welsh speakers. This year there was only one comment on this area but the code has been kept in to allow for comparisons.

General Students' Union (358/935)

This broad code is for comments discussing various aspects of the services provided by the Students' Union.

Academic Rep System (10/358)

This code is for comments discussing the Academic Rep System ran by Student Voice. Comments included asking for more recognition and that reps are listened to, amongst others.

'Actually listen and make changes when student reps bring back feedback to SSPs.' (BIOSI, Year 3, UG, AU)

AGM (6/358)

This code is for comments discussing the Students' Union AGM.

'HAVE A VOTING APP FOR AGM TO KEEP VOTES CONFIDENTIAL!!!' (MEDIC, Year 4, UG, AU)

Cash Free (7/358)

This code is for comments discussing the Students' Union decision to become cash free in a number of its catering and drinks outlets.

'Bring back cash in the SU! Don't like taking out card - too much of a temptation to spend.'
(PHRMY, Year 3, UG, Both)

Cheaper Drinks (18/358)

This code is for comments requesting that drinks available within the SU are cheaper or that there are more deals on.

'Make club night drinks cheaper' (ENGIN, Year 2, UG, xxx)

Cheaper Food (3/358)

This code is for comments requesting that the food available in the SU is cheaper. There may have been more comments submitted about it but if they didn't specify the SU then they weren't coded under this code.

Crowds (6/358)

This code is for comments discussing crowding at the SU during club nights.

'Safer nights out - massively overcrowded & unsafe' (OPTOM, Year 3, UG, Societies)

Democracy (17/358)

This code is for comments discussing the democratic processes of the SU and elected representatives.

'SU to keep out of significant issues i.e. abortion, Brexit etc.' (CARBS, Year 4, UG, Societies)

Free or Cheaper Entry (8/358)

This code is for comments requesting free or cheaper entry to SU club nights or that free entry lasts longer.

'Make free entry to SU on Wednesday until 10:30PM = less people rush and get too drunk'
(SOCSI, Year 2, UG, xxx)

Funding the SU (4/358)

This code is for comments requesting that the SU is given more funding.

Job Shop (5/358)

This code is for comments discussing Job Shop and the services that it provides.

Other (92/358)

This code is for all other comments discussing the Students' Union that do not fit in to any of the other codes. A few examples of comments are included below.

'Access to information about functioning of SU to all students not just student reps' (BIOSI, Year 4, UG, AU)

'More revision aid at Queens Buildings' (ENGIN, Year 2, UG, xxx)

'Chairs in the Great Hall need to be changed as they jerk every time someone moves or sits down - this is very annoying.' (CARBS< Year 1, UG, Societies)

Positive Comments (29/358)

This code is for broad positive comments about the Students' Union.

'Excellent SU & facilities, great range of clubs & societies to join' (CHEMY, Year 3, UG, Societies)

Real Living Wage (20/358)

This code is for comments that want the Students' Union to implement the Real Living Wage motion that was passed at AGM 2019 sooner.

'Living wage needs to be implemented' (MLANG, Year 2, UG, Societies)

Room Bookings (41/358)

This code is for comments relating to the room booking system at the Students' Union. Most of the comments discuss issues arising from cancellations or lack of availability of spaces for student groups.

'More organised room bookings in the SU i.e. Notice for cancellation of a booking or notice if room is double booked' (BIOSI, Year 2, UG, Societies)

Satellite Campuses (21/358)

This code is for comments relating to SU provisions at other University campuses, ie. The Heath Park Campus.

'Big timetable outside SU pod in Heath with clear opening times/ when jobshop open there/ if Cathays SU staff are there etc. So we know when we can access facilities/ people. We often

can't get down to SU Cathays when required when in lectures 9-4 every day.' (HCARE, Year 3, UG, Societies – Nursing)

Shops (21/358)

This code is for comments discussing the different shops in the Students' Union and shops that students would like to see there.

'Small suggestion - Greggs in SU' (GEOPL, Year 1, PGT, Both)

Speak Week (26/358)

This code is for comments about Speak Week. Some comments suggest options for the campaign in future years.

'The planet is dying. All very well being recyclable but why are these on paper at all? Digital submissions for 2021. A paperless SU?' (PHRMY, Year 4, UG, Societies)

The Taf (7/358)

This code is for comments about the Taf.

'What happened to the exchange?!' (LAWPL, Year 1, PGT, Societies – GDL)

Transport (16/358)

This code is for comments about Transport provided by the Students' Union.

