

Student Academic Representation

Report 2022-23



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Introduction

The Student Academic Representation scheme is run in partnership between Cardiff Students' Union and Cardiff University. Ahead of the 2022/2023 academic year, a number of enhancements were made to the way the scheme is run, based on feedback received from staff and students the previous year. These enhancements were:

1. A new platform, the Student Voice Experience Network (SVEN), was created to allow staff who support the Student Academic Representation scheme an opportunity to raise queries and share best practices. SVEN also housed all Student Academic Representative details.
2. A new template for noting Actions and Key Decisions was created, to streamline Student-Staff Panel notes.
3. School Workshops were introduced, to provide all Student Academic Representatives with context and information that is school-specific. These were to be attended as well as general training from the Students' Union.
4. The student Secretary role was replaced by a Vice-Chair role for Student-Staff Panels, following feedback that students did not always feel comfortable taking notes for meetings.

This report will provide an overview on Student Academic Representative activity and engagement throughout the academic year 2022/2023. The report has been separated into subheadings that will cover different aspects of activity, covering areas of engagement and feedback.

Activity & Engagements

There were 954 Student Academic Representatives (SARs) during 2022/2023. This was 66 fewer than 2021/2022, which was likely a direct result of the ratio of SARs to students (1:40) being more heavily emphasised. Whilst both the College of Arts, Humanities and Social Sciences (AHSS) and the College of Biomedical and Life Sciences (BLS) saw a decrease in their number of SARs, the College of Physical Sciences and Engineering (PSE) increased their total number of SARs by 40. The number of SARs undertaking the additional role of Chair or Vice-Chair increased from 123 to 140.

Training

All SARs were required to attend compulsory introductory training with the Students' Union. To ensure training was as accessible as possible for all SARs, the Students' Union introduced a digital training module which all returning SARs could complete in their own time, instead of being required to attend in-person training again. Subsequently, the percentage of SARs that completed this compulsory training session for 2022/23 increased from to 69%, up from 46% in the previous academic year. A total of 321 SARs completed this digital training module, with another 336 SARs attending the live sessions hosted by the Student Voice Team.

Following feedback from SARs in the previous academic year, the Chair and Vice-Chair training sessions were made optional, rather than compulsory. Any students taking on these additional roles who were confident and comfortable in what they were required to do were not required to attend further training. Nonetheless, sessions were held for any students who wished to participate. The total number of SARs who engaged with these additional training sessions was 54; a slight reduction from the previous academic year.

College Forums

All Chairs and Vice-Chairs were invited to engage in College Forums hosted by the Students' Union. Despite a slightly smaller cohort of SARs, attendance at College Forums increased from 74 to 93. The biggest difference was seen among schools in PSE, whose attendance at the College Forums increased from 17 students in 2021/22 to 39 students in 2022/23.

Student Staff Panels

As outlined in the Code of Practice, Student Staff Panels (SSPs) are a requirement of the academic representation system, with each school required to hold three meetings for each panel in each academic year. SSPs provide Student Academic Representatives with the opportunity to share the feedback that they have collected from other students back to key staff members. For each SSP, staff are required to upload the notes from the meeting to a shared location, so that actions may be tracked and updated.

A review was undertaken of these minutes to discover the main themes that were appearing across all schools, to better understand the issues that are important to the students. A full analysis of SSP themes raised within each school is included in Appendix A.

Common Themes

These themes represent the common issues that students raised across multiple schools/colleges, and are listed below:

1. Study Spaces

The need for study rooms and spaces often came up during the SSPs, with a specific request for additional alternative study rooms to be offered during busy periods. Outdoor seating was appreciated but students would like study areas of all types to be better advertised.

There were several course-specific study space comments raised across numerous SSPs. However, their main motivations were to ensure that the facilities were kept tidy, fitted to a good standard and were accessible and suitable for individual and class needs. Further comments suggested that some spaces need to be updated and that they should always cater for needs such as offering hot drinks or places to heat up food.



2. Student Support

Student support was a common theme across SSPs, with a number of additional sub-themes. Comments suggested that communication about the support services available to students could be better communicated, and that students should be provided guidance when requesting support. Areas of support that students wanted to see more of included searching for sources, improving soft skills such as time-management and note-taking, and financial management. Feedback in some schools highlighted the inaccessibility of certain services, including the timing of appointments.

Feedback reflected the desire for more consistent guidance regarding assessment criteria, and additional support in place for those working on their dissertations. Students also highlighted career prospects and placements as an area in which support can be improved; comments indicated that students would prefer information about opportunities and placements to be communicated more effectively. Additional comments suggested having this information earlier would be beneficial in helping students who are required to undertake placements to assess their options regarding accommodation.

3. Cost of Living

Feedback regarding the cost of living increased at SSPs over 2022-23. Many comments detailed a desire for the university to support students with managing additional course costs, such as the requirement to purchase textbooks, use costly software packages, or acquiring compulsory placement uniforms. Postgraduate Research Students (PGRs) also highlighted the absence of a fair wage for fieldwork.

4. Strike Action

Industrial action over the academic year led to a lot of feedback from students. Although many students recorded their support of strike action, there were comments about the difficulties students faced as a result. This included the absence of in-person support for assessments, and the reduction of preparation students would receive from staff about tackling assignments.

Students who go out to placements felt that organisation and essential communication had been disrupted. Other students also commented on communication in general, and the impact the lack of useful communication had on grades. Across a lot of SSPs, it was recorded that students were unsure of any compensation they may receive, with many expressing a demand for this.

5. Training

Feedback across SSPs saw many students request more opportunities to undertake additional training, or develop their professional skills. This included the opportunity to learn Welsh, to develop the use of statistics and data analysis, and to undertake practical courses such as those around health and safety. It was also detailed that students felt the opportunities that are available could be communicated better to students.

PGR students wanted to see the Association Fellowship programme more accessible for a higher volume of students, and SARs requested further guidance about being visible amongst their cohorts.

6. Teaching

A high volume of the feedback provided at SSPs was programme specific, with an emphasis on teaching time. Comments indicated that lectures should be held at times that are safe and accessible for students, and that the content and method of teaching should be inclusive. Lots of feedback highlighted the need for consistency when using Panopto/lecture-capture equipment, and that the effort and standard expected by students should be matched by staff (e.g. allowing laptops and visual aids in class, and ensuring content is updated).

The SSPs also saw lots of discussions regarding guidance and support for students to achieve success in their areas of study. There was a consistent appreciation for demonstrations, practical sessions, and work experience placements, although there were comments indicating more demand for guidance and information to allow students to make the best of such opportunities. Timetable and exam dates were mentioned frequently, with students asking for dates to be released earlier to allow them to prepare, and there was a request for reading weeks in many subject areas. Many comments also highlighted that there were not enough staff members to be able to provide students with the support they require, although the feedback suggested that having student mentors, or peer-teaching from students further along in their studies may be very beneficial.

College Forums

As outlined in the Students' Union governing documents, College Forums were held for each college to allow SARs to meet with senior university staff.

The College of Arts, Humanities and Social Sciences (AHSS) and the College of Biomedical Sciences (BLS) held separate forums for undergraduate and postgraduate taught students. The College of Physical Sciences and Engineering held joint forums for all taught programmes. There was also a PGR cross-college forum that met across the year.

Attendance at College Forums was limited to SSP Chairs and Vice-Chairs, who attended as representatives of their panel. The meetings were impacted by ongoing industrial action, and attendance subsequently dropped as the year progressed.

Table 1. College Forum Attendance 2022-23

	College Forum 1 Attendance	College Forum 2 Attendance	College Forum 3 Attendance	Total College Attendance
AHSS	20	11	6	37
BLS	13	4	0*	17
PSE	18	11	10	39
Total	51	26	16	93

**Unfortunately, these forums were cancelled due to ongoing industrial action.*

Minutes were taken at each meeting and were uploaded to the Students' Union website. An analysis of the themes that were raised at College Forums over the year was undertaken. The following contains a thematic analysis of the feedback raised at the forums. This analysis has been separated by college, and then by mode of study.

College of Arts, Humanities & Social Sciences (AHSS) – UG and PGT

Students from AHSS reported that library provisions need to be updated (e.g. textbooks for courses). In addition, it was felt that Wi-Fi, printer services and Learning Central also needed to work to a higher standard to support the student learning experience. Feedback also indicated a feeling from students that courses sometimes felt disorganised, with deadlines often crammed together, timetabling inconsistencies and module clashes. Many students were sitting exams for the first time since the pandemic, and this disorganisation had a negative impact on their anxiety and stress.

The impact of industrial action further heightened these concerns. In addition, it was noted that greater support was required for international students who needed additional support to succeed in UK higher education (e.g. through more comprehensive essay guidance, referencing help and English language classes). Additionally, comments suggested there was a lack of consideration for Welsh language students and learners, with intensive courses cancelled over the winter break and bilingual cases logged on Student Connect closed without response. Other feedback acknowledged the vast array of student support, opportunities, resources and workshops available, but indicated that many students were not aware of their existence. Lastly, SARs noted a need for information from feedback collected to be showcased to demonstrate what had been acted on by school staff.

College of Biomedical and Life Sciences (BLS) – UG and PGT

Students from BLS at all levels reported experiencing issues with Learning Central, MyTimetable and Panopto. Furthermore, some students commented that communications from staff regarding items such as assessment dates and lecture changes were not being received. There were also some concerns regarding inclusivity from university staff on some occasions. Reasonable adjustments were not always being met and disabled provisions were reported as not up to standard.

As well as concerns around academic support, there was also feedback about campus facilities. Students requested more availability of menstrual products throughout buildings, and it was felt that there were a lack of facilities and provisions across campus (including parking, vending machines, hot water taps). It was felt that existing provisions were too expensive.

College of Physical Sciences and Engineering (PSE) – UG and PGT

A lot of themes raised in PSE College Forums were similar to those raised in other colleges. The most predominant concerns raised included the impact of industrial strikes on deadlines, which in many cases had been set very close together. There were further comments expressing anxiety over the return to university following the pandemic, and some students subsequently voiced a preference for open-book exams. These discussions expanded to include concerns regarding errors present in some assessment instructions, which, although accidental, had significantly impacted some students' results. Students shared concerns about the usability of Learning Central and materials which are uploaded to it. There were further discussions around software used across the college, with students expressing dissatisfaction about the usability and accessibility.

In addition, there was a desire for increased guidance and welfare support for non-English students, and additional help available for those completing PhD/post-doc applications. Regarding the wider campus, the condition of the toilets in the Queens building was raised, and many felt that greater access to restricted buildings outside of normal hours needed to be implemented to improve learning.

*

The following contains thematic analysis of College Forums sorted by level of study. Comments from PSE were not included in this analysis, as UG and PG forums were held together, and feedback is therefore difficult to separate.

Undergraduate (UG) – All Colleges

The most prevalent theme across UG College Forums was regarding industrial action, and the impact it had on all aspects of the UG experience. Many of the comments raised about learning and teaching were in some way tied into the anxiety many students had over the impact of such action. Students reported that they did not feel there had been enough support and transparency about the impact this would have.

Other feedback detailed improvements students want to see. This included the reliability of the WiFi and printer services, and the availability of plug sockets. There were also comments about the usability of Learning Central across all colleges, and all UG forums also raised the need for improved disability access on campus. Other widespread issues that were noted were timetabling inconsistencies, assessment bunching, and staff not using Panopto lecture capture. Finally, there was a suggestion to increase availability of amenities and facilities across campus, including microwaves, hot water, menstrual products and cheaper parking, which students noted were needs related to the cost-of-living crisis.

Postgraduate Taught (PGT) – All Colleges

The theme of communication was most prevalent at PGT College Forums. These discussions detailed a lack of communication about upcoming assessment information, administrative emails from staff not being received, items being uploaded to Learning Central without students being notified, and a general lack of organisation.

There was conflicting feedback regarding support services across the university. International students indicated that they had experienced clear challenges, from language barriers to understanding reference systems, and support needed to be more available. Additional support requested included wellbeing workshops and skills development schemes for all students. Oppositely, some voiced that because of the high volume of resources and services available, it was difficult for students to find the appropriate service, with some students being unaware of the existence of many.

Postgraduate Research – All Colleges

There were a number of unique themes raised at the PGR Cross-College Forums that were not raised by taught students. There were ongoing discussions on multiple occasions regarding confusion and disputes over stipends, contracts and pay disparities between schools, colleges and UK/ROI funded and non-funded students. Moreover, some experienced difficulties accessing PaySlips, with university Human Resources unable to be contacted. Feedback also expressed frustration that the Associate Fellowship programme was completely full.

There were also some parallels in the themes raised by PGR students and UG and PGT students. The difficulties of industrial action on deadlines was highlighted, with the added concern over meetings that were scheduled for days of industrial action. Furthermore, better inclusivity was also raised by PGR students, who wanted to see additional quiet/prayer rooms, pronoun pins and free menstrual products. Lastly, it was suggested that a PGR community could be set up, both inter and intra-college.

