

Cardiff University Students' Union
Undeb Myfyrwyr Prifysgol Caerdydd

Speak Week Report 2018



Contents

Introduction:	4
Demographics:	5
Table of Themes:	11
Areas of Research:	16
Assessment:	19
Overview:	19
Amount of Assessment:	21
Change Assessment Methods:	22
Enhanced Guidance and Preparation:	24
Mark Schemes and Marking:	25
Past Papers:	26
Problems with Assessments:	28
Submission:	30
Weighting	32
Learning and Teaching:	33
Overview:	33
Academic Support:	38
Academics:	41
Lecture Capture:	45
Modules and Course:	53
Timetabling:	64
Overview:	64
Organisation, Provision, and Communication of Timetables:	68
No Wednesday Afternoon Lectures:	71
Access to Books and Resources:	73
Free or Cheaper Printing:	76
Buildings, Facilities, and Maintenance:	78
Objects (Microwaves, Kettles, Bins)	80
Study Areas:	84
Water Fountains:	86
Heath Park Campus:	89
Sports:	92
Student Support and Mentoring:	96
Catering and Commercial Outlets:	101
Cheaper VKs:	102
The Taf:	103



Cafés:.....	104
General Positive Comments:.....	105
Fees and Funding:.....	107

Note: This is a first round of analysis of the Speak Week data collected. The Students' Union is also producing a Student Written Submission which selected recurring themes and provides recommendations to the university. The recommendations highlight how both the students' union and university can work together to continue to make the student experience even better.

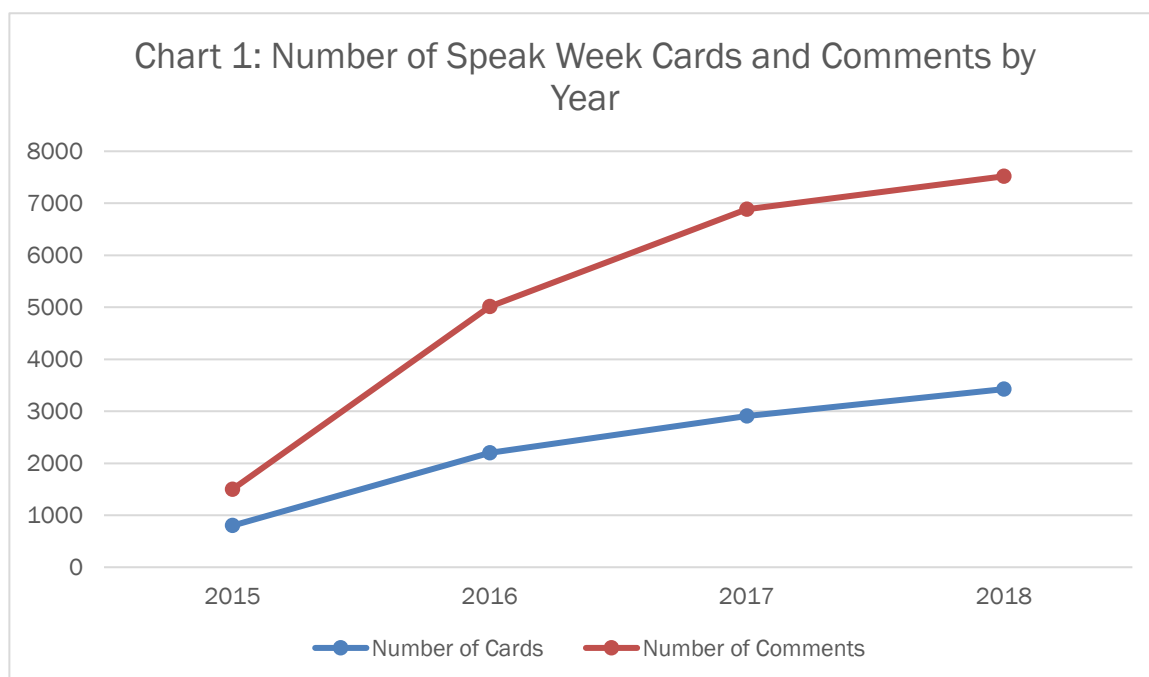
This report was written and compiled by student staff within the Student Voice department.

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



Introduction:

In total, 3,425 Speak Week cards were completed during Speak Week 2018, which led to 7,518 individual open-comments being provided. In comparison to the previous year, Speak Week 2017 had 2,910 cards completed with this equating to 6,885 individual comments. This means an 18% increase has been made in cards, and while the method of coding this dataset has changed, this suggests that there was also a 9% increase in the number of comments provided, as shown in Chart 1:



Speak Week is an important way to track student engagement, and directly translates into additional feedback on the University experience for students. Following previous campaigns, recommendations were made towards the opening of the ASSL Library for 24 hours, earlier publication of exam timetables, and an increase in Wi-Fi coverage.

Demographics:

When submitting completed cards, students were encouraged to indicate their course, their current year of study, and student type, be it Undergraduate, Postgraduate Taught, or Postgraduate Research. A number of students either did not completely, or did not partially complete this section, accounting for approximately 14% of all returned cards.

Despite this, a number of conclusions can be drawn given the completed demographics sections. Chart 2 (below) outlines the school which students listed their course as part of, as well as a comparison between 2017 and 2018:



Chart 2a: Total Cards vs % Change

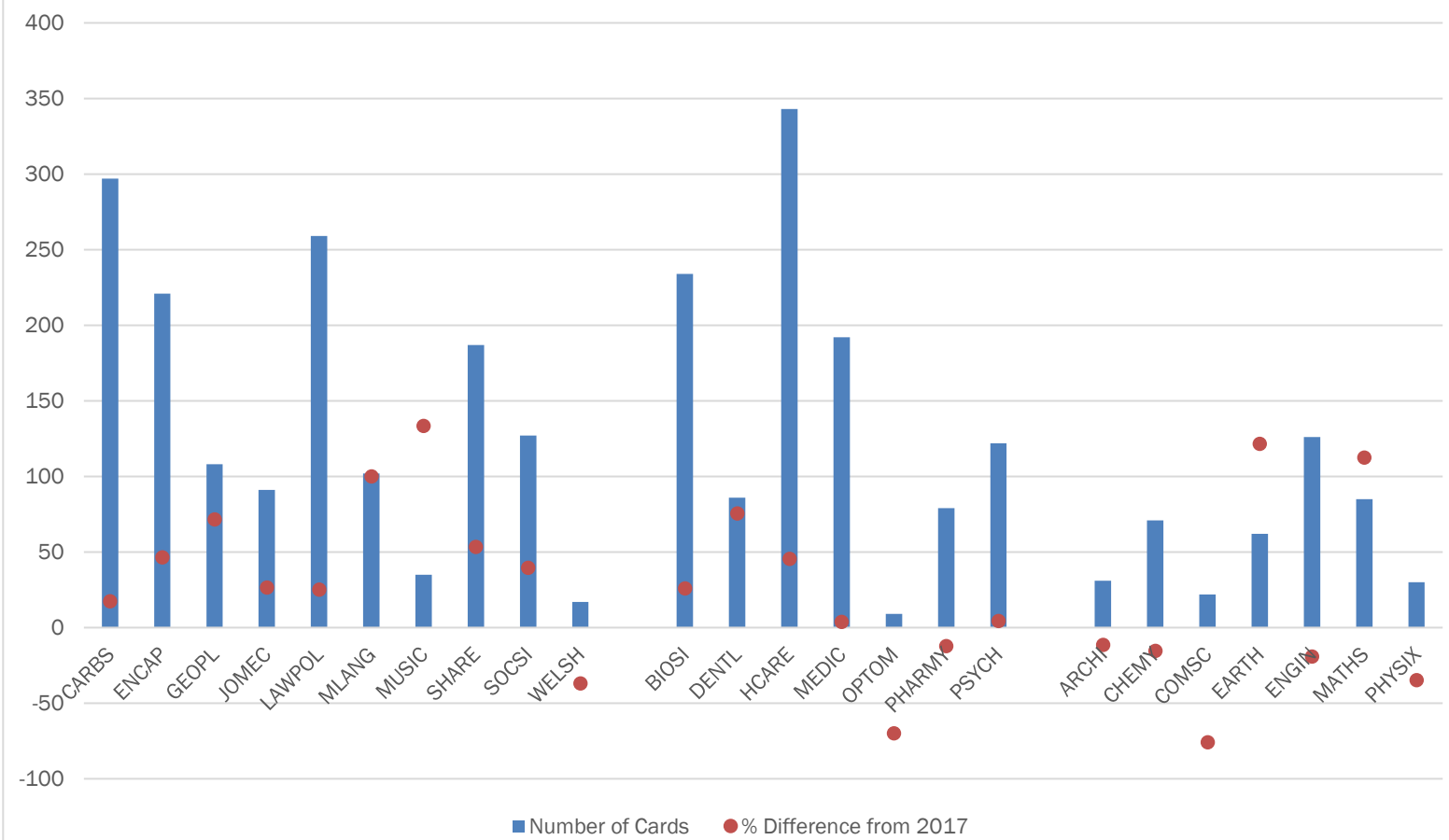
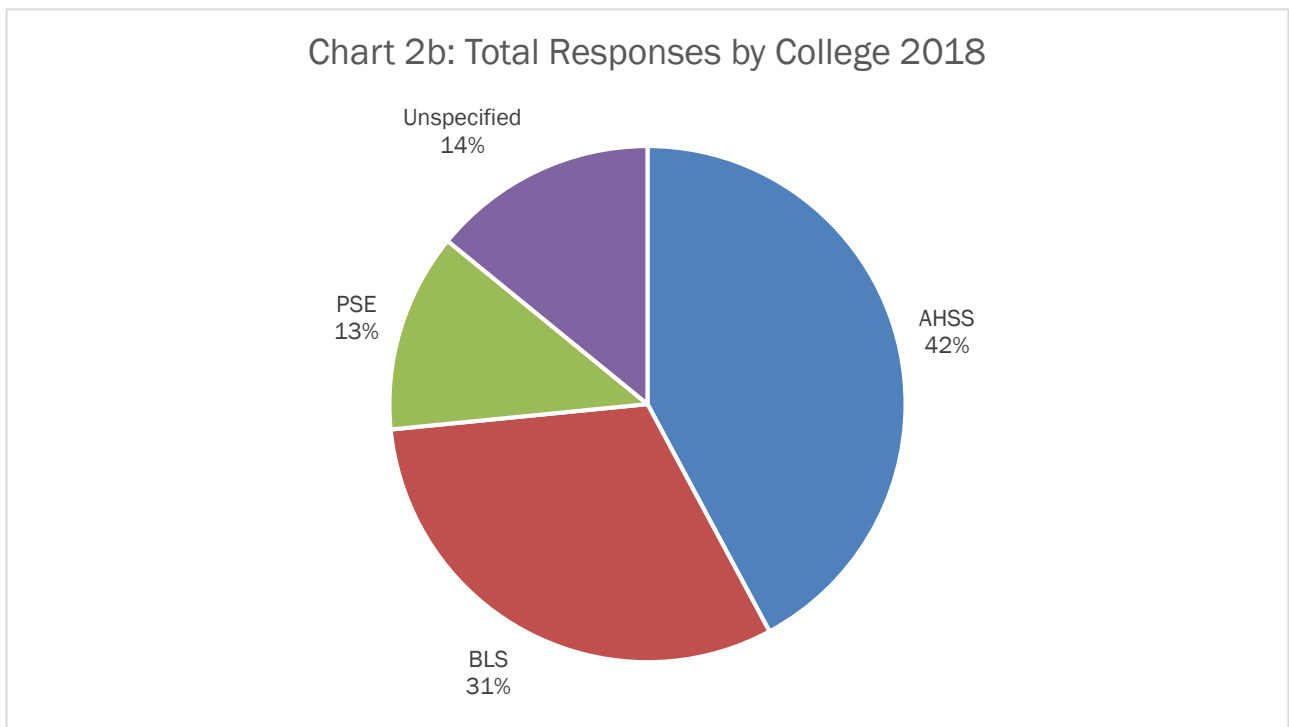


Chart 2b: Total Responses by College 2018



This demographic test, excluding the un-specified cards, shows that in most schools there has been an increase in the number of cards. By College, the AHSS (Arts, Humanities, and Social Sciences) have increased their submitted cards by 37%, BLS (Biomedical and Life Sciences) had an increase of 19%, and PSE (Physical Sciences and Engineering) were down on last year by 11%. The total number of responses per college can be seen in Chart 2b (above). Full details can be seen in the below table.

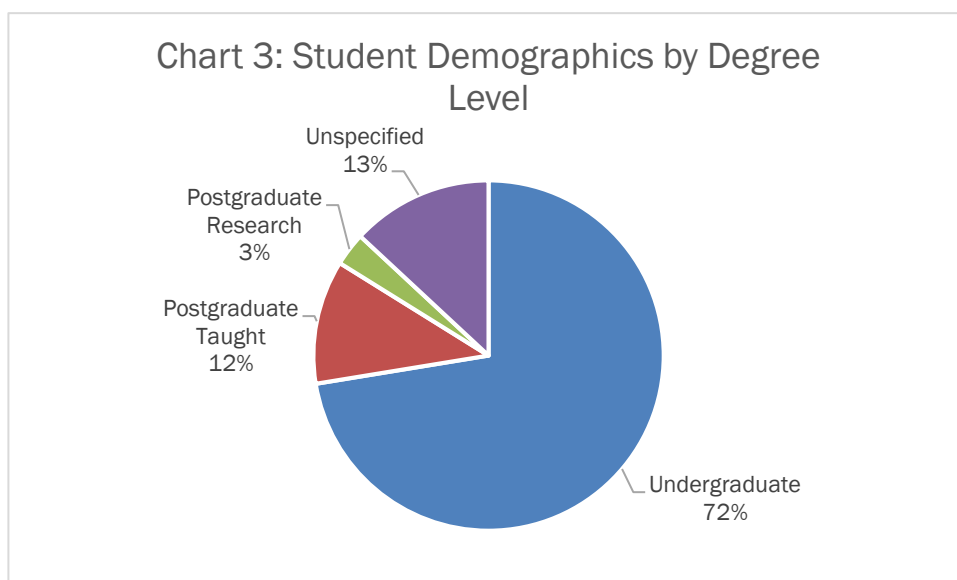
College	School	Total Number of Cards 2017	Total Number of Cards 2018	Difference	% Difference	Total Students in School	% of Total Students in School
AHSS	CARBS	253	297	44	17	3,399	9
	ENCAP	151	221	70	46	1,362	16
	GEOPL	63	108	45	71	887	12
	SHARE	122	187	65	53	1,323	14
	JOMEC	72	91	19	26	850	11
	LAWPOL	207	259	52	25	2,374	11
	MLANG	51	102	51	100	712	14
	MUSIC	15	35	20	133	279	13
	SOCSI	91	127	36	40	1,801	7
	WELSH	27	17	-10	-37	197	9
	College Total	1,052	1,444	392	37	13,184	11
BLS	BIOSI	186	234	48	26	1,834	13
	DENTL	49	86	37	76	527	16
	HCARE	236	343	107	45	3,979	9
	MEDIC	191	198	7	4	3,471	6
	OPTOM	30	9	-21	-70	719	1
	PHARMY	90	79	-11	-12	800	10
	PSYCH	117	122	5	4	1,113	11
	College Total	899	1,071	172	19	12,443	9
PSE	ARCHI	35	31	-4	-11	649	5
	CHEMY	84	71	-13	-15	959	7
	COMSC	91	22	-69	-76	884	3
	EARTH	28	62	34	121	623	10
	ENGIN	156	126	-30	-19	2,030	6
	MATHS	40	85	45	113	728	12
	PHYSIX	46	30	-16	-35	522	6
	College Total	480	427	-53	-11	6,395	7
Card Total		2,431	2,942	511	21	32,022	9
Un-Originated Cards		479	483	4	1		
		2,910	3,425	515	18		

Breaking down these College-level demographics, AHSS has seen large increases across the board, but this is especially true of the School of Music. With an increase of 133% on 2017, they saw the largest rise in submissions out of any school. In contrast, the School of Welsh suffered the highest decrease in submissions, and were down by 37%, despite being the best performing school in 2017, with a one-in-five response rate, this year achieving less than one-in-ten.

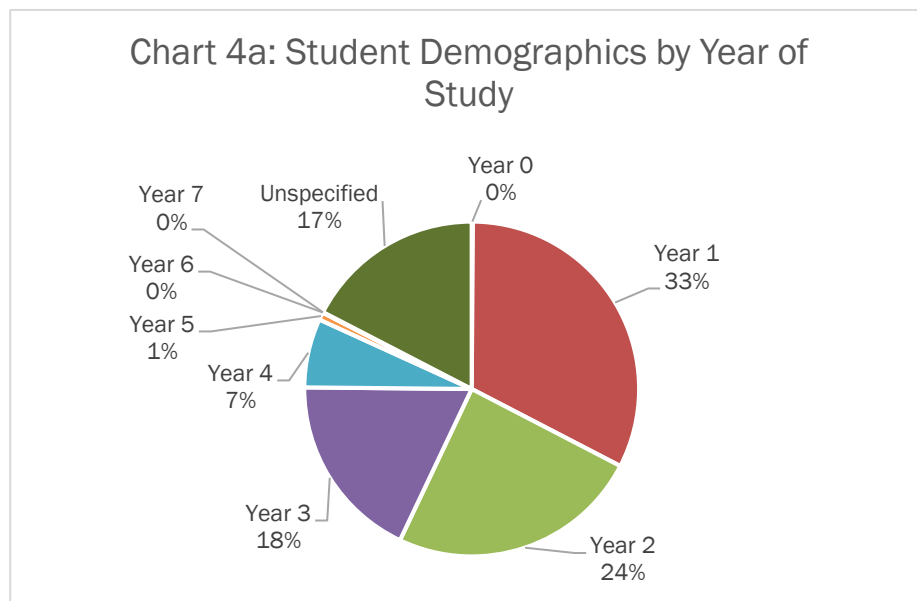
In BLS, while the increases were not as dramatic as in the AHSS, there were still robust increases in returned Speak Week cards in a majority of schools. The School of Dentistry increased on 2017 by 76%, and also achieved the highest percentage of students reached out of the school, out of all the Colleges. Given their current student number of 527, they engaged with 16.3% of these. On the other hand, the School of Optometry and Vision Sciences, despite having 719 pupils, only returned 9 cards in total, which is a 70% decrease on 2017, and means that the engagement level was 1.3% of students in this school.

In PSE, there were mixed response rates. All the schools aside from two returned fewer cards than in 2017, with the School of Computer Science and Informatics seeing the most dramatic drop across all the Colleges, returning 76% fewer cards than in the previous year, and only engaging with 2.5% of their student body. The School of Mathematics increased by 113% on 2017, and the School of Earth and ocean Sciences by 121%. In the latter case, the School used its own Speak Week cards to mixed success. Fortunately, they received a record number of responses using this method, however these cards lacked a place to input demographic information, leading to some students writing this in themselves, and others not supplying this at all.

Chart 3 presents the total number of undergraduate, postgraduate taught and postgraduate research students completed speak week cards. This shows that a majority (72%) of students who returned Speak Week cards were in their Undergraduate degrees, an increase on 11% from 2017. For Postgraduates, Postgraduate Taught students submitted just under 400 cards, a 58% increase, and Postgraduate Research students returned 102% more cards than in previous years. This means that the 2018 Speak Week was a success at engaging more Postgraduate students than previously, with a combined increase of 65% on previous years.

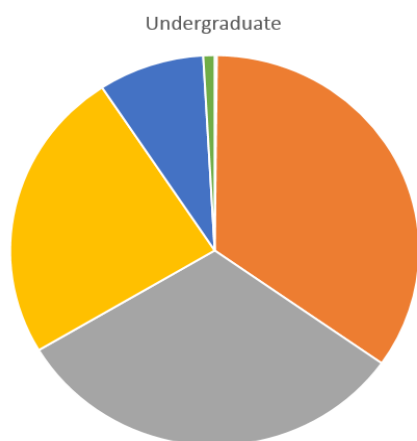


Additionally, students were encouraged to input their current year of study, which ranged between their preliminary (0) and seventh years. This breakdown can be seen in Chart 4a:

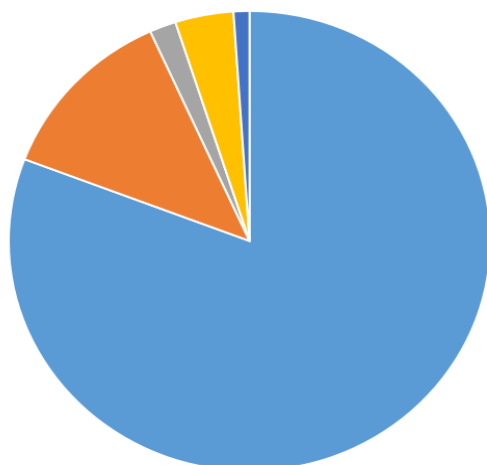


While this chart does indicate that those students in their earlier years of study appear to be more engaged, this is not necessarily the case. Chart 4b shows three charts, broken down by Degree Level. With these additional charts, it can be seen that the previous weighting towards earlier years of study is due to the inclusion of Postgraduate Taught students, who generally only attend for Cardiff University for between one and two years.

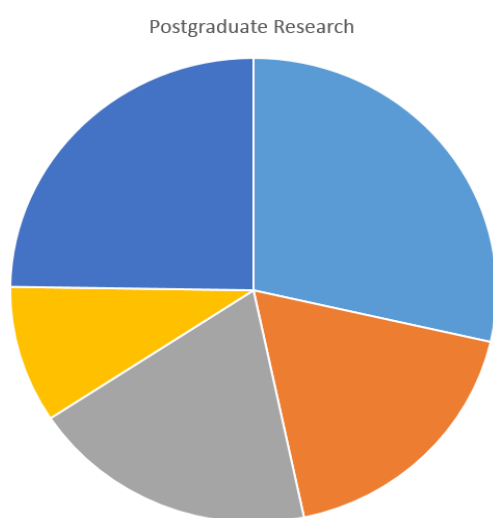
The final demographics that could be pulled from the data were only completed by approximately 9% of respondents. This was a tick box which asked whether a students was International or Mature.



■ Year 0 ■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Unspecified

Speak Week 2018 engaged 223 international students, which accounted for 7% of all submissions, and 76 mature students, making up a further 2% of all responses. Additionally, 11 students listed themselves as both international, and mature. Unfortunately, this was not a demographic which was tracked last year and thus no comparison can be made.

Speak Week also engaged individuals who were not students. Two cards were submitted by alumni who were visiting the University and chose to take part, and five cards were also submitted by members of staff who were eager to engage.

Students were also offered different ways to submit their responses, even resulting in one response through Twitter! Additionally, a further 80 responses were received through the website, Cardiffstudents.com. A number of comments were made suggesting that Speak Week be made entirely online, however given this low response rate (2% of all responses), this does not look to be a viable strategy at the moment.

Furthermore, 28 responses were received through the language of Welsh. Of these, there were 75 comments. Interestingly, these are no different to what is expected from other groups, aside from an increase in comments regarding Welsh language provision.

Table of Themes:

Note: The following topics have been used to categorise the 7,518 comments received across 3,425 Speak Week cards. Each topic and sub-topic is listed below, with a count for the number of comments exploring them. Note that topic counts are inclusive of sub-topic counts, for example there are 2,823 comments regarding Academic Interests, made up of 1,542 comments regarding Learning and Teaching, which in turn is made up of 430 comments on timetabling.

Also note that in some cases, the full topic count can be higher than the sum of its parts, due to the nature of the coding process, these are comments which may not fit sub-topics but are still closely related to the topic itself.

<u>Topics</u>	<u>Number of Comments</u>
Academic Interests	2,823
Learning and Teaching	1,542
Academic Support	108
Academics (inc. Personal Tutor)	147
Class Sizes	12
Languages (including Languages for All)	19
Lecture Capture	204
Method of Teaching and Learning	87
Modules and Course	198
More Lecture Notes or Handouts	37
Reading Week	29
Research (Postgraduate)	22
Seminars and Tutorials	66
Standard and Quality of Teaching	106
Timetabling	430
Better Organisation, Communication, and Provision of Timetables	77
Better Room Choices	31
Condensed and Efficient Timetable	48
Contact Hours	70
Lecture Length	17
Lunchtime Timetabling	4
No Wednesday Afternoon lectures	18



Online Timetable	33
Start and Finish Times	80
Assessment and Feedback	586
Assessment	443
Amount of Assessment	10
Change Assessment Methods	50
Enhanced Guidance and Preparation	46
Mark Schemes and Marking	33
Past Papers	33
Problems with Assessments	34
Submission	13
Weighting	25
Assessment Timetabling	153
Bunching	35
Earlier Release	60
Break around Exam	18
Feedback	140
Improve Feedback Provided	43
More Feedback	25
Provide Exam Scripts with Feedback	8
Quicker Feedback or Feedback Deadlines	52
Libraries	307
24 Hour libraries or Longer Opening Hours	69
Access to Books and Resources	117
More Working Space	55
IT	279
Better or Additional Computers	32
Improve Wi-Fi Network	111
Learning Central and Intranet	96
Printing	200
Free or Cheaper Printing	164



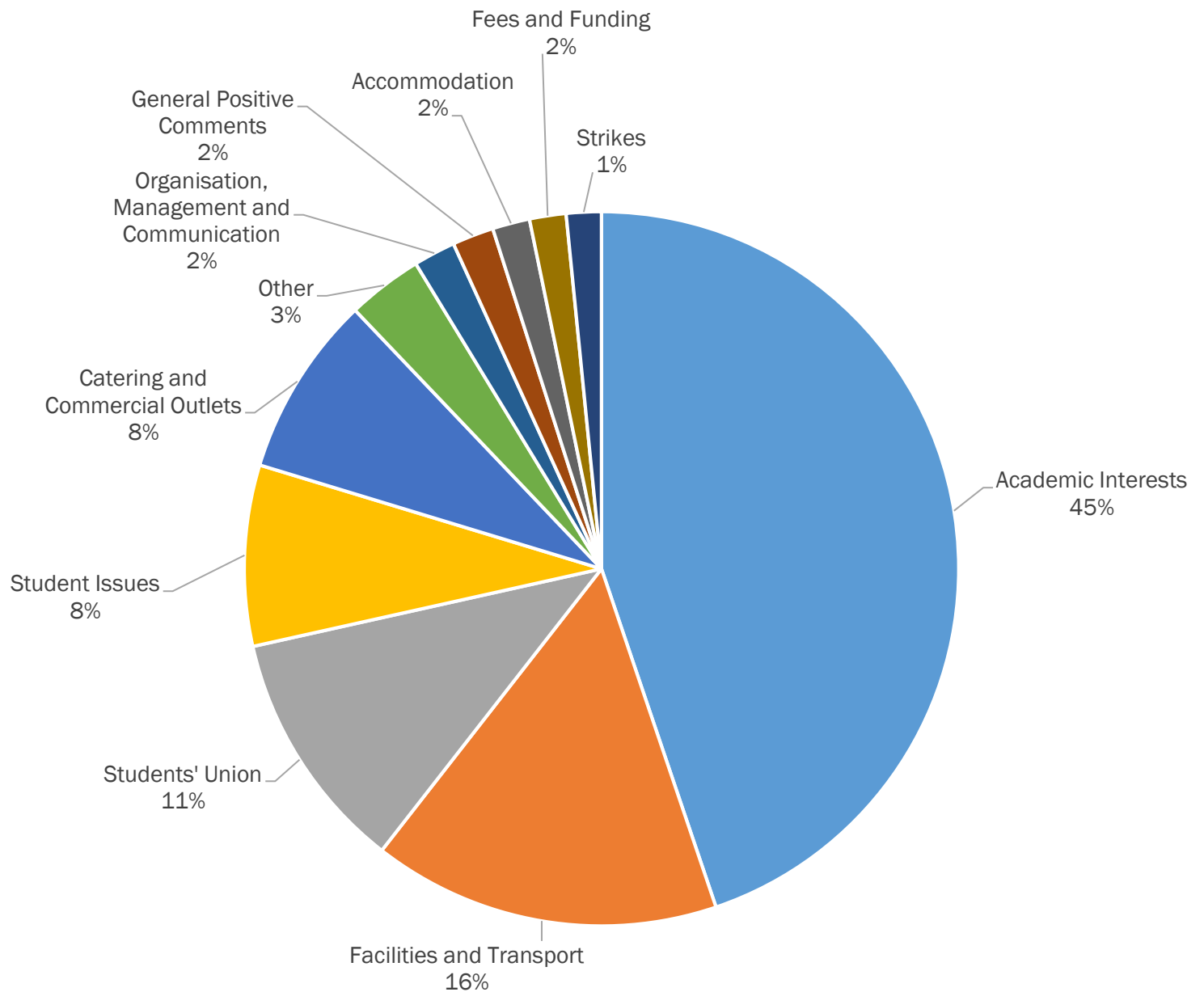
More Printers	24
Facilities and Transport	1,333
Buildings, Facilities, Maintenance	932
Centre for Student Life	12
General Utilities issues	39
Heating	101
Lecture Theatres and Classrooms	61
More Water Fountains	101
More Working Plug Sockets	96
Naps and napping areas	20
Objects (Microwaves, Kettles, Bins)	142
Provide Warm or Hot Water	20
Renovation or Upgrade	50
Study Areas	143
Toilets	90
Heath Park	177
Heath Students' Union	15
Improved Common Room	27
IV Lounge	36
More Facilities and Services at the Heath	48
Transport and Parking	251
Students' Union	1,176
Students' Union	433
Night-Time Events	157
Sports	381
Gym Opening and Close Times	16
Membership and Cost of Sport	91
More Facilities or Updated Facilities	151
Social Sporting Events	10



Sports Funding	48
Varsity	18
Societies and Give it a Go	130
Student Issues	693
Student Support and Mentoring	247
Careers, Study Abroad, Employability	166
Greater Help and Support	83
Placements	51
Study Abroad	11
Postgraduates	81
International Students	73
Environment	64
Faith and Religion	39
Welsh Language	23
Catering and Commercial Outlets	694
Organisation, Management and Communication	161
General Positive Comments	159
Accommodation	143
Fees and Funding	140
Greater Transparency of Fees	11
Lower Tuition Fees	71
More Financial Support Available	38
Strikes	134



Other	289



Areas of Research:

Assessment
Amount of Assessment
Change Assessment Methods
Enhanced Guidance and Preparation
Mark Schemes and Marking
Past Papers
Problems with Assessments
Submission
Weighting
Learning and Teaching
Academic Support
Academics (inc. Personal Tutor)
Lecture Capture
Modules and Course
Timetabling
Better Organisation, Communication, and Provision of Timetables
No Wednesday Afternoon Lectures
Start and Finish Times
Access to Books and Resources
Free or Cheaper Printing
Buildings, Facilities, Maintenance
Heating
More Water Fountains
More Working Plug Sockets
Objects (Microwaves, Kettles, Bins)
Study Areas
Toilets
Heath Park
Heath Student's Union
Improved Common Room
IV Lounge
More Facilities and Services at the Heath
Sports
Gym Times
Membership and Cost of Sport



More Facilities or Updated Facilities
Social Sporting Events
Sports Funding
Varsity
Student Support and Mentoring
Catering and Commercial Outlets
General Positive Comments
Fees and Funding
Greater Transparency of Fees
Lower Tuition Fees
More Financial Support Available

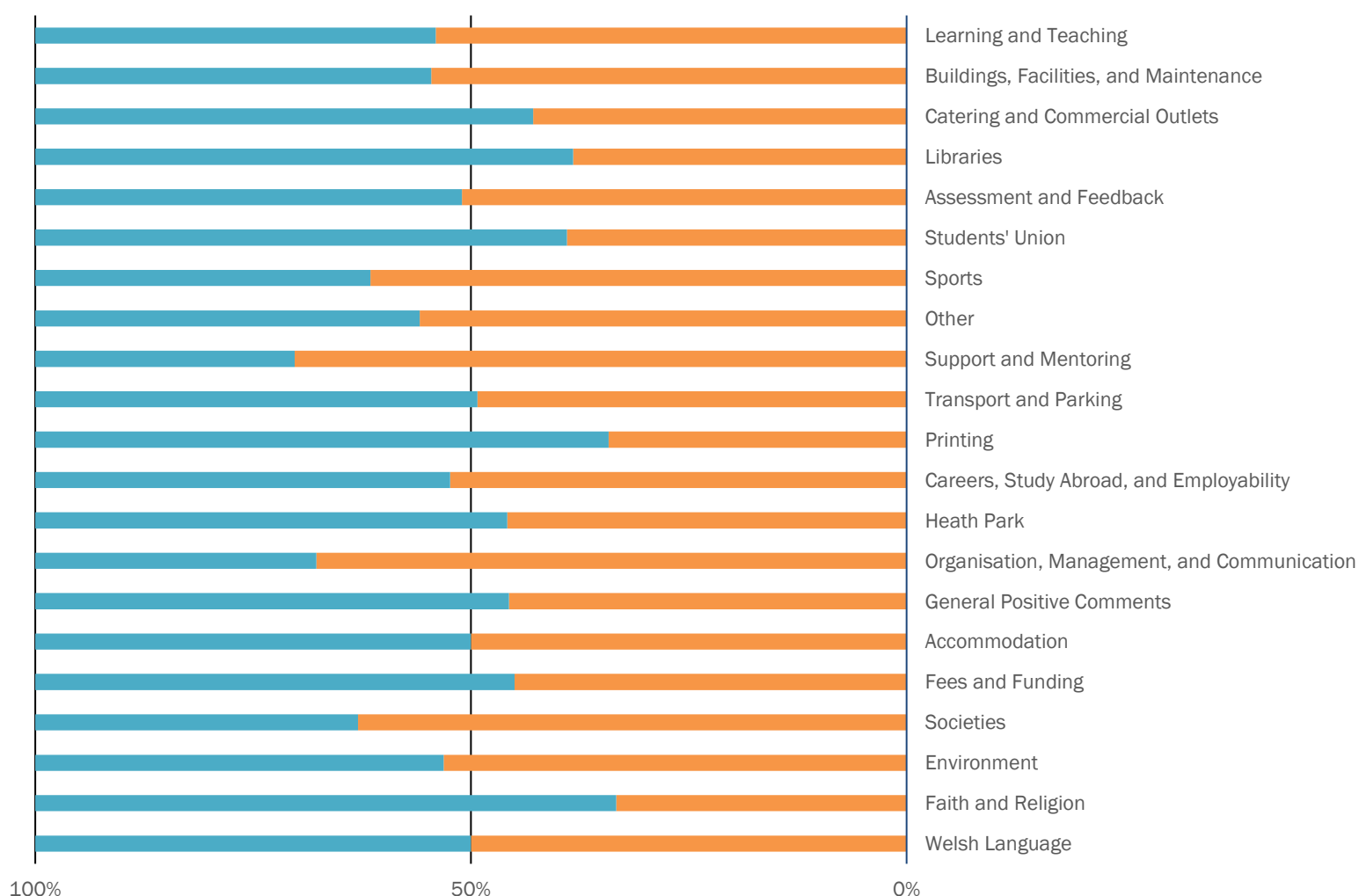
The above areas of Research have been chosen for a number of reasons. Firstly, these were the most prominent areas when the sub-themes are amalgamated. The overall theme of **Learning and Teaching** received 1,487 unique open-text comments, which was accordingly split into sub-topics. In second place, students discussed **Buildings, Facilities, and Maintenance** a total of 916 occasions. Third most prominent among the sub-themes was the section on **Catering and Commercial Outlets**, with 694 comments in this sub-theme alone.

These themes and sub-themes were also selected to be put under further scrutiny given their relevance to previous years, in particular the 2017 Speak Week campaign. As most of these also produced measurable and quantifiable data in 2017, an increase or decrease in topicality can be addressed. For example, given that last year there were 1,174 comments on **Learning and Teaching** (accounting for 17% of all written submissions), whereas this year there are 1,487 (20% of all written submissions) shows that there has been a significant rise in commentary by students on the subject. This method can also be applied to sub-topics, as the latter sections of this report will address.

This can be seen in full in Chart 6, where the red values are from 2017, and the blue from 2018. In this case each theme is calculated as a percentage of overall comments made, which negates the overall increase in comments this year. Highlights include a reduction in discussions surrounding **Libraries**, the **Students' Union**, and **Faith and Religion**, but increases in conversations surrounding **Support and Mentoring**, **Organisation, Management, and Communication**, and **Societies and Give it a Go**. Also of note is the **'Other'** category, which has increased this year. The main reason for this is an increase in Students discussing 'niche' topics. It is important to note that this chart has no bearing on the raw frequency of this comments, but instead sets them as equitable percentages.



Chart 6: Difference in All Themes - 2017-2018



Finally, these specific areas of research were specifically investigated due to their pertinence to the student body. **Fees and Funding** only accounts for 2% of all comments (an increase of 0.2% on last year, but a decrease in specific comments by 13), however this is still extremely useful information for the University and Union, and those students which discussed the topic also addressed other specific themes on the same card. **Heath Park** is another example of this (accounting for only 2.2% of overall comments) where this is seen as a priority, given the emotion and language that Heath students used to convey their opinions, as well as the ongoing movement to integrate and develop the campus with University life to improve the student experience.



Assessment:

Overview:

The **Assessment** section which follows consists of a number of parts, each of which will be addressed individually with weight given to demographics and, where available, comparisons with previous years. The total number of comments in this area is 420, placing it as an important theme under **Academic Interests**. There will also be a selection of the open-text comments that follow which illustrate why the data is performing in the way that it is. Also of note is that almost all data, unless stated otherwise, will be given as a percentage of the overall topic; this is to more easily make comparisons as well as to take the data in isolation for analysis, rather than displaying it only in terms of the raw amount of comments and cards.