'Better transport arrangements for away matches - not always a driver/vehicle available.' (HCARE, Year 2, UG, Both)

Societies and GIAG (136/935)

This broad code is for comments discussing Societies and Give It A Go at the Students' Union.

Comms (10/136)

This code is for comments about communication for Societies and GIAG.

'More emails about events/society GIAGs' (MEDIC, Year 1, UG, Societies)

GIAG (7/136)

This code is for comments discussing GIAG.

'Joined Give It A Go over a year ago now, glad I did as it has helped me gain new friends, experiences, to get better involved in the SU generally. Also feel like it has helped me gain confidence' (CARBS, Year 3, UG)

Heath (2/136)

This code is for comments about Societies and GIAG that are linked to the Heath.

New Events (37/136)

This code is for comments suggesting that new events are held for Societies or new GIAG events.

'More opportunities of performance.' (MUSIC, Year 2, UG, Societies)

New Societies (13/136)

This code is for suggestions of new specific societies or comments calling for 'more' societies.

'More Welsh societies' (HCARE, Year 1, UG, Societies – Physiotherapy)

Positive (4/136)

This code is for positive comments about societies and GIAG.

'I am very satisfied about the societies.' (PHYSX, Year 1, UG, Both)

Price (25/136)

This code is for comments about the price and cost of being a member of societies.

'No extra guild fees to join societies or sports teams' (OPTOM, UG)

Room Bookings (9/136)

This code is for comments about room booking more explicitly about societies and the rooms available to them.

'More rooms for societies to rehearse/ practice other than 4th floor' (GEOPL, Year 1, UG, Societies)

Specific Societies (17/136)

This code is for comments about specific societies.

'However, really enjoying how enthusiastic and interactive the language and linguistics society is' (ENCAP, Year 3, UG – Philosophy)

Tier System (10/136)

This code is for comments about the Tier System for Societies.

'Rework Societies tier system: No incentive to become Gold, most people don't even know a society's tier. Reward societies for reaching these goals' (LAWPL, Year 3, UG, Societies)

Sports (169/935)

This code is for comments about Athletic Union clubs based at the Students' Union.

Competing Athletes (1/169)

This code is for comments about competing athletes. This year there was only one comment about this theme but it has been kept in to ensure continuity between previous years.

Expenses (34/169)

This code is for comments about the cost of being in a sports club.

'Reduce price of AU and SU membership' (ENGIN, Year 1, UG, Both – Medical Engineering)

Heath Students (2/169)

This code is for comments discussing Heath based students and their access to sports clubs.

Other (33/169)

This code is for comments relating to sports that don't fit into any of the other themes.

'I hope there can be more professional coaches in the Athletic Union' (PHYSX, Year 1, UG, Both)

'Planned/ mandatory club committee reviews per term' (PSYCH, Year 3, UG, AU)

Recreational (7/169)

This code is for comments discussing recreational sports that aren't actively involved in competitions.

'Greater number of sports groups focusing on fitness & enjoyment as opposed to competitions' (CARBS, Year 1, UG, AU)

Specific AU Clubs (69/169)

This code is for comments about Specific AU clubs. Many comments are requesting more funding or resources for that specific club.

'Add a physio that is assigned to CULRFC, due to the amount of injuries that occur and can occur as well as the nature of danger in the game. The men's have a physio and we're arguable more successful than them.' (HCARE, Year 1, UG, Both)

'Medics Hockey - was always stated as a less intense club for those who have busy schedules. This is not the case anymore. They train just as much and the 1s are in the same leagues - potentially in Bucs too. The uni need to change this as it lowers the standard of uni hockey, losing players to the MEDICS meaning there are 2 good teams instead of 1 great team.' (CARBS, Year 4, PGT, AU)

Varsity and YOLO (11/169)

This code is for comments about Varsity and the YOLO that happens afterwards.

'A competitor's ticket for varsity' (PSYCH, Year 3, UG, AU)

Unspecified (41/932)

This code is for comments that are about students' social life, the SU or sports experience but are not specific enough to pinpoint what the comment is about.

'On the SU website why show options to sold out events? You only find out at checkout that its full.' (OPTOM, Year 1, Societies)

'More social engagement' (PHYSX, Year 2, PGR)



Conclusion

This report has highlighted the broad range of feedback students raised during Speak Week as well as both positive and negative student experiences. We hope that you find this report useful for better understanding the student experience and for seeing how changes have positively impacted upon that experience.