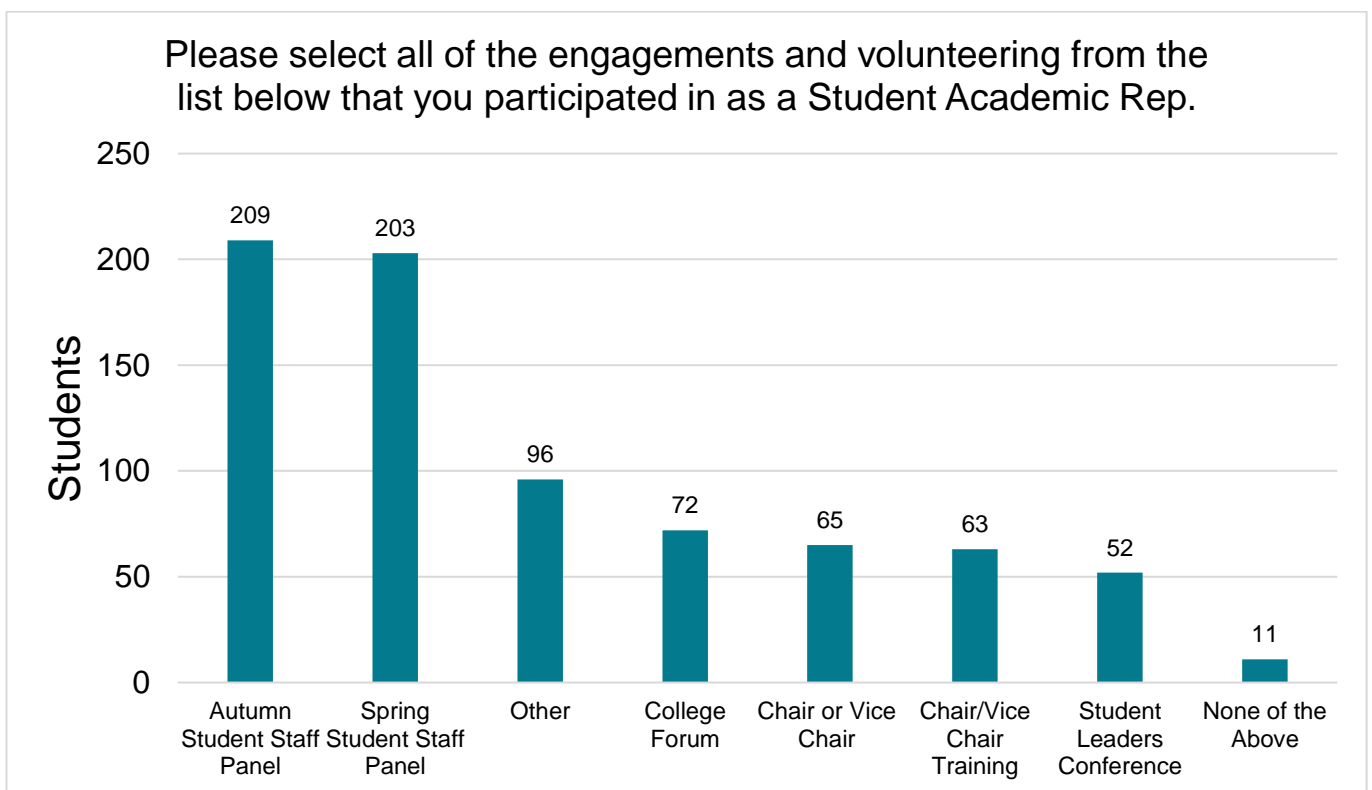
End of Year Survey Feedback

An end of year survey was sent out to all Academic Representatives to gather feedback and track their engagement with the role across the academic year. The survey provided SARs with an opportunity to provide feedback on their experience and any possible enhancements that they would like to see to the SAR role. The survey was completed by a total of 259 Academic Representatives.

This following section of the report will include an analysis of the data from questions included in the survey covering feedback from SARs on engagement, communication and support for the role.

Question 1: Please select all of the engagements and volunteering from the list below that you participated in as a Student Academic Rep.

Figure 1:



As figure 1 shows, Academic Representatives were most engaged with Student Staff Panels (SSPs), which forms a core part of the role. Student Staff Panels provide SARS with a dedicated space to provide feedback which highlights areas of improvement to staff in their school. SSPs also present an opportunity to celebrate successes and for students and staff to provide keep up to date with matters arising within the school and university.

SARs often engage with other activity within their schools, university and Students' Union, 96 SARs stated that they engaged with some form of additional activity while undertaking the role. Only 11 stated that they had not engaged with any of the options listed.

Question 2: Prior to this academic year, have you previously been a Student Academic Rep?

Figure 2:

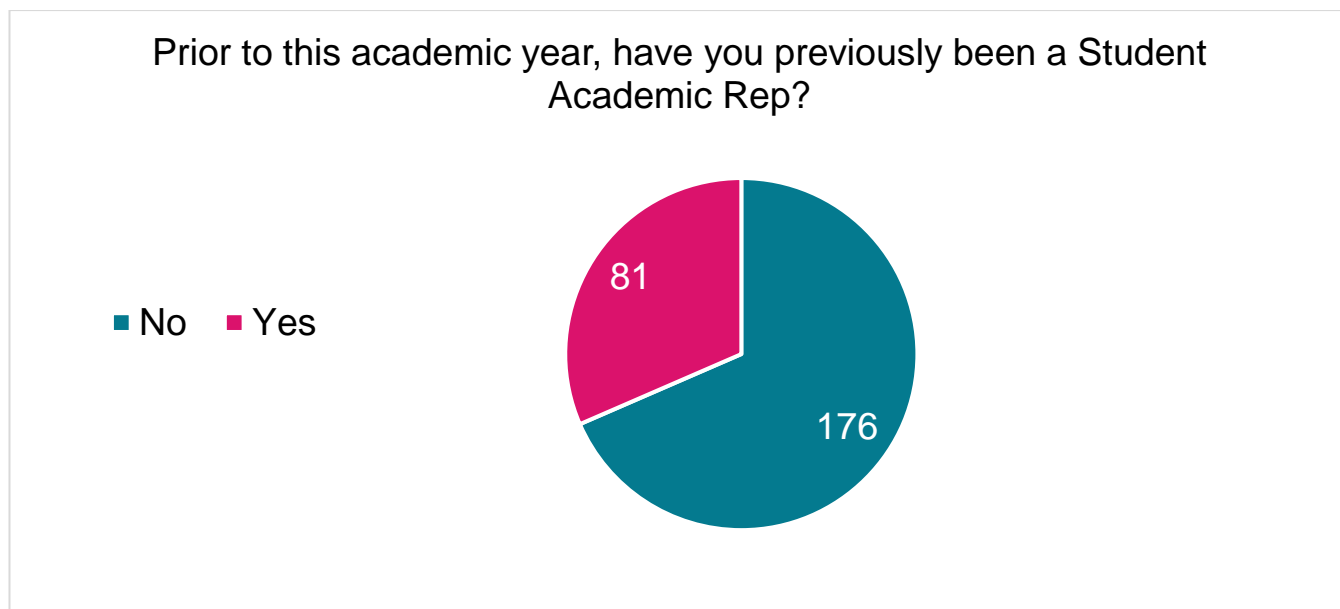


Figure 2 shows that 31% of students surveyed had previously been an Academic Representative, while over two thirds of SARs were new to the role.

Question 3: How did you hear about the role of Student Academic Rep?

This question aimed to understand how students heard about the role, all responses noted surrounded one of the following themes:

- a. *Communications*
- b. *Word of Mouth*
- c. *Events*
- d. *Continuing in the Role*

Of the above themes, the most common comments that appeared suggested that students heard about the role via official communications such as emails, newsletters, social media etc., or via discussions with their lecturers and peers.

Question 4: Why did you become a Student Academic Rep?

This question aimed to understand why students surveyed decided to become Academic Representatives. Three main themes arose which reflect the main motivation for students becoming SARs, they form the below sub-headers.

- a. *Personal improvement*

Many students became Academic Representatives to improve their personal skills such as problem solving. Others believed the role would help them improve their CV and some joined as they simply thought they would be able to fulfil the role well. Furthermore, some students were motivated by the social aspect of the role, noting that they wanted to improve the overall University experience.

- b. *To Help Others*

Numerous students decided to become SARs to ensure that other students felt empowered and had their voices heard. A similar motivation for students was to empower individuals to represent the opinions of their specific course, community or year group.

c. To Expand Personal Knowledge and Improve University Operation

Several students became SARs as they believed it would be a way for them to help improve the University's operations and gain a better understanding of them. These students wanted to be involved in order to improve school organisations, the learning quality of courses, and the transparency of how the institution operates and works. These students also wanted to help bridge the gap between staff and students and ensure accountability. Also, some students were simply passionate about wanting to make sure that successes were celebrated and wanted to contribute to the overall university experience.

Question 5: How many hours, as an estimate, have you committed to your role as a Student Academic Rep this academic year?

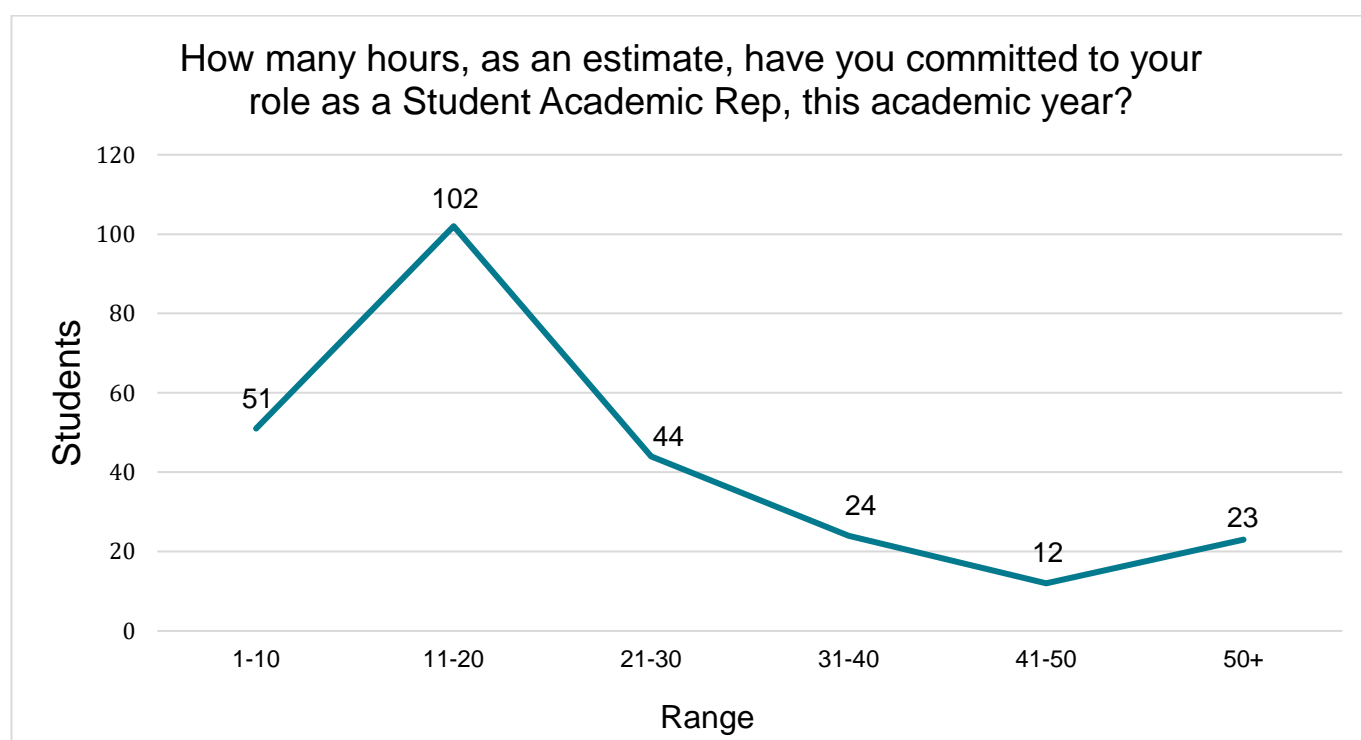
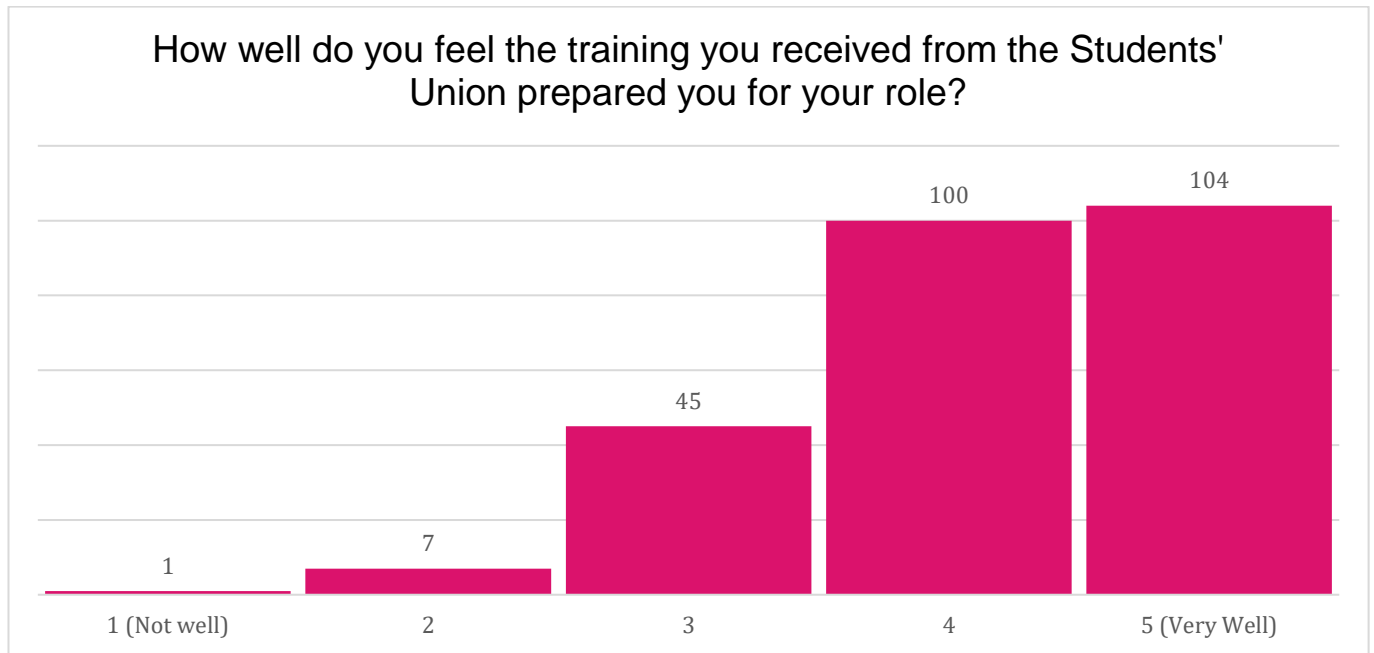


Figure 3:

Figure 3 shows the majority of SARs spent between 11 and 20 hours on the role over the year. The 2nd most popular time dedicated to the role was 1-10 hours, while 41-50 hours was the least frequently selected by SARs.