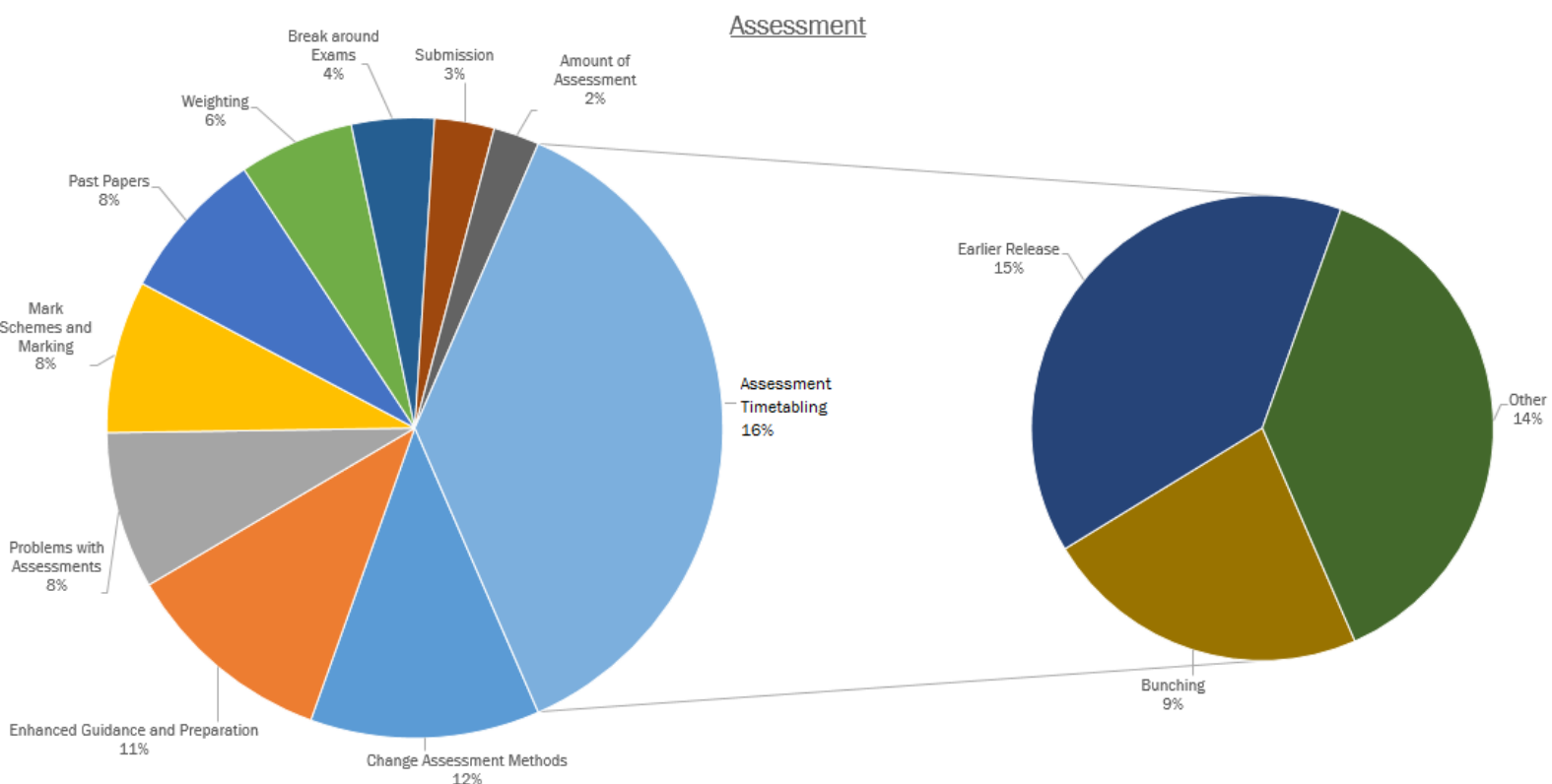
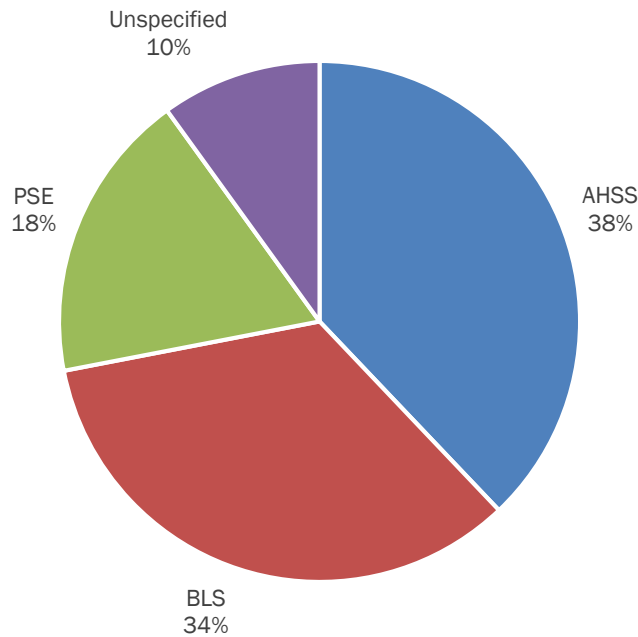


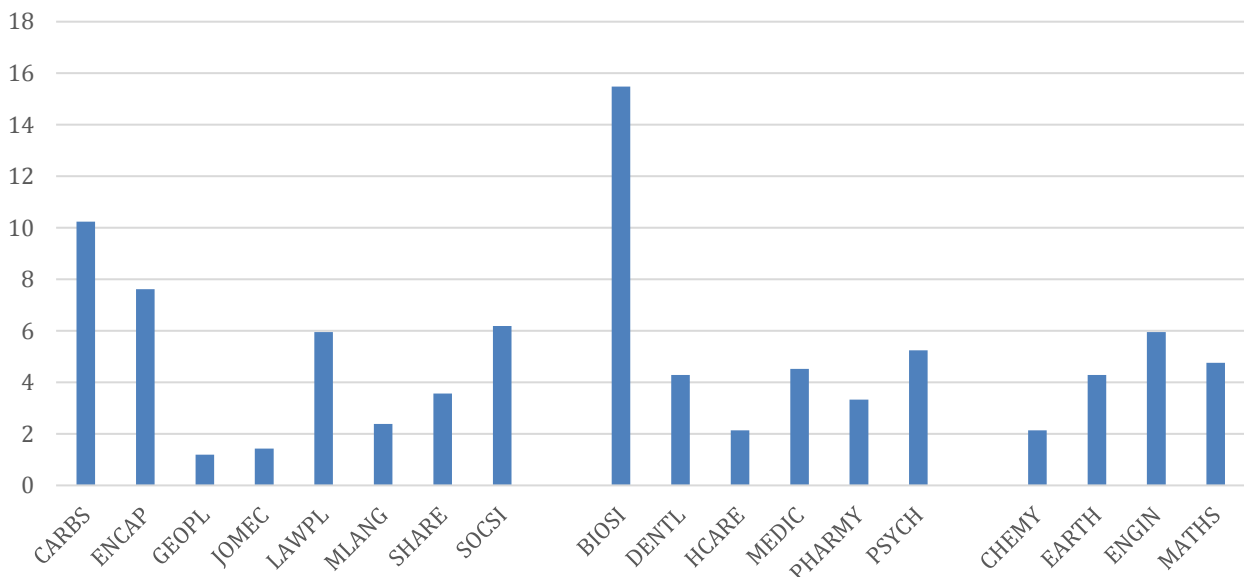
Chart 7 suggests a number of insights. Firstly, out of the students discussing assessments, a majority of 16% specifically discuss timetabling. This is not an area of research which will be discussed in detail, however it must be acknowledged that it does make up an important sub-theme within **Assessment**. Besides this sub-theme, however, there are a number of small areas which can be investigated further, and will be below. Firstly, however, Chart 8a shows the breakdown by College of the data regarding assessments. Students from AHSS and BLS account for nearly three quarters of these responses, either due to them being larger colleges or the low response rate from PSE.

Chart 8a: Assessment by College



This data can also be further arranged on a school level, as shown in Chart 8b. This highlights that, for example, 16% of comments surrounding **Assessment** originated in the School of Biosciences. Given that the remainder of BLS accounts for less than 6% each it is clear that this is an issue specifically for the School of Biosciences, as opposed to BLS as a whole. In AHSS, both CARBS and ENCAP had significant levels of students discussing **Assessments**. Most interestingly, however, are the schools which do not have students discussing the assessments, namely Music, Welsh, Optometry, Architecture, Computer Science and Informatics, and Physics. These are all schools which produced less than 35 cards per school, and as such there is less of a range for which assessment may be relevant, rather than a lack of issues surrounding the theme.

Chart 8b: Assessment by School



Comments in this section, but unsorted into sub-themes, include:

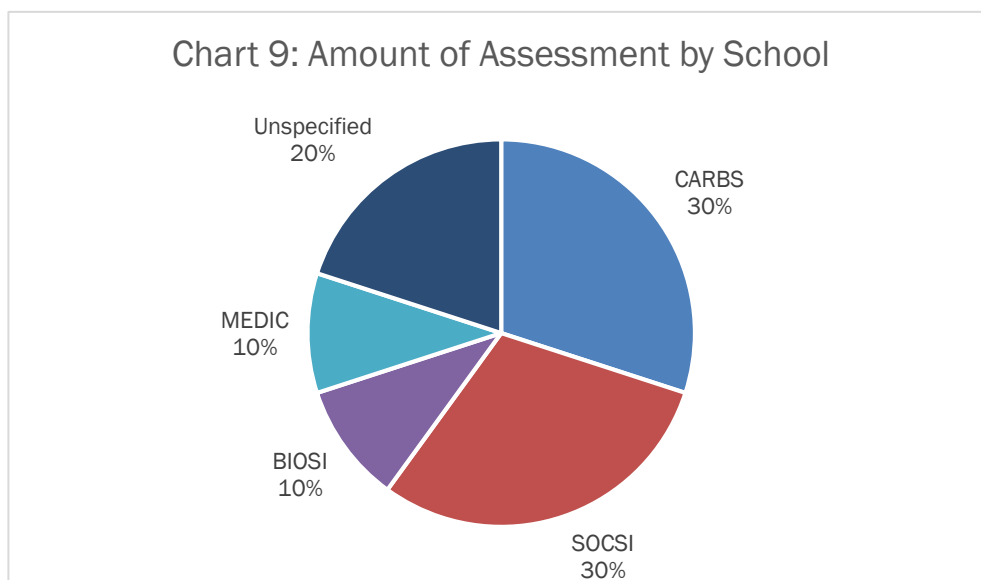
“Assessment planned and carried out well, in year 2 happy with portfolios worth 10%, easing pressure and breaking up exams and essays” – 2nd Year SOCSI Undergraduate

“Longer exam period for autumn semester” – 3rd Year Engineering Undergraduate

“Seat numbers should be emailed the day before the exam” – 1st Year LAWPL Undergraduate

Amount of Assessment:

In total, there were ten cards which referenced directly the **Amount of Assessment** that students received. 90% of these held negative sentiment. As can be seen from Chart 9, both CARBS and SOCSI have significant levels of dissatisfaction with regard the amount of assessment that they have been given. However, the remaining comment not of negative sentiment did originate from CARBS, which perhaps shows a small divide here and that the data is not entirely divisive. Two schools from BLS also feature in this section, however these are singular comments and not necessarily indicative of the population. There have been no comments made regarding the amount of assessment faced at University by students from PSE, however as previously mentioned this is not indicative, nor statistically significant given the wider sample size elsewhere.



Additionally, while the sample size is small for this sub-theme, it is very worth noting that 50% of students who felt that there was too many assessments, or those that thought the level of work for these assessments was too high, were in their First Year. This suggests that a number of students who attend Cardiff University may find the level of work required to be quite high until they find their feet in their later years.

Students specifically drew attention to:



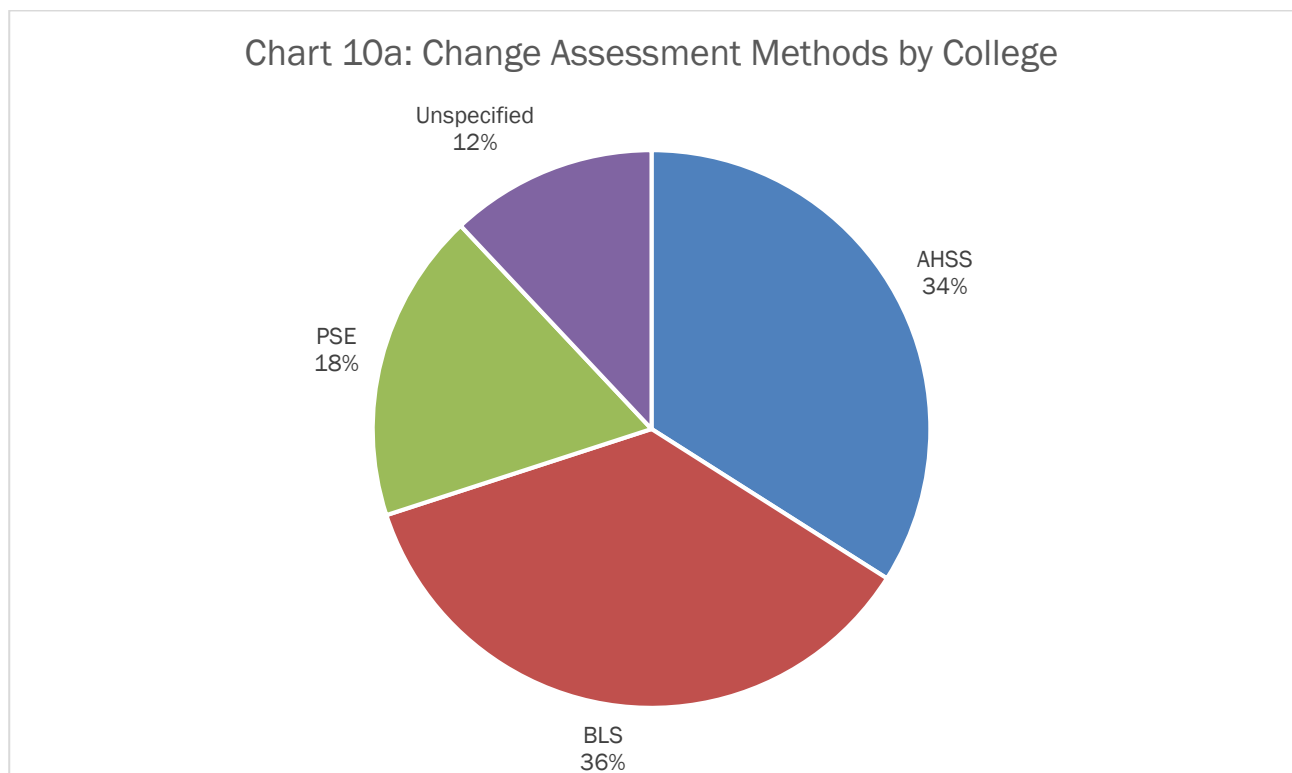
“Less coursework for first years as there is not much time to study for exams when there are so many assignments!” – 3rd Year BIOSI Undergraduate

“Not enough holiday” – 3rd Year MEDIC Undergraduate

“More opportunities for mid-semester assessment so I know how I’m doing” – 2nd Year CARBS Undergraduate

Change Assessment Methods:

Compared to the previous section, there are significantly more instances of this sub-theme, with 50 comments. This makes it the largest sub-theme within **Assessment**, outside of **Assessment Timetabling**. When coding, this sub-theme was specifically based around comments which addressed the existing assessment methods, and requested a distinct change in these.

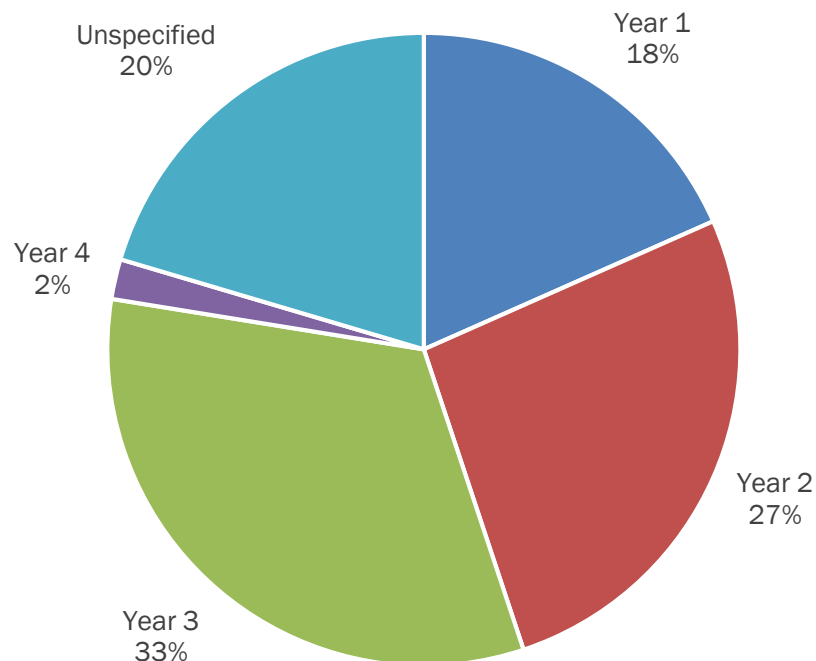


Using Chart 10a, which shows the College level breakdown of these comments, it is very similar to the sample produced through assessment as a whole. This implies that these comments are in line with comments made generally, and as a whole across the theme. Once again, this is primarily as a result of BIOSI, with 20% of all change methods comments alone originating in this school. As the sample comments will show, these comments concern a mix of issues, with some comments requesting less coursework and some requesting fewer exams, meanwhile others dislike presentations.

Additionally, given that more students in their first year submitted responses compared to other years of

study, it is unusual that this trend is reversed in this case, with more students from their second or third year of study than those in their first, as seen in Chart 10b, below. One in three students discussing or requesting a change in assessment methods are in their third year of study, contributing to the reason why less than one in five have identified themselves as in their first year of study, suggesting that this is an issue which affects multiple years, but more heavily so those in their final or penultimate years of study.

10b : Change Assessment Methods by Year



The comments from the School of Biosciences include:

“Too many presentations in coursework, unfair for students with social anxiety and putting them under too much pressure” - 3rd Year BIOSI Undergraduate

“Less essay-based exams as this does not represent the knowledge of an individual, coupled with the fact in the final year you are supposed to research more about what you enjoy the most and the essay questions do not include all areas of the course material. This is highly unfair.” – 3rd Year BIOSI Undergraduate, submitted online

“Remove exams from modules” – 2nd Year BIOSI Undergraduate

“We want less coursework” – BIOSI Undergraduate, Year not given

Enhanced Guidance and Preparation:

This sub-theme concerns comments in which students have talked about **Assessment** and in doing so, have expressed that they would have wanted **Enhanced Guidance and Preparation** in the lead up to their deadlines. Again, there is no separation between examinations and summative coursework, however this divide is not always evident in the comments themselves.

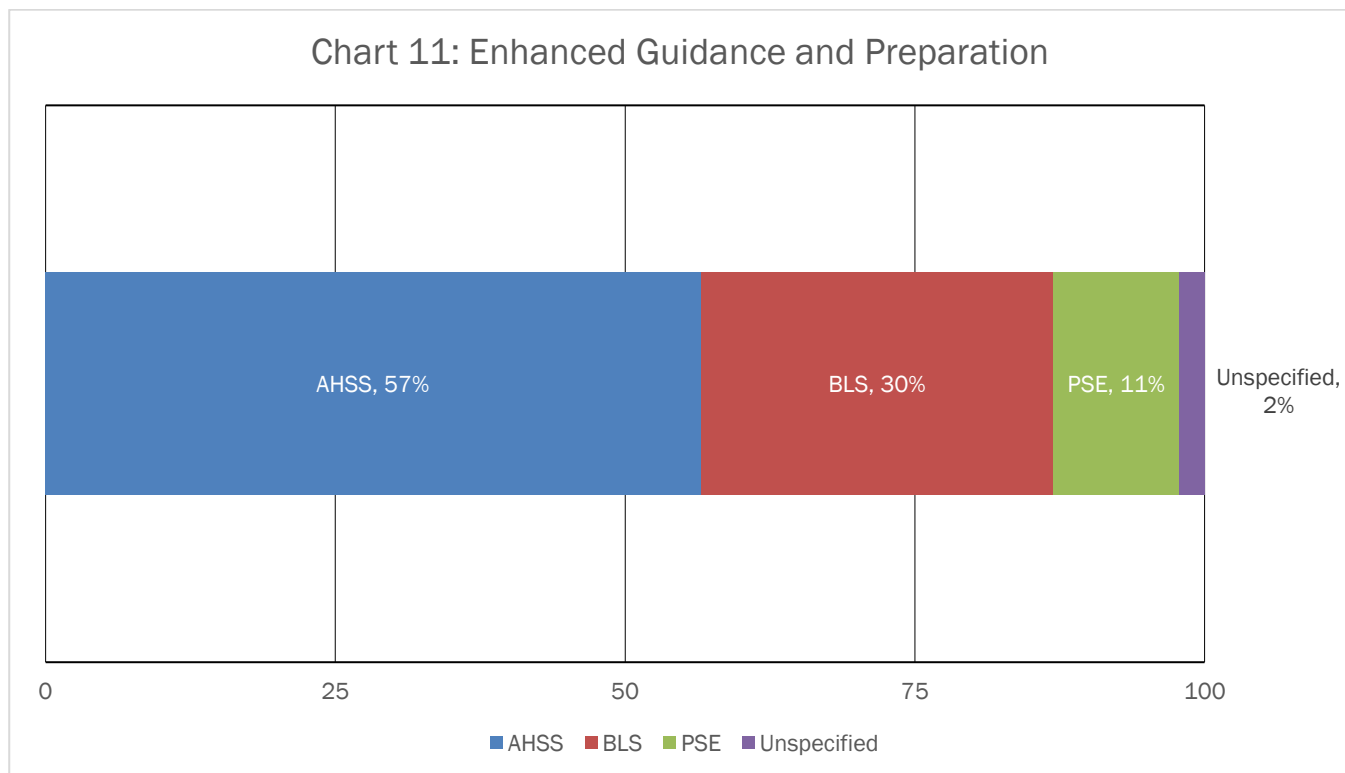


Chart 11 illustrates the College origin of students discussing this sub-theme. There is an unusually high level of AHSS students discussing this subject in particular, with 57% of these comments citing a school that is part of AHSS as the originator. The most likely reason for this is that there are high numbers of CARBS, SOCSI, and especially ENCAP students approaching this sub-theme with 9%, 11% and 15% of all comments accordingly. This would suggest that pupils in these schools in particular are worried about their assessments and would like to have more information in the lead up to these exam dates or deadlines. For ENCAP specifically, they referenced the possibility of mock exams, as well as a lack of coursework guidance:

"More mock exams/resources" – 1st Year ENCAP Undergraduate

"More coursework guidance" – 2nd Year ENCAP Undergraduate

"Clear and in-advance exams/essay questions, gives students time to plan and know what they're doing"
– 3rd Year SOCSI Undergraduate

BLS may not be discounted, however, as there is interesting data here also. 11% of students seeking the additional guidance listed themselves as part of the School of Dentistry. They made specific comments

such as:

“A lot more revision sessions in all topics!” – 1st Year DENTL Undergraduate

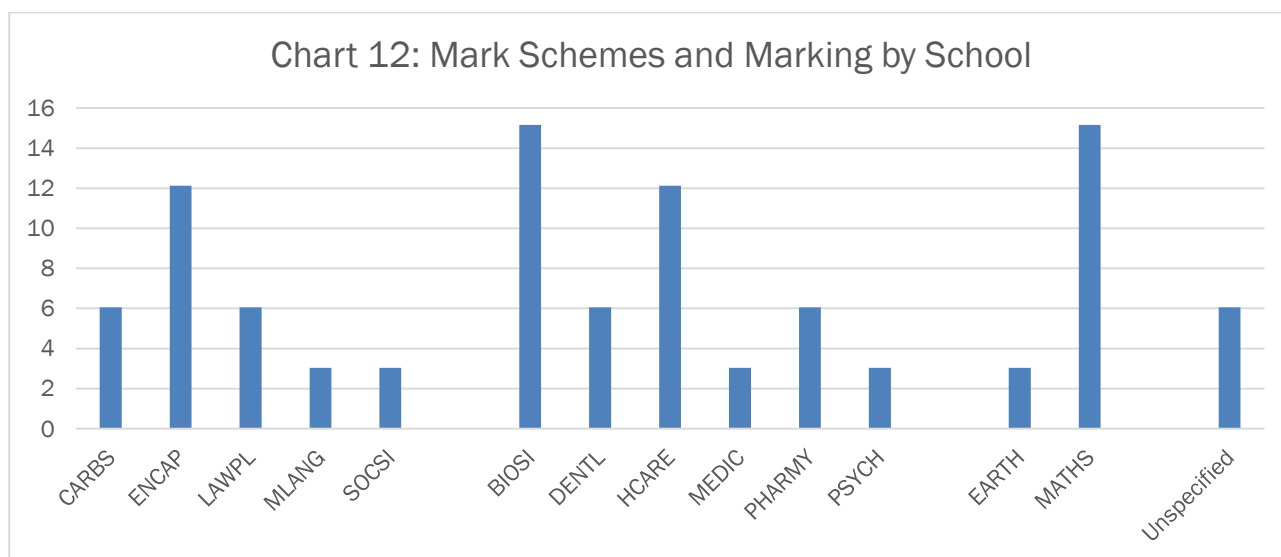
“More revision sessions” – 1st Year DENTL Undergraduate

“A lot more helpful revision sessions” – 1st Year DENTL Undergraduate

In fact, all dentistry students referenced revision sessions as the main area that they would like improved with regards to assessments. Interestingly and significantly, all of the comments made in this sub-theme from the School of Dentistry were made by 1st Year Undergraduates, specifically off of the Dental Hygiene course. This suggests a very specific cohort which feel that they are lacking assessment guidance.

Mark Schemes and Marking:

This is a similar trend as found elsewhere, with the School of Biosciences producing the majority of the responses, in this case however they are equalled by the School of Mathematics. Each of these schools provided 5 comments out of the 33 total in this sub-theme, as displayed in Chart 12, with BLS as a whole accountable for nearly half of all relevant comments:



Additionally, both ENCAP and HCARE provided a significant number of concerns. It is also important to indicate that 100% of the responses contained within this sub-theme are negative. Additionally, there is an extensive range of schools in BLS noting this as an issue, including every school aside from OPTOM. This suggests that either there is a lack of mark schemes, or that the quality and availability of suitable mark schemes in BLS is a common problem throughout the college. To investigate further, the open-text comments should be utilised:

“Clearer ideas on coursework marking criteria so that students are not confused and can effectively split out their time for study” – 2nd Year BIOSI Undergraduate

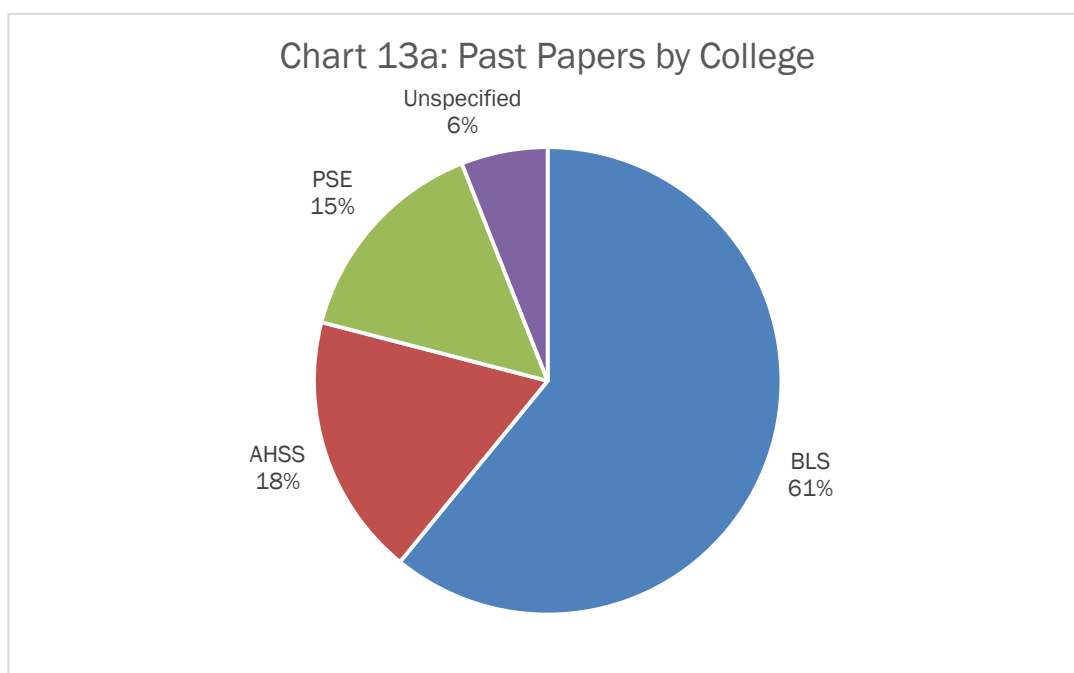


“The marking structure is all over the place, specifically different lectures seem to mark differently, either too generous or too conservative. They need to get on the same page” – 3rd Year ENCAP Undergraduate

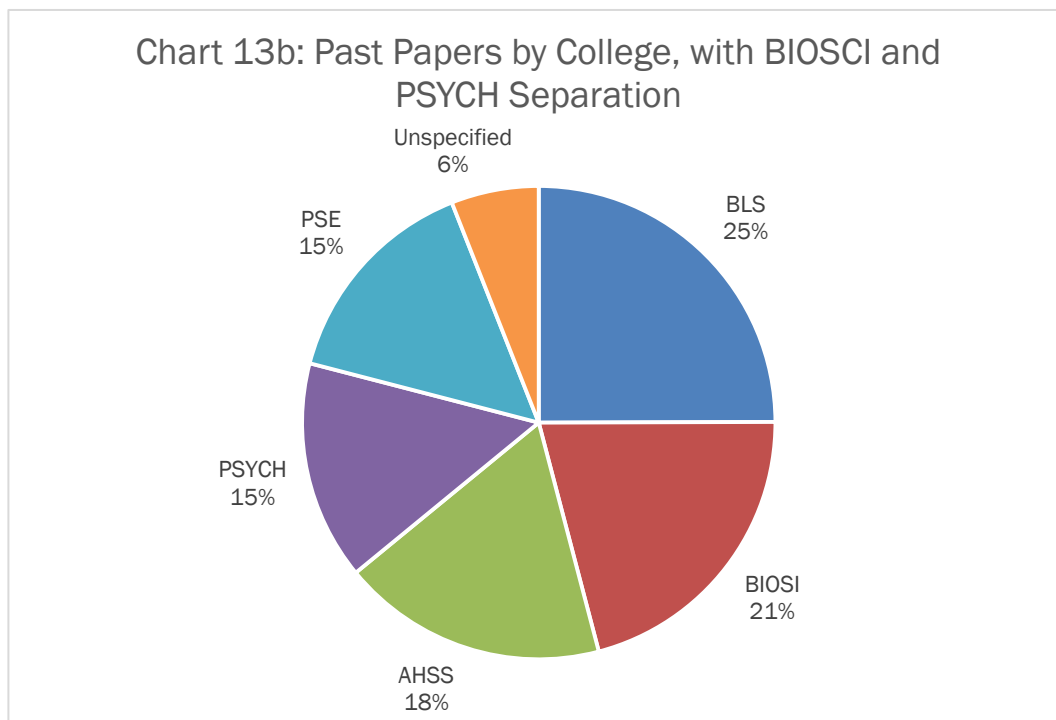
“Clearer specifications on what is expected for an exam” – 1st Year Dental Undergraduate

Past Papers:

As a percentage of all comments received on Past Papers, the greatest demographic to be investigated is the BLS cohorts. Table 13a shows that this college submitted over 60% of all comments on the sub-theme, with AHSS and PSE on less than one in five complaints each. Also of note is how low the ‘unspecified’ category of demographics is, which indicates that the students who are discussing **Past Papers** wish to be identified, presumably so that change can be implemented specifically.



The overwhelming number of BLS students discussing past examination papers is explained when Chart 13a is extrapolated with BIOSI and PSYCH taken separately, as shown in Chart 13b:



This shows that not only do all of the students discussing **Past Papers** in the School of Psychology form a greater number than that of PSE, but that BIOSI alone accounts for more than either AHSS or PSE. It is therefore clear that BIOSI, with 21% of the comments, is the school in which students are discussing Past Papers more than any other. That BLS is still the highest College, even without the outlying figures of PSYCH and BIOSI also shows that the issue is still prevalent regardless.

This can be broken into more manageable direction, given that there are a number of students from both BIOSI and PSYCH that discussed Past Papers in their comments:

“Let BIOSI give students past papers” – 3rd Year BIOSI Undergraduate

“Exam past papers and revision help” – 2nd Year BIOSI Undergraduate

“Access exam papers without tutor on Learning Central” – 2nd Year BIOSI Undergraduate

“More past exam papers for our course prior to exams” – 2nd Year PSYCH Undergraduate

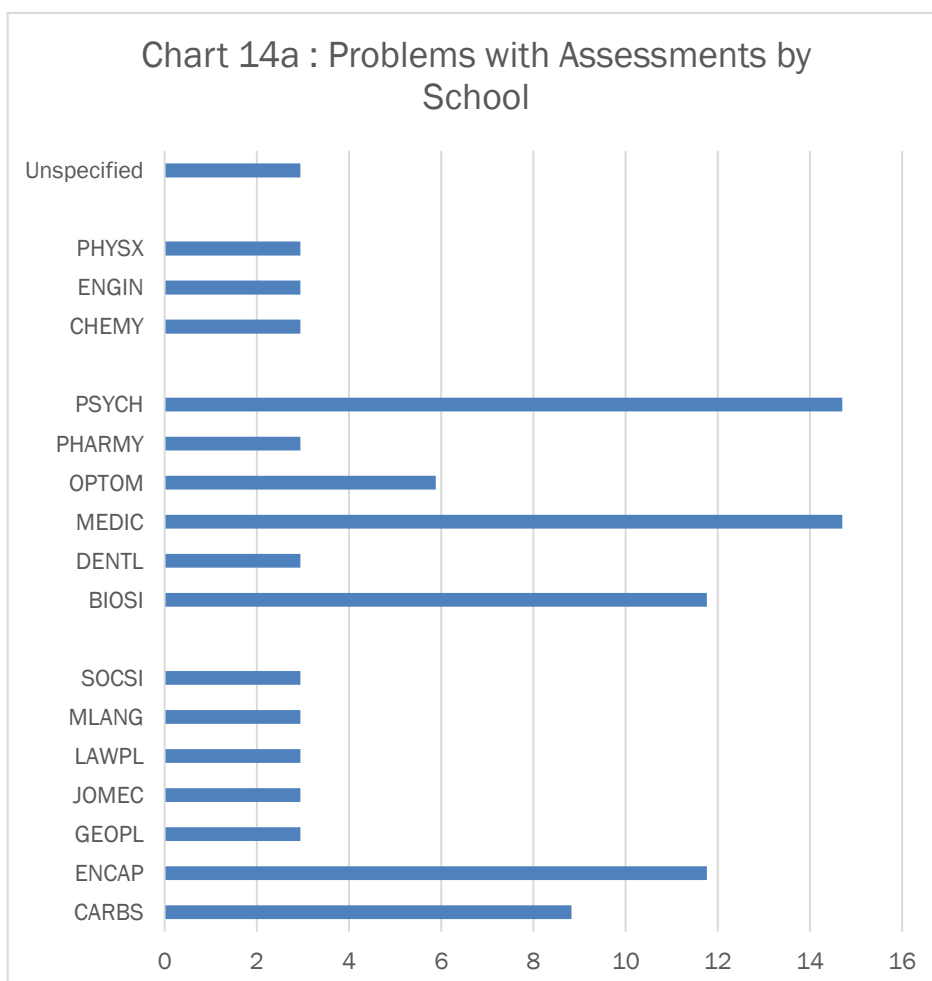
These comments would suggest that BIOSI students in particular are not allowed to examine previous examination papers without a tutor being in attendance, which at least one student chose to blame the University as a whole for. As the question on the card was “What would you do if you ran the University?”, it would appear that this student is under the impression that BIOSI’s hands are tied on the issue. In PSYCH, meanwhile, there would appear to be a shortage of prior examination papers, but they are allowed to view them.

Problems with Assessments:

This section, regarding any issues or problems that students have found with their assessments, is the third most common sub-theme within Assessment as a whole, with 34 total responses finding issues and problems surrounding either coursework or examinations conducted as part of their studies at Cardiff University.

Again, over half (Chart 14a) of these issues stem from BLS, with BIOSI and PSYCH once again commenting heavily on the sub-theme, but overtaken by students from the School of Medicine. This means that BLS have the highest rate of responses in the sub-theme, with over half (53%) of all comments originating here. In contrast, PSE has the lowest count, with only 9%, less than one in ten of responses.