Question 6: How well do you feel the training you received from the Students' Union prepared you for your role?

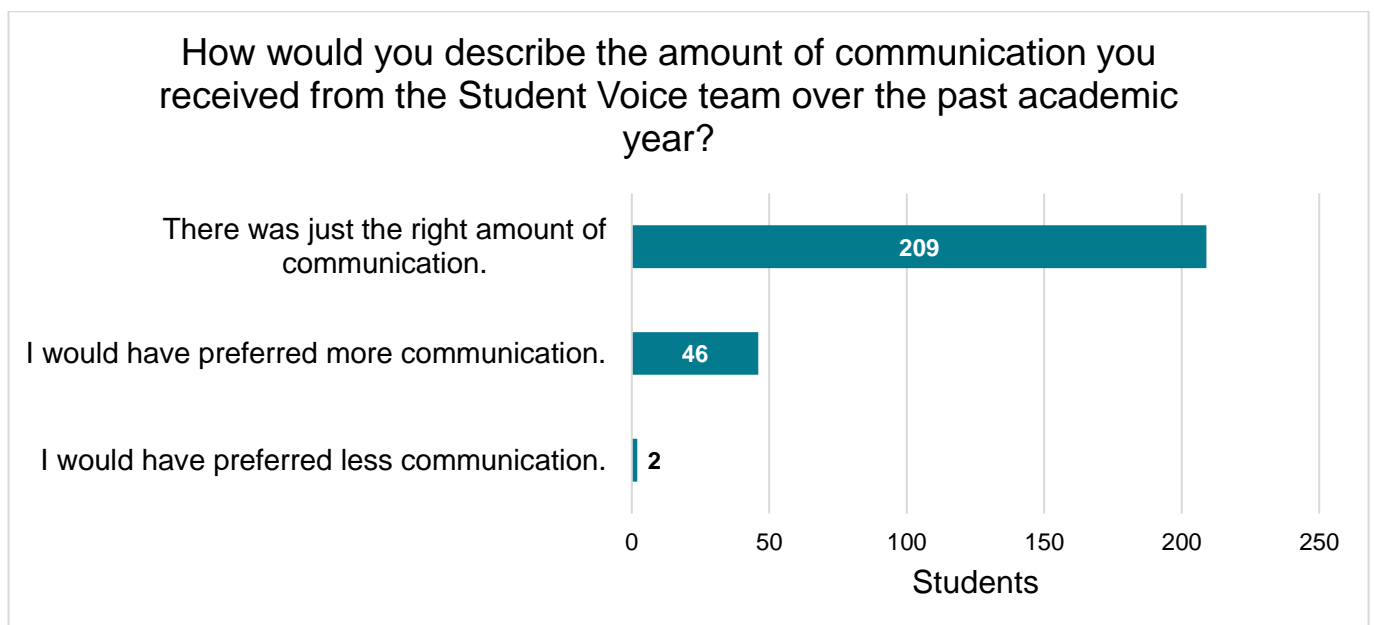
Figure 4:



As figure 4 shows, 204 Academic Reps believe that the training provided prepared them either “Very Well” or “Well” for the role. Only 1 student stated that it did not prepare them well while 45 students gave an answer in the middle of the scale.

Question 7: How would you describe the amount of communication you received from the Student Voice team over the past academic year?

Figure 5:



Overall figure 5 shows that the majority (209) of Academic Representatives were happy with the standard and style of communication from the Student Voice team across the academic year. Only 46 stated they would've wanted more communication, while 2 SARs stated they would prefer less communication.

Question 8: How much do you agree or disagree with the following statement?: "The communication I received from the Student Voice team was useful in helping me in my role."

Figure 6:

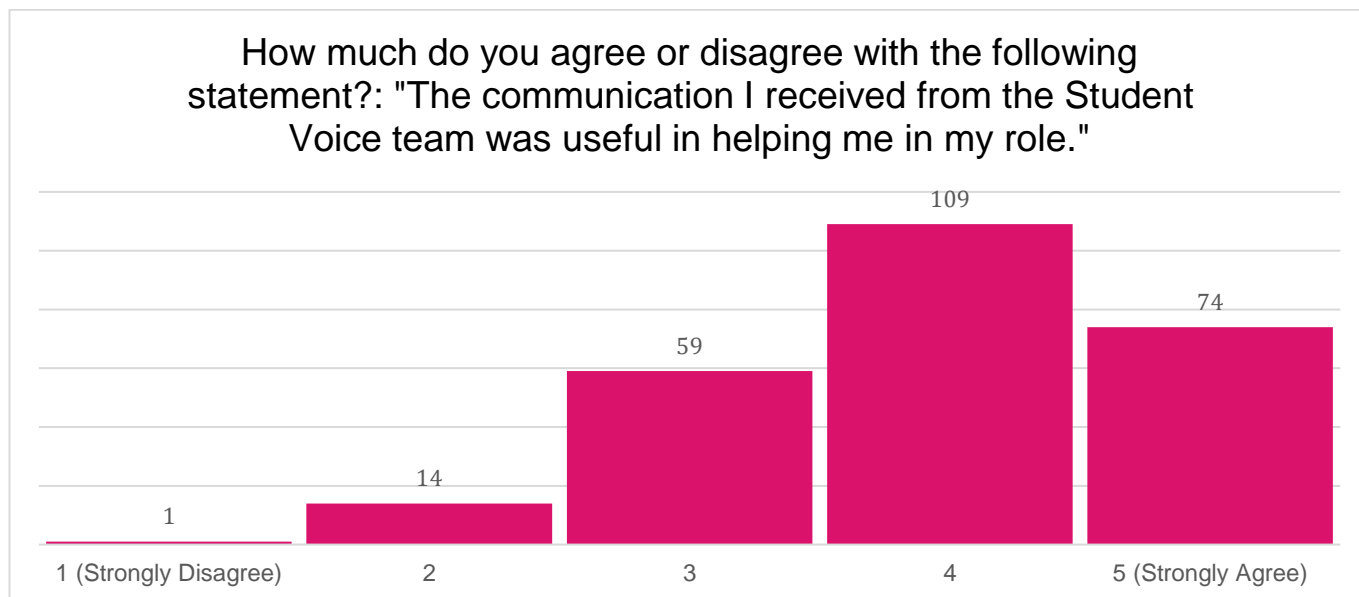
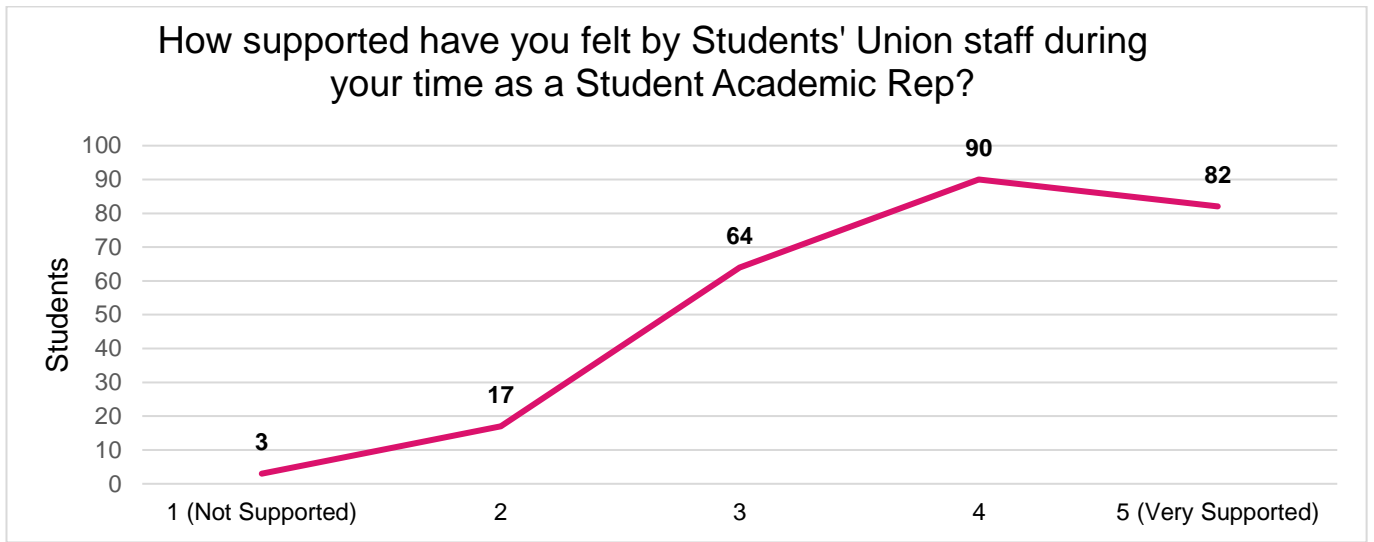


Figure 6 noted that 183 Academic Representatives (71%) either "Strongly Agreed" or "Agreed" that the communication they received from the Student Voice team helped them in their roles. Only 1 Academic Representative "Strongly Disagreed" with that statement, 14 "Disagreed" and 59 SARs were "Unsure".

Question 9: How supported have you felt by Students' Union staff during your time as a Student Academic Rep?

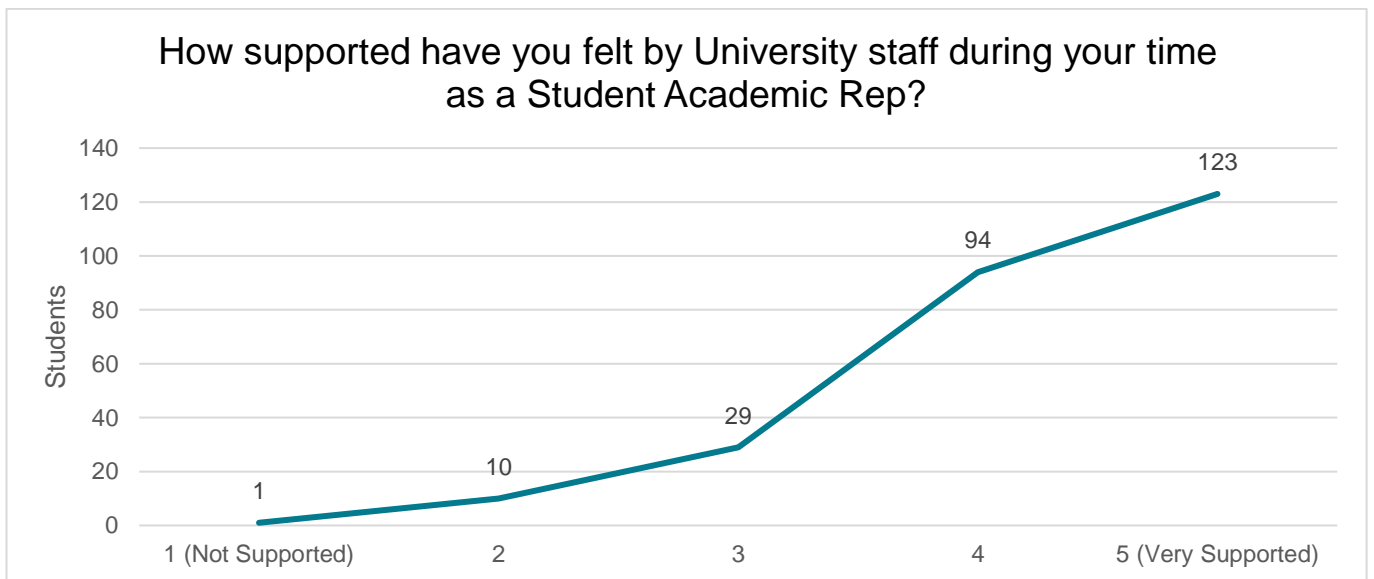
Figure 7:



The above figure displays that 172 Academic Representatives felt either “Very Supported” or “Supported” by Students’ Union Staff during their role. Only 3 stated that they were “Not Supported” and 64 fell between the two.

Question 10: How supported have you felt by University staff during your time as a Student Academic Rep?

Figure 8:



Similarly, figure 8 shows that Academic Representatives felt “Very Supported” or “Supported” by University Staff more often with a total number of 217. Again, only a small number felt “Not Supported”.

Question 11: Have you been involved with any of the following activities/services run by the Students' Union this year?

Figure 9:

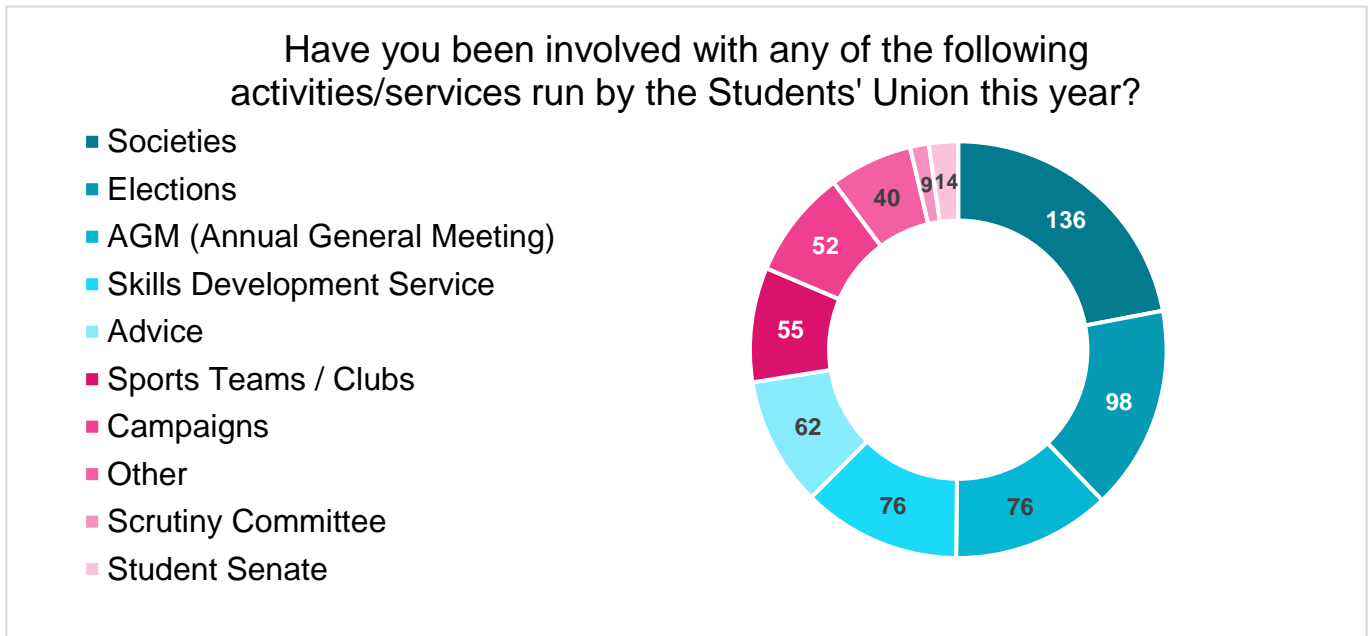
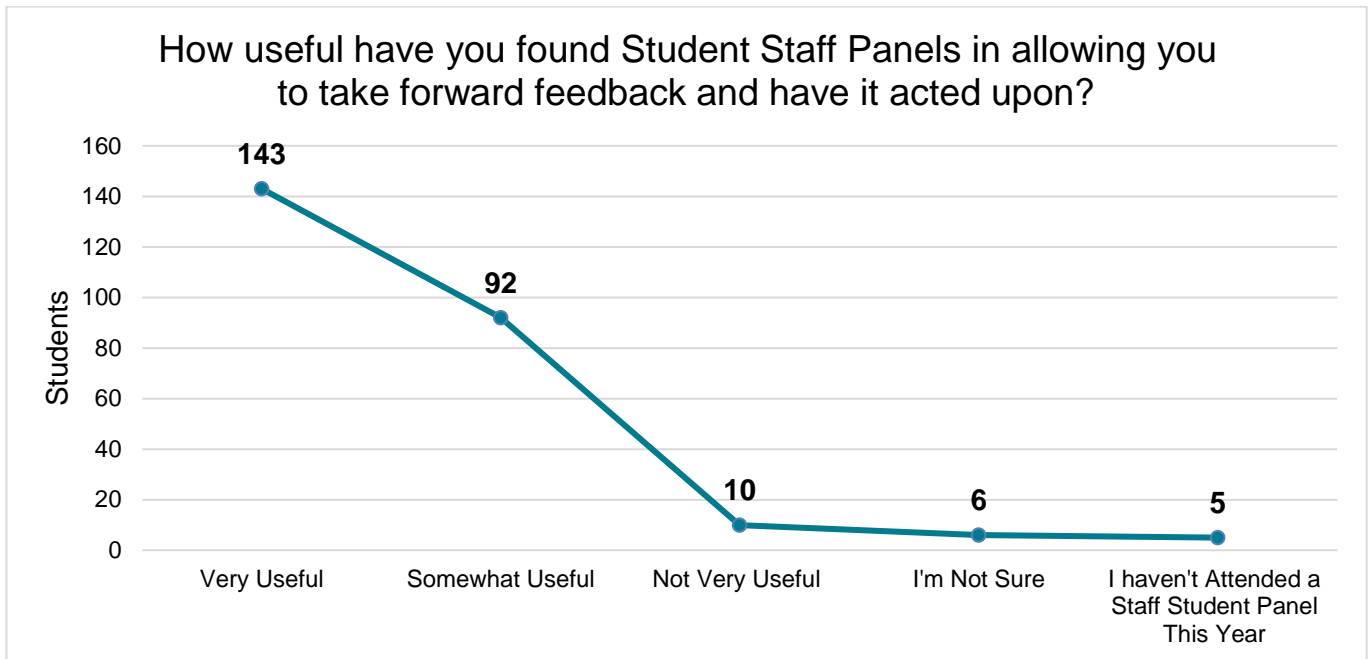


Figure 9 above provides insight into the extra circular activities or Students' Union services utilised by SARs throughout the academic year. The most common engagement noted was being a member of a society and the least was being a member of the Scrutiny Committee. Academic Representatives recorded a high level of engagement with the Students' Union Elections and with Students' Union's Annual General Meeting (AGM). Furthermore, Academic Representatives often took advantage of the Skills Development and Advice Services within the Students' Union. Overall, SARs seemingly engaged with a plethora of services and extra circular activities with the Students' Union.

Question 12: How useful have you found Student Staff Panels in allowing you to take forward feedback back and have it acted upon?

Figure 10:



As figure 10 shows, overall Academic Representatives found the Student Staff Panels “Very useful”. Only 5 stated that they had not attended a Student Staff Panel and only 4% of Academic Representatives that attended a Student Staff Panel stated that it was “Not Very Useful”.

Question 13: If you have taken on the role of Chair or Vice-Chair this year, how confident did you feel in your responsibilities?

Figure 11:

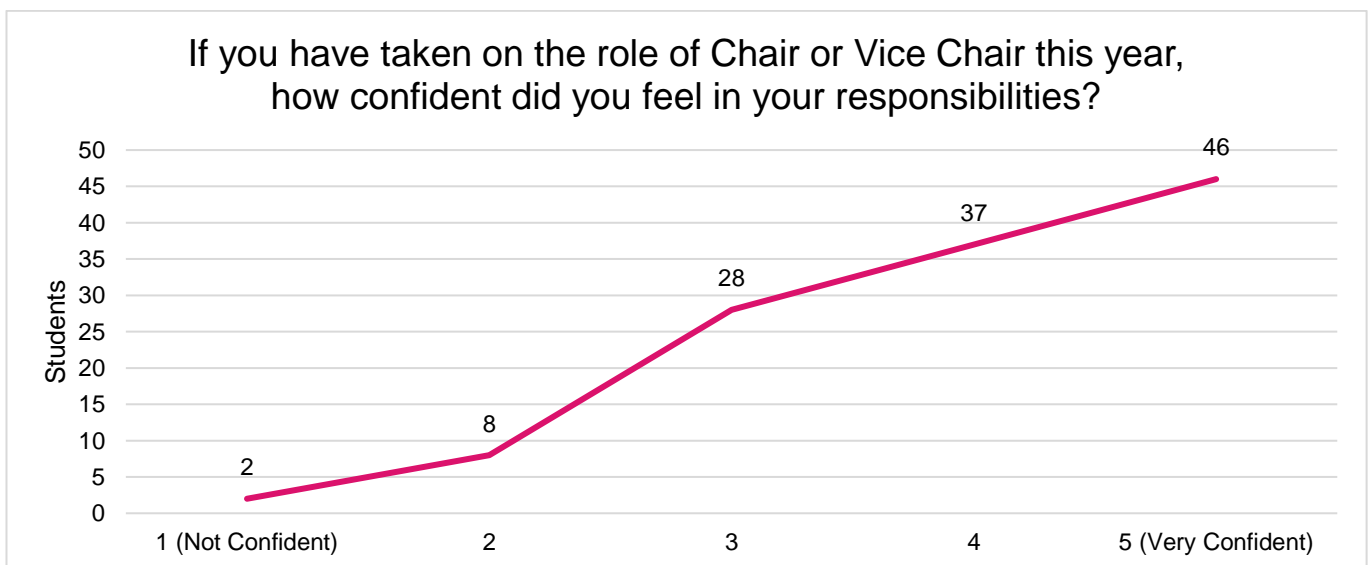
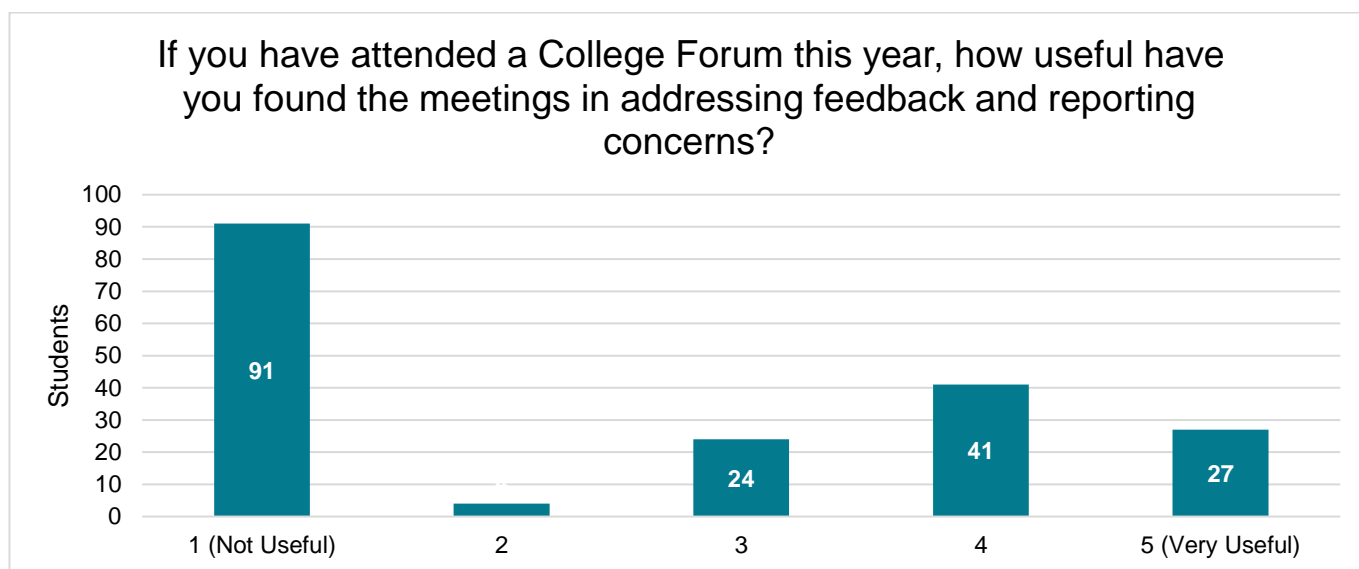


Figure 11 shows over 69% of Chairs and Vice Chairs felt “Very Confident” or “Confident” in being able to fulfil these extra responsibilities. Only 2 SARs stated that they did not feel confident in taking on this role.

Question 14: If you attended a College Forum this year, how useful have you found the meetings in addressing feedback and reporting concerns?

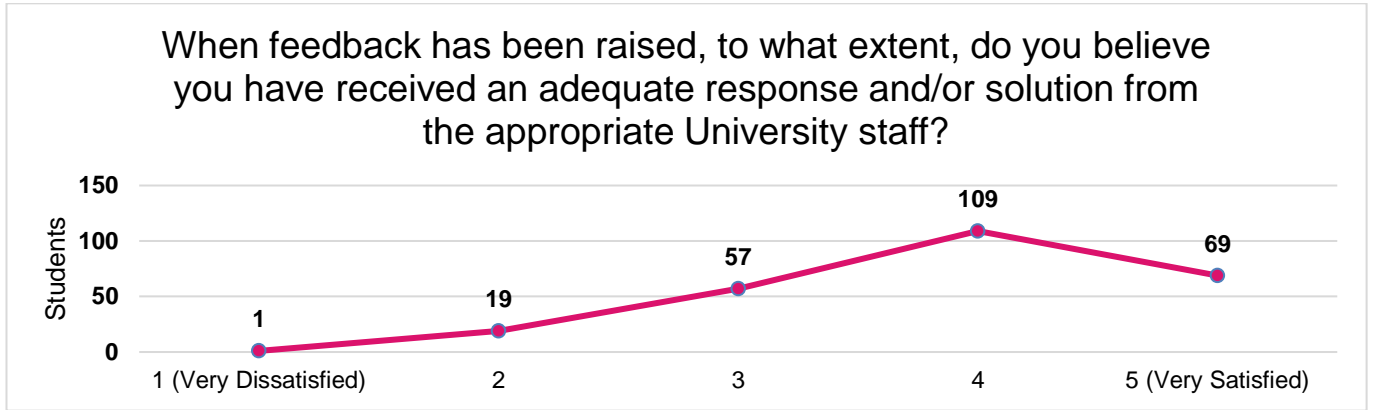
Figure 12:



As is shown on figure 12, 49% of Academic Representatives that attended a College Forum this year did not find it a useful experience. Whilst 36% of SARs that answered this survey did find it “Useful” or “Very Useful”, over half of the responses rated the experience in the bottom two categories.

Question 15: When feedback has been raised, to what extent do you believe you have reached an adequate response and/or solution from the appropriate University staff?