This is an almost uniquely undergraduate problem. Only six comments, as illustrated in Chart 14b, originated from Postgraduate Students, including two members of CARBS, who said that:

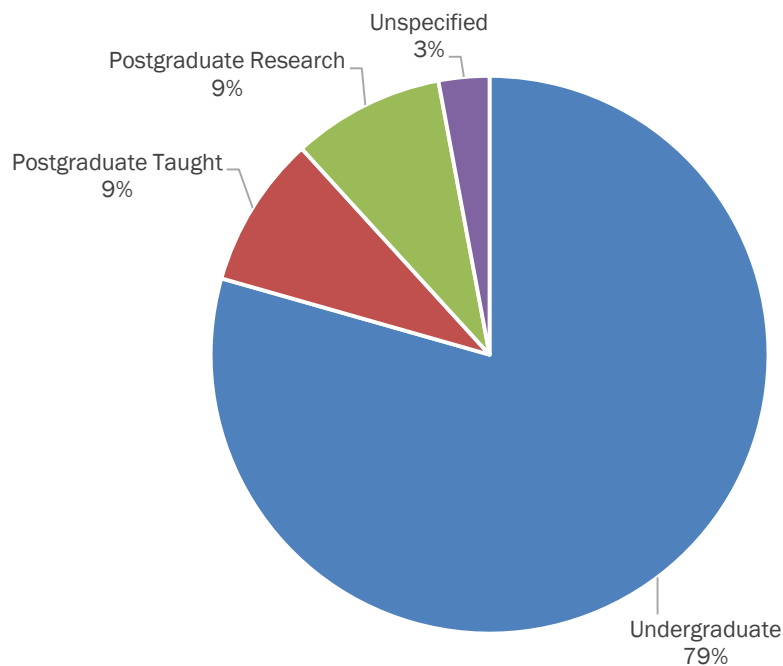


"The exam is too difficult" – CARBS Postgraduate Taught International Student studying Finance

"Coursework is too difficult for us" – CARBS Postgraduate Taught Student studying Logistics and Operations Management

Undergraduates, meanwhile, accounted for 79% of comments regarding problems with assessments. These Undergraduate students had a number of issues, many of which are listed below to provide a full overview of the issues. These ranged from vague allusions to problems that students had faced, through to very specific areas that the student does not agree with, or has had an issue with. There is no specific issue that any group of students talk about, which suggests a number of these issues are concerned by individuals as opposed to cohort-wide problems. One comment indicates that their opinion is shared by many, however this is unsupported by the data as out of the 33 medical students in their second year who took part in Speak Week 2018, less than 10% mentioned exam questions specifically.

Chart 14b : Problems with Assessments by Degree Level



"Not lie about exams" – 4th Year PSYCH Undergraduate

"Exams to be the same as they explained, rather than being completely different!" – 1st Year DENTL Mature Undergraduate

"Remove PDP from summative assessments as we don't really see the benefits of it" – 4th Year Pharmacy Undergraduate

"We are still being taught a week before our deadline, meaning we cannot write an essay on the texts in the last few weeks of the module because we will not have enough time to begin writing. I would change it so that we finish all lectures and then have at least 2 weeks until our essay deadline so that we are gaining as much as possible from our modules and still have enough time to write essays at their full potential." – 3rd Year ENCAP Undergraduate, Submitted Online

"Some practical exams are very unfair, exam questions were very bad and not on anything taught; opinion shared by many" – 2nd Year MEDIC Undergraduate

"Equality for psychology final year projects - it doesn't seem fair for some people to spend 50 hours testing participants and hours setting up the paradigm for their study and for others to put a questionnaire online and get 200 participants in a day!" – 4th Year PSYCH Undergraduate

"This year there has been a lot of concern about the exam papers given to us in January exams, when point was raised to staff they tried to argue against students" – 3rd Year Psychology Undergraduate



"Fewer essay questions, more SAQ's, better testing of understanding" – 3rd Year MEDIC Undergraduate

Submission:

Only 13 students commented about the submission of coursework during Speak Week 2018, however nearly a quarter of these were from SHARE, as noted in Chart 15a. Given the small sample size, however, this is not statistically significant. Between the colleges, there is very little difference in numbers of responses, with AHSS, BLS and PSE responsible for 31%, 38%, and 31% respectively.

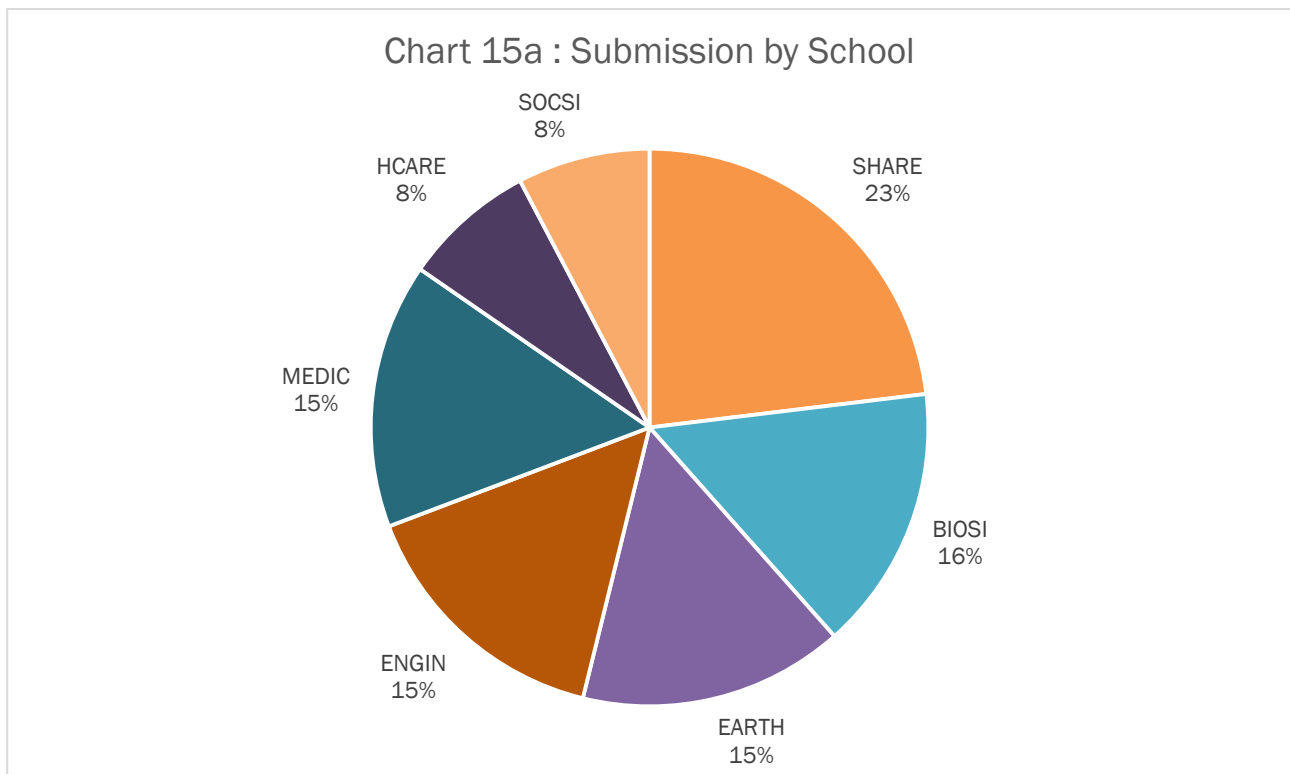
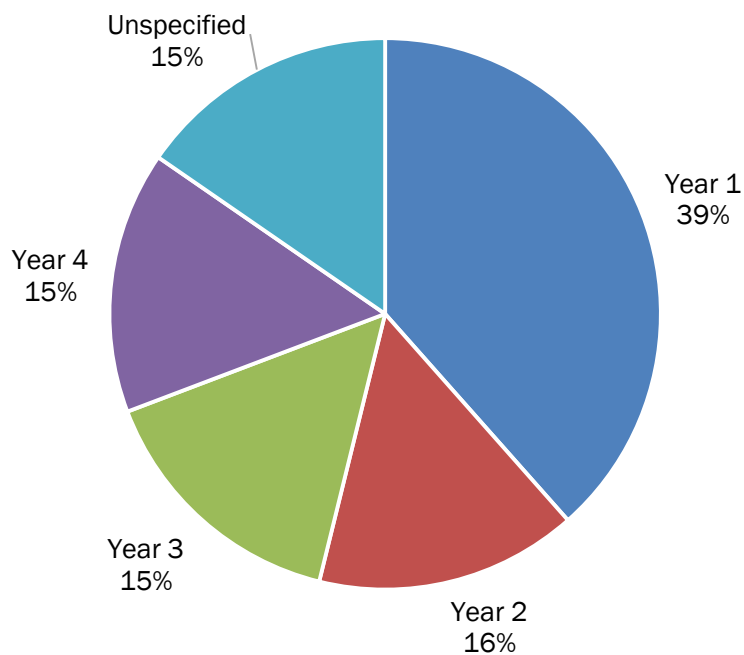


Chart 15b : Submission by Year



To view this sub-theme purely by school does not give any meaningful data, however addressing the data by year or by students' degree level is, in this case. By year, there is a heavy weighting on those in their first year of study (Chart 15b), which suggests that students may be lacking guidance on submission at an early stage. This is compounded by the data being entirely from Undergraduate or Unspecified student groups. 85% of those which discussed submissions identified themselves as in their Undergraduate degree, with the remaining 15% not listing their demographics at all. The data therefore heavily implies that Postgraduate Students do not struggle with submittal. Furthermore, the Undergraduate students who made comments generally referenced only one thing; that there was unhappiness surrounding deadlines:

"Physical handins should not be on a Monday. If something were to happen over the weekend it is impossible to hand in extenuating circumstances forms before the deadline" – EARTH Student

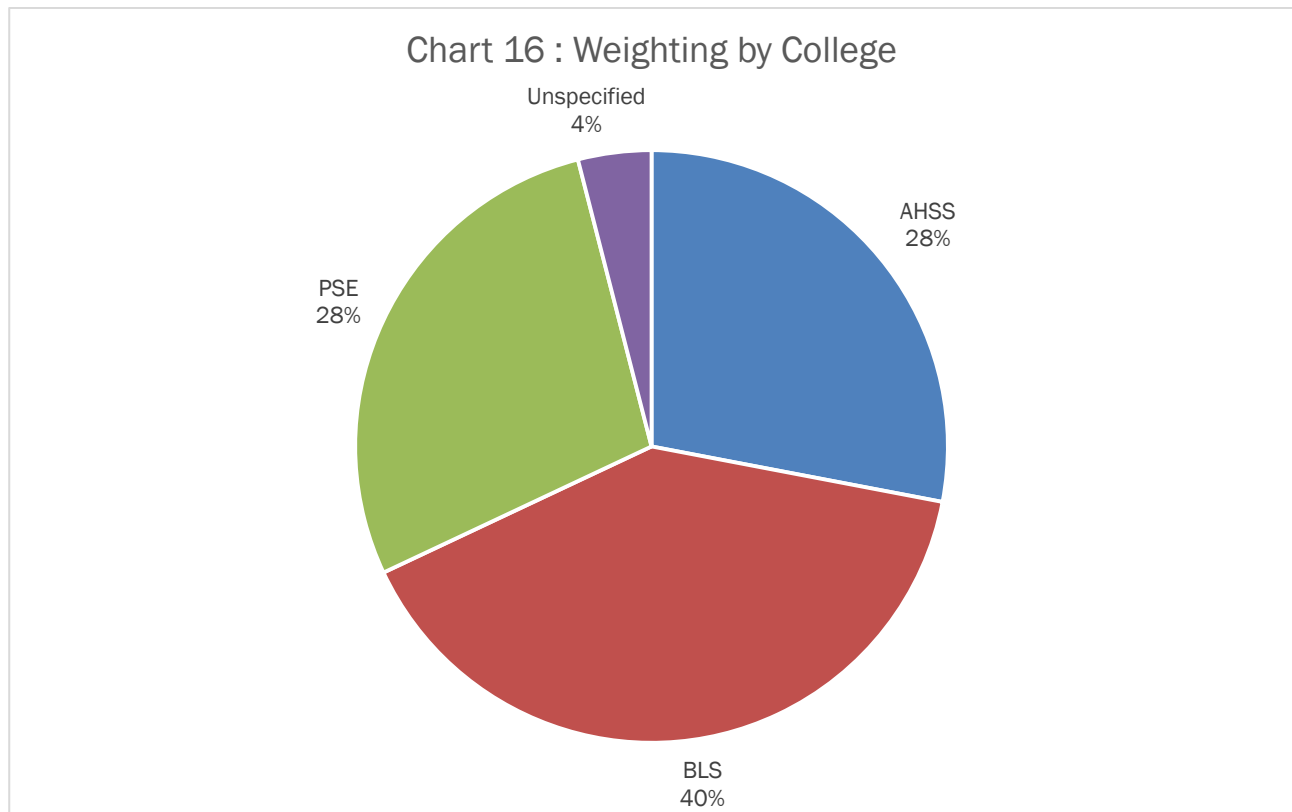
"9.30 am submission deadlines are insane. I work an entire weekend to pay rent, and meeting a deadline on a Monday is nearly impossible. This school needs to be more mindful of students who work alongside their degree" – EARTH Student

"Essays spread out better over terms (had 2 essays first term, now 8 due soon)" – 1st Year SHARE Undergraduate

"Essays / workload more spread out - I had barely any work term 1, now overwhelmed term 2." – 1st Year SHARE Undergraduate

Weighting

The topic of weighting concerns students who have requested that different marking allocations be prescribed to different assessments contained within the course, for example wanting to have an increase in coursework over essays or vice versa. This is distinctly different to the earlier section on changing assessment methods as there is not necessarily any change to the form that the assessments take, only how much these are worth.



This was not a large sub-topic, and although BLS makes up 40% of all comments regarding weighting of assessments, this translates only to ten comments. The majority of these, however, are in support of less examinations and an increase in the allocation to coursework:

“We were told that all modules would be 50% coursework and 50% exam to make it fair, but the fundamental neuroscience module has now been changed to 90% exam which isn’t fair” – 2nd Year BIOSI Undergraduate

“Fairer exams, more coursework (less focus on exams)” – 2nd Year PSYCH Undergraduate

“Options to reduce grade weighting of exams” – 3rd Year BIOSI Undergraduate

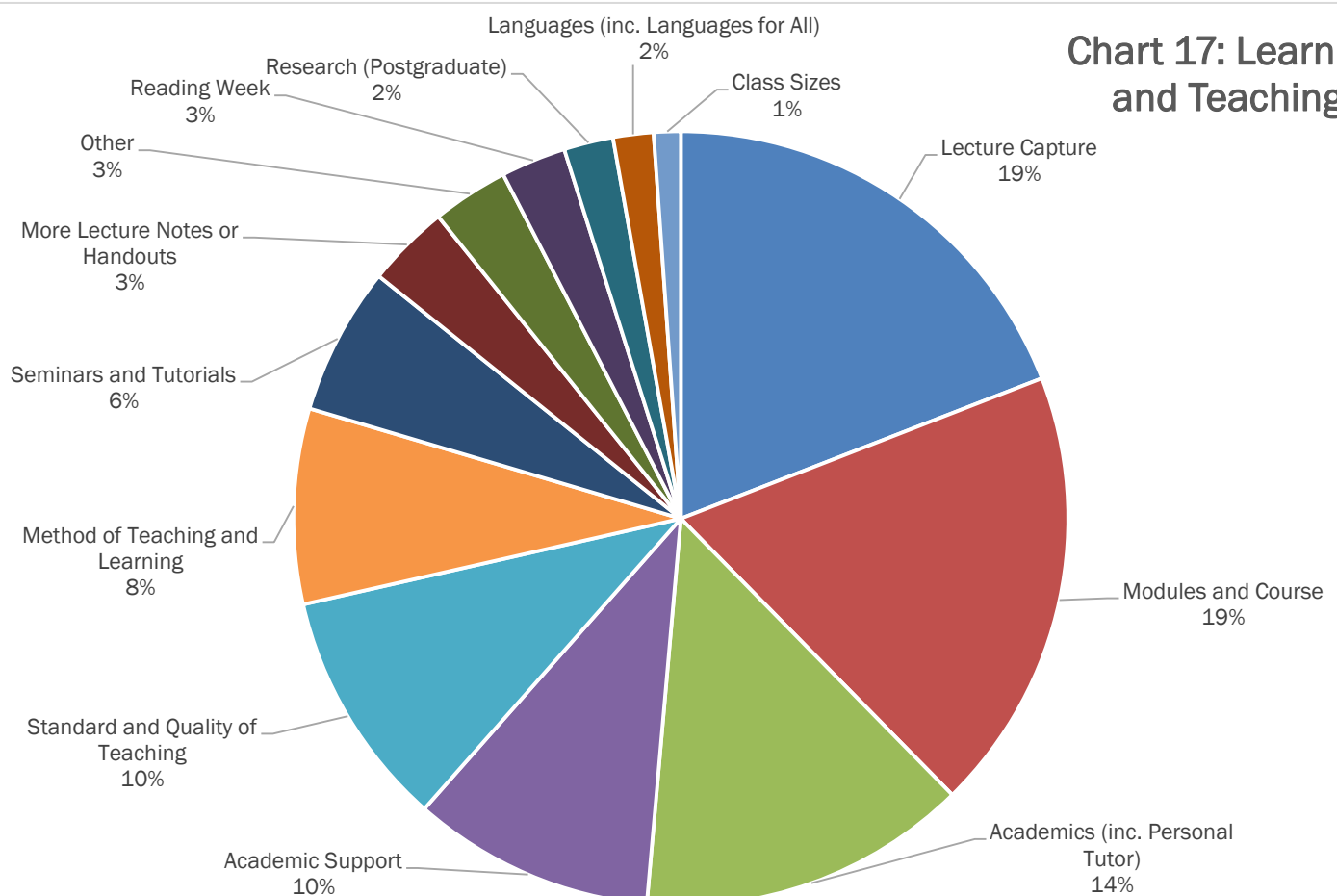
“Minimal exams” – 7th Year MEDIC Mature Undergraduate

Learning and Teaching:

Overview:

Learning and Teaching is the Theme which has the most cards and comments attributed to it (1,542 comments). This is so large for two reasons, firstly because it is the primary reason why most students attend University, in order to be taught and to learn. Therefore, issues or problems in this area have the potential to affect students' for a number of years after and thus students are understandable more vocal on the theme.

Chart 17: Learning and Teaching



Additionally, there are potentially thirteen sub-themes which can fall into the category of **Learning and Teaching**. These range from **Lecture Capture** to **Academic Support**, as well as in 'popularity'. Lecture Capture was the largest segment, with nearly one in five of all comments in this theme originating here (204 comments). Comments on class sizes was the smallest sub-theme, with only 12 comments being made. As was **Assessment**, each sub-theme will be discussed in detail in the following section.

In terms of the demographics of this section, Chart 18 shows that these are very similar to the overall demographics located in Chart 2a.

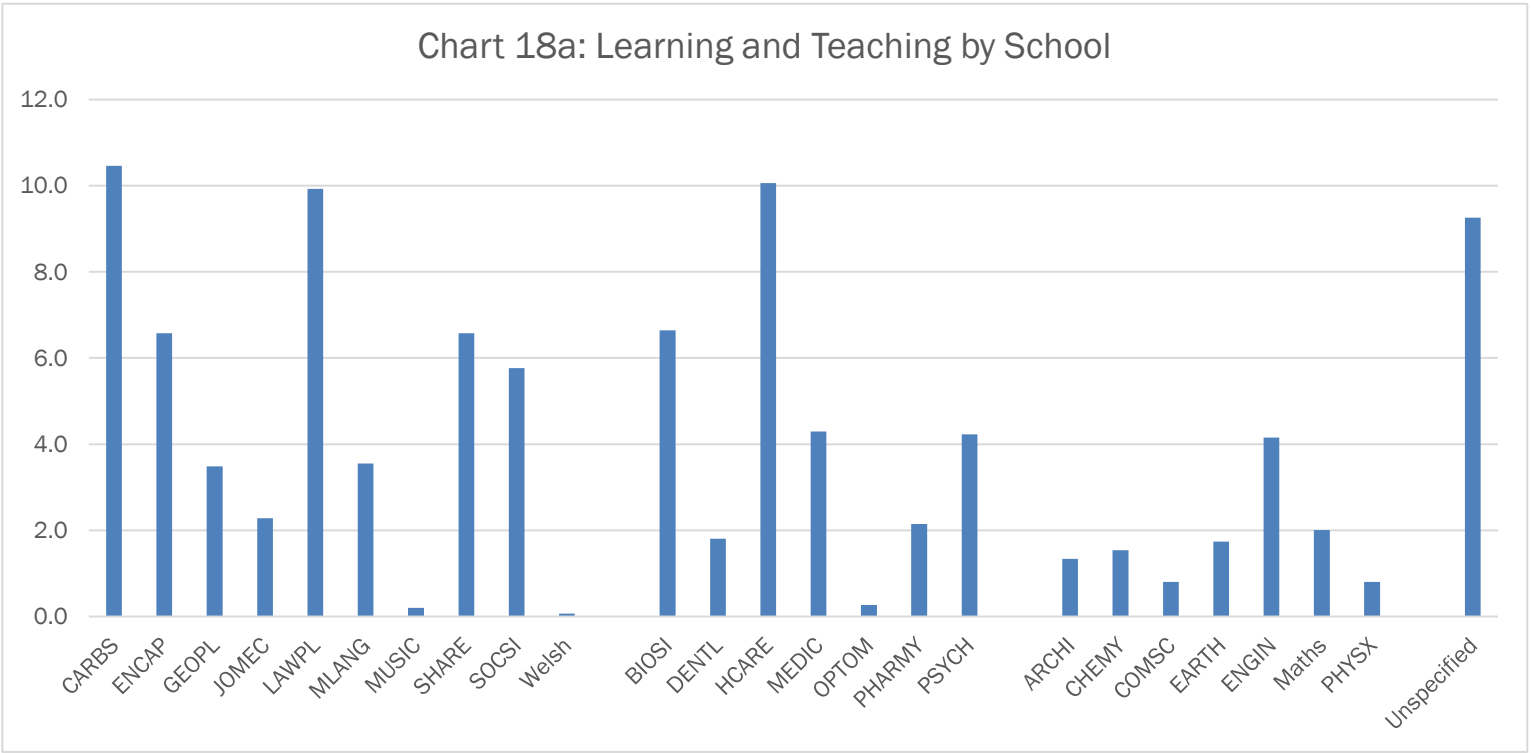
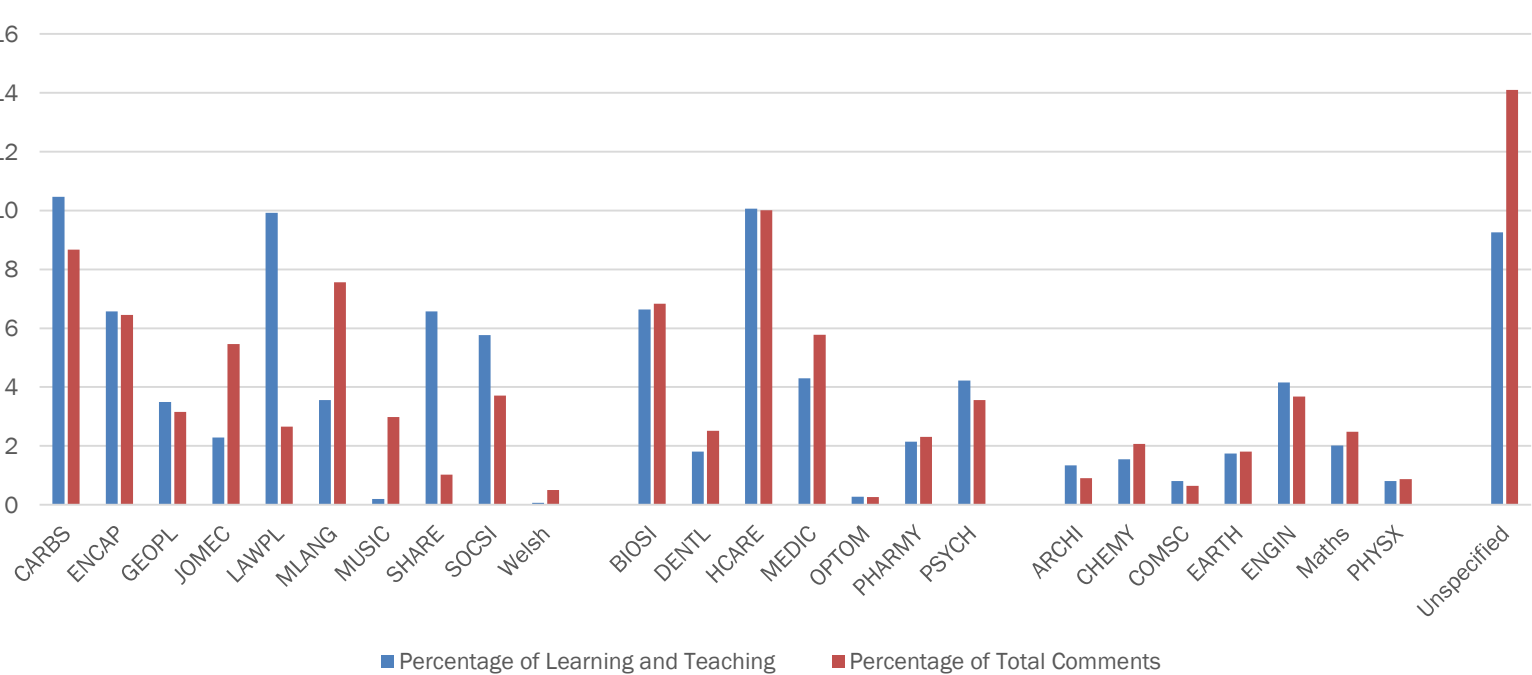


Chart 18 is using a percentage scale to shows each school’s input as a percentage of the overall input across the theme of **Learning and Teaching**. As mentioned, it looks almost identical to Chart 2a, however there are some important differences. Equally important is the lack of comments from the School of Welsh. There was only one comment submitted by the school with respect to this category, while this is in part down to the smaller response rate from this school, the comment made

Chart 18b: Comparison Between Learning and Teaching, against Total Comments



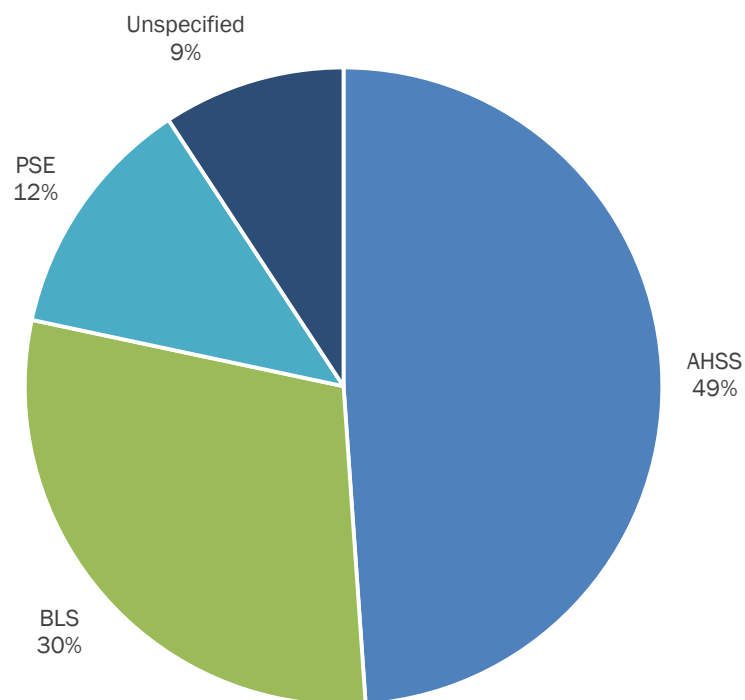
specifically noted:

“Practical elements part of the course, as well as the academic side”

It is unclear as to whether this indicates a lack of practical elements, however given the positive nature of the other comments made by this individual, it can be assumed that they enjoy the synergy between practice and theory that the course provides.

More specific comparison can be found on Chart 18b, which takes the overall comments as a percentile, shows that there are in fact some stark differences between the two datasets, with the Unspecified comments, as well as the School of Journalism, Media, and Cultural Studies, and the School of Modern Languages submitting significantly fewer comments on **Learning and Teaching** than other would be expected given their comment counts. However, the School of Law and Politics as well as the School of History, Archaeology, and Religion appear to be the other way, with a significantly higher proportion of comments from these schools being concerned around their **Learning and Teaching**. This would suggest that these schools in particular have spoken about this theme and, depending on if the results are of positive or negative sentiment either value what they currently have, or feel that there is a need for improvement.

Chart 19: Learning and Teaching by College



Learning and Teaching, as a theme, is far more highly discussed in AHSS as opposed to BLS or PSE (Chart 19). In fact, nearly half of all comments surrounding the theme as well as the sub-themes originated from AHSS. As before, this could either suggest that a particular sub-theme, for example **Lecture Capture** could be more important for AHSS students as opposed to others.

With regards to The Years of Study and Student Type, these are below as Chart 20 and Chart 21. Regarding Years of Study, there are only small increases in 2nd Year students, and little to no difference in 1st or 3rd year and above. Interestingly, a difference of 3% exists in relation to those which did not give demographic detail, which could be explained as students wanting their demographics made clear so that change could be specifically implemented to them to assist their **Learning and Teaching**.

Equally, postgraduate students are less likely to discuss Learning and Teaching in comparison to Undergraduate Students, even as a percentage of themselves. Undergraduates, on the other hand, are approximately 10% more likely to raise **Learning and Teaching** than any other issue in Speak Week 2018.



Chart 20: Learning and Teaching by Year

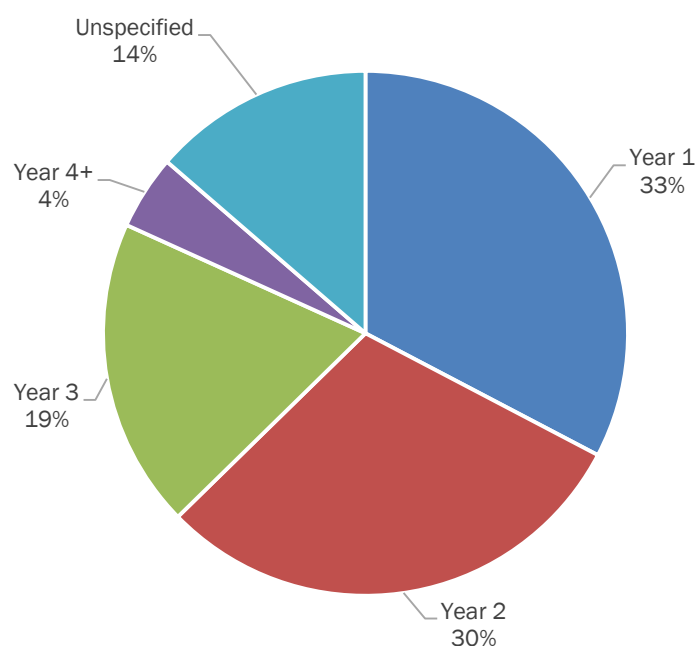
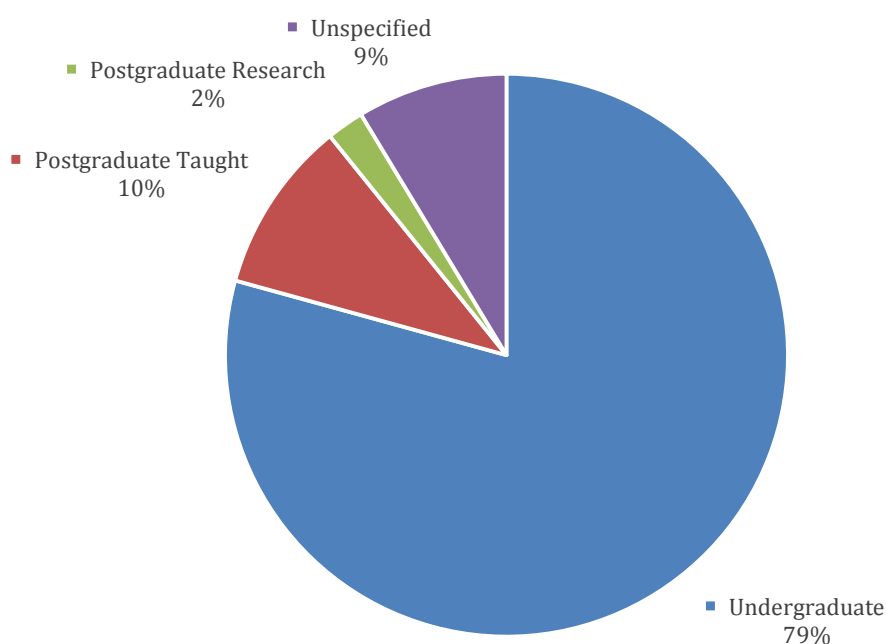


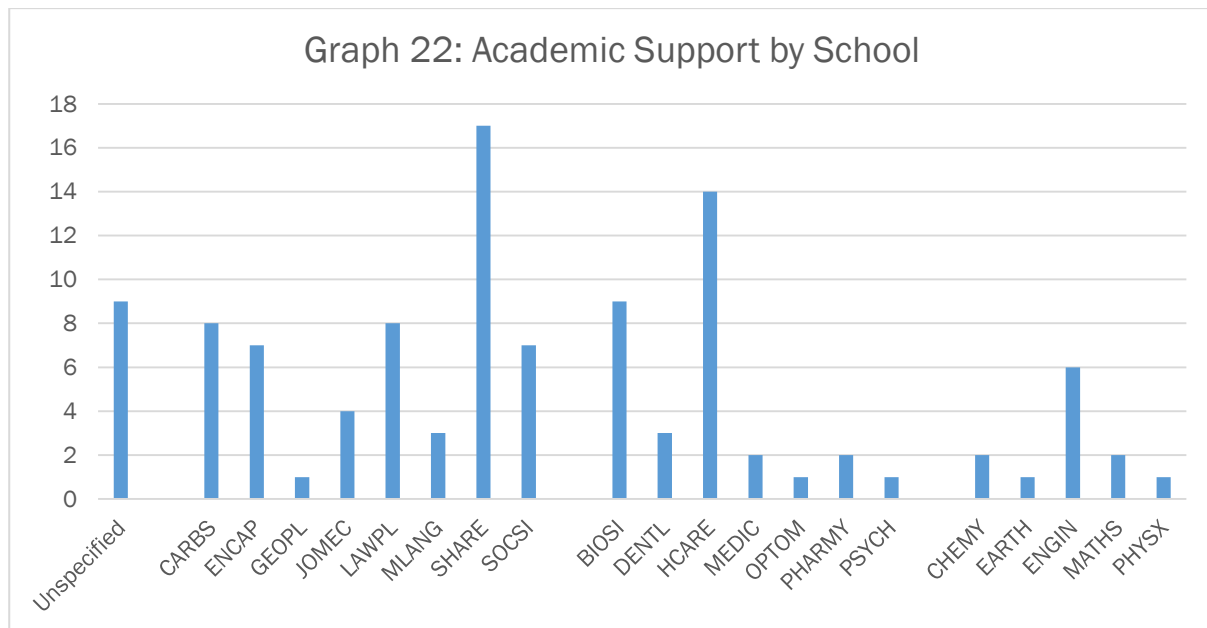
Chart 21: Learning and Teaching by Degree Type



This report will specifically look at: **Academic Support**, **Academics**, **Lecture Capture**, and **Modules and Course**. These have been chosen primarily as they are the four largest sub-themes in the theme, with 62% of **Learning and Teaching** sub-themes alone, a total of 657 comments for closer analysis.

Academic Support:

The topic of **Academic Support** received a total of 108 comments overall. Further analysis has shown that 99 of these (92% of these were negative or wanting more or greater academic support, leaving only 9 (8%) of these to be positive. It is also very telling that the word “more” appears a total of 62 times across these comments. This is almost always used at the start of the comment, and the words that follow include “help”, “support”, and “guidance”. This clearly shows that there is a perceived lack of guidance in the school. To examine this more closely, a breakdown by school can be found below, in Graph 22:



As this shows, the highest level of comments came from the AHSS, and in particular from SHARE. These comments specifically read:

“Not enough support throughout entire degree, especially with dissertation.” – 3rd Year SHARE Undergraduate

“More student workshops on how to write essays rather than just lecture content” - 2nd Year SHARE Undergraduate

“Essay writing opportunities” – 2nd Year SHARE Undergraduate

“Essay writing workshops for history students” – 1st Year SHARE Undergraduate

As can be seen, there are a large number of SHARE students who feel that they are not getting sufficient **Academic Support** when writing their essays and written assignments. As such, they feel that workshops or other opportunities would be beneficial to their learning experience.