Figure 13:



The majority of Academic Representatives were either “Satisfied” (109) or “Very Satisfied” (69) with how their feedback was acted upon as seen in Figure 13. Only 20 SARs stated that they were either “Very Dissatisfied” or “Dissatisfied” which evidences the level of feedback mechanisms in place for Academic Representatives.

Question 16: Do you believe your role has helped you to develop key transferable skills?

Figure 14:



By analysing the data, figure 14 shows that a 98% of Academic Representatives believe that being a SAR has allowed them to develop key transferable skills. This evidences how the SARs feel the role can improve their employability and development.

Question 17: How valuable do you feel Student Academic Reps are to the student experience?

Figure 15:

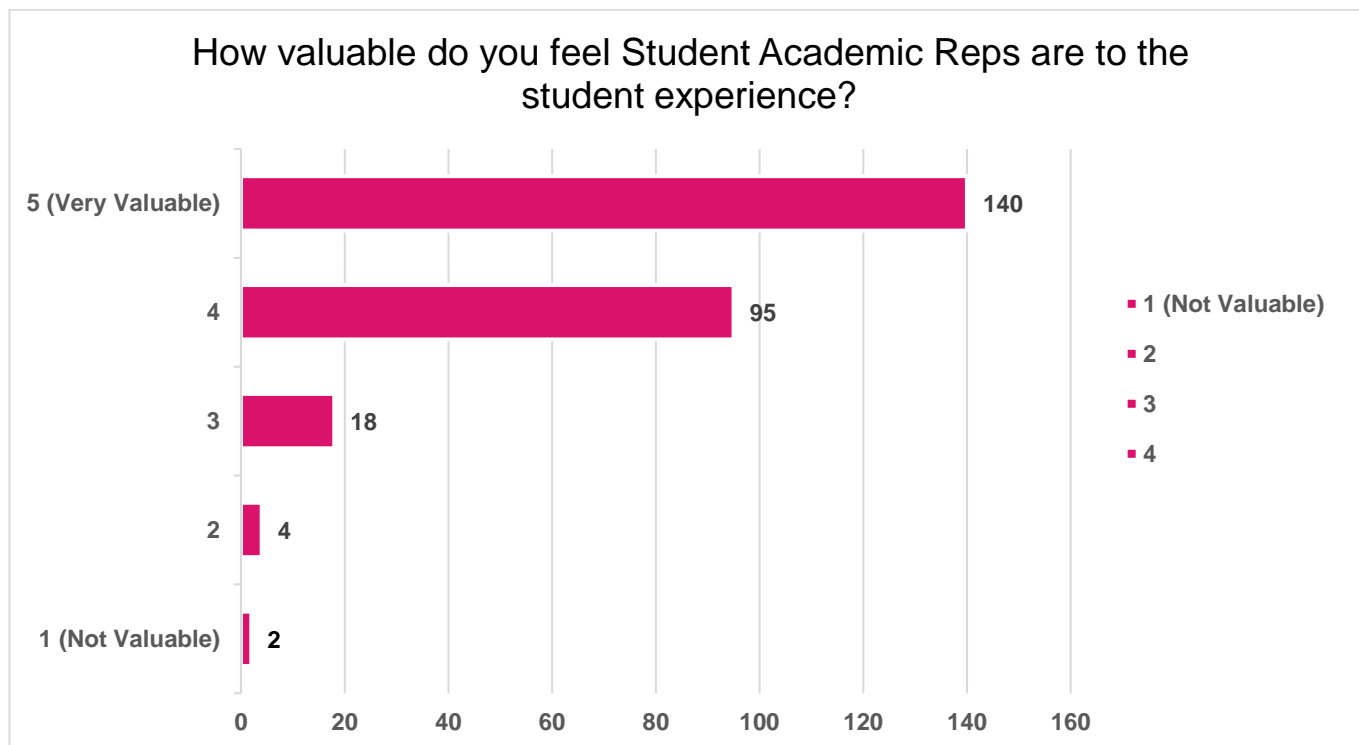


Figure 15 shows that 54% believe the role of an Academic Representative has been “Very Valuable”. This may be in terms its nature of representing students or its ability to provide self-improvement opportunities. A further 37% stated that the role has been “Valuable” with only 2% stating otherwise.

Question 18: Do you think there are any improvements that could be made to the academic rep scheme moving forward?

This question aimed to gain valuable feedback from this year’s Academic Representatives on any improvements that could be made to the system. Whilst 128 Academic Representatives stated that the system was effective and had no changes to suggest, some students did provide feedback. That feedback was split into 7 themes that form the below sub-headers.

a. Support

Numerous SARs stated that they would appreciate regular check-ins throughout the year to help them best fulfil the role. Similarly, others stated that a specific module on Learning Central where all relevant documents were held would be beneficial to help remind them of their responsibilities. Furthermore, there was a strong desire for specifically tailored support to specific communities (PGRs/international students). Finally, there was a general consensus that the existing support available should be advertised better and that the Students' Union should offer more support to students who are lobbying their schools.

b. SSPs/Meetings

SARs stated a need for SSPs to be held on a more regular basis and that their attendance should be regulated. There were also calls for SSPs to follow a solid structure that would ensure that actions were updated following each panel. Other SARs requested more support on the organization of these meetings. Noting that a uniform approach to minute taking and sharing, that is explained to both staff and students, would be beneficial.

c. Collaboration

Academic Representatives want collaboration between SARs and staff to be better facilitated and encouraged. Similarly, many SARs felt that there should be a stronger effort to encourage collaboration between Academic Representatives and other students. SARs suggested that both forms of collaboration could be achieved through increasing SAR visibility or increasing the general understanding of what an Academic Representative is. Some SARs suggested involving the Students' Union to help raise awareness. Similarly, others wanted the collaboration between SARs in the same school to be encouraged to inspire idea sharing.

d. Communications

Even though the majority of SARs were happy with the communication provided to them, some requested improvements to how the Students' Union, University Staff and other students communicated with Academic Representatives. Furthermore, several SARs wanted the specific Academic Representative events to be advertised more frequently.

e. Feedback

Numerous Academic Representatives expressed a need for support in collecting the feedback from other students. Some suggested possible solutions to this such as anonymous feedback mechanisms, timetabled feedback stands or having specific intranet feedback sections. Similarly, there were calls for more support in how to relay the outcomes of SSPs to other students. Additionally, several SARs stated how due to other commitments they are not always able to attend the SSPs despite having feedback to share. In these circumstances, SARs would like there to be more support in allowing them to share feedback despite being absent.

f. Training

There was an agreement that the Academic Representative training should be done before any SSP has been held, with a mid-year refresher event being available to top up their knowledge. Generally, the SARs were happy with the content of the training however some suggested including support on how to deal with difficult conversations. Some SARs suggested showing real-life examples of how Academic Representatives are expected to work with others (University Staff, Students' Union) and communicate their feedback.

g. The Role

SARs raised a shared sentiment that the role should be advertised better and that efforts should be made to increase awareness among other students of what an Academic Representative is, which could allow them to be better utilised. There was a disagreement among the number of Academic Representatives, some schools believed they had too many whilst others did not think they had enough. Several SARs expressed a desire for more activities to be held to boost overall morale in the role.

Summary of Survey Data

- SARs were most engaged with the SSPs during their role.
- The majority of SARs took on the role for the first time.
- The responsibilities of the role were most often completed within 11-20 hours across the academic year.
- SARs were satisfied with the training and support provided to them by the Students' Union and gave positive feedback on the standard of communication throughout the year.
- Academic Representatives were also engaged in other Students' Union activities and services and took several opportunities to have a voice in how the Students' Union operates through AGM and Elections.
- The majority of SARs found the SSPs a useful form to share feedback.
- SARs in the roles of Chair/Vice Chair were confident in being able to complete that role.
- Academic Representatives stated that they were happy overall with how their feedback was acted upon and the outcomes of feedback shared.
- 98% of SARs believe that they have learned key transferable skills through undertaking the role.
- 91% of Academic Representatives believe the role to be "Very Valuable" or "Valuable".



Appendix A

An analysis of Student Staff Panel minutes was conducted to identify the predominant themes, within each individual school and across the wider university. The main themes across all SSPs were:

1. Study Spaces
2. Student Support
3. Cost of Living
4. Strike Action
5. Rep Training (Training)

Further analysis was conducted on a school-level. Analysis was only completed for the meetings where notes were shared by the end of the academic year.

ARCHI

UG SSP 30/11/2022

1. Study Spaces

- a. Students asked if building opening hours could be extended. Staff stated this is to support student wellbeing to ensure time to relax, and that opening times are in line with other buildings.
- b. Studios are often cramped.
- c. Fifth years feel locked away working in the basement.
- d. Security guards are often unnecessarily aggressive at building closing times.

2. Student Support

- a. A mentoring scheme is being offered to support students in the transition from school to university next year.
- b. There is a need for more communication between students (including those in different year groups) and between the university and students. Students wanted the school to support this.
- c. The social space is positive. Engagement has been declining, so SAWSA and the SARs will work together to arrange socials on suitable dates.

3. Training

- a. Training for the mentoring scheme is being rolled out.

UG SSP 8/2/2023

1. Study Spaces

- a. Studio spaces are often cluttered, with not much room to work.
- b. Materials are often stolen from studios.
- c. Students are accustomed to the opening times of buildings.

2. Student Support

- a. There is a lack of support for communication across year groups.
- b. Studio tutors are not providing equal support to all students. Attention is prioritised to those who are not achieving good results.

3. Training

- a. Student Mentor Training will be provided to anyone who wants to be a part of the scheme.

PGT SSP 2/11/2022

1. Student Support

- a. Some international students require more support with communication.
- b. Term dates and timetables should be released earlier to allow students to plan around work and commitments.
- c. Support should be offered to students working full-time to manage group-work.

2. Training

- a. Programme Leads to ensure students attend language training sessions and avoid clashes in events/meetings.

PGT SSP 15/2/2023

1. Study Spaces

- a. Staff noted that extending the opening hours of some buildings was not possible.

PGR SSP (No notes received)



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BIOSI

UG SSP 23/11/2022

6. Study Spaces

- a. The top floor of the library is cold.
 - i. The team are looking at it however stated that the ground floor is warm, and the heating is being upgraded.

7. Student Support

- a. Students requested free menstrual products in Sir Martin Evans.
 - i. Staff noted how they are available in the SU.
- b. PTY students have had little contact from the university. They would appreciate being put in contact with other PTY students.
 - i. Staff are considering hosting a virtual away day for them.
- c. Students would like guidance on assignments (details on the topic and how to complete specific tasks) and good quality feedback.
- d. Announcements on Learning Central are not always communicated. The same issue occurs with new reading lists not being announced.
 - i. Staff are aware of this, and IT are working on it.
- e. Students with reasonable adjustments should have notification of expectations in advance.
 - i. Staff are working on adjustments on SIMS, including access on an individual basis.
- f. Students with disabilities, or extenuating circumstances, find it hard to learn when lectures are not online. The students suggested a solution to record and upload temporarily.
 - i. Staff stated that students with disabilities can ask the lecturer to record.
 - ii. Staff stated that colleagues should let students know ahead of time they intend not to record.
- g. Students have complained about workload.
 - i. There are time management classes available across the University.
- h. Finding deadlines is tricky as they are not obvious.
- i. Talks on PhD careers were given after some application deadlines had passed.
- j. Some staff are not keeping in contact with students they are supervising.

PG SSP (No notes received)

CARBS

UG SSP Business 15/11/2022

1. Student Support

- a. Students in their final year do not feel confident applying for jobs and feel that the work balance is too much to allow them to do that effectively.
- b. Students would appreciate guidance about in-person exams to help with the transition from online to face-to-face.

UG SSP Accounting and Finance (SEM1)

1. Student Support

- a. Students need more guidance and support on the value of tutorials to increase engagement between the cohort and staff.

UG SSP Economics (No notes received)

PG SSP Accounting and Finance (SEM1)

1. Student Support

- a. Students would like more support on how to achieve a First Class Degree.
- b. Students need support in group work.

MBM SSP (SEM1)

1. Student Support

- a. There is support for PPY students from the Careers Office, but wait times for appointments are long.

2. Training

- a. Student Academic Reps could do with more help on how to communicate and engage with their cohort.

PG HRM & IM SSP (SEM1)

1. Student Support

- a. Support for in-person exams to be offered.
- b. Students should be better informed about the purpose of module enhancement forms.

PG MBA SSP (SEM1)

1. Student Support

- a. Students would appreciate more actionable feedback.
- b. Transparency over how marks are given would be appreciated.
- c. There is a need for more corporate experience in lectures, so students are aware of current practice and terminology.
- d. Students would appreciate more help on application processes.
- e. Opportunities within the school need to be advertised better.

LOM & MSPM SSP (SEM1)

1. Student Support

- a. Guidance and advice on referencing would be appreciated.
- b. Support on assessments needed.

PG SSP Strategic Marketing (No notes received)

PG SSP Marketing (No notes received)

PG SSP Business Strategy and Entrepreneurship (No notes received)

PGR SSP (No notes received)



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CHEMY

UG SSP 10/9/2022

1. Study Spaces

- a. All study spaces and lecture theatres should have USB-C plugs.
- b. Often lecture rooms are full of other classes when your lecture is scheduled to start, cutting into students' teaching time.
- c. Students do not like lectures in rooms where the desks are small and the WI-FI is bad. (-1.04 in Sir Martin Evans).
- d. There is a need for more stations around the labs to minimise waiting times.
- e. Some equipment in the labs is faulty.