Another problematic area is the School of Healthcare Sciences, in which

“More support for learning needs” – 1st Year HCARE Undergraduate

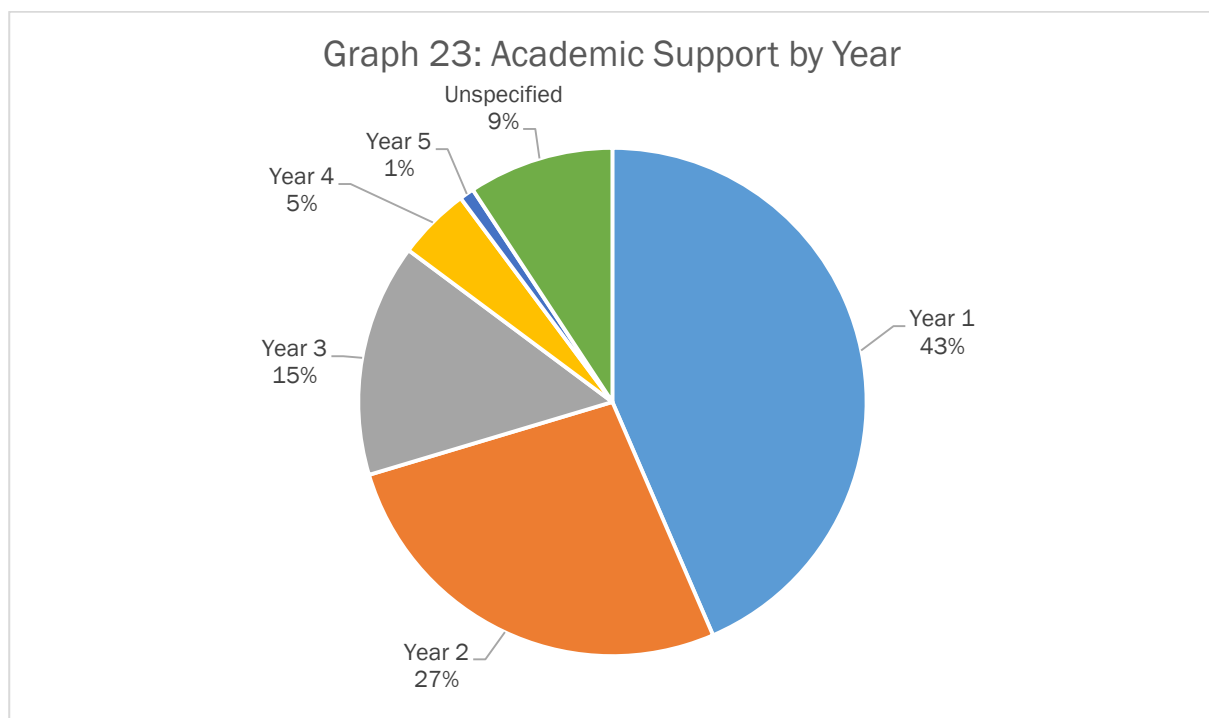
“More support” – 2nd Year HCARE Undergraduate

“More online resources showing practical / objective assessment techniques” – 3rd Year HCARE Undergraduate

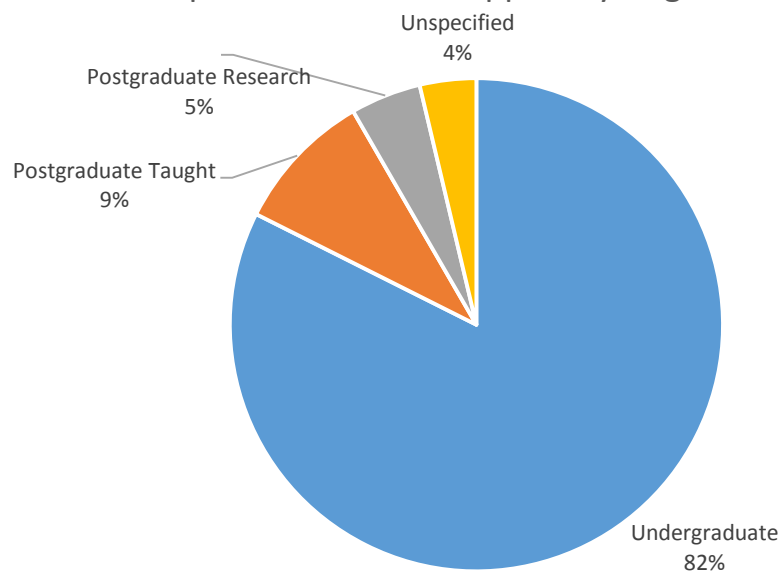
“More support with assignments” – 2nd Year HCARE Undergraduate

Interestingly, when broken down into their constituent year groups, as in Graph 23, it can be seen that a large proportion of responses originated from students in their first year, an increase of 23.5% on what would be expected. This suggests that new students in their early academic years expect far more than is currently offered in the sub-theme of **Academic Support**. This is further supported with the significant rise in Undergraduate students submitting responses along these lines.

As mentioned previously, the comments across the colleges indicate that a number of students would appreciate the opportunity to work on their writing, particularly in reference to assignments and essays.



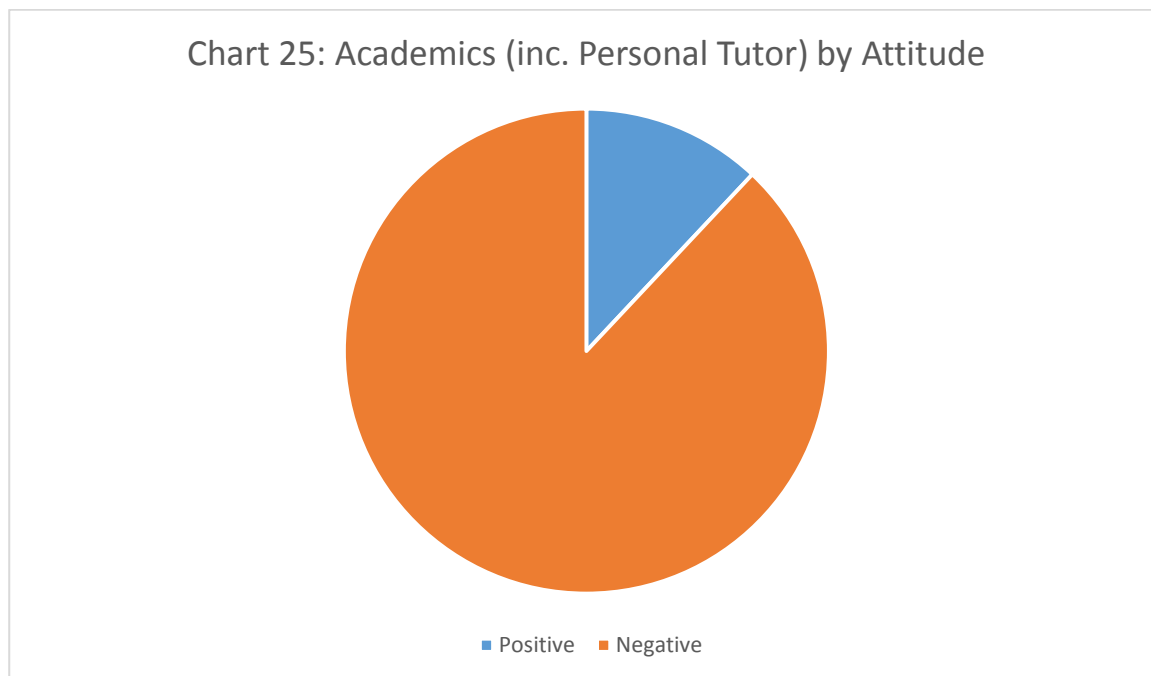
Graph 24: Academic Support by Degree Level



Academics:

The sub-theme of Academics has evolved as coding has progressed. At first, this was a sub-theme that focussed specifically on Personal Tutor meetings, however as analysis continued it became more apparent that while students did have much to say about their tutors, they also felt that there were some members of staff that either functioned as their tutor informally (in that they were a connection for help and advice), or that they had certain specific comments regarding the quality of the academics delivering lectures, seminars, or workshops, for better or for worse. All names have been removed from this section unless the comment is positive.

Firstly, it is important to note that 12% of the comments were positive, whereas 88% were highlighted as either needing improvement or that the student was in some way unhappy with a specific academic (Chart 25). Once again, the main insight in this section is that students want “more”. This is mostly in reference to the contact time that they get with their personal tutor, where students are either expecting to have more opportunities to see their tutor face to face, or for academics to be more easily contactable.



With regards the first major issue, that some students feel they do not see their tutor enough, comments specifically included:

“More contact hours with tutor” – 3rd Year SHARE Undergraduate

“Some teacher's schedules are too narrow, meeting time is very short” – 3rd Year CARBS Undergraduate

“More meetings with personal tutor” – 1st Year ENCAP Undergraduate

“I would introduce fixed office hours, where students can ask professors questions regarding course materials” – 2nd Year ENGIN Undergraduate

“I find the tutor system really frustrating. Most of my friends in other universities are fairly well acquainted with their tutors and see them relatively regularly. I've met mine once and because

of this wouldn't feel comfortable going to him with any problems. I feel the tutors should have to check up on their students, rather than wait for students to come to them, as it feels quite isolating. I know my tutor knows about my very personal extenuating circumstances and I'd love to get advice from him but because I don't know him it feels uncomfortable. Please, please overhaul the tutor system. The student family system is not enough” – 1st Year ENCAP Undergraduate

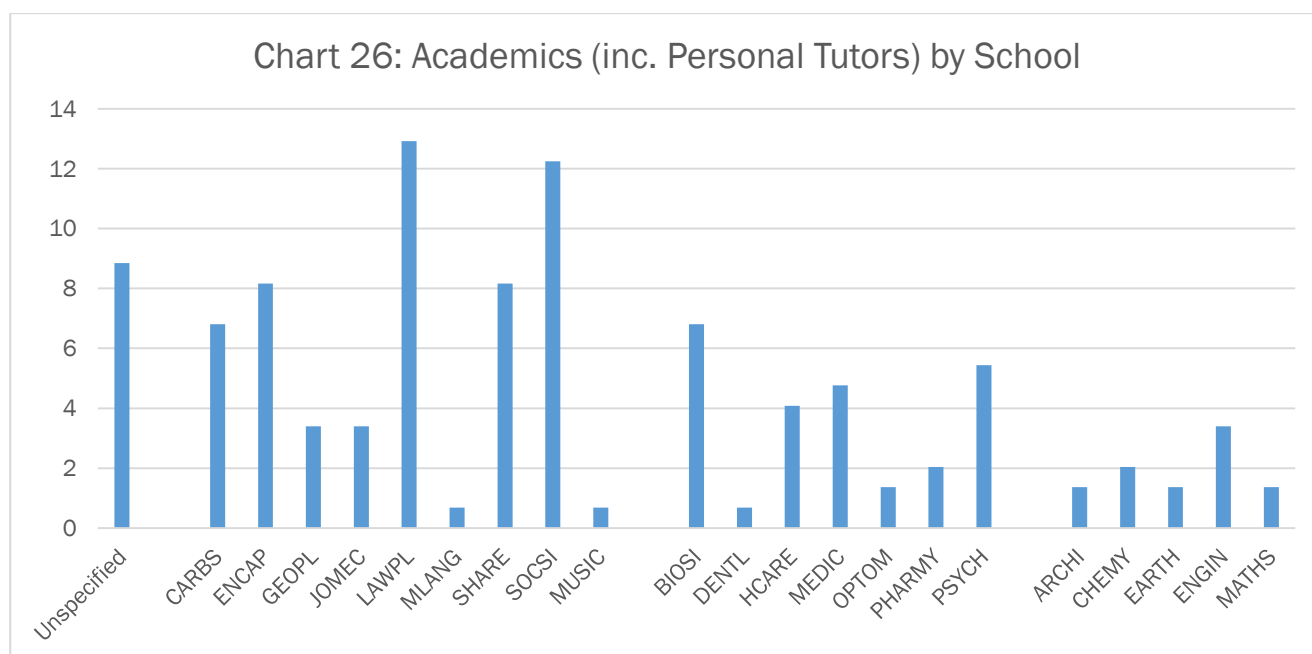
The second issue, regarding how academics communicate, was equally extensive, with a number of students voicing concern regarding this issue:

“Personal tutors are not very pro-active; didn't hear from mine last year; no explanation of what his role is supposed to be” – 2nd Year LAWPL

“Would like lecturers/uni staff to reply quicker/not ignore emails” – LAWPL Postgraduate Taught Student

“Difficult to contact staff or sectors in the university” – CARBS International Postgraduate Taught Student

As can be seen this issue spreads across a number of year groups and schools, however as Chart 26 shows, this is mainly an issue for AHSS. In fact, there are more responses from LAWPL or SOCSI individually, than PSE combined.



However, there are a number of positives to take away from this section. A small number of students took the opportunity to name and thanks certain individuals within their Schools:



“Dr Lang pay rise, Dr Coffey pay rise, Dr Hutchinson pay rise, Dr Pugh pay rise” – 2nd Year MEDIC Undergraduate

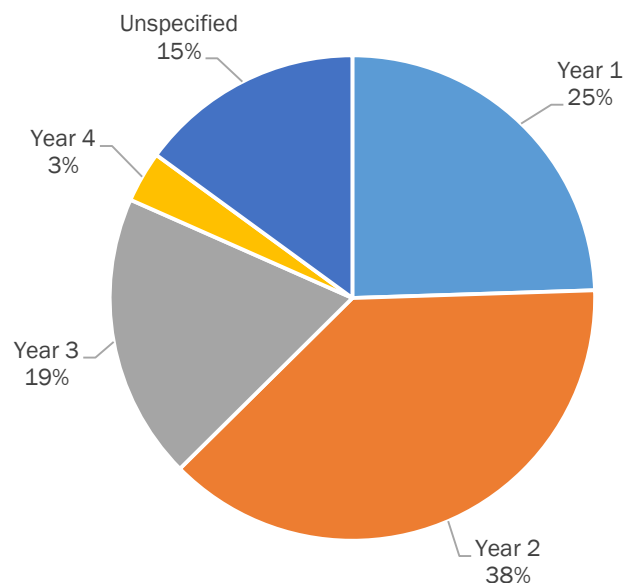
“Loving the History MA modules. I've taken classes primarily with Kier Waddington and Martin Write. Assessment is fair and always promptly graded.” – SHARE International Postgraduate Taught Student

“Jonathan March is an amazing teacher. This university has some wonderful teachers” – 2nd Year MEDIC Postgraduate Taught Student

“I like Neil he is a great professor!” – Unspecified Student

Additionally, as was expected, 79% of responses originated from Undergraduates. While this is higher than the overall level of responses from Undergraduates, which shows that it is more important in comparison, this is not unexpected. Furthermore, what is of interest is that there was a far greater response rate in this topic among those in their second years, whereas a majority of responses typically are in their first, which can be seen in Chart 27.

Chart 27: Academics (inc. Personal Tutors) by Year



This leads to two insights which can be assumed:

Firstly, that there may be an increase in the working demands for those in their second year, as this would explain the increased calls for greater communication with academics. This could be addressed, as a number of students request, through concrete office hours and enforced response times to communications such as e-mails.

Secondly, there are often more regulated meetings with Personal Tutors in the students' first year (as a number of open-text comments note), whereas in later years this becomes increasingly less timetabled and formal. To continue the formality of Personal Tutor meetings, and sustaining with the timetabling of set times for small groups or individual meetings, would be much appreciated by a number of students.

Addressing two birds with one stone, as it were, would be to schedule the office hours for personal tutors onto students' timetables, so as to ensure that students felt they had an accessible point of contact regardless of their problems and queries.



Lecture Capture:

Lecture capture has been a consistent theme with previous Speak Week reports, and was partially explored in the 2017 data. Last year, the total number of comments was 200, whereas this year the sub-theme received 204 comments in total. This implies a raise in the number of students taking the opportunity to discuss the **Lecture Capture** software, however given the overall number of responses rose this year, this is actually a smaller proportion than previously. The full section from the 2017 report has been copied below for reference:

Aside from timetabling issues, calls for 'Lecture Capture' to be extended also featured prominently (N=200). Examples of these open-comment responses, include:

"Mandatory lecture recording in business school (only 2nd and 3rd years). Very easy to do, invaluable revision tool. Notes dont capture all".

"All lectures should be recorded as lectures provides more detail than what is on the slide and it's hard to keep up".

"Lectures recorded and put up on learning central with the PowerPoint presentation. Ours never seem to get published on learning central until ages after the lecture was given, by which time you have forgotten about that and moved onto learning about something else".

These 200 comments were explored only with regards to free-text data, and no demographic work was conducted. In this 2018 report, however, both a college (Chart 28) and school (Chart 29) analysis should be carried out in detail in order to target where students feel that there are extensive issues. As Chart 29 suggests, the two Schools that are generating the most comments regarding the Panopto system are LAWPL and BIOSI:

Chart 28: Lecture Capture by College

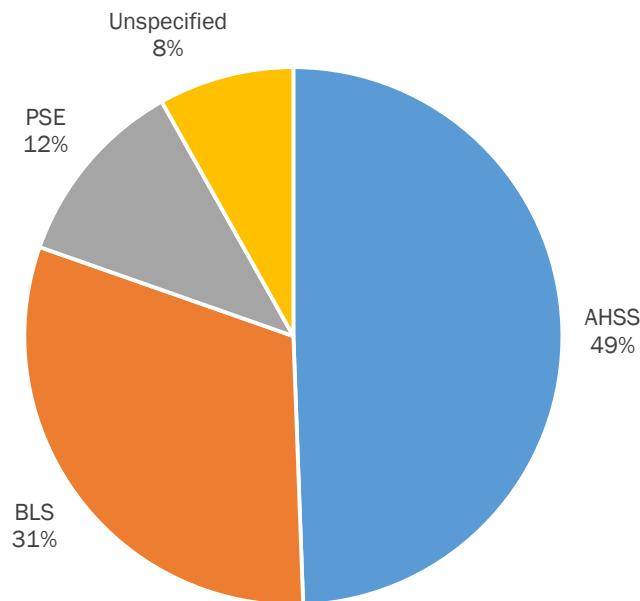
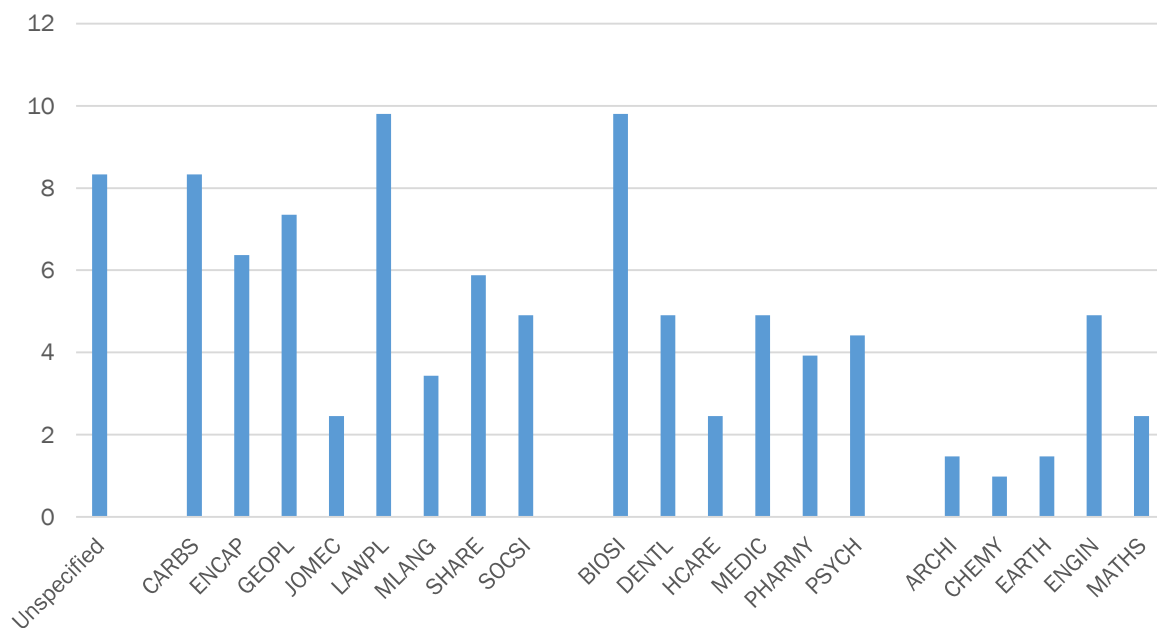


Chart 29: Lecture Capture by School



Firstly, Chart 28 shows that nearly half of all comments regarding **Lecture Capture** originated from AHSS, and Chart 29 breaks this down further. It is clear that this is an important issue, with nearly all the schools submitting more responses than any school in PSE or BLS. For BLS, BIOSI was the origin of not only 10% of all responses regarding the sub-theme overall, but also double that of every other school in the college. Finally, in PSE it was the School of Engineering who submitted the largest number of all comments, however while this number was over double that of the second highest school in PSE (MATHS) it was still low in comparison to other schools and colleges.

AHSS specifically submitted a number of comments, totalling nearly 100 (99) comments overall. The specific number of comments is broken down below:

CARBS	17
ENCAP	13
GEOPL	15
JOMEC	5
LAWPL	20
MLANG	7
SHARE	12
SOCSI	10
TOTAL	99

Broken down by School, a short selection of the AHSS comments on **Lecture Capture** are as follows:

CARBS:

“Please make it compulsory for lecturers to record lectures” – 1st Year CARBS Undergraduate

“Make sure all lectures recorded” – 3rd Year CARBS Undergraduate

“Put recorded lectures online promptly after the lecture so that we can consolidate and catch up in good time” – 2nd Year CARBS Undergraduate

ENCAP:

“ALL lectures should be recorded and uploaded to learning central” – 3rd Year ENCAP Undergraduate

“Lectures aren't recorded in ENCAP, therefore revising / catching up on work is extremely difficult” – 1st Year ENCAP Undergraduate

“Frustrating that rooms are equipped with recording facilities but lectures go unrecorded. They are very useful and it is a powerful resource” – 2nd Year ENCAP Undergraduate

GEOPL:

“Film the lectures, be useful during coursework and revising” – Unspecified GEOPL Student

“Lectures to be recorded and uploaded on learning central” – 2nd Year GEOPL Undergraduate

“Would love to have lectures recorded; Panopto” – 1st Year GEOPL Undergraduate

JOMEC:

“Make sure every lecture is recorded” – 2nd Year JOMEC Undergraduate

“Lectures online, when you miss lecture can go on and watch recorded lecture in video form” – 1st Year JOMEC Undergraduate

LAWPL:

“Recorded lectures (have student card check-in so attendance doesn't fall)” – 1st Year LAWPL Undergraduate

“Lectures being recorded and uploaded for a long period of time” – 1st Year LAWPL Undergraduate

“Law recordings of lectures should be available all year, not just for two weeks” – 2nd Year LAWPL Undergraduate

“All lecturers to record lectures” – 2nd Year LAWPL Undergraduate

MLANG:

“Lecture Capture should be opt out, and not opt in!!!” – 2nd Year MLANG Undergraduate

“Would be useful to have all lecturers recorded” – 2nd Year MLANG Undergraduate

“Record all lectures” – 1st Year MLANG Undergraduate

MUSIC:

There were no comments originating from Music

SHARE:

“All lectures should be recorded, not just some” – 2nd Year SHARE Undergraduate

“Provide stage microphones for the vocally challenged (whispering) lecturers” – 1st Year SHARE Undergraduate

“All lectures must be recorded and posted as soon as possible” – 1st Year SHARE Undergraduate

“Recorded lectures” – 3rd Year SHARE Undergraduate

SOCSI:

“If lectures are recorded, they should be available to all students, even on the last week of lectures” – 3rd Year SOCSI Undergraduate

“Recordings of lectures to be released for revision purposes” – 3rd Year SOCSI Undergraduate

“Lecture recordings available for everyone” – 2nd Year SOCSI Undergraduate



WELSH:

There were no comments originating from Welsh

To summarise, AHSS students primarily commented that all lectures should be recorded. This is clearly an issue for a number of students as it came up in nearly all cases. In the comments where this was not addressed, the focus was instead on a timely upload of good quality recordings.

In BLS, a selection of the comments are as follows:

BIOSI	10
DENTL	5
HCARE	2
MEDIC	5
PHARMY	4
PSYCH	4
TOTAL	30

BIOSI:

"All lecture recordings to be put up on learning central in a timely manner" – 1st Year BIOSI Undergraduate

"Record every lecture!!!" – 2nd Year BIOSI Undergraduate

"All lecturers should be required to use panopto" – 3rd Year BIOSI Undergraduate

"All lectures recorded" – 4th Year BIOSI Undergraduate

DENTL:

"Properly record all lectures and make them available shortly after the lecture" – 1st Year DENTL Undergraduate

"More lectures on learning central that have been recorded" – 1st Year DENTL Undergraduate

"Record lectures so that they are all available on learning central for revision" – 1st Year DENTL Undergraduate

HCARE:

"Record all lectures as I was told they all are but our anatomy lectures are not being recorded"
– 2nd Year HCARE Undergraduate

"Record all lectures via panopto and get them uploaded within a week" – 2nd Year HCARE Undergraduate



“Use panopto in every lecture” – 1st Year HCARE Undergraduate

MEDIC:

“Record lectures” – 1st Year MEDIC Undergraduate

“More lectures recorded” – 5th Year MEDIC Undergraduate

“Lectures could also be uploaded quicker” – 2nd Year MEDIC Undergraduate

OPTOM:

“Lecture recordings of all modules” – 2nd Year OPTOM Undergraduate

PHARMY:

“Panopto all lectures and workshops” – 4th Year PHARMY Undergraduate

“Lecturers need to be uploaded on learning central asap after the lecture” – 1st Year PHARMY Undergraduate

“Upload panopto at a faster rate” – 1st Year Undergraduate

PSYCH:

“Panopto recordings are really useful. Would be good if the lecturers could put the recordings up the same day or straight after the lecture for when going over notes” – 2nd Year PSYCH Undergraduate

“All lectures for all courses should be recorded” – 2nd Year PSYCH Undergraduate

“Make sure all courses record lectures like they do in psych” – 3rd Year Undergraduate

In summary, BLS are currently either requesting further rollout of the existing Panopto system, to all modules or to workshops, or they would wish to focus on the quick upload of the recordings to Learning Central for them to view.

A sample of the PSE comments are included below:

ARCHI	1
CHEMY	1
EARTH	1
ENGIN	5
MATHS	2
TOTAL	11



ARCHI:

"I would appreciate it if lectures could be recorded because the PowerPoints we get are hard to revise from" – 2nd Year ARCHI Undergraduate

"Recorded lectures" – 2nd Year ARCHI Undergraduate

CHEMY:

"Panopto recording facilities for all courses" – 4th Year CHEMY Undergraduate

"Lectures recorded longer than 50 minutes so recording doesn't cut off when they run over" – 2nd Year CHEMY Undergraduate

COMSC:

"Better quality of video recordings (Panopto?)" – 2nd Year COMSC International Undergraduate

EARTH:

"Give all lecturers a microphone / Panopto training" – EARTH Student

"Ensure lecture slides and videos are uploaded within the same week" – EARTH Student

"Hand signal to tell my lecturers to stop recording if I don't want my question to be recorded, otherwise my voice will still be recorded by asking the lecturer" – EARTH Student

ENGIN:

"Cameras used in engineering buildings in lecture theatres for lecture capture are poor quality, please improve" – 2nd Year ENGIN Undergraduate

"Lecture recordings need to last till end of session, recordings tend to stop before session finishes" – 1st Year ENGIN Undergraduate

"Want to be able to download Panopto" – 3rd Year ENGIN Undergraduate

MATHS:

"Lecture recordings are good and helpful, if possible to have more lectures recording" – 3rd Year MATHS Undergraduate

"Please record lectures and use setup similar to series and transforms" – 2nd Year MATHS Undergraduate

"Record more Lectures" – 1st Year MATHS Undergraduate



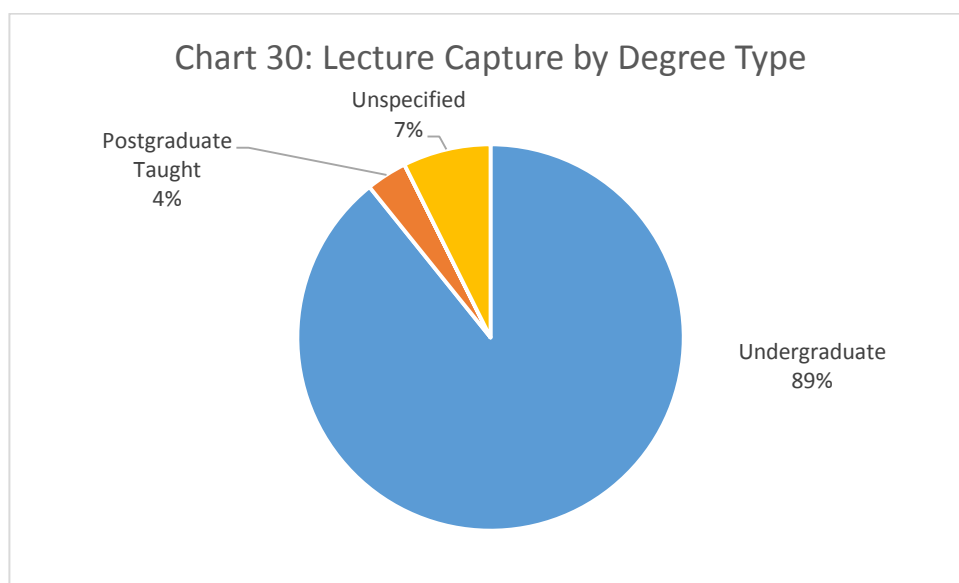
PHYSX:

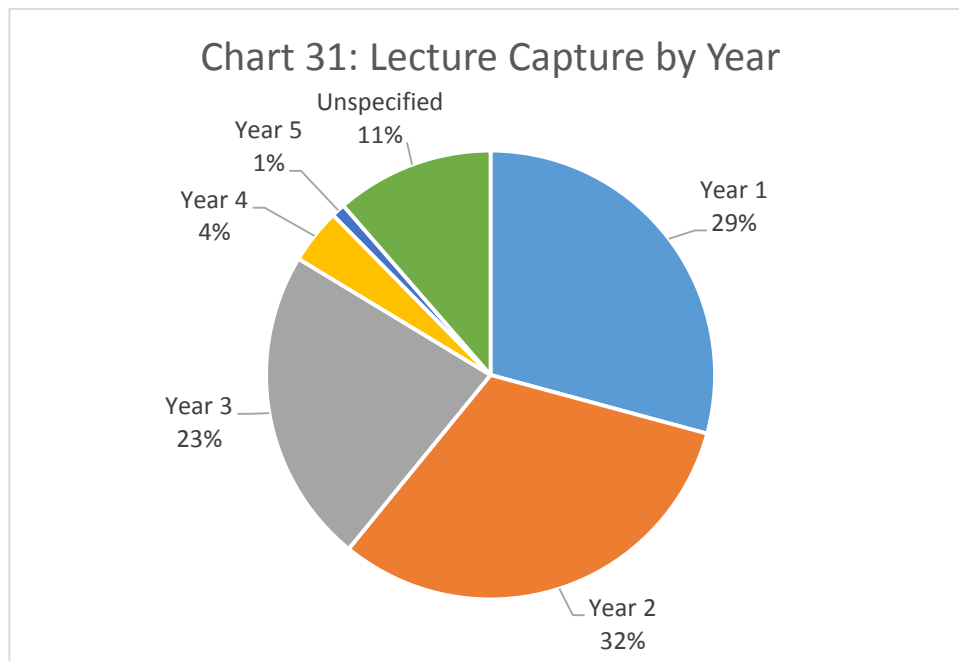
There were no comments originating from Physics

To highlight on key area in PSE for **Lecture Capture**, there is much more of a focus here on quality. This is more likely as a number of students indicate that Panopto is already available to them, although there are some exceptions to this rule.

Also of note is that almost all comments made regarding **Lecture Capture** originate from Undergraduates or from students of unspecified demographics. This is best displayed in Chart 30, which shows only 4% of comments are actually from anyone who specifically identifies as a Postgraduate. From these seven Postgraduate comments, all of which were from Postgraduate Taught courses: two originate from CARBS, two from HCARE, and the remainders are from LAWPL, MLANG and one card which did not have a fully completed demographics section. This shows that Panopto provision is an almost uniquely Undergraduate problem.

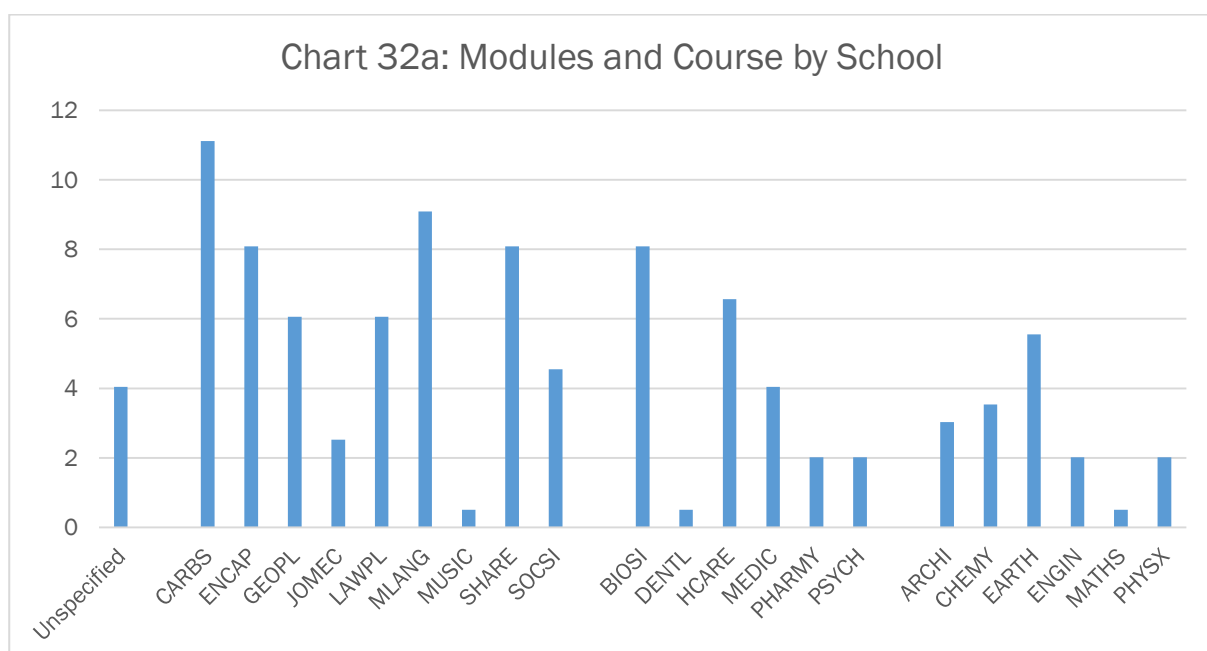
Additionally, Chart 31 shows that the split as far as Year Group is concerned is fairly even. This suggests that **Lecture Capture** matters to all years of study equally.





Modules and Course:

As with **Lecture Capture**, **Modules and Course** is extremely specific; not only at a College level, but also at a School and even Course level. This can be very specific data and as such a similar approach will be taken as with **Lecture Capture** – setting out each School individually.



As Chart 32a shows, most of the comments originate from the AHSS, however there are a significant number of students referencing specific course details in both other colleges. This is illustrated in Chart 33. Of note in specifics are the significant number of CARBS and MLANG students who referenced their course or modules specifically. Chart 32b shows the above table alongside Chart 29, which shows little correlation. This is particularly relevant in MLANG and DENTL, as well as PSE as a College.

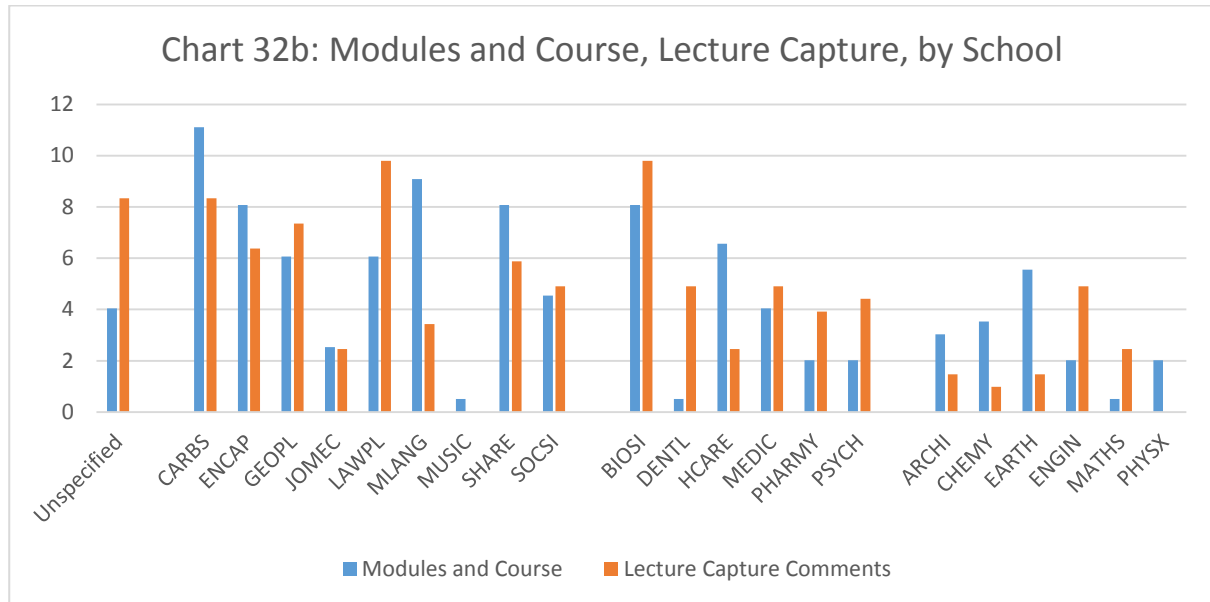
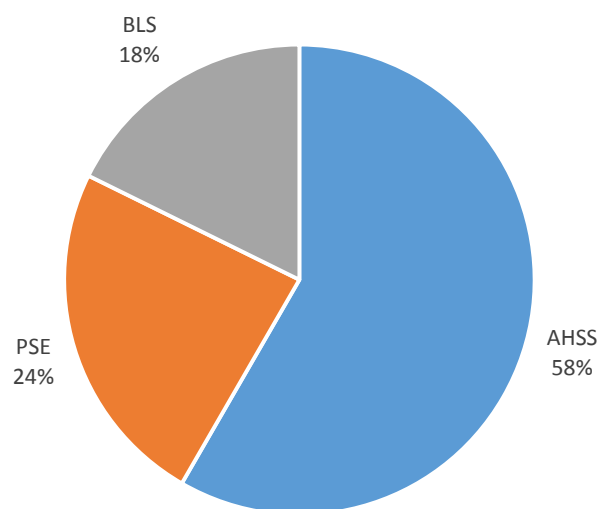


Chart 33: Modules and Course by College



Going by College, and then School, extracts of the Speak Week 2018 comments are below, along with individual summaries for each School and a small sentiment analysis:

AHSS students submitted a total of 111 specific comments regarding **Modules and Course**. These accounted for 56% of all sub-theme comments, and are as follows:

CARBS:

“Some topics in different modules are repeated and different lecturers taught these topics with different methods, it's confusing sometimes.” – 3rd Year International Banking and Finance Undergraduate

“Not so many variety for optional modules, it focuses more in finance not accounting. I think it would be better to have more accounting modules” – Accounting and Finance Postgraduate Taught Student

“Hope lecturers take more examples related to Chinese organisations because most of the students of Business School are Chinese” – 2nd Year Human resources Management Postgraduate Taught Student

“More specific lectures for courses (no finance module on marketing)” – 2nd Year Marketing Undergraduate

“Change Business School programme, pointless lectures and lecturers” – 2nd Year Economics and Management Undergraduate

CARBS students appear to want flexibility and options regarding their module choices. They would prefer more options given to them to specialise further and explore their chosen area fully.

ENCAP:

“Modules were cut during term time” – 3rd Year English Literature Undergraduate

“Joint honours students’ different schools to talk to each other regarding timetables - 2/3 modules this semester had to be changed because of clashes” – 2nd Year English Literature and Journalism Undergraduate

“Needs a wider viewpoint/perception for the course-global (sic)” – 1st Year English Literature Undergraduate

“We pay £9000 - make enough space for us to do the modules we want please” – 2nd Year English Literature and Journalism Undergraduate

For ENCAP, the crux of many of the comments was that modules that they had wanted to take were changed or “cut” with little notice. One student specifically referenced issues with Joint Honours students, which may explain the additional logistical issues that the school has faced.

GEOPL:

“Really enjoyed my course so for the module content is interesting and relevant and we have benefitted from a range of visiting speakers” – Spatial Planning and Development Postgraduate Taught Student

“GEOPL should be more open about the £10,000 for improving sense of community, should work harder with Geo-Plan society with all their money” – 4th Year City and Regional Planning Undergraduate

“I feel we need to spend more time outside of lecture theatres with more field study visits with plenty of interaction with professionals on my course” – 1st Year Urban Planning and Development Undergraduate

Overall, GEOPL held a positive sentiment regarding their course, and appeared happy with how they were learning and progressing. There were, however, a number of students who requested additional or more extensive field trips.

JOMEC:

“JOMEC is great” – 3rd Year Journalism Undergraduate

“More communication with modules” – 2nd Year Media and Communications Undergraduate



“This year module leaders and seminars are better than before” – 2nd Year Journalism Undergraduate

As with GEOPL, the sentiment in JOMEK is positive. Although there was a small sample size, this may not necessarily be a bad thing. In fact, that JOMEK students were not highlighting any flaws that they found within their **Modules and Course** can be seen as a positive.

LAWPL:

“More modules that could be taken in a year, instead of just 4, 6 would make it more interesting and flexible.” – Shipping Law Mature and International Postgraduate Taught Student

“It is really nice studying in Cardiff University. The teachers, library, and the course everything is just so good” – BPTC International Student

“Diversify module choices” – 2nd Year Politics and Sociology Undergraduate

The opinion of LAWPL students appears to be that, if any changes were to be made, it would be appreciated if there were more extensive options regarding module choices. This, in their opinion, would make it “more interesting and flexible”.

MLANG:

“French: there are no culture modules to choose from” – 2nd Year Translation Undergraduate

“Do more in lectures rather than just correcting homework” – 1st Year French and Spanish Undergraduate

“Student input about what we want to study, less business context” – 4th Year Japanese Undergraduate

“Would like an equal amount of hours per week for French as we do Spanish (2 hours grammar, 1 hour translation and 1 hour conversation)” – 3rd Year French and Spanish Undergraduate

MLANG received a proportionally high amount of comments, more than the students in this school commented on any other sub-theme. Part of this is due to the stratified nature of the different languages which are taught, and the impression given is that these can vary wildly in quality. Students appear to want more time actively learning, either making up the difference between their course and others, or utilising the lectures themselves. Additionally, there are small issues surrounding the module choices, with students wanting more input – in particular the offering of more “culture” based modules over those with a “business context”.

MUSIC:

"I would allow students the option to take more than the required coursework. For instance, taking an extra class either in their course or in a different course, even if it puts them over the 120 credit limit" – 1st Year Music and English Literature Undergraduate

Only one student from MUSIC discussed their **Modules and Course** in Speak Week 2018. This comment is indented above, and is positive in attitude.

SHARE:

"Try to make degrees more equal and less varied, as there seems to be a lot of discrepancies between some courses given boons or free printing credits" – 3rd Year History Undergraduate

"Certain modules don't have lectures, think we should" – 3rd Year History Undergraduate

"Great course with plenty of help from staff" – 2nd Year History Undergraduate

"Good range of topics on course" – 3rd Year History Undergraduate

In SHARE, the comments are varied, with no true consistency. On the one hand, a number of students have specifically spoken about how much they enjoy their course and the range of topics, whereas others would prefer a slightly different learning style than is currently offered (a move towards lectures over seminars).

SOCSI:

"BST703: should only be run over one semester would prefer a module to be run about mixed methods" – Social Sciences Research Methods Postgraduate Student

"Optional extra subject specific lectures" – 2nd Year Criminology and Sociology Mature Undergraduate

"In social sciences there should be more of a mix of left and right political views" – 2nd Year Education and Criminology Undergraduate

"There isn't a lot of choice of modules for the Education, Policy and Society course, and I feel this is the single biggest factor letting down my student experience. King's College London runs a MA with the same title and has a huge selection of modules available." – 1st Year Education Postgraduate Taught Student

"What we're learning in the modules is very relevant and interesting" – 2nd Year Human and Social Sciences Undergraduate

For SOCSI, a large proportion of the comments specifically mention that they would prefer a larger range of modules of offer, at both an Undergraduate as well as a Postgraduate level. However, the overall sentiment seems positive.



WELSH:

There were no comments originating from Welsh

BLS Students submitted a total of 46 comments, and were therefore responsible for 24% of all comments regarding **Modules and Course**. As above, comments follow:

BIOSI:

"I do like the course and the variety but I did not like the chemistry or neuroscience part of it as I applied for biology. I would like more things biology based, such as plants and environmental based" – 1st Year Biology Undergraduate

"More graduate medicine places" – 3rd Year Biomedical Sciences Undergraduate

"Final year project selection is unfair - choosing between 25 projects is too many and several supervisors changed titles" – 3rd Year Biomedical Sciences Undergraduate

"Most practicals are useful, some could be better. I sometimes feel like I could have read a text book" – 1st Year Neuroscience Undergraduate

"Maybe have a summary of lectures/revision session every few weeks" – 2nd Year Biomedical Sciences Undergraduate

For BIOSI, there are a large range of issues which pertain to the students. These range from the course itself, to final year projects, to comments on practicals. Interestingly, there were no specifically and uniquely positive comments that come up at all, unlike in other courses and subjects with a similar level of submission. This indicates that BIOSI students are perhaps less positive regarding their course than others.

DENTL:

"Less dissection" – 1st Year Dentistry Undergraduate

There was only one comment made by a DENTL student on this sub-theme, which called for less dissection.

HCARE:

"Spend more time in practice than lectures, too much info to retain and not enough time for the brain to catch up in terms of physical activities that boost brain power" – 1st Year Nursing Undergraduate

"Nursing students should get Paris training prior or going into practise" – 2nd Year Mental Health Nursing Undergraduate



“Have more clinical skills sessions” – 2nd Year Mental Health Nursing Undergraduate

“Provide PARIS training” – 2nd Year Mental Health Nursing Undergraduate

HCARE students primarily requested PARIS training (the online software to input patient notes) to be standard during their course, primarily off of the same Mental Health Nursing cohort. Additionally, extra clinical skills sessions and practical sessions were discussed semi-frequently in HCARE students’ Speak Week cards.

MEDIC:

“More interaction with other healthcare courses, have to work with each other in the future why not learn together now” – 2nd Year Medicine Undergraduate

“Better clinical workshops (like ophthalmology week)” – 4th Year Medicine Undergraduate

“Better interdisciplinary events” – 3rd Year Medicine Undergraduate

“More teaching in clinical year of C21” – 4th Year Medicine Undergraduate

MEDIC students discussed two main issues: firstly, that they would like to have greater interaction with other healthcare courses, something which other courses have equally requested in their comments regarding each other and medics. Additionally, the second main issue was an increase in the quantity and quality of clinical workshops.

OPTOM:

There were no comments originating from OPTOM

PHARMY:

“Schools allowed to take more responsibility for how their courses are run. For example, capping a single assessment capping an entire module. This can be very demotivating for the rest of the module.” – 3rd Year Pharmacy Undergraduate

“Improve equipment quality in Pharmacy” – 1st Year Pharmacy Postgraduate Researcher

Pharmacy’s four comments consisted of two from those in foundation years, requesting more pharmacy related material, and the two above. Pharmacy submitted 79 cards in total, so issues surrounding the **Modules and Course** can therefore be summarised as a very small proportion.

PSYCH:

“More own choice about modules!!!” – 2nd Year Psychology Undergraduate

“More opportunities to meet people (as course is very anti-social)” – 2nd Year Psychology Undergraduate

“More background information about the course before coming to uni” – 1st Year Psychology Undergraduate

Students in PSYCH have requested three areas as made clear in their comments above. These three comments are all very different from one another, which (while the comments are not) could be said to be positive. In this instance, it shows that there is not one major issue concerning PSYCH students, rather several smaller ones. Also, the repeated use of the word “more” is indicative of the fact that students may acknowledge that PSYCH does do these things already, however the students have slightly higher expectations.

PSE was almost noticeably non-vocal regarding their course. Much of this is due to their smaller sample size due to a comparative lack of submitted Speak Week cards, however even when taking this in to account there are few courses which have spoken extensively on the sub-theme.

ARCHI:

“Extended open hours for the Architecture workshop” – 3rd Year Architecture Undergraduate

“SAWSA is very supportive, really forms a community in the school” – 2nd Year Architecture Undergraduate

“Optional modules for Architecture students” – 4th Year Architecture Postgraduate Taught International Student

ARCHI were generally very complimentary of the school, and the only changes that the students have suggested are minimal.

CHEMY:

“More updated lab equipment” – 1st Year Chemistry Undergraduate

“Ensure all lab equipment is up to date” – 1st Year Chemistry Undergraduate

“Reduce pointless lectures (i.e. Techniques and methods)” – 1st Year Chemistry Undergraduate

“At the beginning of the year, a run through of how the degree will run (how tutorials will work)” – 1st Year Chemistry Undergraduate



Students studying Chemistry appear to be primarily concerned about their laboratory space, and making sure that their equipment is up to date.

COMSC:

There were no comments originating from COMSC

EARTH:

“More information about mapping projects at start of year two” – Unspecified EARTH Student

“More information on mapping projects in year and sooner” – Unspecified EARTH Student

“Specific routes on fieldwork for less able bodied people” – Unspecified EARTH Student

“More advice / guidance about mapping projects earlier on in second year” – Unspecified EARTH Student

EARTH students almost solely discussed mapping projects in their comments. This is clearly an issue for them as they strongly state that they would like more information at, or towards, the start of their second year. Other comments discuss the field trips, either wanting them split by degree scheme or more accessible for the less able bodied.

ENGIN:

“In civil engineering we have different modules in the same module, in exams it should be different exams because these modules are different” – 2nd Year Civil Engineering Undergraduate

“The first term is a little bit stressful because it takes time to get used to the new study stage”
– 1st Year Sustainable Energy Postgraduate Taught Student

“Outline what optional modules lead onto other optional modules later in the degree” – 3rd Year Mechanical Engineering Student

“University Academic schools have to be less rigid - 120 credits to pass the year. I couldn't take the credits from Languages for All. I had to repeat the year. Not Fair” – 2nd Year Engineering International Undergraduate

The primary concern among Engineering's four comments is the module choices that they are offered. Initially, students would appear to appreciate a module tree, to see what they would need to take in order to progress with other modules. Other students have commented regarding the hard work associated with the Engineering courses.

MATHS:

Maths only had one submission regarding **Modules and Courses**, which was *“Lecturers write notes before module starts”*. It is unclear as to whether this student wishes all notes to be available before the module begins (in September, or January), or if they meant to comment on notes being supplied before the lectures start. Regardless, this does not make a great deal of sense either way.

PHYSX:

“Have tours of labs so we can see lots more hidden cool stuff in the department” – 3rd Year Astrophysics Undergraduate, submitted in Welsh

“Overall, I am happy with what's going on currently with the uni I am a little optimistic about the problem sessions replacing tutorials, it could go either way” – 2nd Year Physics Undergraduate

For PHYSX, the comments submitted were minimal, however they have suggested in these cases that they would appreciate the opportunity to see more of the laboratories as well as remaining optimistic.



Timetabling:

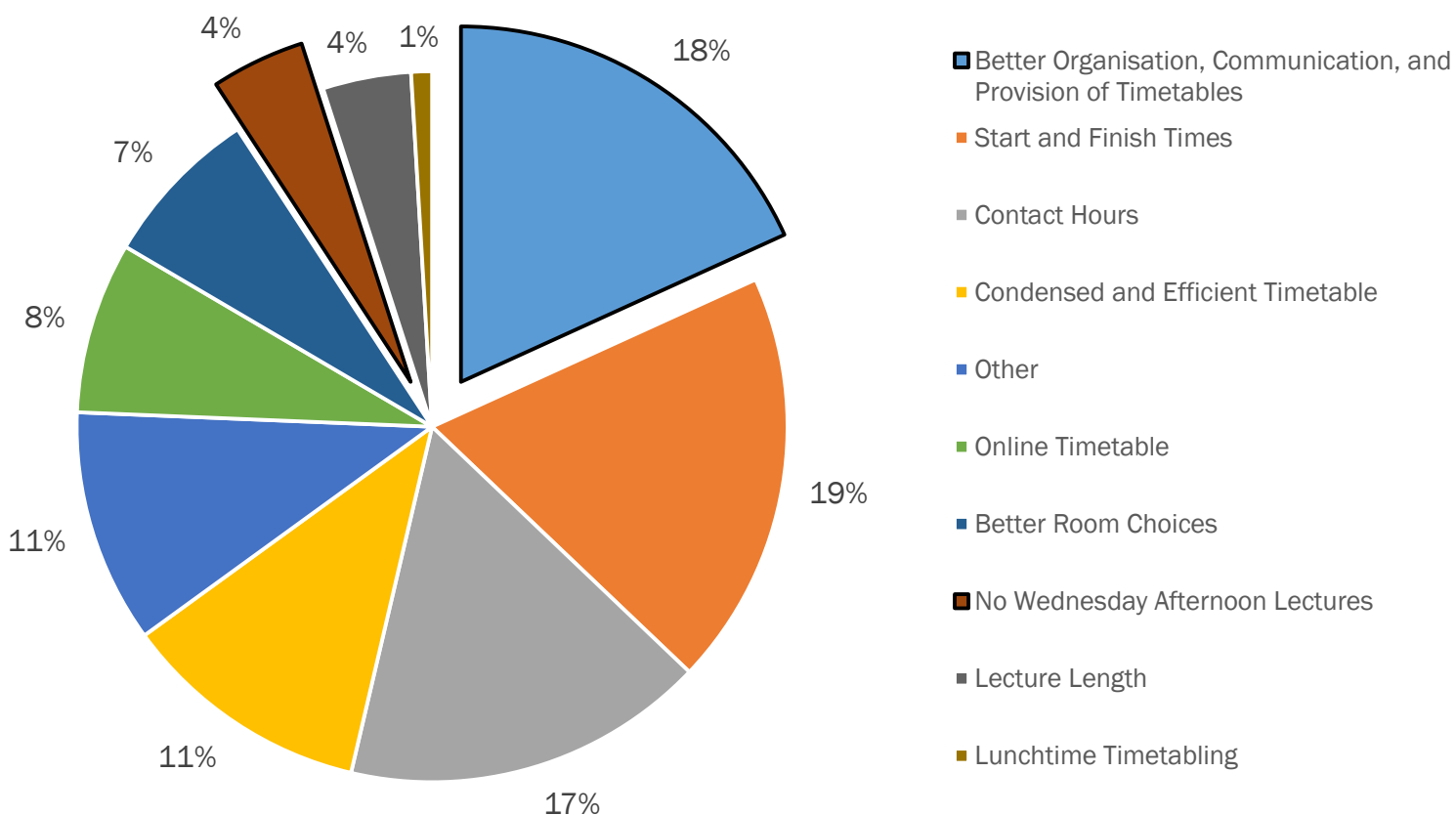
Overview:

The theme of **Timetabling** is constituted from two specific sub-themes. These include: **Organisation, Provision and Communication of Timetables** and **No Wednesday Afternoon Lectures**.

Extensive investigation into the Start and Finish Times sub-theme was initially conducted, however it was found that two thirds of these were requesting scrapping 9am starts to the academic day. The other comments almost universally asked for the University day to finish only at 5pm, and no later. As such, this data will not be included in full in this report.

Timetabling was firstly collected into nine sub-themes, each approaching a different element of the theme. These sub-themes can be noted in Chart 34. In this chart the analysed areas have been blown out. Together, these only make up 22% of all **Timetabling** comments raised, however, had **Start and Finish Times** been expanded further, this figure would have been 41%.

Chart 34: Timetabling by Sub-Theme



Overall, the origin of most of these comments are from AHSS (Chart 35), with 46% of all submissions concerning this sub-theme written by students who identified as studying in AHSS. Of particular interest is the proportionally larger section of unspecified students. Overall in Speak Week 2018, unoriginated cards have usually made up a smaller proportion than that of

AHSS, BLS, or PSE. In this case however, more students did not fill in their demographic section than elsewhere. This could be for a number of reasons, however more probable is the correlation between this and the data for **Start and Finish Times**, which was the sub-theme of choice for nearly a quarter of all unspecified cards. This implies that students simply writing “Less 9ams” were more likely to decline their demographics as opposed to in other sub-themes.

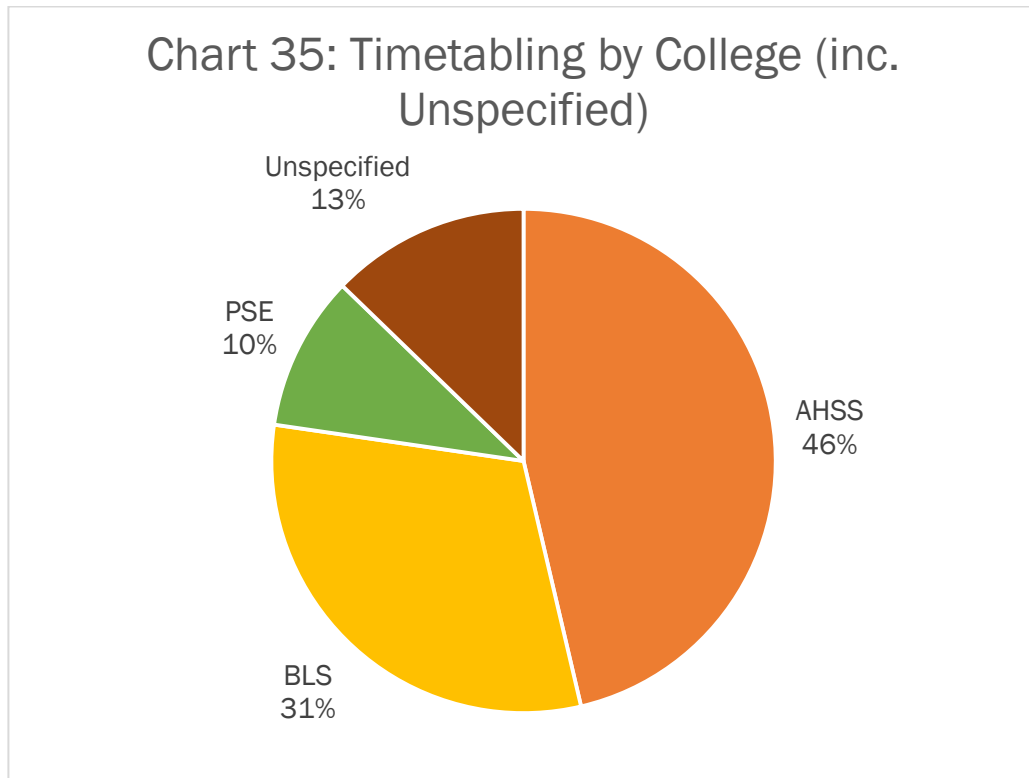
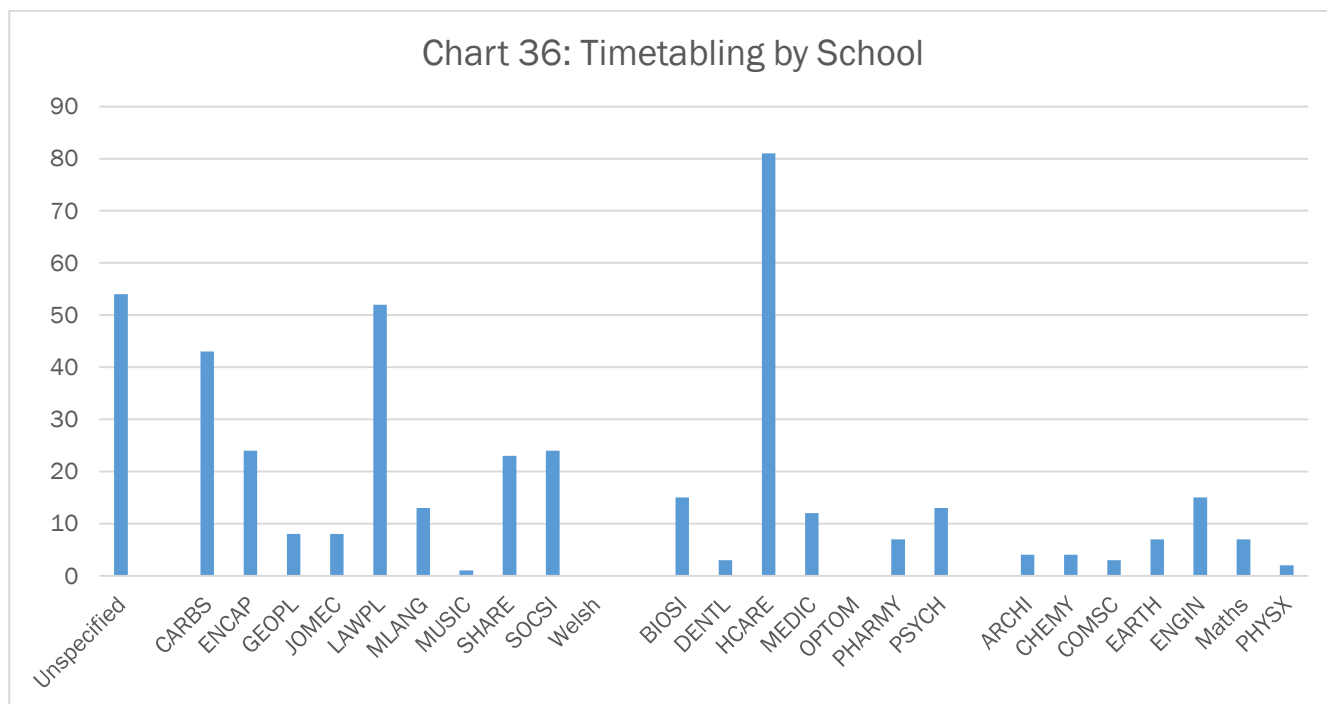
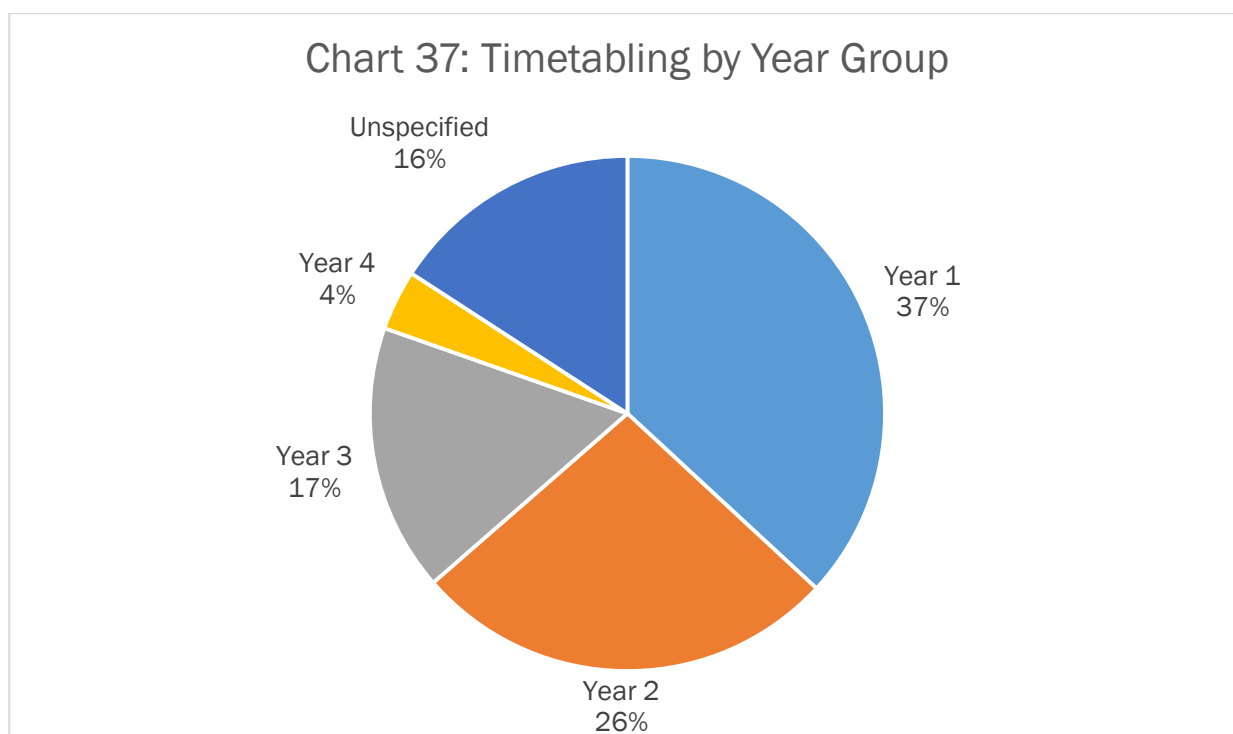


Chart 36 goes into more detail, and it is here (using the pure card count as opposed to a percentage of the cards from this theme) that the reason for BLS’s 31% of responses (131 overall) can be noted as predominantly from BIOSI. In fact, over 60% of BLS’s comments regarding timetabling were from BIOSI alone.

In PSE, there were few comments overall and in general these were spread across a number of schools without statistical significance to one or another. In AHSS, meanwhile, nearly half of all comments originate from CARBS and LAWPL together.



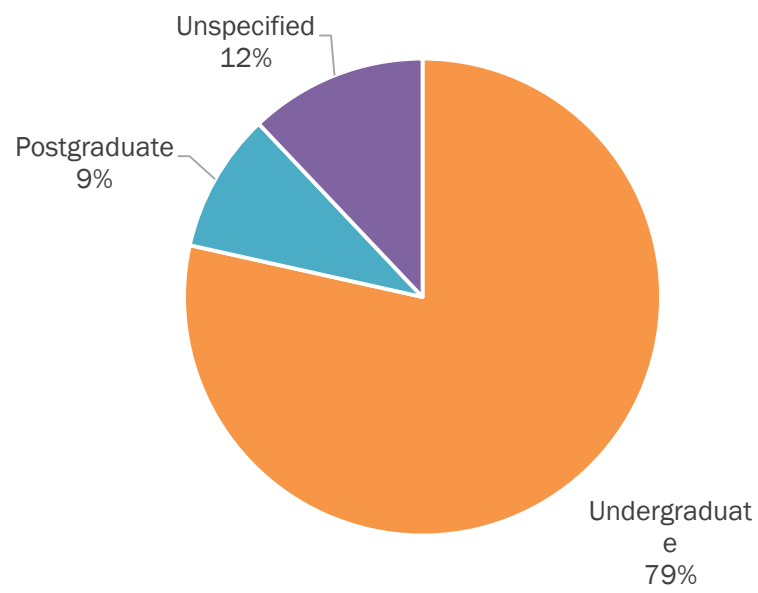
In terms of the year groups, Chart 37 shows that, as is consistent with the overall demographics, Timetabling is more of an issue for first years than elsewhere. When adjusted for the overall figures, there is a 4% weighted interest towards younger years than older.



Furthermore, this same pattern is noted in the level of degree that Students claim to be undertaking, with Chart 38 illustrating a bias towards Undergraduates over Postgraduates, who in this case have been combined for simplicity. There is, similarly to Chart 37, a 7% weighting towards Undergraduates.



Chart 38: Timetabling by Degree Type



Organisation, Provision, and Communication of Timetables:

This sub-theme highlights concerns that Students have voiced on their submissions as part of the Speak Week 2018 campaign regarding the receipt, process, and issues that timetables have exposed. Much of this data has already been considered elsewhere, in particular in the NSS data. As such, this will be a section which, while the comments overall are very important, will not be investigated in the highest of detail, instead providing a rounded overview on a school – by – school basis.

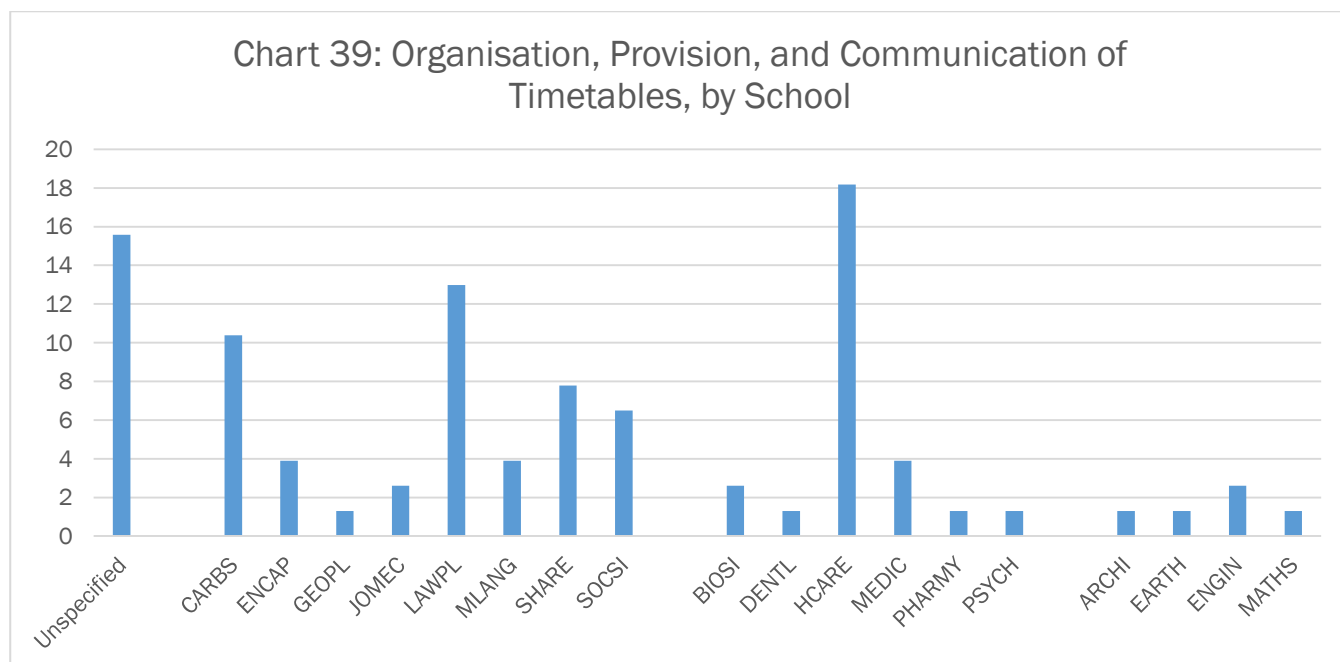
In this vein, Chart 39 shows which schools have generated the majority of these comments, very specifically Healthcare and LAWPL. As previously mentioned, there is also a very high level of comments of unspecified demography and origin within the overall theme of **Timetables**, which is reflected in this sub-theme.

Also of note are the schools which have not made comment regarding any issues with their timetables. Given that this section concerns overwhelmingly negative sentiment, it can be concluded that the following schools have not found issue with the **Organisation, Provision, and Communication of Timetables**:

AHSS: MUSIC, WELSH

BLS: OPTOM

PSE: CHEMY, COMSC, PHYSX



Given Chart 39, however, there are clearly three schools which can be analysed further – CARBS, LAWPL, and HCARE, as well as an analysis of the unspecified comments (as these are the second highest originators of these comments).

CARBS:

“Double standards for staff and students, being on time” – MBA Postgraduate Taught Student

“Reduce seminar and lecture clashes” – 2nd Year Business Management Undergraduate

“Timetable not thought out” – 1st Year Business Management Undergraduate

“Timetable issues, time slots are unclear no lecturer there time” – MBA Postgraduate Taught Student

From these comments, it can be said that there have been a small number of issues regarding timetabling among CARBS students. Fortunately, this is only from a small sample of 8 comments in total, and thus would not be seen as an endemic problem.

LAWPL:

“Improve communications for joint honours timetables” – 1st Year Politics, Journalism, and Communications Undergraduate

“Give term timetables to us earlier to plan ahead” – 3rd Year Law Undergraduate

“I personally wish that our timetables were more accessible and accurate as I often have the wrong classes etc.” – 3rd Year Law Undergraduate

“Communication between law school and joint honours school.” – 3rd Year Law and Criminology Undergraduate

The LAWPL students who have taken the opportunity to comment on their timetables generally have done so to highlight communication issues that have arisen from Joint Honours courses, and the timetables clashes between the schools.

Unspecified:

“Tutorials are a mess even in term 2, turning up to no lecturer” – Unspecified Student

“Release timetables before enrolment” – Unspecified Student

“Timetables released further in advance?” – Unspecified Student

“Online system for course registration, get timetables before” – Unspecified Student

The unspecified demography commenters who addressed this sub-theme mainly wrote about wanting their timetables to be released sooner, either before or with enrolment. Not specifying their Demographics means that this is difficult to track down, and rectify or even to discuss it further.



HCARE:

“Make timetabling more clear (sic)” – 2nd Year Adult Nursing Undergraduate

“Better timetabling: less changes, more productive and less gaps between if possible” – 3rd Year Occupational Therapy Undergraduate

“Improve the organisation of lectures and skills sessions” – 2nd Year Adult Nursing Undergraduate

“Timetable- never correct” – 2nd Year Nursing Undergraduate

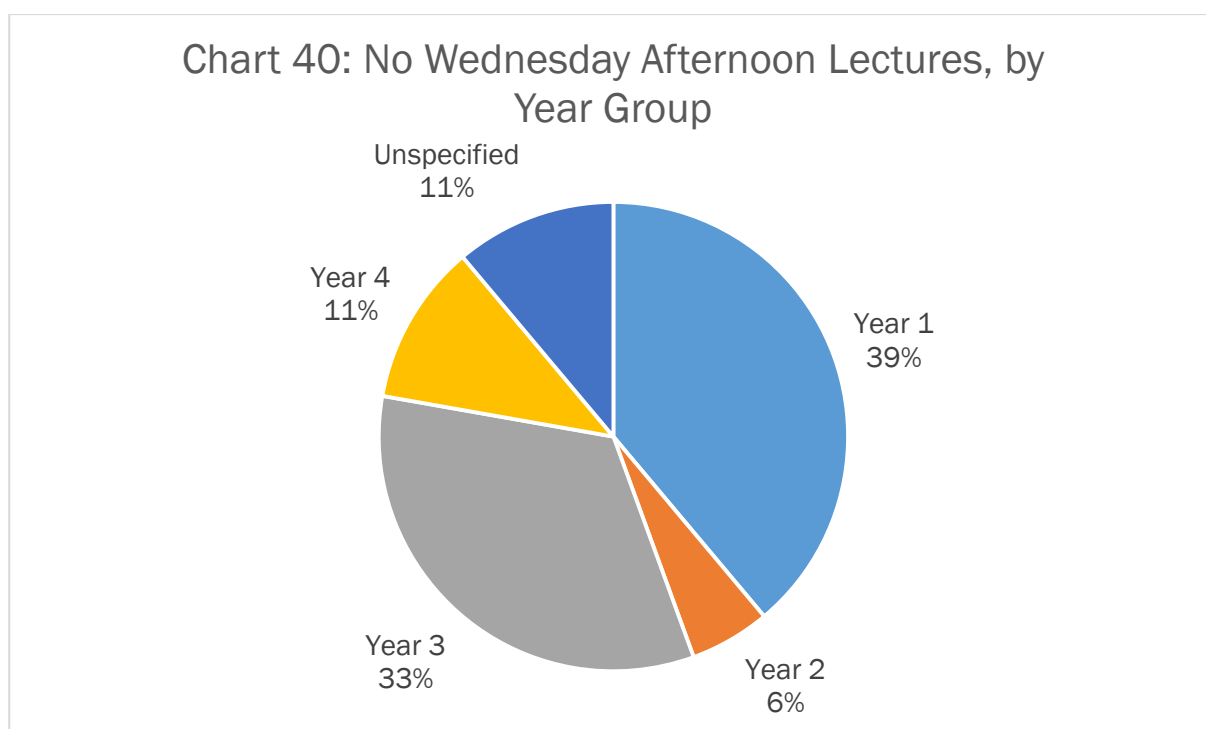
HCARE students, in their comments on this sub-theme, were the most numerous, as well as the most varied. However, their comments generally discussed the clarity, accuracy, and productiveness of the timetables. Overall, there is no one specific issue, however, simply ensuring that the existing system is fit for purpose.