2. Student Support

- a. There is a lack of guidance on some lab-work for first years.
- b. There is a lack of feedback of Proformas.
 - i. Often the feedback is not easy for students to access.
- c. Guidance on time management for labs should be provided.
- d. NEG instructions for practical sessions should teach the method and not only offer steps to follow.
 - i. The lab video guidance was useful, but more demonstrations would be appreciated, the demonstrators also need to be prepared.
- e. Designated times for group work would encourage socialisation among groups.
- f. Students need more support on how to manage their work.
- g. Students would appreciate more support/guidance on how to interpret questions.
- h. A two hour lecture without a break is a struggle.
- i. Automatic upload of lectures is appreciated by students and should be standard.

3. Training

- a. Some systems (i.e. JAVA) struggle on personal laptops.
 - i. Sessions for support on JAVA are offered.

PGT SSP 10/11/2022

1. Student Support

- a. Students enjoy lectures that involve exam-based questions.
- b. Lecturers should stick to scheduled times, over-running impedes on other lectures, impedes on a student's break time, and often means the entire lecture is not recorded if they do not press the +5 mins button.
- c. Students appreciate reading lists that give them the chance to find information easily.
 - i. Often students are overwhelmed with the amount of content – staff should narrow down the reading material and provide specific chapters.
- d. Students would appreciate having access to UG material, especially if they are not from a CHEMY background.
- e. Assessed dates of workshops should be provided in advance.
- f. Students would appreciate a quicker release of lecture recordings.

PGR SSP (No notes received)

COMSC

UG SSP (SEM1)

1. Student Support

- a. Students want to be better informed about placement opportunities.
- b. Students on Placement Years should be offered better support and have tailored communication as not all follow the same timeline.

PGT SSP (SEM1)

1. Student Support

- a. Students on placement need extra support to be available to them when their supervisors are unavailable.
- b. Communications with students need to be clear.
- c. Support events (careers, placements) need to be arranged to avoid clashes with student timetables.
- d. Students feels as if there's very little careers support.
- e. Students would appreciate an introduction session to the facilities available to them at COMSC.

PGR SSP (No notes received)

DENTL

SSP (DEC)

1. Study Spaces

- a. Facilities in DEC 3 (study rooms) need to be maintained better.
 - i. Chairs (operator and assistant) are hard to manoeuvre around - may need oiling/new chairs.
- b. DEC 3 should be better stocked as often nurses have to go to other DECs to get stuff.
- c. Need more left-handed bays in DECs.

2. Student Support

- a. Delays in release of timetables interfere with planning of clinical sessions and booking out session slots.
 - b. The return of phantom head drop-in sessions has been very well received.
 - c. The layout of learning central is unclear for students. There should be some consistency between departments as to how the information is formatted.
 - d. The school should give notice if lectures are cancelled. Students not being notified has occurred on multiple occasions.
 - e. Some students feel unsafe walking in for 8am in-person lectures in the winter months when it is dark.
 - f. Students think there is a lack of patients available to them so are not getting the required numbers.
-

EARTH

SSP UG (Nov)

1. Student Support

- a. Placements should be discussed earlier than beginning of year 2.
- b. Students are anxious about exams, as this is the first time in three years they will be in-person.
- c. Students request that more information is available for module selections. There is one week to choose at the beginning of the year, but no access to alternate modules.

SSP UG (Dec)

1. Study Spaces

- a. Access to computers could be better. They are only available in certain rooms.
- b. Students want to know more about how the EARTH common room should be used.

2. Student Support

- a. Students would like to see placement options available earlier, especially about placements that start earlier to make the experience longer.
- b. There are issues with some students not having some required skills when taking optional modules. Students are happy to study extra to learn these but would like access/signposting to materials in advance.
- c. Some material is covered very quickly (there is a general agreement that material is covered too quickly for many, but demonstrators are really useful in explaining things that were missed).
- d. Students want more practice on subject specific questions, including practice tests.
- e. Software often leads to Point and Click so students do not understand what they are doing.
- f. The maths support available should be highlighted better.
- g. Dissertation supervisors do not always have a specialty in the topic.
- h. There should be better communication about when/if students need Ethics/Risk assessments.

3. Strike Action

- a. Students are concerned about the impact of industrial action on assessments.
- b. Absence of lecturers is disrupting learning and placements.

SSP UG (Feb)

1. Student Support

- a. Students across year groups and programmes are having difficulty with Maths/Chemistry aspects of work.
- b. Students across all year groups (particularly first year) need extra support with exams and essay assignments.
- c. Year 2/3 students raised the issue of deadline bunching during second semester.
- d. There are ongoing issues with Statistics, including a lack of clear help and instruction.

SSP UG (Mar)

1. Student Support

- a. A lag with Turnitin has been causing students to lose marks/have work capped due to late submission.
- b. Students believe that Extenuating Circumstances should always be seven days at-least.

2. Strike Action

- a. There are ongoing issues around a of lack of support on some courses, including lecturer attendance and demonstrators being late.

SSP PGT (Nov)

1. Study Spaces

- a. There should be ID scanner for rooms instead of keys.

2. Student Support

- a. Additional group watching time or Q&A time with staff would be useful.
- b. Software should be loaded onto computers before practical sessions.

SSP PGR (Nov)

1. Study Spaces

- a. Office allocation is not yet formalised.
- b. Common facilities need to be updated.

2. Student Support

- a. Students do not have fair pay. Fieldwork is paid on a 9-5 rate but many work more than these hours and mark undergraduate work during the trip.

3. Training

- a. PGRs will be invited to next Mental Health First Aid Course.

SSP PGR (Dec)

1. Student Support

- a. There are lots of changes to timetables, but these are not communicated via email. This has led to conflicting timetables and missing lecturers.
- b. There is a lack of availability of lecturers during assessment periods.
- c. Drop-in sessions that offer a criterion for the assessments are very beneficial.
- d. There are issues with not having access to software off campus.
- e. Better communication to students is required on laptop/equipment specifications that are essential before start of term.
- f. Tutors are not assigned fast enough.

SSP PGR (Jan)

1. Student Support

- a. There are problems with the FollowMe printer during peak times.
- b. Deferral is only an option to some. This does not align for PGT where placements happen in the summer. Students feel unable to apply for Extenuating Circumstances.
- c. Module Leader absences often lead to completing assessments with no in-person teaching/support and that is challenging.
- d. Some AEG books at the National Museum of Wales are only available in hard copies.

SSP PGR (Feb)

1. Study Spaces

- a. It is not feasible to have a separate PGR space. The school wants to promote a culture of mixing with different people and research groups. Work elements have been removed from the common room.

2. Student Support

- a. There should be a promotion of the Doctoral Academy to make students aware of services for careers advice.
- b. There is a higher pressure on female demonstrators to work. The school say that is their responsibility and not the student(s).

SSP PGR (Mar)

1. Student Support

- a. There is not enough support offered in modules where sessions are cancelled.
 - b. There are lots of timetabling issues, lectures scheduled simultaneously, and clashing deadlines.
 - c. The CV session was in Spring (too late to be useful). It would be beneficial to have more employability information throughout the programmes.
 - d. Psychometric testing should be included in employability sessions.
-

ENCAP

SSP UG English Language (Oct)

1. Student Support

- a. There is not enough guidance on extended dissertations.
- b. There should be more support regarding summer work and lists.

SSP UG English Language (Feb)

1. Study Spaces

- a. Room 4.44 is not suitable for note-taking.

2. Strike Action

- a. Students have concerns about the strike action impact on learning and assessments.
 - i. Students are missing entire lecture schedules.
- b. Students need to be reminded of the procedure for industrial action complaints.

SSP UG English Literature (Oct)

1. Study Spaces

- a. There are issues with ventilation in some rooms (hot and stuffy) and some rooms are overcrowded.

2. Student Support

- a. First year students have found the first mid-term assessments anxiety-inducing.
 - i. This is particularly down to students having not done lots of assessments due to covid.
- b. Third-year students feel there is not enough support or guidance available during the extended dissertation module.

SSP UG English Literature (Feb)

1. Student Support

- a. Students are concerned about difficulties that autistic and/or neurodivergent students face in regard to the requirements of seminars.

SSP UG Philosophy (Feb)

1. Student Support

- a. Some students are unable to access some materials on learning central due to a technical glitch.

SSP PGT (Oct)

1. Study Spaces

- a. Seminar rooms are unsuitable for larger class sizes.

2. Student Support

- a. There is a lack of support and guidance on assessments.
- b. Students need support with how to manage readings.

SSP PGT (Mar)

1. Student Support

- a. Students need MA Dissertation writing support to be available over the summer.

SSP PGR (Sem 1)

1. Study Spaces

- a. The PG common room printer is not connected so students have nowhere to print.
- b. A lot of PGR students are finding hybrid working difficult to manage as there is no quiet space on campus for them to have online meetings.

2. Rep Training (Training)

- a. There is not enough space for all that want a place on the Associate Fellowship Programme in 22-23.

SSP PGR (Sem 2)

1. Study Spaces

- a. Students are concerned that their PGR social/work/common spaces are under threat to be turned into office space.

2. Cost of Living

- a. Tutor Contracts should be in place by August.
- b. Students ask if the school could fund a second application to a membership of the Associate Fellowship in the same year as the first unsuccessful application.

3. Strike Action

- a. Students need some sort of mitigation because of the strike action (an extension to the annual review).

ENGIN

SSP FOUNDATION EEE, IEN, MTG (Nov)

1. Student Support

- a. School maps would help first year students.
- b. There is a need for extra Lab Technicians.

SSP ACE (Nov)

1. Study Spaces

- a. The quality of lecture recording in lecture theatre 1.09 is not good.

SSP ACE (Dec)

1. Student Support

- a. Extra sessions were arranged for EN2400.
 - i. Students appreciated these sessions and would like them to continue.
- b. There is not enough time in the timetable for some modules.
- c. PG students don't understand fully what they are supposed to offer guidance on.

2. Cost of Living

- a. The canteen and university food are expensive.

SSP MMM

3. Study Spaces

- a. Students would like to have access to ABACWS facilities.
- b. Students appreciate additional access to meeting rooms and study spaces for group work.
- c. Students do not know how to use the semi-industrial microwaves in the school.

4. Student Support

- a. There is a need for a preparation session prior to exam periods and question sessions to help students engage with lecturers.
- b. Sanitary products are not available around the school, only in the library.
- c. Medical Engineering students would like to have more exposure to medical practices.
- d. Extenuating circumstance procedures are not clear for 48-hr exams.

5. Cost of Living

- a. Vouchers for software packages/programmes only work in specific computers.

SSP PGR (Nov)

1. Student Support

- a. Students could benefit from more support on statistical tests and how to apply them in their research, along with interpreting the outcomes.
- b. There is a lack of technical support in Central 0.08 Laboratory.
- c. Students are experiencing problems with conference/travel related reservations that are booked through Finance.

SSP PGR (Feb)

1. Study Spaces

- a. Students suggested potential reorganisation of offices to suit groups who want to sit together.
- b. Sometimes food is being stolen in shared kitchens. Students asked whether student offices can have their own fridges.
- c. Students enquired whether there was potential for a Postgraduate common room.

2. Student Support

- a. When requesting account numbers to pay fees or invoices, students are finding they are not getting responses from the necessary staff in Student Connect.
- b. Finance staff members have not followed up on request for guidance documents for students.

GEOPL

SSP UG (Nov)

1. Study Spaces

- a. Libraries can become very busy during exam periods but often rooms in the school are not in use. Students would like the opportunity to make use of them.

2. Student Support

- a. Students should be informed if staff are unavailable for scheduled contact hours, or an alternative member of staff should be there to offer guidance.

SSP UG (Feb)

1. Student Support

- a. Students enjoy employability talks.
- b. Students would like earlier access to module information on Learning Central before the start of term.

SSP UG (MAR)

1. Strike Action

- a. Industrial action is impacting students' ability to complete assessments.
- b. Students would like information regarding how to place a complaint to be available.

SSP PGT (Feb)

1. Study Spaces

- a. Rooms are often double-booked, and students have received contradictory information about how to book.

2. Student Support

- a. Students would like a presentation from the Alumni team to hear about their employment activity since leaving the programme.
- b. Students need clear and early assessment guidance.

SSP PGT (Nov)

1. Student Support

- a. Some students find software confusing and need additional guidance.
- b. Students would like module leaders to talk more slowly as some international students cannot understand.

2. Rep Training (Training)

- a. Lack of in-person technology / IT teaching for course-specific software.
 - i. Only drop-in sessions and self-taught guides/videos on offer.

SSP PGR (Oct)

1. Study Spaces

- a. There is a desire for social space.
- b. Existing space should be cleaned and upgraded.

SSP PGR (Nov)

1. Study Spaces

- a. Staff/Student social space needs to be created.

2. Rep Training (Training)

- a. There is a desire for extra Welsh training.
 - i. A coffee morning for Welsh learners would be beneficial for staff and students to learn from each other.

SSP PGR (Dec)

1. Study Spaces

- a. The basement (Glamorgan Building) needs to be enhanced and improved.
- b. Students suggest outdoor space areas with seating.

2. Student Support

- a. Students need greater clarity on how to access/use their RTGS fund.
- b. Tier 4 students feel they do not have the same teaching opportunities as home students when it comes to supporting field study visits. This is due to 20-hour working limits.

3. Cost of Living

- a. Discounts on public transport would be appreciated, as well as better access to Health Services.

4. Training

- a. There should be continued discussion about the length of time it takes for students to access the Teaching Fellowship module (run by the Doctoral Academy).

SSP PGR (Jan)

1. Cost of Living

- a. A bike repair station would be beneficial.

2. Rep Training (Training)

- a. There should be continued discussion about the length of time it takes for students to access the Teaching Fellowship module (run by the Doctoral Academy).

SSP PGR (Feb)

1. Study Spaces

- a. A PhD Hub that is both a social and working space could be helpful.
- b. The social spaces/offices are not cleaned.