No Wednesday Afternoon Lectures:

This section specifically focusses on students who voiced their opinion that they should not have any lectures, seminars, workshops, or tutorials scheduled on Wednesday afternoons. This is mainly due to Wednesday afternoons being used by a number of sporting societies, either for practice or for games. This explains both a high correlation between this sub-theme and the overall theme of sports, as well as the abnormalities and anomalies that will shortly be explained. Overall, there were only 18 comments within this section.

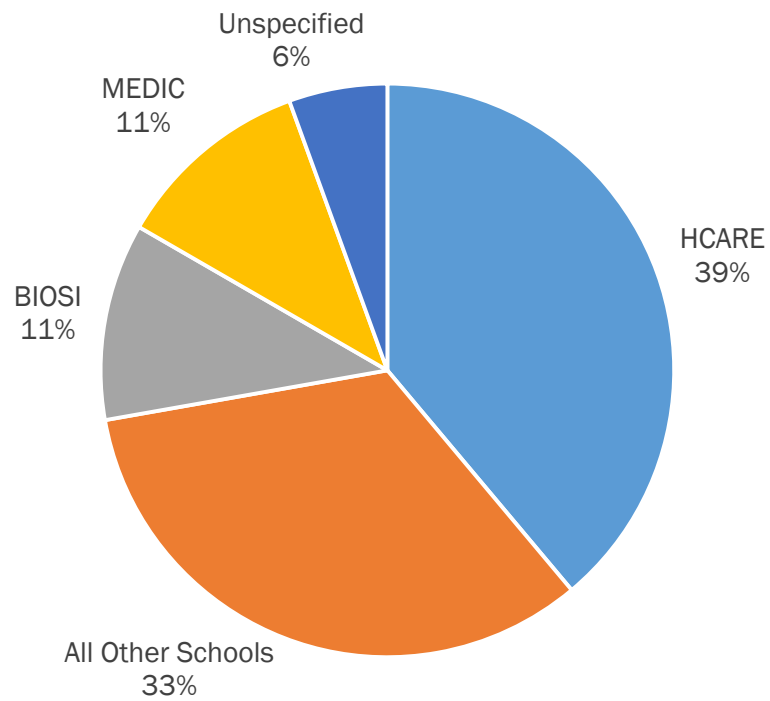
The largest outlier, in comparison to other demographics, is the fact that students in their third year of study are so highly represented (Chart 40). Additionally, there is an increased number of 4th year students also; relative increases of 15% and 4% respectively.



Even more intriguing is the drop from 24% to 6% in representation of second year students. This may not be easily explained, and thus should only be considered as an anomaly and an extension of the symptoms of the low sample size in this sub-theme.

Another symptom is that there is a large slant towards certain degree schemes, in particular HCARE, BIOSI and MEDIC. HCARE alone, when the other two listed schools are excluded, had more comments than the other schools combined (Chart 41). Given that BLS was so represented, as well as using a number of the free text comments (samples below), it is suggested that

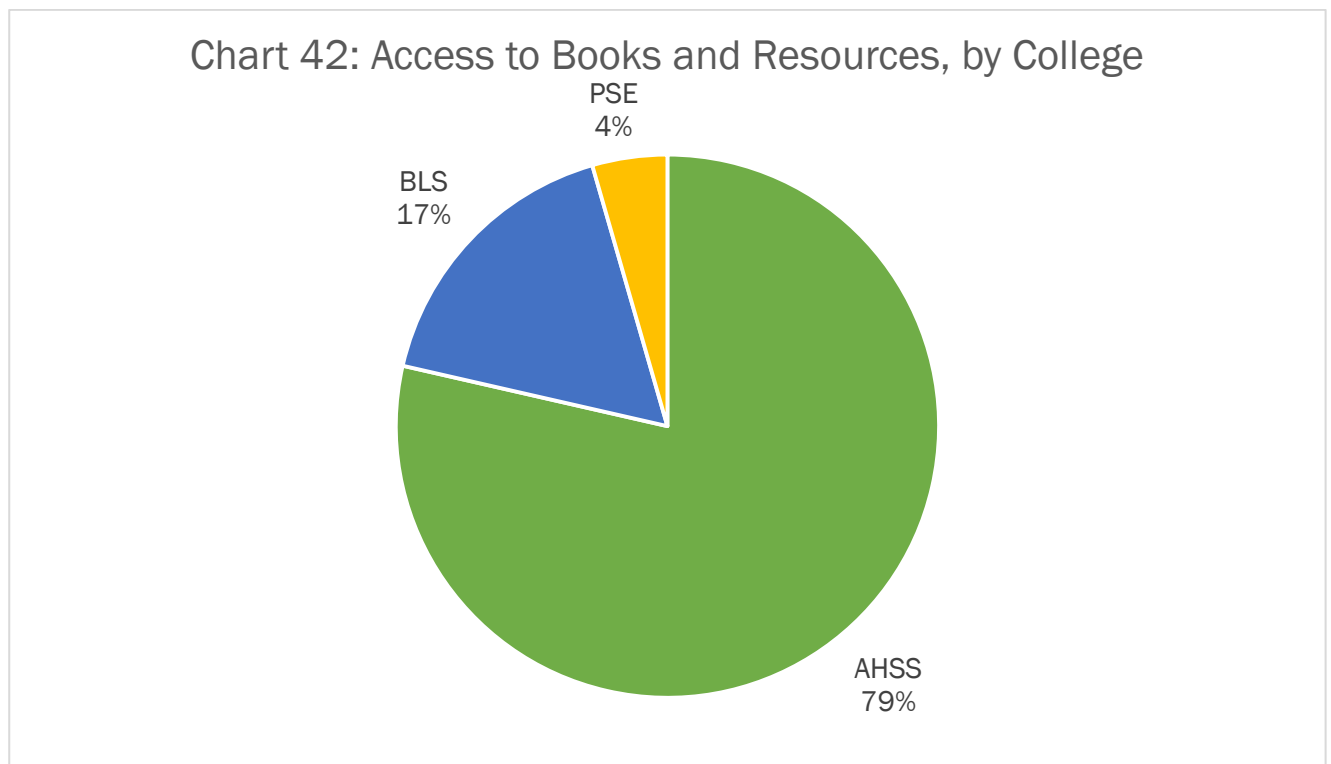
Chart 41: No Wednesday Afternoons, by School
(Highlighted Schools)



Access to Books and Resources:

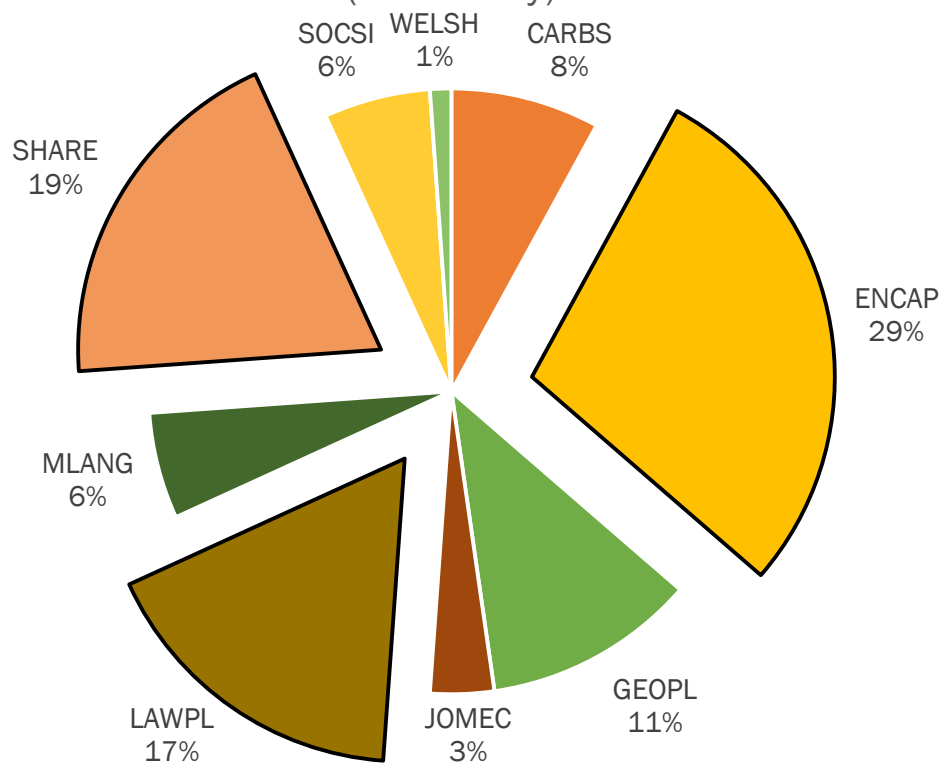
This section is in fact a sub-theme within the theme of Libraries. However, it was considered the most important sub-theme in the theme and thus is sufficient enough to be analysed separately. This particular section will concern students' voice with regards whether they feel that there are enough copies of certain textbooks, if more resources need to be posted online, or that specific software may not be accessible when the student believes that it should be.

Chart 42 shows how this can vary by College, with significant results. AHSS, usually responsible for an average of 42% of responses instead has risen to 79%, a significant rise of 37. This would strongly suggest that either AHSS students are lacking in their **Access to Books and Resources**, or at least that they believe that they are lacking in this sub-theme.



A closer inspection of the AHSS schools can be seen in Chart 43, and illustrates how ENCAP, LAWPL, and SHARE (blown out and highlighted) are talking the most about their library's access to books and resources. These three subjects can traditionally be reliant on learning resources, and are also some of the largest schools in the AHSS, which can put additional pressure on learning resource allowance.

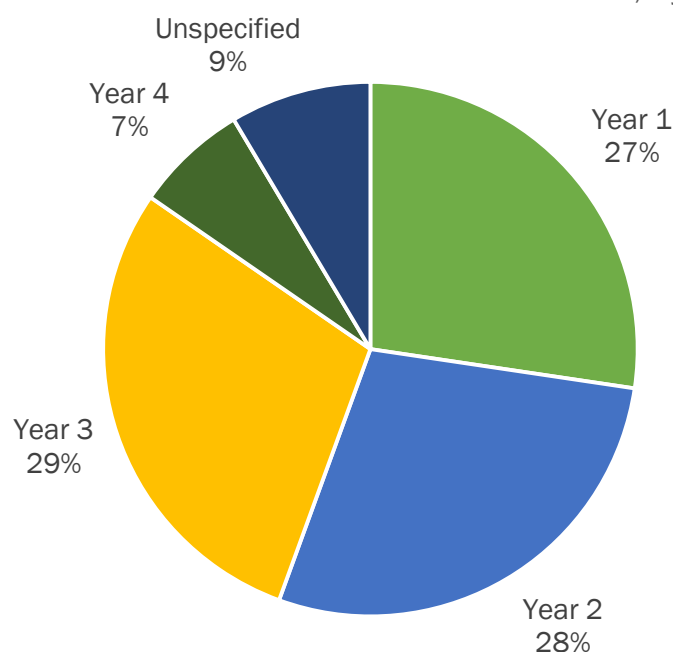
Chart 43: Access to Books and Resources, by School
(AHSS Only)



As previously mentioned, these comments are generally focussed around making sure that there are enough books available, particularly those on the reading lists, or to move these in demand texts online. Generally, the number one priority is that there are enough copies, with some anecdotal examples suggesting there is only one copy of a compulsory course book, for a module where 30 students would like it.

Looking at a Year Group breakdown also, it becomes clear that the need for **Access to Books and Resources** is something that is almost universal across the majority's Undergraduate years, namely 1-3, which have a range of only 2%.

Chart 44: Access to Books and Resources, by Year



On this sub-theme, AHSS students generally comment:

“Access to more books on intranet as not always available in the library due to popularity” – 1st Year GEOPL Undergraduate

“More access to course books, as some modules there is only one copy of a compulsory course book between 30 students” – 3rd Year History Undergraduate

“I would ensure that every book is available online to make it easier to be able to get hold of books when they’re not available in physical forms” – 3rd Year Politics Undergraduate

“Make sure that books on reading lists are available in library” – 2nd Year Politics Undergraduate

“More electronic versions of books- sometimes compulsory readings are unavailable” – 3rd Year JOMEC Undergraduate

“More books available in the library or make the majority of them online” – 2nd Year SHARE Undergraduate

“More than 1 copy of important books in the library” – 3rd Year History Undergraduate

Free or Cheaper Printing:

There were 164 comments regarding **Free or Cheaper Printing** in Speak Week 2018, which was less than was expected beforehand, but is still a significant number. As with the previous section, this was a sub-theme contained within a larger theme of **Printing**. The second sub-theme which it was with being **More Printers**. However, the vast majority (82%) of this theme was found to be asking for printing to be cheaper and thus this sub-theme has become more substantial and the main report and research focus for this report.

Chart 45: Free or Cheaper Printing, by College

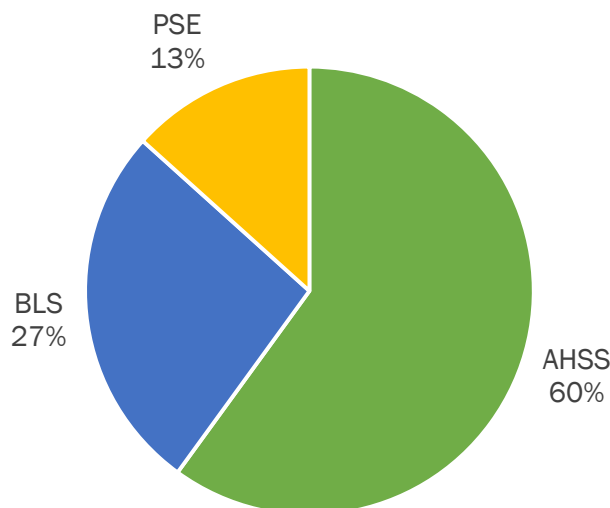
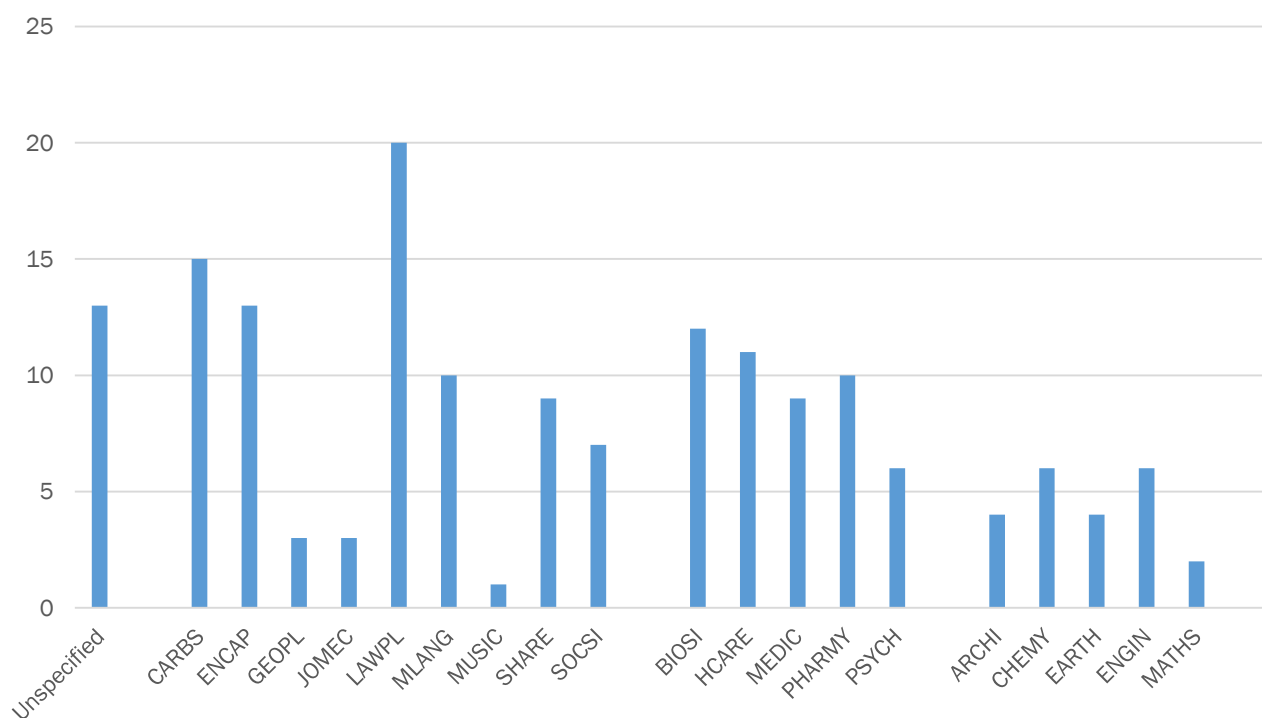


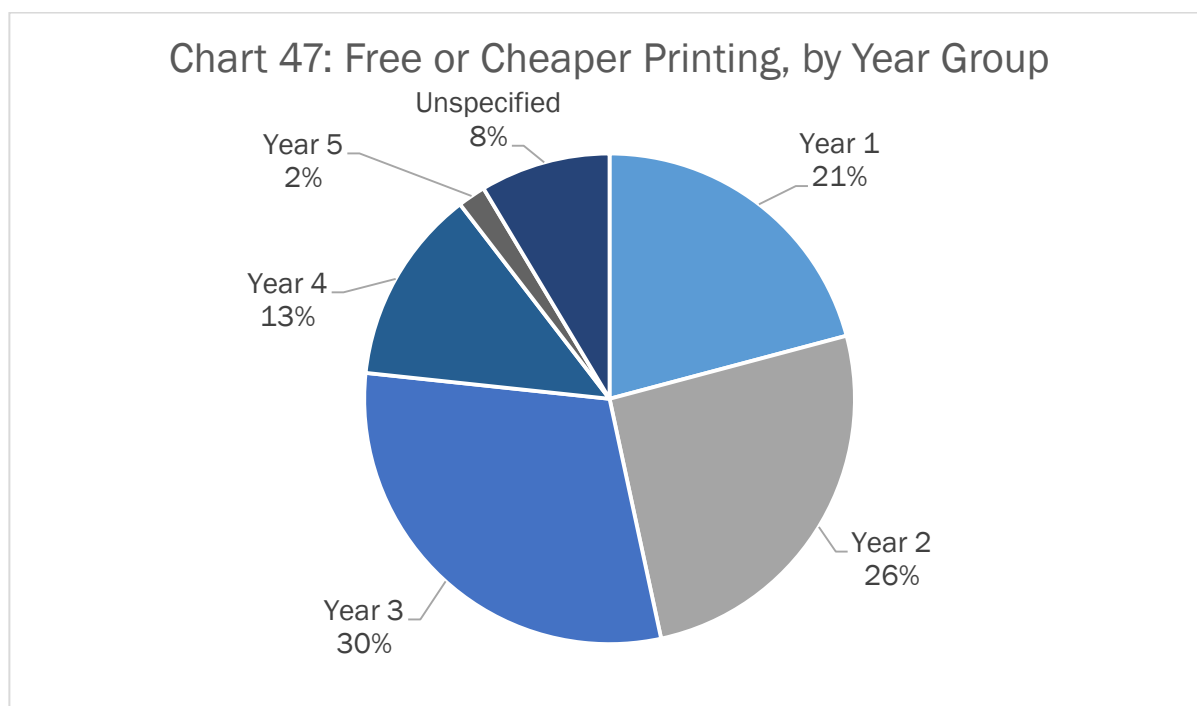
Chart 46: Free or Cheaper Printing, by School



To be specific about this sub-theme, Charts 45 and 46 show very little difference at a college level between the regular demographics. This is interesting predominantly as it suggests the demand for more reasonable priced printing is something that students universally seem to want, regardless of college or school.

By School, almost all schools in AHSS are represented, with the exception of the School of Welsh. As above, this is usually due to the smaller response rate and thus smaller sample size to draw from. Of great significance is the high level of response from LAWPL, and equally interesting are the lower responses (3 comments each) for both GEOPL and JOMECH. This suggests that these two schools are not as concerned with their printing costs, either because they have other comments that they felt were more pressing, they already receive minimal credit towards assignment submissions, or because they have no need to print anything.

By Year Group, it is also interesting to note that students in their later years were far more likely to be asking for, or about, free printing. Chart 47 illustrates this, where those in their third year were almost one third more likely to discuss free printing. The most likely reason for this is that these are the students working on their dissertations, which can require an extensive amount of paper, and are looking to save money in the near future.



Finally, it is also important to note that between 2017 and 2018, the pertinence of **Printing** as a theme has decreased. In 2017 comments in this theme made up 5% of all overall comments. In 2018, however, this figure is instead only 2.6% (See Chart 6 for details). This shows that there has been an extensive decrease in student discussions surrounding **Printing**.

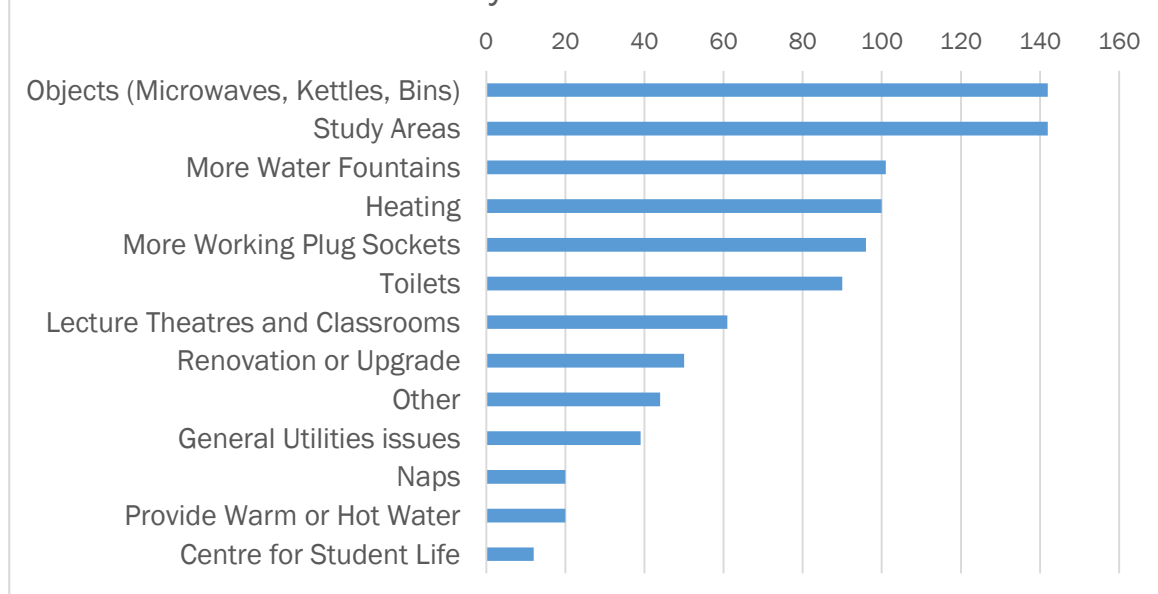
Buildings, Facilities, and Maintenance:

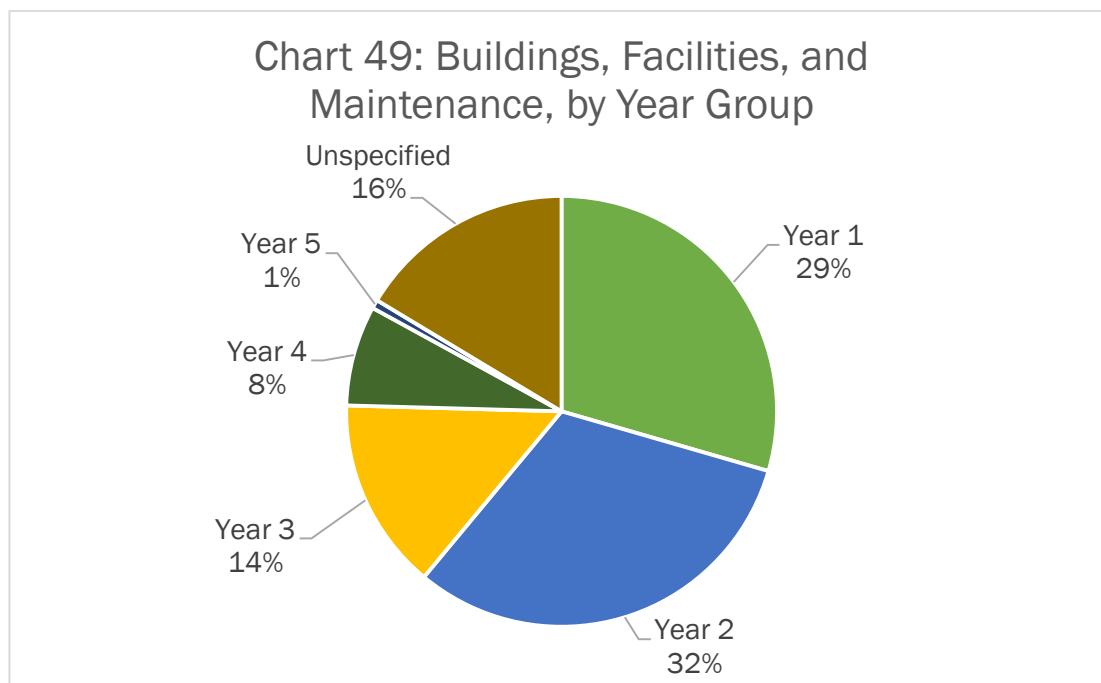
This theme focusses on the **Buildings, Facilities and Maintenance** in and around Cardiff University and Cardiff Students' Union. A total of 917 comments were made during Speak Week 2018, an increase on last year from 10.0% of all comments to 12.2% of all comments. This shows a minor, but recognisable rise in concerns regarding the sub-themes. The sub-themes touched upon are numerous, namely:

Objects (Microwaves, Kettles, bins etc.)	142
Study Areas	142
More Water Fountains	101
Heating	100
More Working Plug Sockets	96
Toilets	90
Lecture Theatres and Classrooms	61
Renovation or Upgrade of Existing facilities	50
Other	44
General Utilities Issues	39
Naps and Napping Areas	20
Provide Warm or Hot Water	20
Centre for Student Life	12

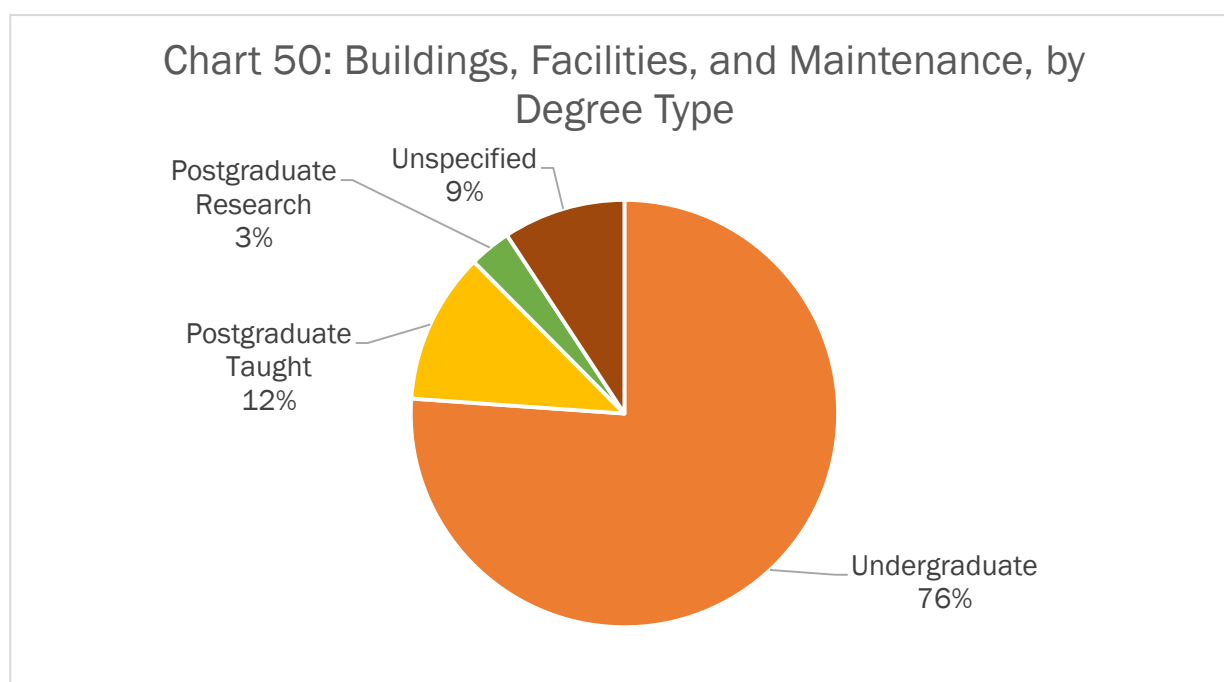
Out of these sub-themes, those in **Bold** are to be explored in more detail for the purposes of this report. These have been selected as they are the three most common areas of comment, and include 42% of all comments alone., as well as the sub-theme of plug sockets, which can feed into next year's team business case

Chart 48: Buildings, Facilities, and Maintenance, by Sub-theme

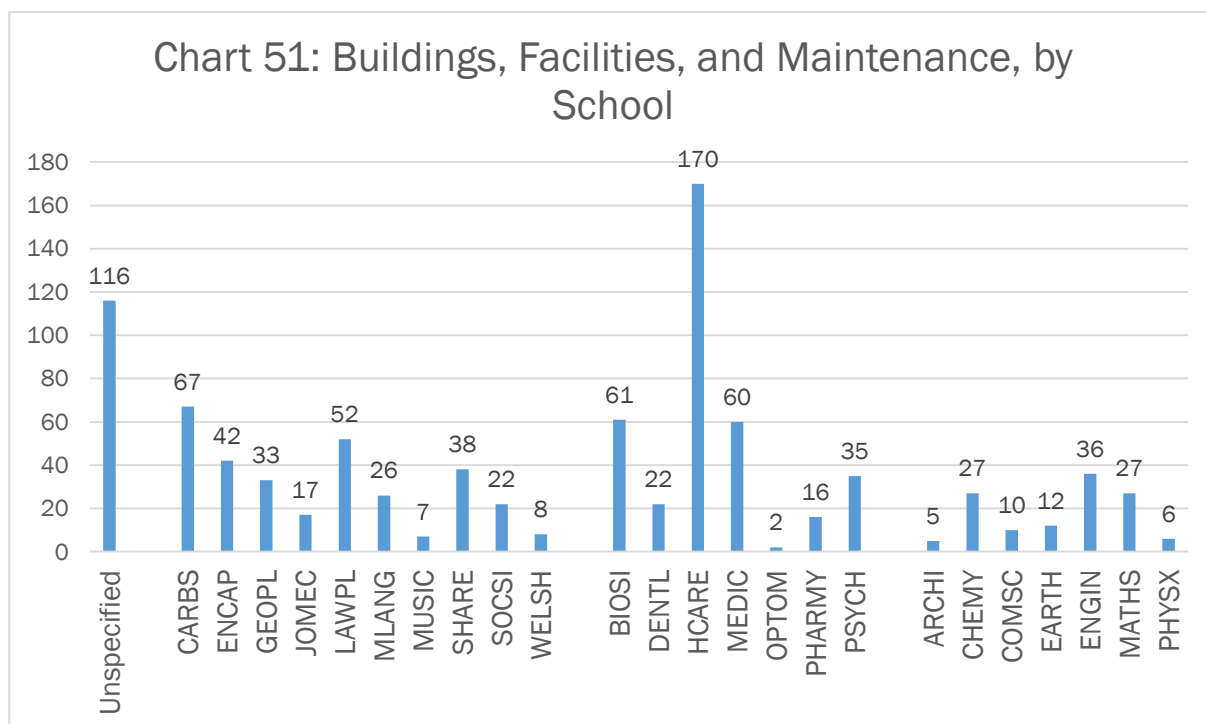




As far as the demographics of the section is concerned, Chart 48 suggests that there is an overall rise in responses from those in their second year of study; however this is likely due to standard deviation from the expected value, as there are no other outlying figures and it is within 8% of what would be expected, borrowing specifically from both first and third years. With regards students' degree schemes, found in Chart 49, there are slightly more students expressing their demographics in comparison to what would be expected, and therefore a decrease in unspecified students. This suggests that students are more willing to be partially identifiable as any changes to their buildings would affect them directly.



In terms of the count by School, Chart 51 investigates this in more detail. It suggests that, in contrast to a number of previous themes, BLS is the most vocal when discussing their **Buildings, Facilities, and Maintenance**. While this will be explored slightly more in the section regarding the **Heath Campus** theme, it is thought likely that this is a reflection of the Heath Campus facilities.



Furthermore, as the below table illustrates, a large proportion of students that spend a majority of their time at Heath Park campus do mention this theme:

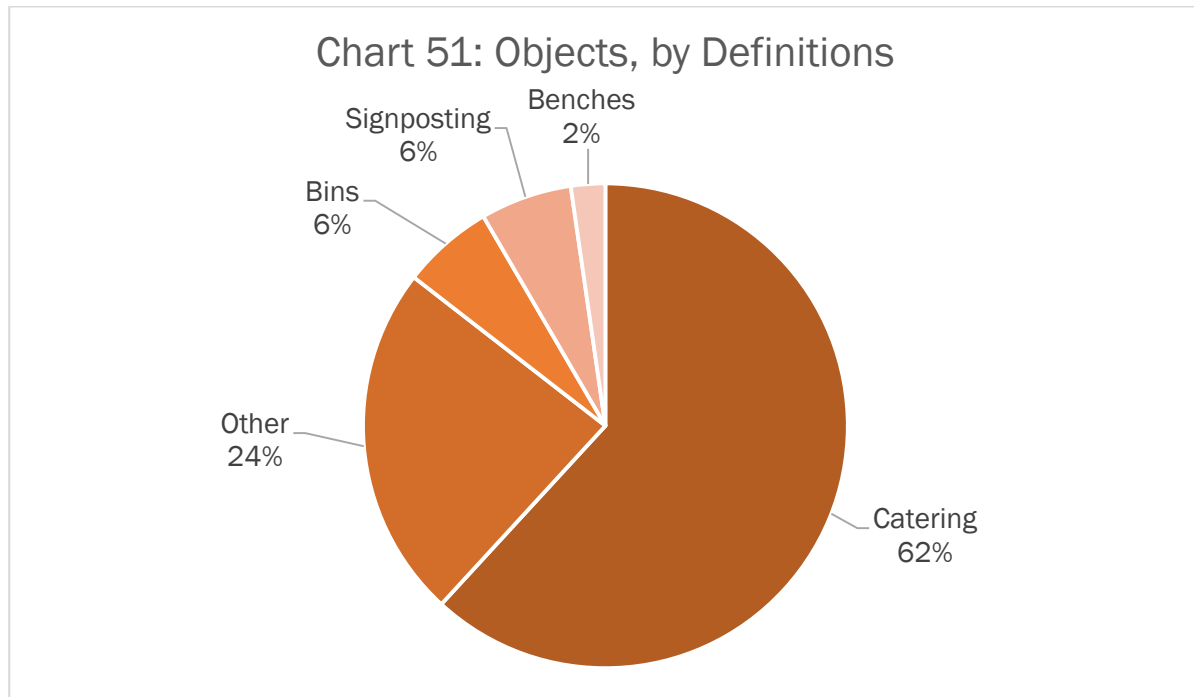
School	Number of Cards received from School	Number of Comments received from School	Proportion of Comments and Cards
DENTL	86	22	26%
HCARE	343	170	50%
MEDIC	198	60	30%

This shows that out of, for example, the 343 cards received from HCARE, there were 170 comments surrounding **Buildings, Facilities, and Maintenance**. As such, it can be said that 50% of the cards contained a mention about this theme, which is a very large proportion and equivalent to one comment for every two cards received. There are some flaws to this approach, as there may have been multiple comments per cards, however as an initial method of analysis, it shows that Healthcare students are generally unhappy regarding this theme of **Buildings, Facilities, and Maintenance**.

Objects (Microwaves, Kettles, Bins)



This sub-theme is the joint most numerous out of all of those that will be analysed in **Buildings, Facilities, and Maintenance**, partly as it is also the most varied. From hand dryers to clocks, signage to cash machines, this sub-theme incorporates all '**Objects**' that student have stated that they would like more of. This means that the precise nature of these objects must be broken down, in particular separating Catering Objects, defined as Kettles, Microwaves, or Toasters, from Bins, Signposting, or even requests for Benches when the weather is pleasant.