2. Student Support

- a. Students would like guidance on using personal research budgets.
- b. A pre-enrolment online session for new students coming to Cardiff, with participation of current students, would help.
- c. PhD students could provide advice to UG and PGT students who are interested in advancing into research degrees through an information event during the autumn semester.
- d. Accessibility of disability support and learning needs to be better.
 - i. Students are unsure how to access disability support allowances.

HCARE

UG SSP BMID (Jul)

1. Student Support

- a. Students would benefit from meetings with Programme Support Staff at the beginning of the year.
- b. Midwifery students need more contact/Q&As with people in career roles.
- c. The WI-FI is poor (Especially at TDS and the Grange).
- d. Students need to feel as if their feedback is being acted upon.

UG SSP BN (Nov)

1. Study Spaces

- a. On placements, students are told staff areas are only for hospital staff.

2. Student Support

- a. Students attempting to borrow laptops experience delays.
- b. WI-FI across placement sites does not always work.
- c. Students are interested in study skills sessions (essay writing and such).
- d. The university should offer more help to students needing dyslexia assessments.
- e. Students would like library orientations and tours.

3. Cost of Living

- a. Some placements require students to wear their own clothes. This incurs a cost when students do not have anything suitable and need to buy appropriate clothes.
- b. Students did not receive feedback from a meeting in the summer with HEIW about the cost of living despite requesting it.

4. Industrial Action

- a. Industrial action is impacting the marking of dissertations.

5. Training

- a. Students would appreciate more support on transitioning to qualifying.

UG SSP DRI

1. Student Support

- a) Students enjoy video demonstrations.
- b) Students feel examinations test memory rather than knowledge and believe an assessment format is a better reflection of understanding.
- c) Library support and teaching are appreciated.
- d) There is not enough support for students to whom English is not a first language.
- e) There should be more support regarding how to use Blackboard.
- f) WIFI is not always available on placements.
- g) Career support events and sessions (i.e. job application workshops) need to be timetabled better and not held a week before exams. Also, some sessions (CV) should be updated.
- h) Students are missing necessary uniforms (scrubs).
- i) Study Skills sessions are valued but should be held at the Heath Park campus.
- j) Students need support with essay writing.
- k) Short notice on assessments/work should be avoided.

b) Cost of Living

- a) It is expensive for students to come on to campus when they only have one or two teaching sessions.

UG SSP ODP

1. Student Support

- a. WIFI needs to be more secure.
- b. Student Mentors are sometimes absent which means that students are moved between staff, leading to a lack of consistency.
- c. Students would appreciate additional feedback on assessments.
- d. Students are concerned about the accommodation options during placements.
- e. Study skills sessions (academic writing/referencing) are the most requested Study Skills sessions.
- f. Students do not find online learning easy.
- g. There is a lack of placement information about hospitals in the local area.
- h. Graduation could be moved to later in the summer to account for students that are resitting.

UG SSP OT

1. Student Support

- a. Students would benefit from guidance on how to best use Learning Central.
- b. The Consent Training should be available to entire student cohorts.
- c. Visual aids in lectures are often skipped but are vital to students that need them.
- d. Students need to be told/have support about accommodation for placements – they do not all understand the process or how to complain/celebrate specific ones.
- e. Teams support groups are not always the best at communication.
- f. There are WI-FI connectivity issues around campus and on placements.
- g. Students need guidance about the library to be more accessible and obvious.
- h. Students enjoy breaks through lectures, especially when their duration is over two hours. These should be noted on the timetable.
- i. Some buildings have accessibility issues for students with extra needs (uneven pavements to the door).
- j. Students appreciate any icebreaker activities within the cohort.

2. Cost of Living

- a. Travel expense payments are low compared to the costs.
- b. Students are concerned about the Cost of Living and believe that many deals to help students are not accessible to students at Heath Park.

3. Training

- a. Students do not know what mandatory training is required prior to placements.
- b. Students would appreciate refresher courses on skills (i.e., SOAP notes) before beginning placements.

UG SSP PHYSIO

1. Study Spaces

- a. Students need better guidance on how to book study rooms.

2. Student Support

- a. Students need adequate support to prepare for practical sessions. They find in-person demonstrations useful.
- b. Students demonstrating unprofessionalism should be supported/dealt with in a way that limits the impact of their actions on the entire cohort.
- c. Students need better support in how to decide on research questions, and the support already in place needs to be advertised better.
- d. Students are concerned there is a lack of specific placements in sectors that cover the skills of respiratory issues, which will impact their ability to find work.
- e. The importance of all modules needs to be communicated better to students, including those where the value is not immediately obvious.

3. Industrial Action

- a. Industrial action is affecting lectures.

UG SSP R&O

1. Study Spaces

- a. Spaces must be maintained and clean.
- b. It is difficult to find spaces to work within the hospitals – a map could be useful.

2. Student Support

- a. No EDUROAM is available on some placements (Velindre).
- b. Students do not understand why they cannot see general feedback for assessments.
- c. Panopto needs to be more efficient and trustworthy. Students also want full access to slides.
- d. Lectures in the Autumn Semester go over into January, which does not leave a sufficient time before assessments for the students to review content.
- e. Directed learning results in students obtaining different knowledge levels. There should be a reinforcement lecture.
- f. It is difficult to access Eclipse software due to limited licenses. An access timetable would be useful.
- g. Students would find study skills (Exam Skills, Essay Writing) at the Heath Park campus useful.

- h. Students find teaching to be supported by field-trips effective.
- i. Students enjoy peer-teaching.
- j. Accommodation at hospitals on placements is poor (North Wales).
- k. Students need better support with stress and mental health whilst on placement.

3. Cost of Living

- a. Students are not aware if there is support available.

4. Training

- a. HEIW training is time-consuming. This should be integrated into timetabling.

PGT SSP

1. Student Support

- a. Students need quicker and better help with IT. Many students are waiting for help and only get it soon before exams, which is too late.
- b. Teaching is scheduled for within the Easter break.
- c. Students want a better variety of placements.
- d. Students like personal guidance so they know they are working correctly.
- e. Support sessions (Library Skills) are more beneficial at the beginning of modules. This allows to use the skills they gain to save time later on.
- f. WI-FI on placements and campus is not reliable.
- g. Students appreciate early feedback on assessments, and before new assessments are set so they are able to improve from the comments and feedback.
- h. Further Study Skills sessions (i.e., library support) are appreciated.
- i. Students need to be more aware of support for stress and anxiety.
- j. Students have difficulty finding IT help, presence and times on campus. These should be better advertised via posters.
- k. Students find Panopto recordings much easier to use than pre-recorded PowerPoints.
- l. Scheduled travel time between different classes at separate locations is needed.

2. Cost of Living

- a. Online lectures help with travel costs but are difficult to focus on.
- b. Earlier release of Panopto recordings would help with travel costs.

PGR SSP (No notes received)

JOMEC

No notes.

LAWPL

SSP UG POLIR (Nov)

1. Study Spaces

- a. The CSL should extend its opening hours (currently shuts at 8pm).

2. Student Support

- a. Students are seeking more guidance and clarification on assessments.
 - i. A refresher of study skills for year 2/3 students would be beneficial, as well as more signposting to information and guidance on submitting cover sheets.
- b. More information is required when selecting modules.

3. Cost of Living

- a. Students need warm spaces/microwaves to heat meals.

SSP UG LAW (Oct)

1. Student Support

- a. Students say they are receiving too many e-mails.

2. Cost of Living

- a. The delay in the publication of student timetables has led to the loss or threat of loss of employment positions. This is causing stress to students and has an impact on student wellbeing.

SSP UG LAW (Dec)

1. Student Support

- a. Students would appreciate a week off during the semester to recuperate.
- b. Students suggested that social events be organised for direct entry students who may be feeling isolated or homesick, particularly during the initial months of the academic year.

2. Cost of Living

- a. Students sometimes need to miss lectures due to work commitments which are essential financially.

3. Training

- a. A skills session about e-mail management, particularly for first year students, was put forward as an idea for consideration.

SSP PGT LAW (Nov)

1. Student Support

- a. The Study Skills course was set up too late, and students already had prior commitments.

SSP PGT POLIR (No notes received)

SSP PGR (Dec)

1. Student Support

- a. Student like careers to be included in training sessions.

2. Cost of Living

- a. Some Finance emails are aggressive and come at bad times (e.g. at Christmas when no support is available).

3. Training

- a. There is a backlog in training, and CARBS have put on informal training open to all students.

MATHS

SSP UG (Dec)

1. Study Spaces

- a. Students would like to be able to use the bookable rooms as they are often empty, and would like 24h and weekend building access.
- b. Students questioned the suitability of furniture in open spaces in ABACWS. Some students would like more furniture that makes work convenient (including tables).
- c. Students would like to be able to access showers in ABACWS.
- d. Students would like access to microwaves.

2. Student Support

- a. Students have requested staff ensure microphones are strong and cameras are positioned to catch the screens in the lectures.
- b. Students would like summative coursework.

SSP UG (Feb)

1. Study Spaces

- a. There is an ongoing issue with access to buildings.
- b. Students reported IT issues with the screens in some rooms in ABACWS.
- c. There is positive feedback about building access hours. If students are inside of building when it shuts then they can remain until 8pm.

2. Student Support

- a. Students would like easier ways to give feedback to the school.
- b. Students want to see a reading week.
- c. There are constraints caused by timetables, especially when there are two successive lectures in different locations.

3. Training

- a. The school would like to demonstrate to new students an effective use of an iPad for their studies. They have asked for volunteers to help.

SSP PGT (Dec)

1. Study Spaces

- a. Students are unable to access the Queens building easily and need someone to allow them into building.

2. Student Support

- a. There are issues with the use of microphones and video recording. These only capture a small portion of the teaching area and a lot of time nothing can be heard in the recordings.
- b. Students would like to have a revision session in all modules.

3. Strike Action

- a. The structuring of some modules means that content taught in the second semester would have been helpful during the first semester.

SSP PGT (Feb)

1. Student Support

- a. There should be extra support for practical-based teaching.
- b. There should be more/better support for drop-in sessions: Teaching Assistants sometimes struggle to respond to student queries.
- c. Timetabling has caused module clashes across COMSC/MATHS modules.
- d. There are coursework deadlines during exam periods, causing coursework deadlines and exams to be too close together.

MEDIC

UG SSP Intercalated (SEM1)

1. Student Support

- a. Guidance for assessments and essential foundation knowledge would be useful.
- b. A session given by previous medical students on their experience with the research projects would be useful if repeated.

- c. Tools of the Trade sessions are useful. A session on “How to Reflect” would be useful for TOTT early in the year; more Medical Education staff (or other medical staff) on TOTT with tips and advice about their experiences.
- d. Travelling to teaching weeks from North Wales is tiring at times.
- e. Most students got their timetables in the third week of teaching.
- f. Online lectures are good but having to come into university for an online lecture seems to have caused issues.
- g. There is a lack of assessment guidance.
- h. Students like to see learning outcomes, but often they are absent.
- i. More detailed induction processes would be helpful.

2. Training

- a. Students like more guidance to help in answering the SAQs in assessments.
- b. Group presentations mean that students focus on one topic, but do not gain knowledge about the other topics.

SSP Med Pharm (Sem 1)

1. Study Spaces

- a. The main hospital pharmacology seminar room for drug development is too small and stuffy.

2. Student Support

- a. There is good support from tutors with UCAS med process.
- b. The content level is sometimes overwhelming.
- c. A lecture/session before the tutorials explaining how to approach the questions could be helpful.
- d. Placement talks for second years were too late and did not give time for students to properly prepare and apply.
- e. Students do not know how to access exam preparation materials.

3. Rep Training (Training)

- a. Some struggled at the start critically appraising papers on our own with no practice beforehand, but the seminars have helped with this.
- b. Some students are behind with notes and work in general and find it difficult to keep up with both Med Pharm and BIOSI work. They'd benefit from help in their ability to time manage.

SSP Med Pharm (Sem 2)

1. Study Spaces

- a. There should be provisions for left-handed tables in lecture hall theatres (e.g., Michael Griffiths).
- b. There are a lot of Wi-Fi issues in university buildings.
- c. Obs & Gynae Room should be refurbished. There are no tables, the rooms can be draughty and the overall room is uninspiring and untidy.

2. Student Support

- a. Some students want to have more personal tutor meetings.
- b. Students would like to see a reading week introduced for the BSc Medical Pharmacology Course across all years.
- c. Students enjoyed the potential exam question activities but there was not enough engagement to continue it.
- d. Med Pharm students feel unsupported in some lectures and would appreciate the teaching to be more tailored to them. Alternatively, further opportunities for support would be helpful.
- e. Students would appreciate more assessment support and guidance such as mock exams and essays.
- f. There should be more staff for specific sessions (numeracy).
- g. Current placement students did not feel well prepared for application processes and placement expectations.
- h. Cardiff University placement schemes should be advertised throughout second year to encourage and support students secure a placement.
- i. Students want more detailed feedback so they know how to improve.
- j. Some students feel that their feedback about the change in exam format was not considered.
- k. Students would have preferred January exams to finish a week earlier to allow time for a break between their last exam and first lectures.
- l. Students would like to see examples of previous works (commentary) to get an idea of layouts/expectations.

3. Training

- a. Placement assessments are not reflective of the placement year experience on a day-to-day basis. This seems unfair to be graded on something via a Cardiff University-led marking scheme when the work students do has no input or guidance from Cardiff University.

SSP MBBCCH (No notes received)

MLANG

UG SSP Chinese Y1 (Nov)

1. Student Support

- a. Students need more support on pronunciation.
- b. Students want feedback to offer corrections to their mistakes.

2. Cost of Living

- a. Students suggested selling their old textbooks to students in need. This would assist with the textbook supply issues.