As Chart 52 displays, the vast majority of all requests for **Objects** were for catering purposes. Extracts of these requests are as follows:

“A microwave in Bute café that is free to use; sick of cold lunches” – 4th Year ARCHI Postgraduate Taught Student

“As I commute to Uni, and the café is very pricey, we need to be able to heat up our own food when we can't just pop home and eat - Microwaves!!!” – 3rd Year ENCAP Undergraduate

“Kettle and microwave facilities in library” – 4th Year MEDIC Undergraduate

“Make all vending machines accept cards” – 4th Year ENGIN Undergraduate

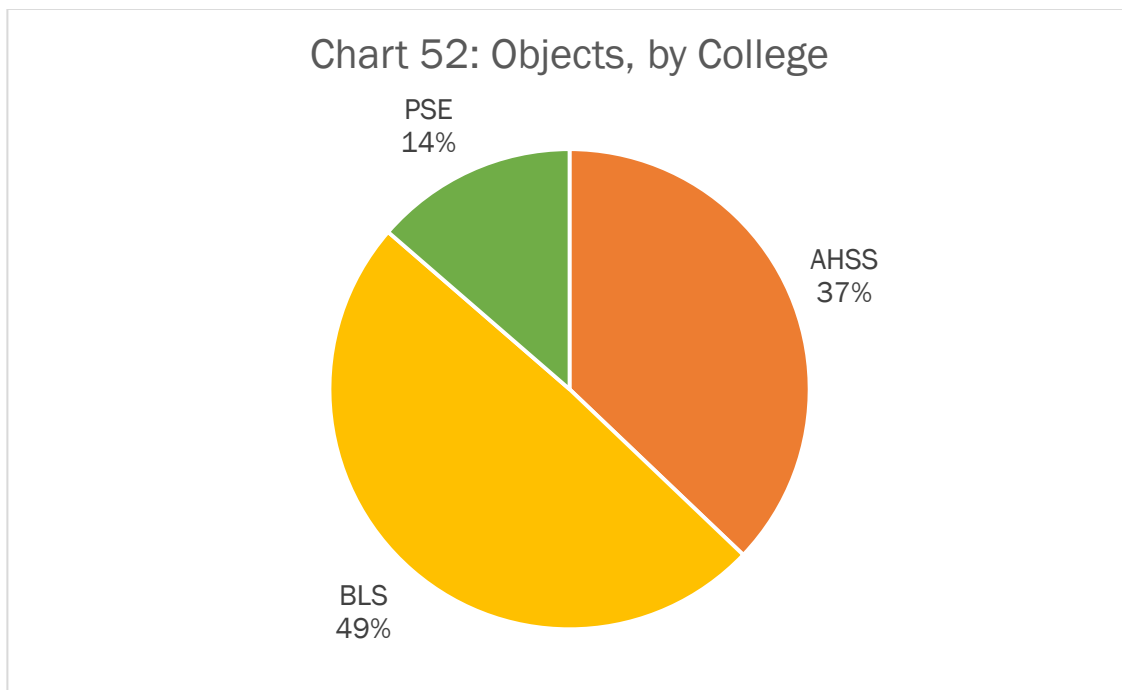
“I think that free to use microwaves for students to heat up their lunches, should be available in all university cafes” – 1st Year GEOPL Undergraduate

“Microwave, kettle, coffee machine and toaster in the common room” – 2nd Year EARTH Undergraduate

In short, students who discussed Catering as part of the sub-theme primarily wanted a way to warm their food, as opposed to spending money in the cafés in their departmental buildings. If this were not the case, they were asking for specific and reasonable changes to be made towards existing provision.

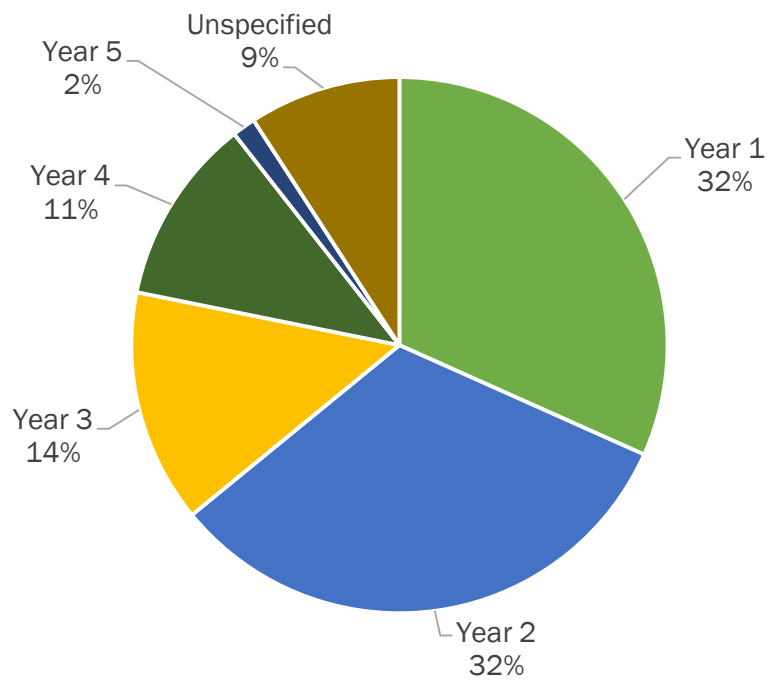
In the other sections, there were requests for signposting, primarily in key areas such as the ASSL library, or “*Better signposting in the SU e.g. bigger/more signs for specific facilities/amenities/services*”. In terms of bins, a student mentioned that they were “*always full*”, and while only three students requested benches to go outside in the summer, two of them acknowledged that these would only be viable on the “*occasional sunny day*”.

Looking at the College which put forward the most requests, Chart 52 shows that BLS maintains the expected level, given that a significant number of students are already commenting on the theme of **Buildings, Facilities, and Maintenance**. As a result, BLS is responsible for nearly one half of all requests, most of these falling under the category of Catering.



Also of interest in this sub-theme is that the further through their degree a student progresses, the more likely they are to request these objects, perhaps because they realise that they are missing them once they spend enough time in and around either campus. Chart 53 explores this, with far more students in their third, fourth, or fifth year of study than would be expected, lowering the number that are in their first.

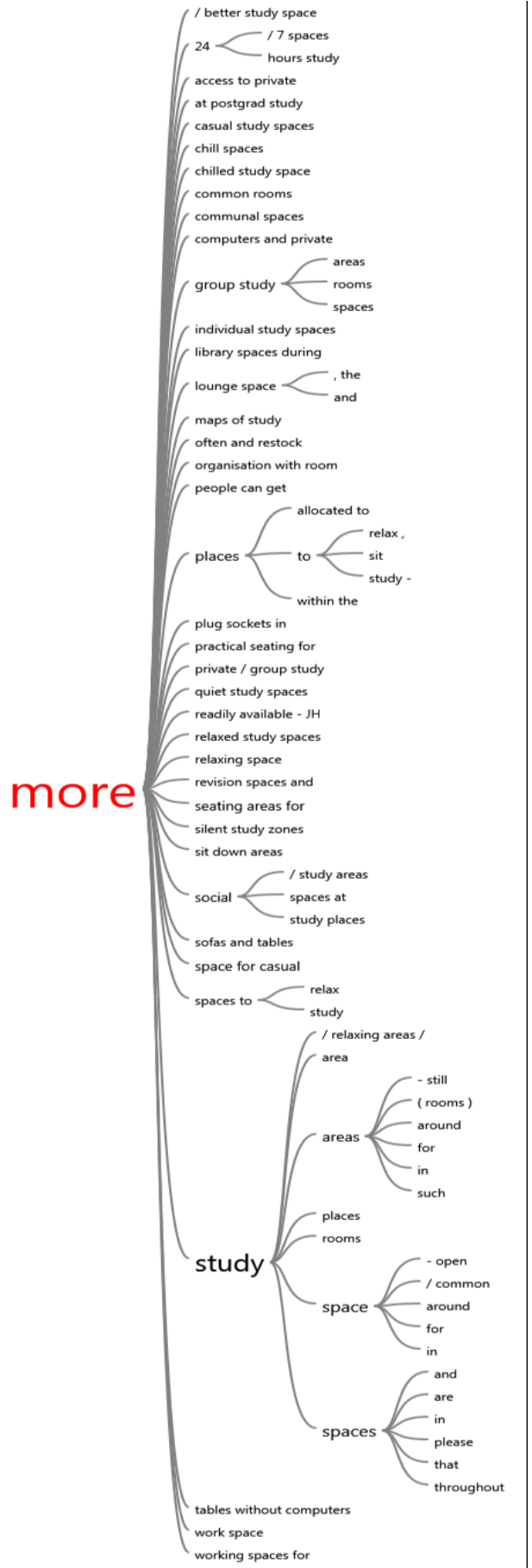
Chart 53: Objects, by Year Group

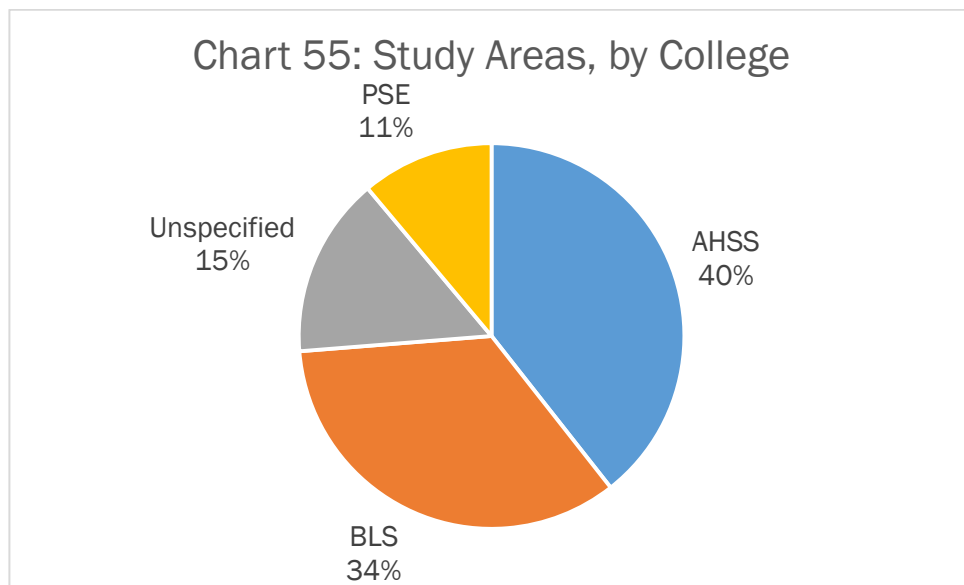
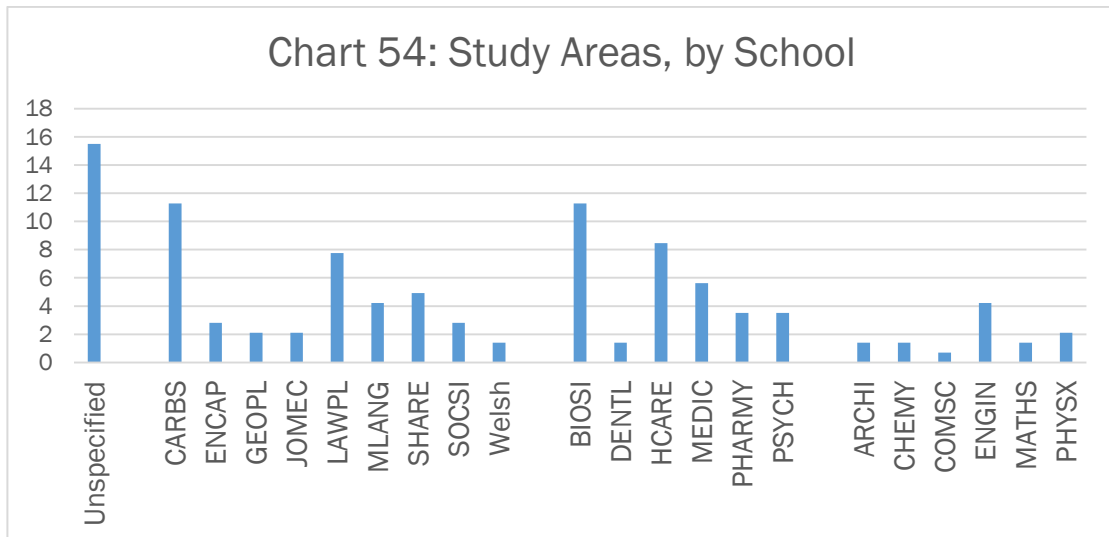


The sub-theme of study areas encompasses a large number of smaller parts, which is why it is the joint highest sub-theme in this section with regards to the comment count. Comments range from requesting new study spaces to developing older areas in and around the University as well as the Union itself.

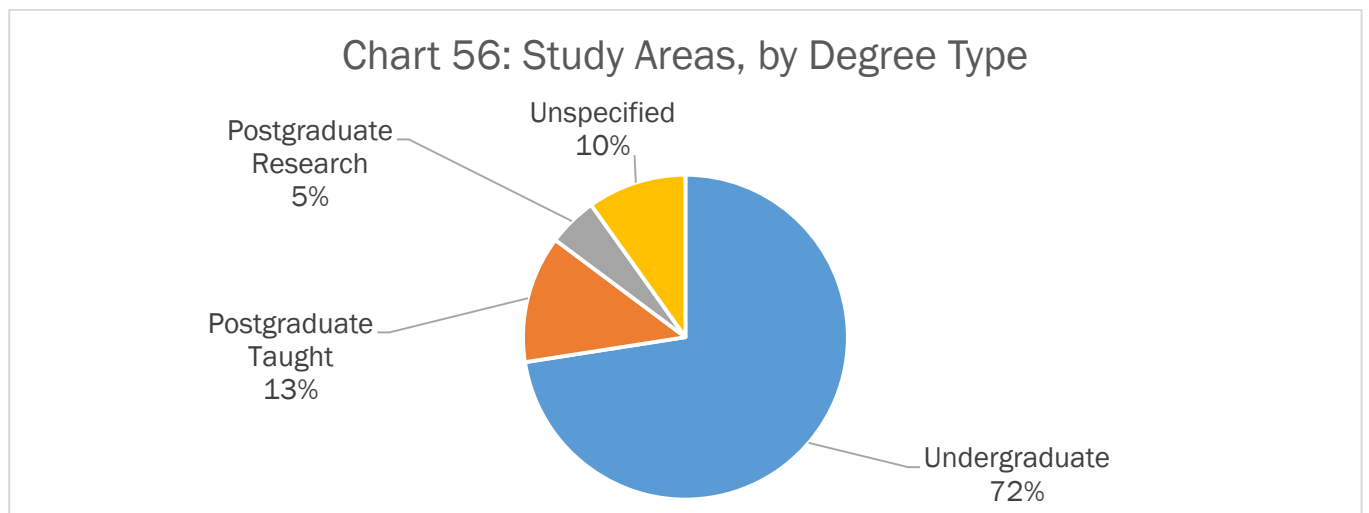
The word tree also reveals the range of study spaces that students would prefer. Instead of standard, quiet areas in a library style, a number of students expressed a wish for “chill”, “casual”, or “relaxed” spaces as well as what already exists.

The sub-theme of Study Areas is already being worked on currently as part of a partnership project, and as such research has already been carried out to assist, however, off the back of Speak Week 2018, there are clearly a number of recommendations which could be constructed.





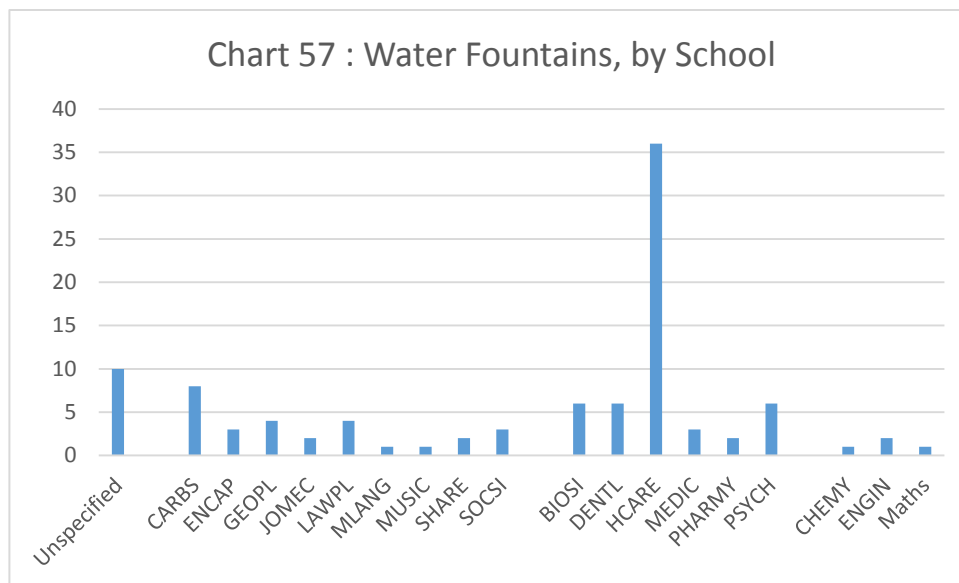
Finally, looking at the degree type being studied by the commenters, there is not too much difference between these demographics and those overall, as seen in Chart 56. This does, however, show that both Undergraduates, and Postgraduates both value their study space highly.



Water Fountains:

Regarding the water fountains, nearly all the responses were identical, simply saying “more water fountains”. In a number of cases, there were locations attached to this, but out of the 101 topics a majority lacked specific information of how to get this service to students.

However, using the supplied demographics as listed in Chart 57, it becomes clearer that there is one specific area which students, particularly Healthcare students, feel needs to have more water fountains.



With over one third (36%) of all comments on **Water Fountains** originating from the School of Healthcare Sciences, as well as other representation from MEDIC and DENTL , it is clear that students are specifically talking about the facilities at the Heath.

The free text comments from the Heath students (not including the generic comments such as “more water fountains”) include:

“More water fountains / water bottle filling up stations in lecture theatres / libraries” – 3rd Year Healthcare Undergraduate

“Another water fountain (one in TDS)” – 2nd Year Healthcare Undergraduate

“Water fountain by lecture theatres” – 2nd Year Healthcare Undergraduate

Overall, it can be summarised that students would appreciate an increase in the number of water fountains, in particular outside of the lecture theatres that they most often frequent.

Plug Sockets:

As with a number of previous sub-themes within **Buildings, Facilities, and Maintenance**, the word “more” features a great deal in this sub-theme. In fact, it is the second most common word.

Word	Occurrences	Weighted Percentage
plugs	79	18.12
more	60	13.76
sockets	40	9.17
lecture	27	6.19
library	20	4.59
theatres	19	4.36
assl	15	3.44

Only the words “plug” and “plugs”, here combined as stemmed words to aid succinctness, occurs more often. Furthermore, “more” is 50% more common than the word “Sockets”. As such it is clear that for the students who chose to talk about getting more plug sockets in Speak Week 2018, the main reason is that there are not enough. In so far as where they should be located, while most comments were simply “more plug sockets”, lecture theatres, libraries, and the assl in particular all feature heavily.

In terms of the demographics, most notable is the absence of any comments from the Welsh School of Architecture, the School of Earth and Ocean Sciences, and the School of Optometry and Vision Sciences (Chart 58). There would appear to be no correlation between these student populations, however, so it can only be assumed that their places of study have sufficient facilities for power. However, there are a number of schools which discussed plug sockets more than others. Firstly, for AHSS, LAWPL and SHARE were most prominent, with 18 comments between them. However, even higher than these in terms of raw comments were BLS, with 20 comments. In particular, these came from BIOSI and HCARE. Finally, although COMSC only submitted 22 cards this year, 5 of these cards requested more plug sockets, which perhaps indicates the priorities of the school and / or lack of plug sockets available to them.

Finally, of note also are the year groups which are discussing this sub-theme. Chart 59 indicates that only 20% of responses from those in their first year. The rest of the figures are broken down in the table below. The increase of students in their second year is unusual, and outside of the expected statistical deviation, however there is no specific reason why this figure would be so high.



Year of Study	Percentage of Plug Sockets	Expected Demographics	Difference
Year 1	20	33	-13
Year 2	41	24	+17
Year 3	14	18	-4
Year 4	8	7	+1
Unspecified	17	17	n/a

Chart 58: More Working Plug Sockets, by School

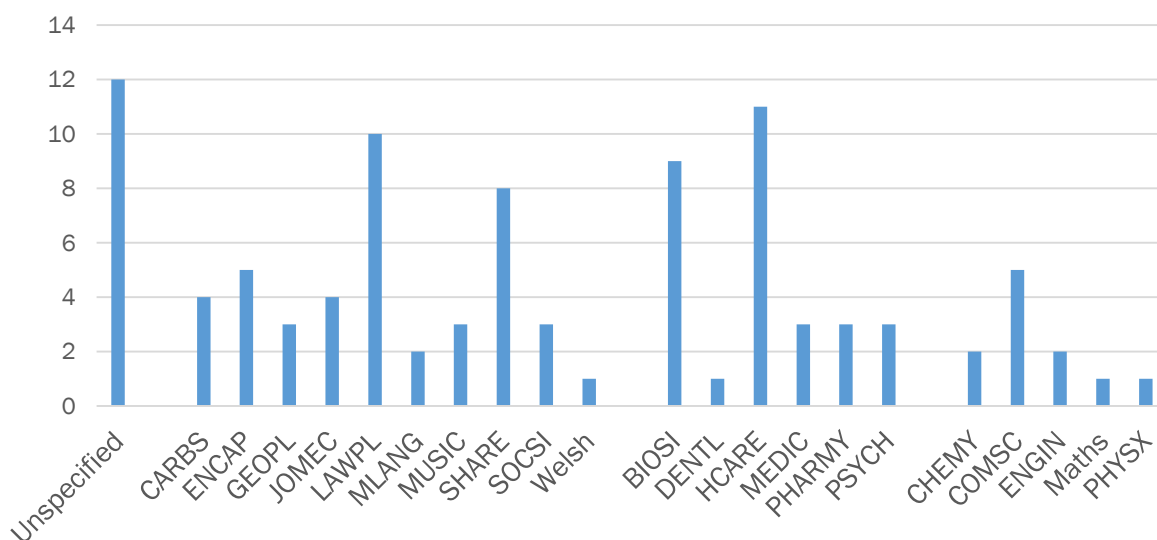
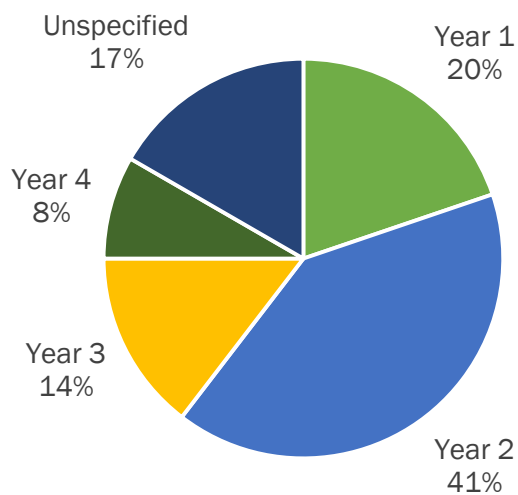


Chart 59: More Working Plug Sockets, by Year Group



Heath Park Campus:

Heath Park Campus had a number of responses. It is important to note that these are not all responses from those who study at the Heath, instead are all comments related to the Heath. As such, there are sections from both unspecified students as well as two comments from students of SOCSI.

However, unsurprisingly, the vast majority of comments came from the three schools which are centred around the campus – namely DENTL, HCARE, and MEDIC. These three school's contributions are labelled in Chart 60, below. It is important to note that the 'Other' section includes unspecified demography comments as well as the two from SOCSI.

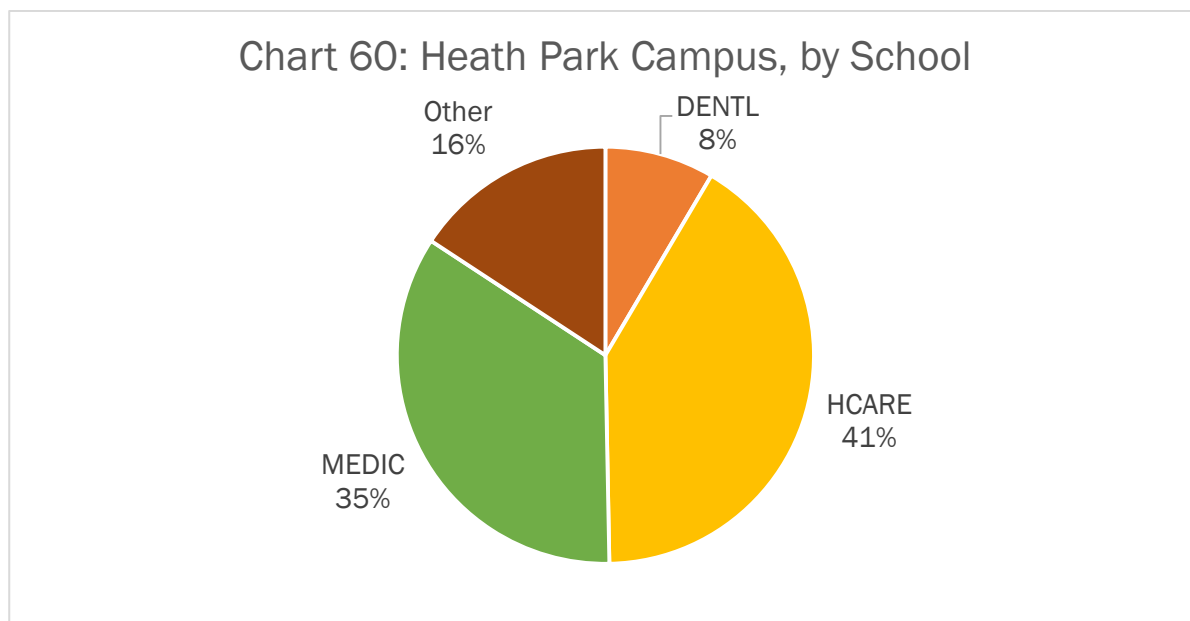


Chart 60 shows that the majority of comments regarding the **Heath Park Campus** originate from either HCARE or MEDIC, with unspecified comments still producing an expected proportion of results. The below table outlines this in terms of overall school responses.

School	Heath Park Comment Count	Overall Comment Count	Proportion of Comments that are Heath Park
HCARE	68	343	20%
MEDIC	57	198	29%
DENTL	14	86	16%
Unspecified	24	483	5%

It is also important to note that in this section, responses have fallen from 182 in 2017 (6.2% of overall cards) to 165 in 2018 (4.8% of overall cards).

There is an interesting disparity between these comments, which can be seen below, particularly in terms of sentiment:

HCARE:

“Improve general facilities at the Heath Campus” – 3rd Year HCARE Undergraduate

“More seating in IV” – 2nd Year HCARE Undergraduate

“Student union stuff at the Heath” – 3rd Year HCARE Undergraduate

“The 'healthcare common room' is tiny which means the library is then a social space for lunch and is distracting when trying to work” – 3rd Year Mature HCARE Undergraduate

“Sort out female toilets near IV lounge, there is hardly space to get into cubicles” – 2nd Year HCARE Undergraduate

MEDIC:

“For the university to realise that the Heath is a thing, has different timetables to one another” – 5th Year MEDIC Undergraduate

“More support for Heath campus from central university and SU - need senior figures to be more involved” – 4th Year MEDIC Undergraduate

“More recognition for Heath as a separate campus (it has 7000+ students)” – 4th Year MEDIC Undergraduate

“More Heath based activities/facilities at the Heath which don't look budget/like they were built 100 years ago” – 4th Year MEDIC Undergraduate

“SU buildings in the Heath” – 1st Year MEDIC Undergraduate

DENTL:

“Integrate Heath students more with the SU” – 4th Year DENTL Undergraduate

“New SU at Heath with social spaces and services” – 4th Year DENTL Undergraduate

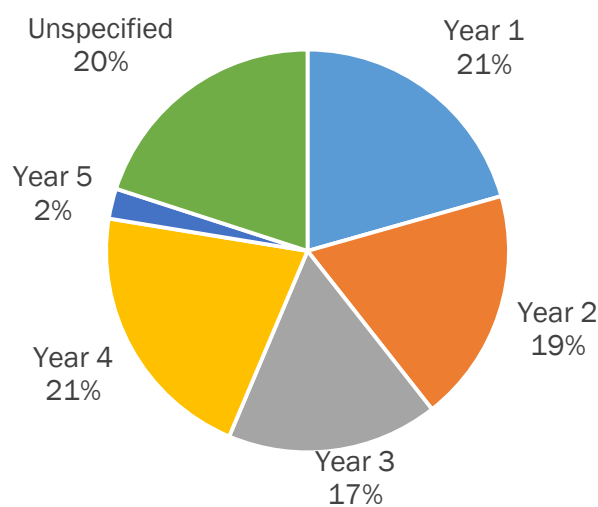
“Consider the schedules of Heath students when doing events at SU (9-5)” – 3rd Year DENTL Undergraduate

“Sab team from SU at the Heath to allow more accessibility for the students up here” – 4th Year DENTL Undergraduate

The comments from HCARE are much more focussed on improving the current facilities to the level that Cathays campus has, to the point of wanting an increase in Students' Union staff at the Heath. However, MEDIC students appear to prefer greater integration between the Heath and Cathays campuses, increasing facilities and provision in tandem. Finally, DENTL students appear to be a mix between the two, on the one hand requesting integration from the Heath to the Cathays campus, and on the other suggesting a unique Heath sabbatical officer team.

Finally of note in the **Heath Park Campus** theme is the number of comments from those in later years of their degree. This is unusual in isolation, however given that degrees for MEDICS are substantively longer than those in other schools, it is not surprising.

Chart 61: Heath Park Campus, by Year



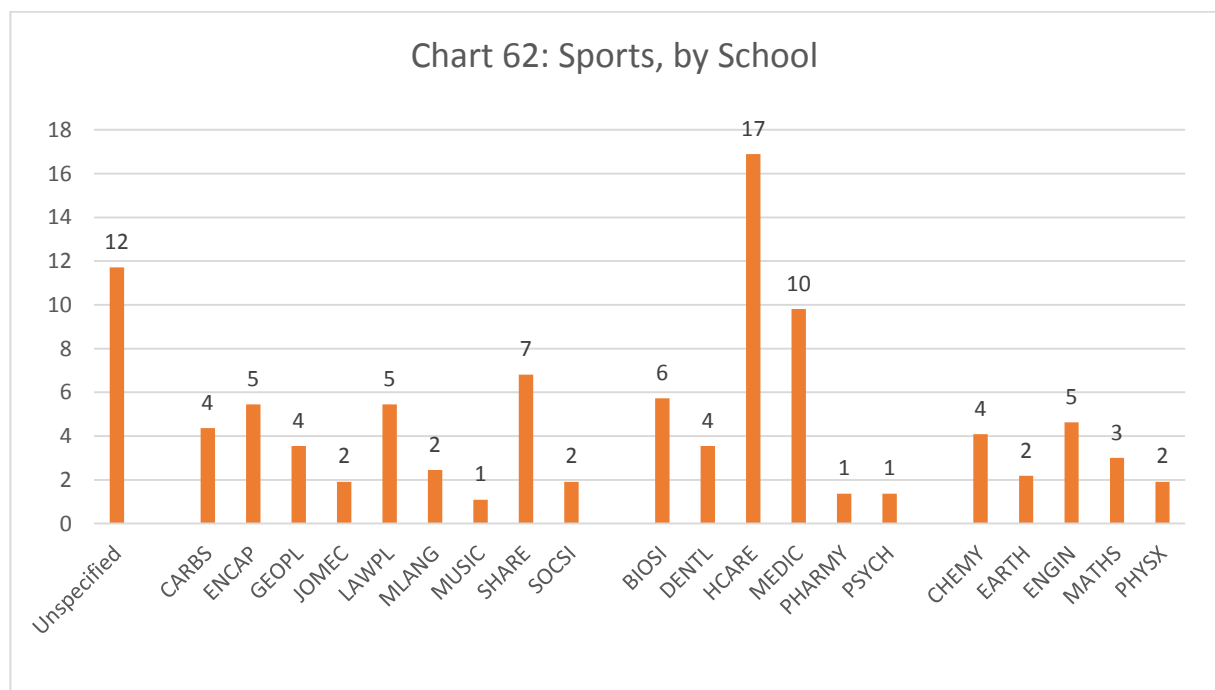
Sports:

The overall theme of **Sports** is complex, and its constituent sub-themes range drastically. These initially ranged across the following topics:

More Facilities or Updated Facilities	151
Membership and Cost of Sport	91
Sports Funding	48
Other	33
Varsity 2018	18
Gym Times	16
Social Sporting Events	10
Total	367

While the above sub-themes will all be explored for the purposes of this report, it must be noted that four of the sections have less than 10% of all comments on this theme, and thus there is little analysis to be done.

The schools generally commenting on issues surrounding **Sports**, are found in Table 62. These are collated out of 100, so that each school has been allocated a percentage of the overall theme. Of particular interest when approaching the data from this direction, is the large proportion of comments originating from BLS, as opposed to the usual dominance of AHSS. In fact, a number of schools in AHSS did not mention **Sports** in any of their comments. This would suggest that these students are mostly happy with the current status of **Sports** in and around the University, or that they are not engaged enough in this area to critique it. Both may be true.

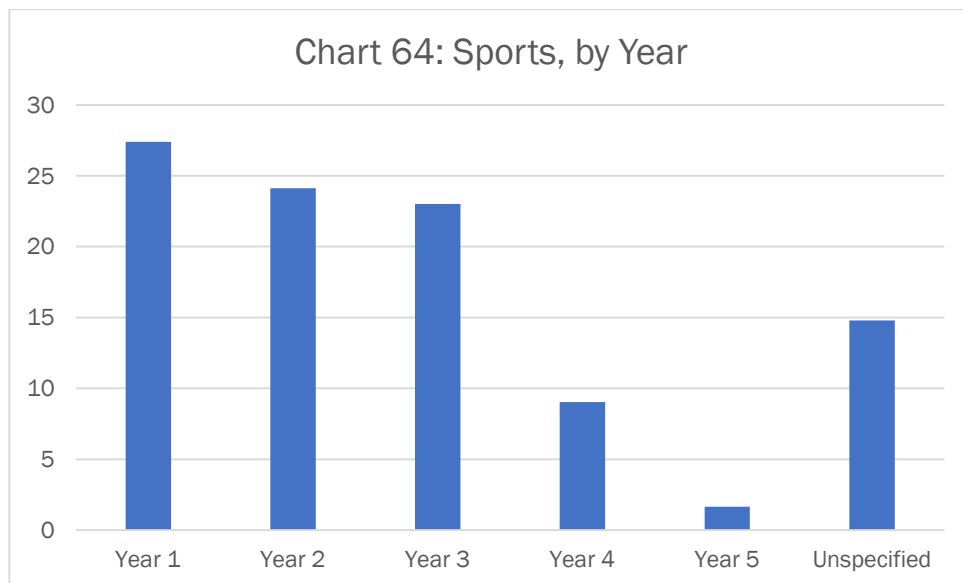


The increase in comments from BLS can be noted in Chart 63, which categorises the comments by College. Usually, it would be expected for BLS to have less than one third of all comments, and for AHSS to

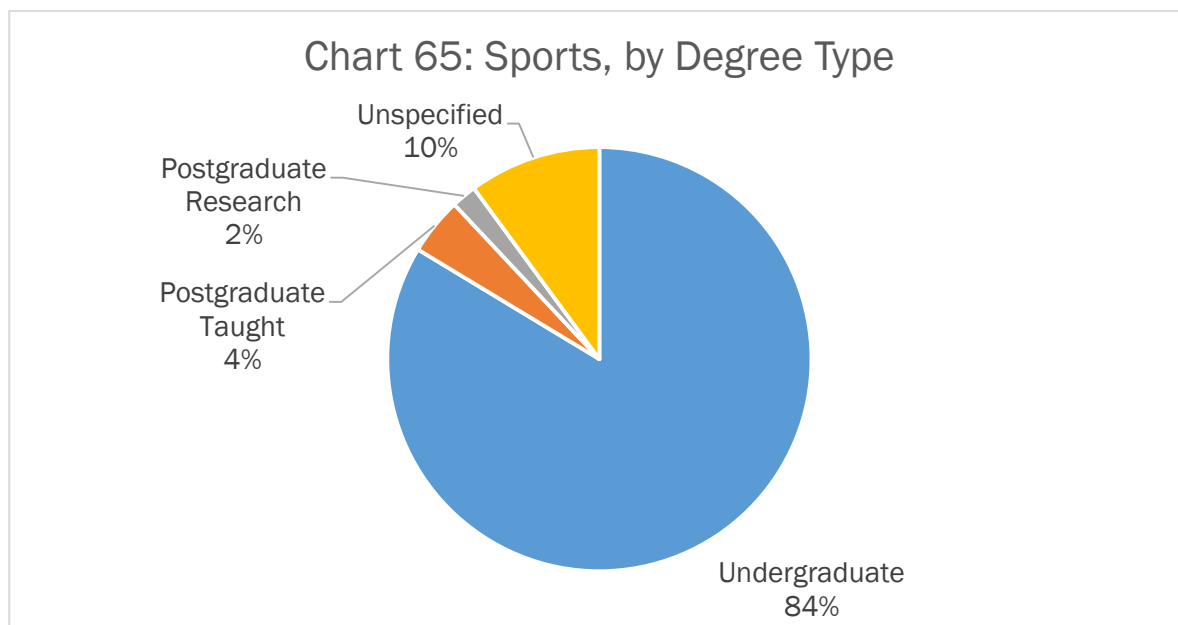


With the word “gym” appearing so often, it is interesting to see what students are saying about this topic in particular, especially given that opening and closing times of the gym. These can be found on the next page and seem to all be related to the same topics. These topics are either the cost, or the quality of the gym facilities. Words such as “free”, “lower”, and “discounted” are used for the former, while “better”, “bigger”, and “improve” are used for the latter.