UG SSP Chinese Y2 (Nov)

1. Student Support

- a. More practice for assessments would be appreciated (mock exams, specific exercises, etc.).
- b. Combined skill levels in class make those of a lower level feel intimidated.

UG SSP Chinese Y4 (Nov)

1. Student Support

- a. Any exam content should be further defined.
- b. Translation practises would be beneficial.



UG SSP French (Nov)

1. Student Support

- a. Students need more direct support sessions to practice (grammar, writing, etc.).
- b. Students need more support to obtain a career abroad after graduating.
- c. Students need extra support to feel prepared for their year abroad.
- d. Some textbooks are not very accessible.

UG SSP German (Nov)

1. Student Support

- a. Students have trouble with Learning Central and the discussion boards.
- b. Not all assessments are explained clearly.
- c. Students feel overwhelmed with the amount of work needed before and during class.
- d. Differences in skills of languages can make combined classes hard.

2. Training

- a. A buddy system between second and final year students could be beneficial.

UG SSP Japanese (Sem 1)

1. Student Support

- a. Students want more specific support (speaking and writing).
- b. Students should have support in completing work outside of class.

UG SSP Italian (Nov)

1. Student Support

- a. Students appreciate opportunities to speak with native speakers over other learners.

2. Training

- a. The feedback should not be held until SSPs and can be relayed at any time to ensure best actions.

UG SSP Spanish (Nov)

1. Student Support

- a. Some students feel there should be more support with the jump to university to help with workload and work-life balance.
- b. Students need more support on note-taking.
- c. Students need more support and encouragement to speak in their course language outside of class. Relevant sessions and clubs should be advertised.
- d. Bike sheds need to be advertised better.

UG SSP Translation (Nov)

1. Student Support

- a. Students would prefer Learning Central to be organised better.
- b. Students need more support on natural discussion in class.

PGT SSP (Nov)

1. Study Spaces

- a. The computers are not up to standard and do not have necessary software already downloaded onto them.
- b. There should be better access to food and drinks machines.

2. Student Support

- a. Students need more guidance on how to manage challenging texts and how to read suggested papers effectively and efficiently.
- b. Students want more cultural trips on the course.

MUSIC

SSP MUSIC (No notes received)

OPTOM

UG SSP (Nov)

1. Student Support

- a. Students are unsure about the expectations on the amount of reading they should do to pass.
- b. Students need better support with how to find clinics.
- c. Students are not allowed electronic devices in the lecture (zero tolerance policy). Some students find it detrimental to their learning.
- d. Not all lectures are recorded, which limits student engagement.
- e. Wash facilities should be made available before students use a prayer room.
- f. Students appreciate a lecture being recorded as it helps with learning.

2. Cost of Living

- a. Books are expensive, and it would be beneficial for students if more copies could be provided.
- b. Some books are only available in hard copy or are outdated. Students would appreciate online access and the newest copies.

3. Training

- a. Free practice sessions on a Wednesday are good but are not accessible to students who play sports.

UG SSP (Feb)

1. Study Spaces

- a. Students would appreciate a fridge/microwave/kettle to use.
- b. Some students asked if the coffee machine next to the vending machine in the atrium could be fixed, as it does not work.

2. Student Support

- a. The discussion boards should be checked and updated frequently by lecturers.
- b. Online lectures are better at picking up sound of lecturers and can be watched back. There is inconsistency between students who prefer them and those who do not.
- c. The Panopto recordings often miss the end of a lecture and are not of great quality (sound and picture).
- d. Students appreciate slides being uploaded before a lecture.
- e. Students were hoping to have some extra revision lessons set up prior to exams either online or in person.
- f. Students appreciate more support on assessments and exams.
- g. Students would like less simulated patients and more real-life patients.
- h. Students would like to see examples of dissertations/essays be uploaded as some students have not written an essay since GCSE level.
- i. Some books are only available in hard copy, and students would like to see online access.

3. Industrial Action

- a. Students requested that old lecture recordings could be uploaded to replace those missed by industrial action.
- b. Some students cannot contact lecturers until the week before deadline due to industrial action.

4. Training

- a. Students would appreciate if supervisors taught them how to use different techniques with the slit lamp camera. Alternatively, a lecture prior to these practical sessions to go over the techniques would be helpful.

PGT SSP (Nov)

1. Student Support

- a. Students feel, as distance learners, that they need better support to get them together.
- b. There is not enough time between receiving formative feedback to incorporate into summative work.

PGT SSP (Feb)

1. Student Support

- a. There is not enough time between receiving formative feedback to incorporate into summative work.
 - b. The student voice presence should be stronger to encourage better feedback.
 - c. Students would like a stronger community feel but need the university to facilitate.
-

PHRMV

UG/PGT SSP (Nov)

1. Student Support

- a. The placement process needs to be improved so students have a better experience.
- b. Students are finding it difficult to manage workload, especially on placement.
- c. Workshops are under-staffed so students are not receiving adequate support.
- d. There was a lack of help with Learning Central

2. Cost of Living

- a. Students are having to work more hours than they might normally and are not aware of central university support.
- b. The cost of the vending machines in the building is too high.

3. Training

- a. Student Academic Reps are unable to use email distribution lists which makes it difficult to contact the whole year group.
- b. Students suggested they could run a session for the next intake to show them how to use Learning Central as there has been confusion in the past.

UG/PGT SSP (Feb)

1. Student Support

- a. Students are worried that their placements will affect their assessment and exam revision time.
- b. Students need more support and information on assessments in advance to prepare adequately.
- c. There should be adequate notice time given to students before placements.
- d. Some students with Apple products are unable to access certain folders on Learning Central.

PGR SSP (No notes received)

PHYSX

UG SSP (Nov)

1. Student Support

- a. Job information should be displayed somewhere in physical form.
- b. Students appreciate guidance on prior work they can do before a module.

SSP UG (MAR)

1. Student Support

- a. Students need more support in the skills that are important to find a job in their sector, such as job searching, and writing CVs.
- b. Students would appreciate talks about other career paths (e.g. staying in academia).
- c. There is an inconsistency in the expectations for supervisors and students attending compulsory meetings. Students are required to attend, even when struggling with stress or workload, but some supervisors miss the meetings with no notice. This often leads to students being stressed and not doing their best work.
- d. Student mental health events should be hosted during day to help with burn-out.

2. Cost of Living

- a. Student support for booking travel/accommodation for relevant trips needs to be improved.
- b. There should be better transparency on funding available to students.

3. Industrial Action

- a. Students would like to be told about the support available during industrial action.

PG SSP (Nov)

1. Student Support

- a. Students appreciate support on how to find employment opportunities in Physics or Astrophysics (e.g. training for writing a CV for Physics-related employment)
- b. A support session about staying in academia, specifically for Physics PGR students, would be helpful.
- c. The session about applying for PhD programmes needs to be earlier in the year to account for all deadlines.
- d. Students need more help and support with UK and non-UK postdoctoral applications.
- e. Students say it would be useful to have advance information on events happening during the academic year (such as a calendar with advance notice for events).
- f. There was a suggestion to link careers to existing conferences in exhibition style.
- g. There are too many induction events, especially for returning students.

2. Cost of Living

- a. Students commented that tampons and sanitary products should be available for free in the school's toilets.

PSYCH

UG SSP (Nov)

1. Student Support

- a. Students would like placement information and opportunities to be released sooner.
- b. Students could benefit from support on how to summarise content.
- c. Students should have support for in-person exams, especially if they have not done any before.
- d. Some students prefer 24hr exams as they believe these test their understanding better than in-person exams.

UG SSP (Dec)

1. Student Support

- a. Support for students completing studies would be beneficial to reduce worry over finding employment.
- b. A way to increase the accessibility of Panopto, including the use of captions, would be useful.

UG SSP (FEB)

1. Student Support

- a. Some students commented that assessing placement year is unfair as it is more weighted on the report and there is not enough consideration towards the performance during the placement.
- b. Some students are beginning to worry as they are unsure what progression in their writing is supposed to look like. More support would be beneficial, including the ability to review old examples.

2. Industrial Action

- a. Students are not getting enough support from project supervisors due to industrial action.
- b. There are concerns regarding industrial action having a significant impact on the amount of lectures students receive, resulting in a lack of knowledge impacting assessment results.

PGT SSP (Oct)

1. Student Support

- a. Some students had shorter meetings with their project and practical supervisors than others.
- b. A glossary of general psychology terms should be provided at the start of the year to offer guidance on technical terms and general psychology definitions.
- c. Students, especially those with specific disabilities, would benefit from the availability of subtitles on Panopto recordings.
- d. Students could benefit from more guidance on assessments.
- e. Students had found it difficult to obtain copies of books from the library that contained key texts referred to by academic staff for essays. Students need guidance on how to better find such resources.

PGT SSP (Nov)

1. Student Support

- a. Some universities provide a plagiarism checking software for students to use before submitting coursework. This would be beneficial.
- b. Better guidance on how to use Learning Central could be beneficial.

2. Industrial Action

- a. Students had found correspondence sent by the Head of School regarding the upcoming industrial action useful.
- b. Students are aware of how to act during this time.

PGR SSP (No notes received)

SHARE

UG SSP Ancient History and Religion

1. Study Spaces

- a. Students would like a student space with a kettle and microwave.

2. Student Support

- a. Office hours should be advertised more clearly.

UG SSP Archaeology and Conservation (Dec)

1. Study Spaces

- a. PGTs would like extended lab time outside of class hours.

2. Student Support

- a. Communications need to be better. Email load is very heavy and risks students missing key information, and any amendments to courses need to be communicated better.
- b. Students want a more connected community, including social events.
- c. A lot of readings are unavailable in hard copy in the library, especially core readings for Conservation Y1 which are only available in the laboratory.
- d. Clearer communications are required about flipped learning processes.

UG SSP History (Dec)

1. Student Support

- a. Students welcome 24hr exams.
- b. Lecturers should always upload slides onto Learning Central.

PGT SSP (No notes received)

PGR SSP (No notes received)



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SOCSE

UG SSP (Nov)

1. Study Spaces

- a. Often students are unable to hear lecturers when sat at the back of a theatre.

2. Student Support

- a. Students would benefit from tips on how to use the course platforms (e.g. Unitu, Leganto)

3. Training

- a. Students would like more training on how to collect feedback.
- b. Students would like more training on how to be visible in their role.

UG SSP (Feb)

1. Study Spaces

- a. Students say that the coffee shops are very busy and that the SOCSI study spaces should be promoted further.

2. Student Support

- a. Students dislike Blackboard Ultra.
- b. Students would like for subject specific software to be available on loan laptops.
- c. Students are not happy with the inconsistency of structures on Learning Central.

3. Industrial Action

- a. Students have many concerns regarding industrial action, including whether lectures would be filmed, the mitigation process in place for assessments, and the university's responses to student emails.
- b. The students' dissertation conference was on a strike day, which created stress and concerns.
- c. Students are concerned about the cancellation of lectures.

SSP MASW (Jan)

1. Student Support

- a. Students would like more support to discuss placements.
- b. Students would like placement money to be paid on time.

PGR SSP (No notes received)

WELSH

UG SSP Y1 (Nov)

1. Student Support

- a. Students need more guidance on referencing.
- b. The standard of Panopto is bad.
- c. Creative writing support classes would be beneficial.
- d. The quantity of emails is something students need help to manage. This can be overwhelming.

UG SSP Y1 (Feb)

1. Student Support

- a. Students are confused about how to present work. The expectations differ from school to school.

UG SSP Y2/Y3 (Oct)

1. Study Spaces

- a. Some spaces are unsuitable.

2. Student Support

- a. Office hours are not available to students.



UG SSP Y2/Y3 (Nov)

1. Student Support

- a. Students want more support on assessments in lectures, and not only online.
- b. Students do not enjoy having multiple deadlines on the same day.

UG SSP Y2/Y3 (Feb)

1. Student Support

- a. Students think double sessions are challenging, especially when they have no break.

2. Industrial Action

- a. Students are worried about the impacts of industrial action on their education and assessments.

SSP PG (Nov)

No Notes.



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Appendix B

At the end of the 2022-23 academic year, all Student Academic Reps were invited to complete a feedback survey, to gather insight into areas for potential enhancement to the academic representation scheme in future. The full list of questions asked is as follows:

1. Please select all of the engagements and volunteering from the list below that you participated in as a Student Academic Rep.
2. Prior to this academic year, have you previously been a Student Academic Rep?
3. How did you hear about the role of Student Academic Rep?
4. Why did you become a Student Academic Rep?
5. How many hours, as an estimate, have you committed to your role as a Student Academic Rep this academic year?
6. How well do you feel the training you received from the Students' Union prepared you for your role?
7. How would you describe the amount of communication you received from the Student Voice team over the past academic year?
8. How much do you agree or disagree with the following statement?: "The communication I received from the Student Voice team was useful in helping me in my role."
9. How supported have you felt by Students' Union staff during your time as a Student Academic Rep?
10. How supported have you felt by University staff during your time as a Student Academic Rep?
11. Have you been involved with any of the following activities/services run by the Students' Union this year?
12. How useful have you found Student Staff Panels in allowing you to take forward feedback back and have it acted upon?
13. If you have taken on the role of Chair or Vice Chair this year, how confident did you feel in your responsibilities?
14. If you attended a College Forum this year, how useful have you found the meetings in addressing feedback and reporting concerns?
15. When feedback has been raised, to what extent do you believe you have reached an adequate response and/or solution from the appropriate University staff?

16. Do you believe your role has helped you to develop key transferable skills?
17. How valuable do you feel Student Academic Reps are to the student experience?
18. Do you think there are any improvements that could be made to the academic rep scheme moving forward?



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