In terms of the years of the students that are commenting on this theme, Chart 64 illustrates how these are predominantly in the earlier years of study, however not in a way that is statistically significant. As such, it can be said that the theme of Sports matters equally across all years of study.



This is further supported by Chart 65 which shows almost unanimously that Undergraduates are far more likely to engage with **Sports** on their Speak Week cards than Postgraduates.

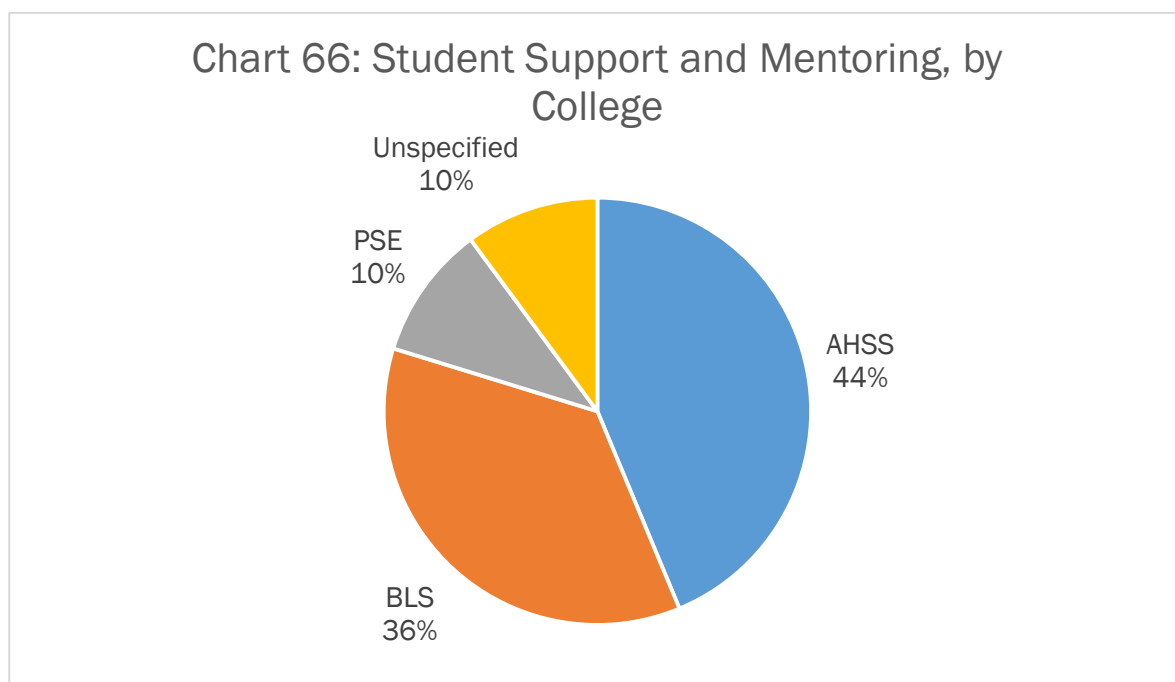


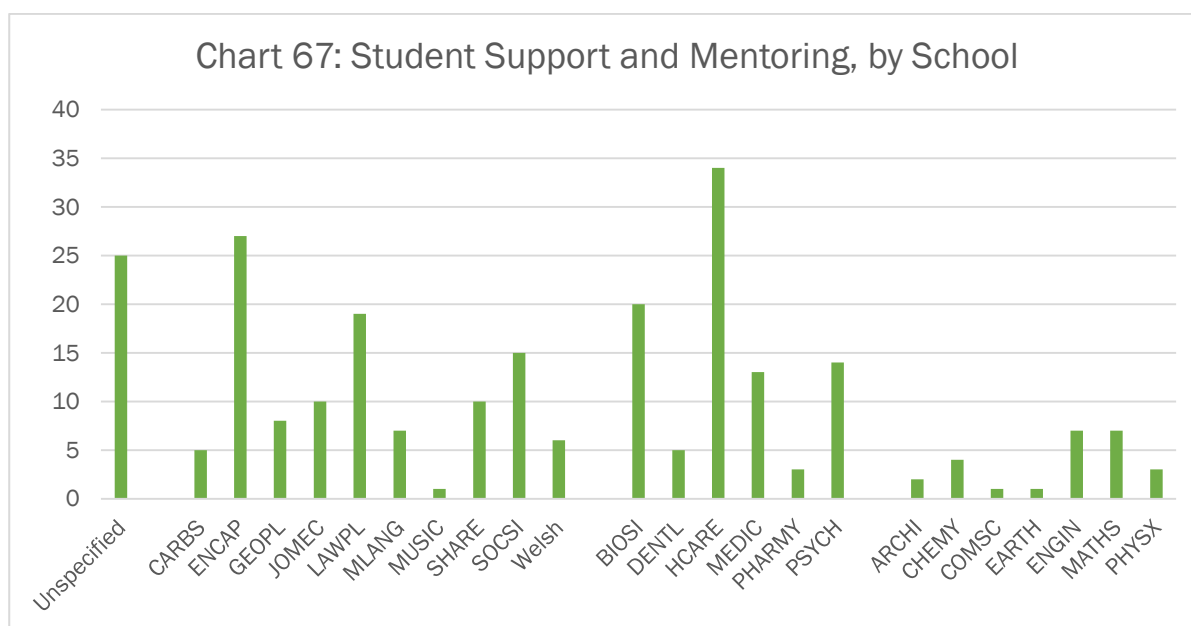


Student Support and Mentoring:

Student Support and Mentoring, as a theme, contains a total of 247 comments. The sentiment of these comments is mostly positive, praising good experiences with various services offered. There are also some neutral sentiment comments, usually wanting for the services to be more publicised and well known, and then there are negative comments, which generally discuss the long wait times or difficulty to find help. Nearly 50% of all comments in this section were focussed on or around Mental Health or Wellbeing, most of whom submitted comments which will be explored below.

Demographically speaking, by college the most likely college to have discussed **Student Support and Mentoring** on their Speak Week 2018 card was AHSS, with 44% of all comments, as seen in Chart 66. Breaking this down in Chart 67, this is mainly due to a particularly high proportion of comments originating from ENCAP.





Looking at the ENCAP students in more detail, they say:

“I'd like to see more support for first year students as I feel that the outlets and resources for them are all there, but they are not always aware of the opportunities. Raise awareness” – 2nd Year ENCAP Undergraduate

“More education on subjects surrounding sexual harassment and 'lad culture'. Regular support groups for those that have been victims of these issues and the ability to talk about it at uni” – 2nd Year ENCAP Undergraduate

“Make students attend a compulsory lecture held once/twice a year which focuses on mental health - although the uni offers counselling & wellbeing, we also need to target those who don't suffer with mental health problems. Making people who have symptoms of mental illness more aware of getting help” – 2nd Year ENCAP Undergraduate

“More facilities to assist students with the mental health challenges of University - physical health is often encouraged more so therefore its become more segregated when it's nearly affecting all students” – 1st Year ENCAP Undergraduate

Additionally, there are a total of 6 comments from students from the School of Welsh. This is surprising, as only 17 cards were submitted. These comments are all focussed around Mental Health:

“More mental health funding” – 2nd Year WELSH Undergraduate

“Mental Health shorter waiting lists” – 2nd Year WELSH Undergraduate

“Mental Health casual drop-ins” – 2nd Year WELSH Undergraduate



BLS also had high rates of return on comments in this theme, originating from each school more or less equally when taken as a weighted percentage. This data can be found in the table below and suggests that the School of Psychology is most concerned out of all of BLS, followed by HCARE and BIOSI. Note that OPTOM did not submit any cards that linked to **Student Support and Mental Health**.

School	Weighted Percentage
BIOSI	9%
DENTL	6%
HCARE	10%
MEDIC	7%
PHARMY	4%
PSYCH	11%

Some of the BLS responses included:

“Increase awareness about childcare services” – 2nd Year Mature HCARE Undergraduate

“More awareness days around student wellbeing and mental health” – 1st Year Mature HCARE Undergraduate

“We are on a course that is teaching us how to be kind, caring and empathetic. Yet no one at the University seems to practise these values when we would like something to change. I would like a university that prioritises student views, understands that students have commitments (such as families) and listen to students” – 1st Year HCARE Undergraduate

“Put better support in place for students who are supporting fellow students: students whose housemates are going through very hard times might also be struggling because of the material / emotional support they are providing as friends” – 3rd Year PSYCH Undergraduate

“When they brought in puppies during exam season last year, it was really fun and took some of the exam stress away” – 2nd Year PSYCH Undergraduate

“Ensure that all students had accurate access to a counsellor to help support our wellbeing” – 2nd Year PSYCH Undergraduate

Similarly to elsewhere, a majority of these responses prioritised mental health. It is also important to note that out of specific designations (International and Mature), a total of 8 students identified themselves as International, and 9 as Mature across all responses.

Regarding the standard demographics, there is nothing about them that looks different to that seen elsewhere, implying that **Student Support and Mentoring**, as a theme, is of equal importance to all year groups and degree types, as seen in Charts 68 and 69. There is, however a 10% rise seen in Undergraduates over Postgraduates, which perhaps reflects the stress of attending University for the first time, and as far as Chart 68 goes, there is an



increase in the number of second and third year responses, which perhaps reflects increasing levels of stress at this time. Also particularly interesting is how so many of these comments are identifiable, as the demographics have been allocated to the cards in full.

Chart 68: Student Support and Mentoring, by Year of Study

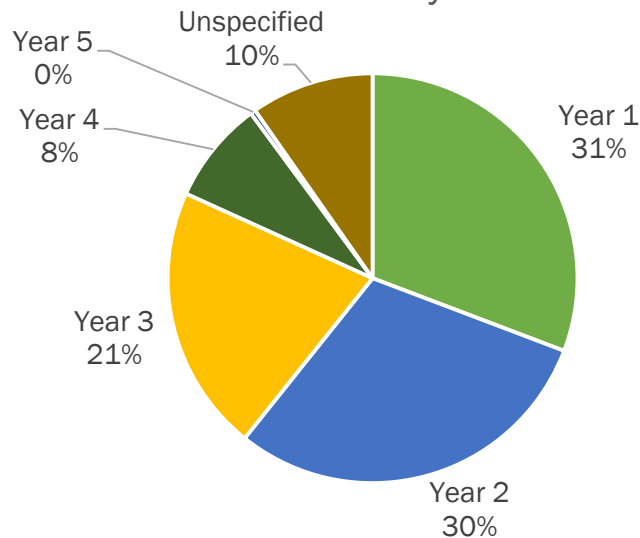
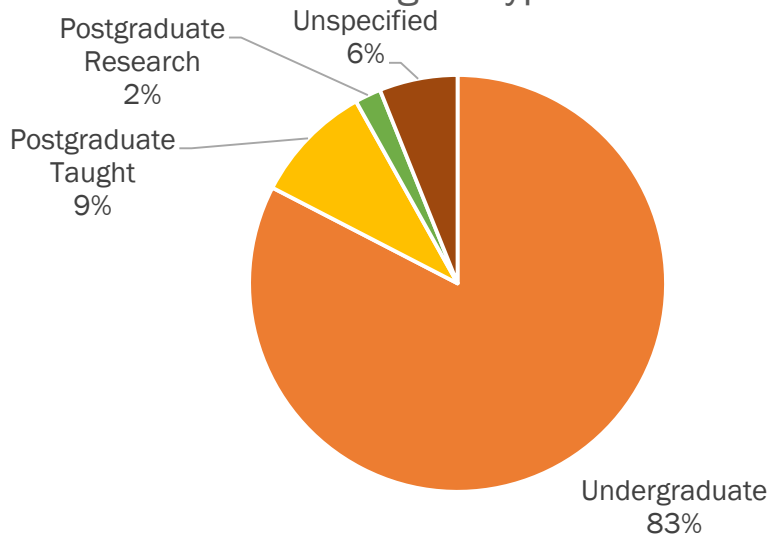


Chart 69: Student Support and Mentoring, by Degree Type



Student Advice was mentioned on a few occasions specifically, as well as more vague mentions made in other comments:

"I would continue to make sure that students understand what services are available to them i.e. student advice" – 2nd Year MUSIC Undergraduate

"I love student advice and free services" – 3rd Year SOCSI Undergraduate

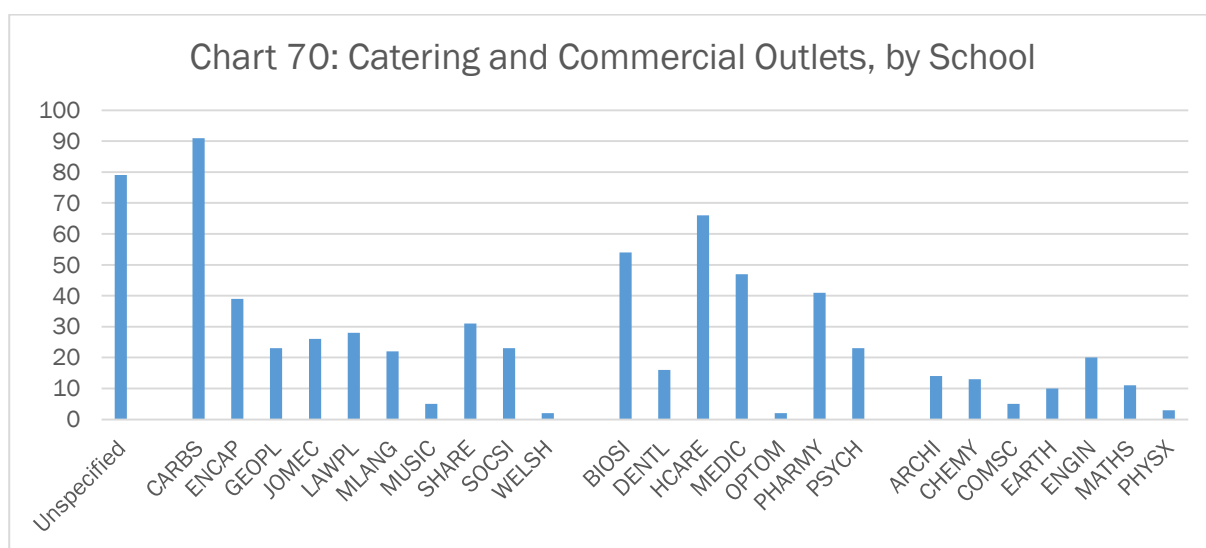
"I would make University resources such as student advice more well-known to first year students" – 3rd Year ENCAP Undergraduate



Catering and Commercial Outlets:

There are 694 overall comments regarding both Catering and Commercial Outlets. As a result, this theme is larger than Assessment and Feedback, Heath Park, Timetabling, or Sports, and individually is the second largest theme. However, the sub-theme can be broken in half, into Internal Outlets, such as the Taf, Y Plas, and other outlets owned directly by either the union or the University, as well as external outlets, such as the cafés in the various departmental buildings and libraries across both campuses.

As such, the general section, in particular the chart below (Chart 70) shows CARBS as having a very high level of commentary on **Catering and Commercial Outlets**, however (as the comments below will explain) these are predominantly discussing the café as opposed to (for example) the Taf, and thus is an issue predominantly with external outlets.

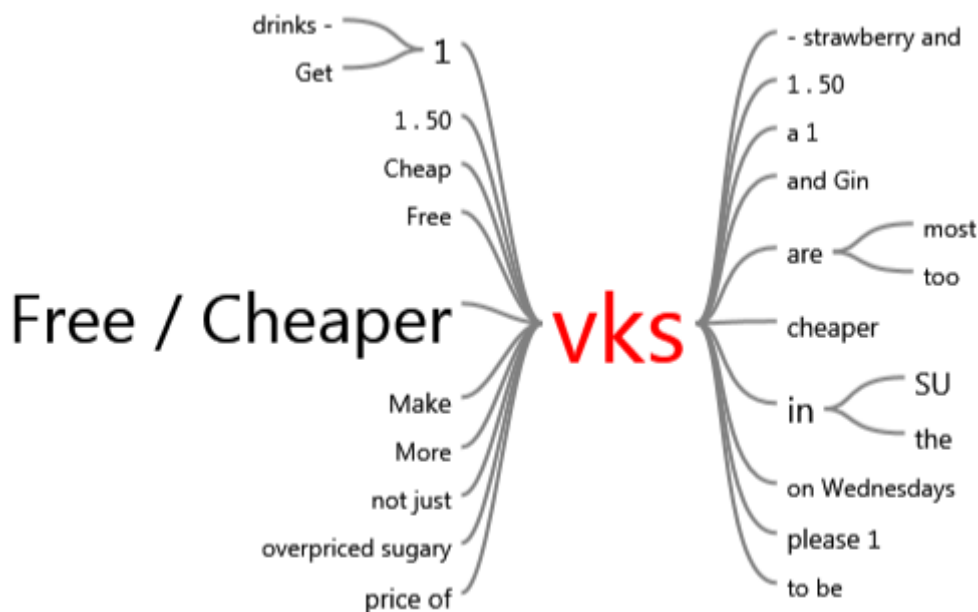


Due to the extensive number of responses within this theme, there are a number of sub-themes which will follow, including “Cheaper VKs”, “The Taf”, and “Cafés”. There may be some overlap in these comments, however they are sufficiently distinct enough that this should not be the case.

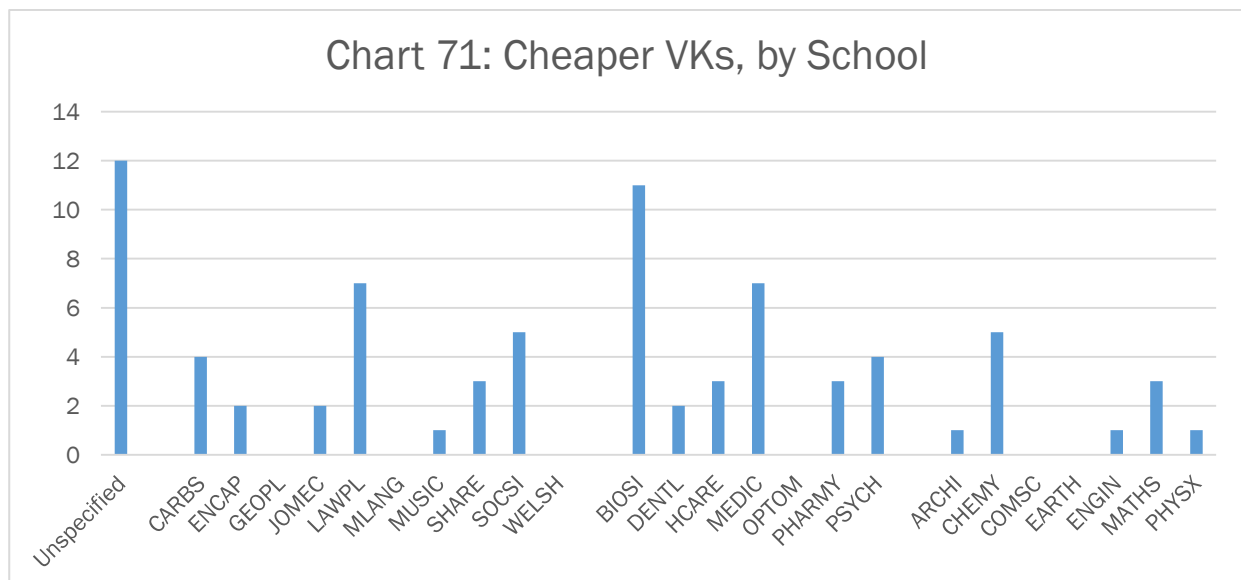
These sub-themes have been chosen either because they are most numerous, or because they are pertinent to the student zeitgeist. In particular, this is the case for Cafés, which (if alone) would be a theme

Cheaper VKs

The number of students specifically requesting cheaper VKs has become somewhat of a 'meme' among Cardiff University Students. As such, it is unsurprising that there are a number of responses to this effect. In total, there are 77 comments to this effect, 97% of which ask for the price of the drink to be lowered. This can be seen in the word tree below:

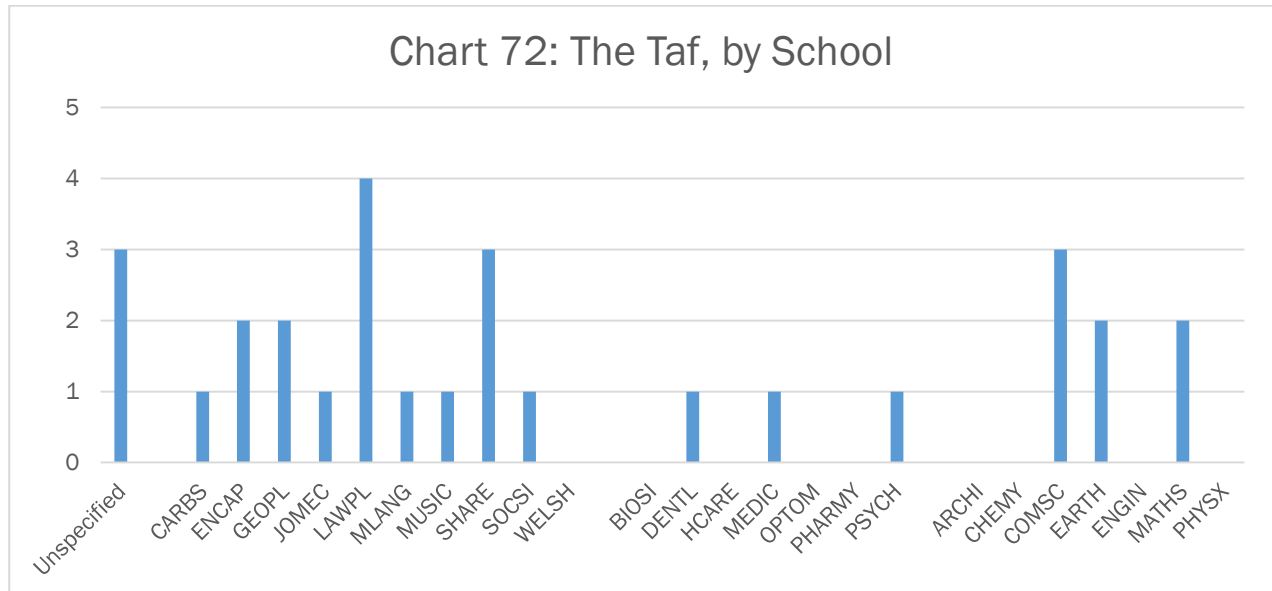


These requests come from a number of schools, specifically BIOSI, MEDIC, and LAWPL.



The Taf:

The Taf featured prominently in the gathering of Speak Week cards, with cards left on the tables for students to complete. A total of 164 separate comments were gathered on 'Orange' speak week cards, which were mostly collected from the Welcome Centre and the Taf itself.



In total, only 29 comments mentioned the Taf specifically, with several schools not being represented in this sample. WELSH, BIOSI, HCARE, OPTOM, PHARMY, ARCHI, CHEMY, ENGIN and PHYSX did not express an opinion either way in this sub-theme.

The comments included:

"Keep Taf open later" – 1st Year SHARE Undergraduate

"Release data on what people drink at the Taf" – 1st Year COMSC Undergraduate

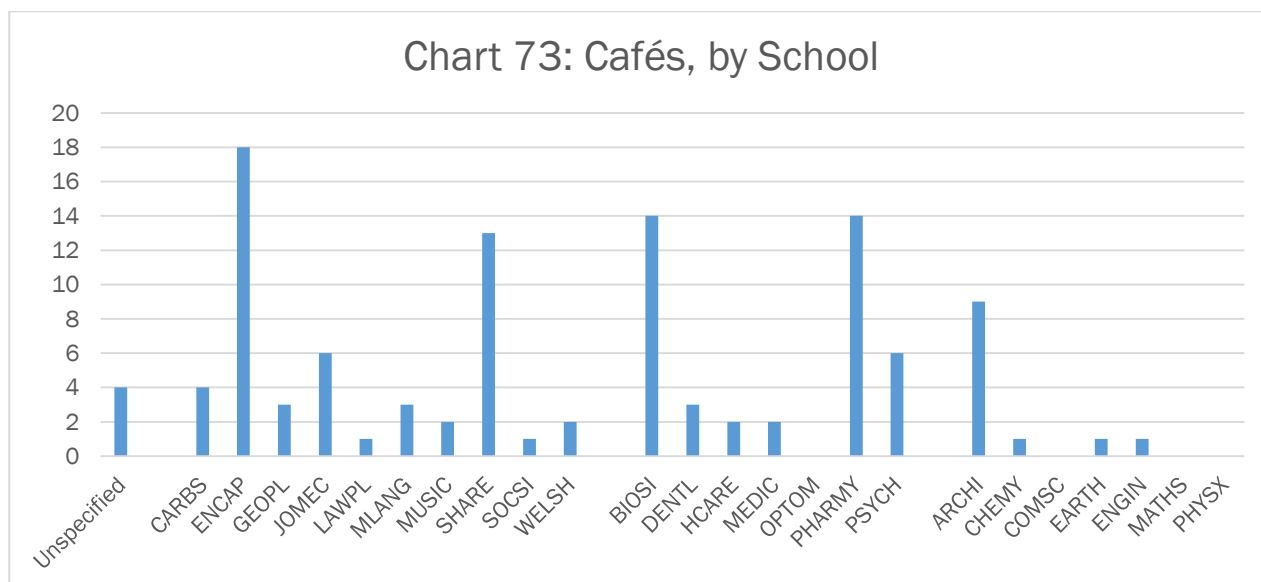
"Introduce an open mic night for music and comedy in the Taf" – 2nd Year LAWPL Undergraduate

"Maybe a few more healthy option on the Taf menu, happy they now have vegan options though!" – 1st Year SOCSI Undergraduate

These comments suggest that the Taf can only be enhanced, and the mention of the new vegan menu being appreciated is reassuring.

Cafés:

There were a huge amount of responses referencing various cafes in and around Cardiff University and the Students' Union, with 110 comments alone made. The school breakdown for this can be found under Chart 73, and very specifically highlights a number of key demographics which have concern over the Cafés.



Clearly, ENCAP, SHARE, BIOSI, and PHARMY are particularly vocal regarding cafés in their buildings. This would suggest that these schools in particular are either concerned with the quality, or the quantity of the food that is provided. The free-text, open comments suggest that it is the quality that is the issue, particular when compared to the Price.

“Cheaper food in café” – 2nd Year BIOSI Undergraduate

“More affordable food / drinks in some of the building’s café” – 3rd Year BIOSI Undergraduate

“Make café opening times later as hard to get food in our breaks after 4 at Business School” – 1st Year CARBS Undergraduate

“More student café facilities around Eastgate House - very expensive” – Unspecified Postgraduate Taught HCARE Student

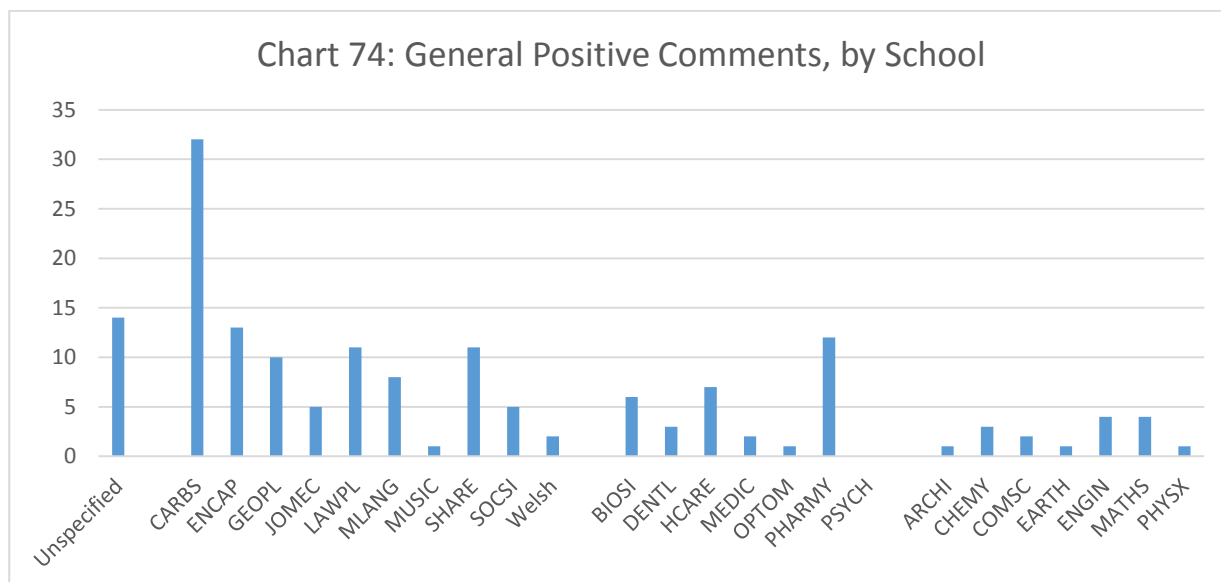
“Student Café prices are extortionate” – 4th Year SHARE Postgraduate Taught Student

“Cost of sandwiches in the café, in particular the vegetarian sandwiches and gluten free sandwiches in the JP Café” – 1st Year SHARE Undergraduate

“Prices in the University café (John Percival) are extortionate. Particularly for the gluten-free sandwiches. Unfortunately as someone who has coeliac disease, I only have the choice of 2 sandwiches out of around 50, and therefore have no choice but to pay these premiums when on campus. Furthermore, GF sandwiches are not part of the meal deal, meaning a sandwich drink and snack are around £6, instead of £3.50. Hardly fair for a student low on cash and requires gf for a medical reason.” – 3rd Year ENCAP Undergraduate

General Positive Comments:

While this theme may not be used to judge student satisfaction (multiple other surveys and reports have previously extensively covered this), Speak Week 2018 was an opportunity for students to express how they were feeling about the University and the Students' Union.



While Chart 74 very specifically suggests that CARBS students are the most content during their studies, it is important to note that this is not necessarily causatory. For example the fact that no student from Psych submitted a **General Positive Comments** does not mean that their sentiment was not positive. Instead, it suggests that PSYCH students, for example, knew which area they wanted to praise, whereas CARBS students were perhaps less specific in their positive comments. This can be followed up by examining the specific CARBS comments:

“Happy to be a part of Cardiff University” – CARBS International Postgraduate Taught Student

“Cardiff is great” – 1st Year CARBS Undergraduate

“All are good” – CARBS International Postgraduate Taught Student

“Everything is good for me... :)” - CARBS International Postgraduate Taught Student

Demographically, there are also interesting aspects within both the degree level that students study, as well as the year of study. This is shown in Charts 75 and 76. Specifically, those in their first year of study are far more likely to comment positively on general topic, compared to other year groups. Furthermore, Postgraduate Taught students are twice as likely to comment positively when compared to their usual demographic levels of representation.

Chart 75: General Positive Comments, by Degree Type

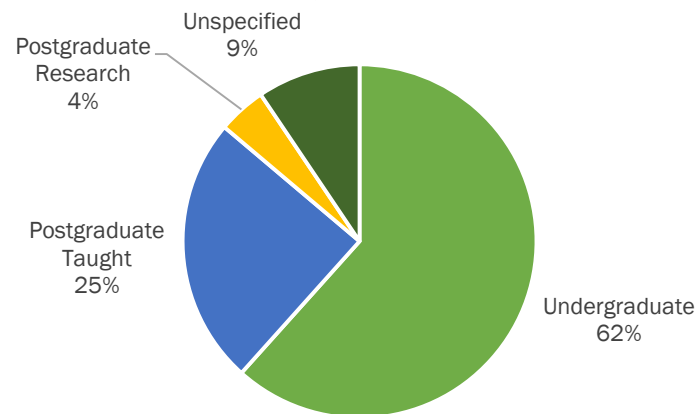
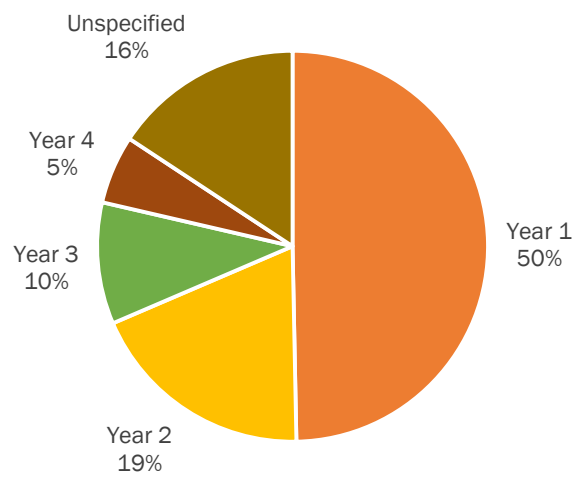


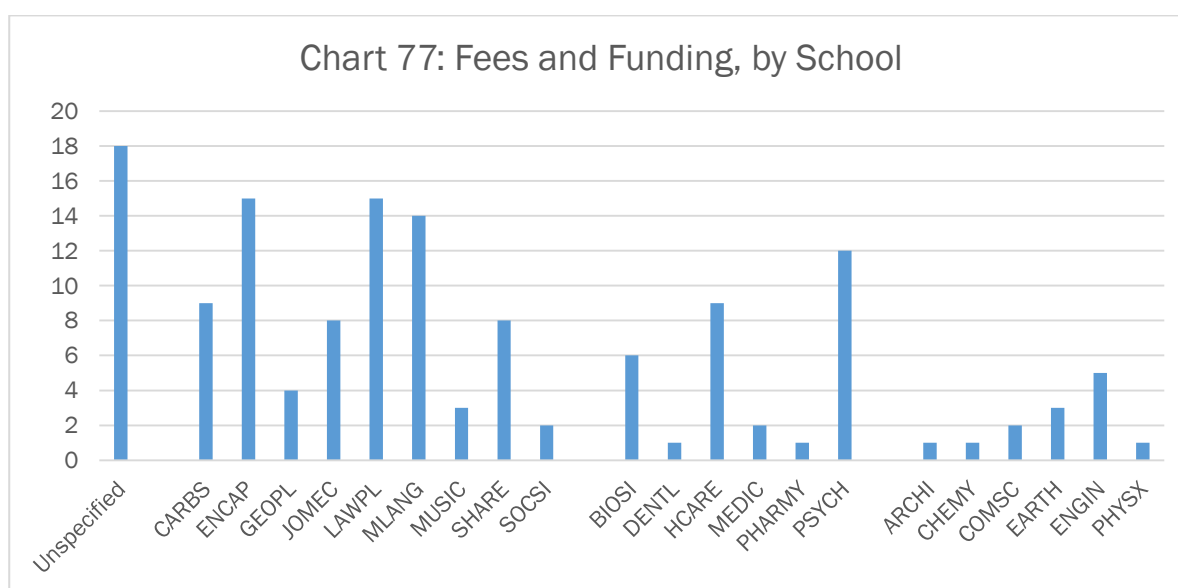
Chart 76: General Positive Comments, by Year



Fees and Funding:

The final theme, Fees and Funding has a universal message that students have wished to send to the University. Across the 143 comments within this section, a majority of responses were either suggesting an increase in financial support for select student groups, or a decrease in the overall fees.

Interestingly, these are mainly gathered around AHSS (Chart 77), however the highest source demographic is actually the unspecified section. This suggests that students felt more comfortable declining identifying information when constructing their Speak Week 2018 card if there were economic opinions on the card. However, there was also substantial representation from ENCAP, LAWPL, MLANG and PSYCH. The reasoning behind this opinion could be numerous, from the prices of textbooks and earning resources, through the opinions surrounding value for money.



From a year-group perspective (Chart 78), the demographics are entirely similar to that which would be expected, with only $\pm 1\%$ dependant on the year stated. This would suggest that students of all years may struggle for funding / feel they should be paying less in fees.

Finally, as far as any difference in degree type, the results are quite interesting. The Postgraduate Taught demographic is larger than would be expected, outside the range of standard deviation. As a result, the Undergraduate proportion of students discussing Fees and Funding has lowered accordingly.

Chart 78: Fees and Funding, by Year

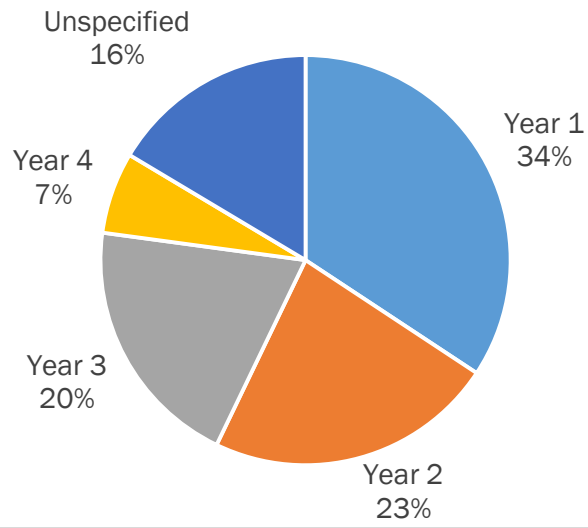


Chart 79: Fees and Funding, by Degree Type

